

## Alaska Update – May 2001

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An initiative is underway to put in place the ISTE National Education Technology Standards for Teachers, particularly those relating to curriculum implementation and strategies to apply technology to student learning. A group known as the Better Educational Technology Assessment Team is developing self-evaluation instruments for teachers and will be field tested this spring.

Fifteen districts received a total of \$2 million under the TLCF recent grant competition. A major emphasis will be staff development related to technology use in reading, writing, and math classes. Using TICG and PT<sup>3</sup> grants, online professional development classes are expanding, including teachers modeling technology use. The SEA has also established a Marco Polo professional development training. Under the E-Rate program, 95% of Alaska districts receive discounts and all districts now have Internet access. Under the 21<sup>st</sup> Century Community Learning Center Initiative, \$10 million has been allocated to fund 17 extended learning programs. A contact is Michele DeShaw, 907/465-8703.

## Arizona Update – May 2001

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Arizona State Superintendent for Public Instruction, Lisa Graham Keegan, has announced her intentions to resign. Having held the position of six years, Keegan will become the CEO of the Education Leader's Council which is a conservative break-away group from the Council of Chief State School Officers. One active member of the ELC has been former Pennsylvania Secretary of Education and now third ranking official within USED, Gene Hickock. Keegan has been a major proponent of charter schools. Upwards of \$200 million is being spent on infrastructure (i.e., \$100 million), computers (\$50 million), and staff training (\$60 million) by the Arizona School Facilities Board which is appointed by the Governor and separate from the Department of Education, but has received funding from the state legislature. Keegan is reported to have been frustrated with the state legislature lack of interest in providing funding for statewide testing.

By June 2003, each school is scheduled to have 100 megabit broad band access to allow students to take online courses.

## California Update - May 2001

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Proposed budgets for next school year for continuing the following projects:

- technology support and training grants for the digital high school (\$76 million);
- technology staff development for grades 4-8 (\$9 million);
- technology assistance project (\$13 million);
- statewide education technology services (\$2.2 million);
- K-20 statewide education technology network (\$32 million).

The Governor has also proposed to fund ten high-tech high schools at \$20 million and provide \$25 million for professional development through the CSUS. Mary Sprague is the digital high school technology official, (916/323-5216).

Earlier this year the Governor also allocated \$175 million in surplus funding for the purchase of 100,000 multimedia Internet capable computers to achieve a multimedia computer to student ratio of 1:5 (see April Update) or take online AP courses.

A number of districts are taking alternative approaches to cope with the energy crisis. The Sacramento City Unified School District has established an extensive energy conservation program to cope with rolling blackouts. The staff has been able to purchase additional batteries for cell phones. Long Beach initiatives include alternatives such as encouraging district, staff and students to turn off computers at the end of the day. San Francisco Unified School District has come up with contingency plans similar to those emergency procedure related to earthquakes.

The state's School to Career Opportunities Act passed in 2000, is designed to continue and expand the Federal School To Work program which is ending this year. About \$2 million has been appropriated to set up mechanisms for coordinating and brokering specific services, such as using school site mentors as liaison between educators, business, parents, and community partners, and

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matching people with work based opportunities. The original bill called for \$5 million for establishing the infrastructure. However, the Governor reduced it to \$2 million calling for the private sector to make up the difference.

## Connecticut Update - May 2001

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Over the last year the Connecticut Digital Library has received \$2 million while the Connecticut Education Network has been allocated \$4.7 million. In addition, wiring, hardware, and software grants of up to \$10 million have been provided to over 200 entities, mostly schools, and a new round of wiring grants estimated to be \$20 million will be allocated this spring. Twenty awards totaling \$2.5 million have been made to districts under the Innovative Teacher Training program while online teacher training has been allocated \$800,000.

The state has developed a two year staff development plan related to technology use which includes:

- a database of web resources and software reviews;
- a team which will develop curriculum materials for online access and best practices on technology policies and teaching.

The SEA and Commission for Education Technology have developed a long-term education technology plan which is available at [state.ct.us/sde/tech/tech.htm](http://state.ct.us/sde/tech/tech.htm). The contact is German Bermudez, State Technology Coordinator, 860/566-8888.

## Delaware Update - May 2001

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A recent survey by the Center for Educational Technology on school technology, found that 100% of the state classrooms are connected to the Internet; 96% of classrooms have one Internet connected computer; the student to multimedia computer ratio is 4.4 to 1; the number of instructional computers has doubled over the last two years. 3Com recently received a contract to upgrade the local area network electronics across the state. The Center for Educational Technology is completing the CATV/CCTV project in which every classroom will have the capability of receiving a cable TV signal and a locally distributed video signal. The Center has also entered into an agreement with WorldCom to establish a Marco Polo teacher training initiative. A contact is Wayne Hartschuh, 302/739-4692, which is a new telephone number.

## Georgia Update - May 2001

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The legislature has appropriated approximately \$35 million in lottery funds to be allocated for the Computer in the Classroom grants which are allocated at a rate of \$25 per full time equivalent (FTE) student. These funds can be used to purchase hardware, software, and networking for instructional purposes. The SEA has developed purchasing specs and a minimal set of guidelines for purchasing technology products. About \$2.5 million will be available next year for assistive technology grants to local schools. State funding of slightly over \$40 million will be continued for salaries for technology specialists at the building level at a ratio of 1:1000 FTE students. State funding for Internet access for all school districts will also be continued.

The Atlanta public schools are implementing a \$700,000 Reading is Fundamental grant from the Prudential Foundation for infants to grade 5. The district is also implementing the City of Readers project which offers training to child care center staff and provides extra support to existing programs in the Atlanta area.

The legislature has approved a request by the Governor to create a 19 member Georgia Closing the Achievement Gap Commission which will recommend ways to increase the performance of the lowest achieving students in the state. Alternatives being considered are reducing class size to 18 to 1 in kindergarten and 21 students in grades one through three. Other alternatives are providing more rigorous courses in the high school level and requiring more professional development. Two years ago the Governor mandated that no teacher aides be used. However, after complaints from teachers, he has now restored funding to allow one teacher aide in each kindergarten class.

## Indiana Update – May 2001

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The legislature is considering: \$20 million each year for the Technology Plan Grant Program which would be a big increase; providing \$7.5 million for “take home” computers for Title I ninth grade students; and \$3.5 million for AP online courses.

According to [eSchool News Online](#), April 9, the State Senate is considering Bill 1083 passed by the House which seeks to protect the e-mail messages of public employees. If e-mail of public employees were to be defined as “public documents” supporters argue that the lack of confidentiality would discourage public employees from using e-mail. The bill was introduced at the request of the State School Board Association after the Indianapolis Star obtained Internet e-mail logs of 49 superintendents and published the results.

The Indiana NEXT initiative will involve over 1200 administrators who will receive five days of technology leadership training and hands on technology integration assistance using \$1.8 million from the Gates Foundation.

The Project 4R grants for elementary schools to purchase technology for K1 reading, writing, math, and remedial programs will be funded through the state’s \$4 million Education Technology Program and Fund.

Grant applications are being solicited for the \$6.3 million TLCF Federal program. One component will target secondary schools while the high-tech library grant program will focus on the development of information literacy skills. Approximately 45 proposals will be funded.

The Library Information Literacy Standards is being correlated with the Indiana academic standards in math, science, and foreign language, and are available on INSPIRE, the online database available to everyone in the state.

Information literacy skill grants for teams of licensed media specialists and technology coordinators

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will place a priority on reading. Last year 47 grants were made to teams of \$5,000 each. The Indiana Department of Administration has issued an RFP for the development of a Centrex service telephone system throughout the state. A contact is Janet Harvey, Office of Learning Resources, 317/232-9190, while another is Michael Huffman, 317/232-6672.

## Kansas Update – May 2001

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The Network of Kansas Inc., which is the state official website, has launched its web portal, ACCESSKansas. The Kansas Department of Administration has issued an RFP for telecommunications systems and services needed to support the state's Network of Kansas Inc. and web portal, ACCESSKansas. The successful bidder will provide teleconferencing services, video, and systems integration services. A contact is Sal Tayani, 785/296-7931.

The Kansas State Board of Education passed a resolution in March opposing the Bush Administration's proposed assessment proposal arguing that it would be too intrusive and that the state is already meeting the goals of the President using the existing state assessment and accountability system, which has been approved by USED.

## Kentucky Update – May 2001

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Kentucky Virtual University (KVU) offers college courses on the Internet and is funded at \$1.5 million under a state technology trust fund created in 1997. The Council on Postsecondary Education decides how the money is spent. The Governor's Office of Technology has released an RFP for affordable, portable, consistent, reliable, and secure wireless voice communications for all state and local government agencies. The successful bidder will provide seamless statewide coverage, electronic billing and reporting, and appropriate data services. The contact is David Couch, 502/564-2020.

This year \$73 million will be provided to districts (i.e., \$128/student) for technology. The SEA uses statewide licenses and contracts through volume discount purchases for hardware and services for districts.

The Kentucky School to Career system was created in 1998 under House bill 724. Some of the activities specified in the bill "as allowable" include the funding and implementation of applied learning experiences, the integration of academic and occupational education, and curriculum based on skill standards representing all aspects of an industry. The overall initiative includes performance goals for students to meet in science, math, and basic skill areas. \$700,000 has been appropriated for grants to local partners and a school to career office has been created in the Governor's budget, referred to as the Office of Technical Education. Most officials agree that the school to career funding will likely increase in the 2002 budget, if there is evidence that the programs at the district level had been effective.

## Louisiana Update – May 2001

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The Louisiana Department of Education has requested \$10 million from the legislature which would be distributed on a per pupil basis to continue funding Parish initiatives to increase connectivity.

The Classroom-Based Technology is funded this year at \$5 million down from \$37 million in 1997.

Under a Gates Foundation \$1.2 million grant, the Technology Leadership Opportunities for Principals and Superintendents (LEADTech) will provide technology leadership training for principals and superintendents who will each take an online graduate level course entitled “Leading with Technology.” Louisiana INTECH, which is adapted from a similar staff development program in Georgia, includes over 50 hours of training with a major focus on identifying and implementing effective technology-based strategies to enhance their curriculum. The training focuses on classroom management techniques, new designs for learning, curriculum standards, and modern technology skills.

The State Making Connections initiative is a standards-based high-technology curriculum project available on the Department’s website and is correlated to state content standards for math, English, language arts, science, social studies, foreign language, and the arts. A new state online database includes licensed reference products from the Gale Group and World Book, and is funded through the classroom-based teacher technology grant fund. Most of the state’s technology literacy grant funds are provided to nine regional teaching, learning, and technology centers that provide technology training to parishes and schools in the immediate area. A new contact is Chris O’Neal, who has been promoted to the State Director for Education Technology position. (225/763-5575)

The Louisiana Career Option Act passed in 1997 requires that all high schools have career major curricula by 2005-2006 school year. Students between grades 6 and 8 will explore various career options and then complete a five year educational plan detailing their goals and objectives after graduation. The students’ basic courses in grades 11 and 12 will have the same high standards and testing as college prep classes. During the 1999-2000 school year, 15% of high schools implemented

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such programs and 15% additional each year will implement such programs until all have implemented the curriculum major by 2006. One of the indicators of success under this state initiative will be reduction and drop out rates which already occurred between 1997 and 1996.

## Maryland Update – May 2001

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Using almost \$1 million in startup funds provided by the legislature, the Maryland Digital Library has entered into contracts with ten database vendors to provide student and faculty access to institutions which joined the consortium, which facilitates cooperative purchasing of online services.

The State Education Technology Policy Council has proposed that \$50 million over five years be allocated to the Connecting with Tomorrow Initiative to support distance learning at the college level. The State's University Technology Plan calls for an investment of \$100 million in 11 campuses which will allow all students to have personal computers with the requirement that they demonstrate technology skills as a prerequisite for graduation.

Applications for the TLCS \$5.4 million during year five were submitted to the state in April. Much of these funds will be used for professional development. An additional 330 schools will be added to the Technology in Maryland Schools Program for infrastructure development.

The TLCF has received \$5.4 million in Year Five funding. Funds will be used to help selective districts implement their district technology plans. Proposals are due April 28.

## Michigan Update – May 2001

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The Ameritech Technology Academy (ATA) is continuing to provide technology-related staff development to over 2,000 Michigan educators. This effort involves teams that train others to become “techno-savvy.” The ATA received \$2 million from Ameritech Foundation and SBC. Also participating is the Michigan Virtual University. For more information go to [www.ameritechacademy.org](http://www.ameritechacademy.org).

In November the state established its K-12 technology planning website in coordination with the Gratiot-Isabella Regional Education Service District, which supports technology planning and provides a model plan template on submitting technology plans for approval.

Governor Engler has delivered the first laptop computers to Michigan teachers as part of his \$110 million initiative to provide \$1,200 for eligible teachers to receive computers with software, Internet access, and web-based professional development. The contact continues to be Lucian Parshall (517/373-4333).

Approximately \$24 million has been appropriated for FY 2001 for the Department of Career Development to continue the state’s School to Work program after Federal dollars end this year. Michigan is also using a portion of its tobacco settlement monies for career preparation. The school to work efforts initially involves regional entities after which time the program is being implemented at the district level. Unlike other states where school to work has been opposed by conservative legislators, the overall statewide initiative is not considered a “channel” where all students are put into “irreversible employment paths.”

## Nebraska Update – May 2001

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Governor Mike Johanns is proposing a 14% increase to \$737 million for pre-K-12 in FY 2000. Of that total, \$200 million will be allocated to school districts which will determine how such funds will be used. He has also proposed a \$3 million increase over two years to expand early childhood programs and \$5 million is proposed to be provided in the form of loans to students who agree to work in Nebraska public or private schools after graduation.

Technology funding for this year has come from several sources: (a) \$12 million from lottery proceeds and related sources; and (b) about \$1 million from reimbursements from an “energy-saving” loan program.

SEA officials hope that the ACLU and other groups will win lawsuits finding the CIPA filtering mandate for E-Rate applicants as unconstitutional. The State does not plan to come up with its own filtering mandate for State purchases.

A large new initiative in the state relates to technology standards for teachers, students, and administrators. The state has adopted the ISTE standards for administrators and will likely modify them slightly to meet local needs. Funding from a Gates Foundation grant will subsidize much of the administrative training which will be completed by the Fall 2002. The state has also adopted the revised ISTE Teacher Technology Standards which will be used in K-12 schools and in teacher preparation colleges. Based upon the ISTE Student Technology Standards, the state has developed the Student Essential Learnings in Technology which are now being implemented. Some of the funding to support implementation of these staff development efforts is a PT<sup>3</sup> catalyst grant in which all 17 teacher colleges will participate. Distance learning will be relied upon to provide training. A major contact continues to be Dean Bergman, Director of the Education Technology Center, 402/471-5023.

## New Hampshire Update – May 2001

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The New Hampshire DOE website is a major source of information about technology activities. It currently includes information on new certification requirements for both teachers and computer technology specialists and online applications for computers under the Governor's Computers in the Schools Program, particularly for refurbished computers. The website also includes current application information for TLCF grants of which 30% must be set aside for professional development. Of the 163 school districts, 95 have received grants in the past. Site licenses have been negotiated for Connected University professional development and Vital Knowledge's Teacher Tech Tutor from FreshPond Inc. which are used for distance learning. The state is developing an online technology planning guide which will be used by districts to update their technology plans. Also available for viewing on their website is the online self-assessment tool for teachers (LoTi).

## New Jersey Update – May 2001

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Additional details of the New Jersey Educational Leadership Institutes for Technology in Education, which provides technology-based training for principals and administrators, is now available on the state's website. One of the new priorities is the use of technology to assist administrators make data-driven decisions regarding instruction and management. Over 3,400 principals and superintendents will participate over the next three years.

The results of the New Jersey annual survey of technology use in New Jersey schools should be available on the state's website in May. Thus far the results of this year's progress in meeting state goals by the Year 2002 have been very encouraging related to the advancement of technology access in schools. The multimedia to computer ratio is now 5.4 to 1, 90% of the schools have LANS, and 72% of classrooms in the state are wired to the Internet. Other important preliminary findings include:

- 10% of schools report that more than 80% of students use the web on a regular basis;
- 66% of teachers are at the "intermediate" or "advanced" level.

The state legislature is considering providing each of the 21 ETTCs, which provide regional teacher training, approximately \$100,000 which will be used to establish permanent satellite facilities for technology training for teachers in remote areas. The state distance learning network will likely increase from \$56 million to \$59 million. This particular network is one of the largest and oldest operating networks that provided staff development for teachers and access to libraries by any individual within the state. A key contact within the state continues to be Julia Stapleton, 609/984-1644.

## New Mexico Update – May 2001

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The legislature established an incentive pay program for teachers which has been sent to the Governor for signature. During the pilot phase, if a school is able to get 70% of the teachers to participate, then they can apply for such incentive funds. All teachers employed at “probationary” schools will receive \$400 and teachers would be eligible for \$2,500 bonuses if certain criteria are met by them and students. An Advisory Committee will establish the criteria. It is not clear whether the Governor will sign this add-on because he has already proposed an 8% increase in teacher salaries without the incentives.

The Governor’s proposal of an 8% across-the-board increase would tie guarantees of minimal salary increases to a tiered structure. For example, new teachers could earn a minimum of \$30,000 while second-tier teachers would make at least \$40,000 and top-tier teachers would make no less than \$50,000.

The New Mexico Virtual School has opened with 660 course enrollments during the first month of January 2001. About 125 students are also enrolled in special study skills courses as well as “course recovery” and “accelerated” programs. Using Federal funds, advanced placement online courses are expected to increase rather dramatically.

In March a number of technology-using schools and districts including those on Native American reservations, conducted technology demonstrations at the Capitol for state administrators as well as legislators. In March technology coordinators across the state were provided briefings and training on items such as state purchasing, opportunities for broadband access, Federal forecast for technology funding and E-Rate applications.

The SEA also proposed a major technology initiative of well over \$10 million for an instructional management type system for adoption throughout the state. While it passed the legislature, the bill was vetoed by the Governor.

In the Spring 1999 the legislature passed a mentorship tax credit to encourage businesses to hire students participating in school to career programs. A maximum of 1,000 job slots each year is provided. Local administrators are provided on a first-come, first-served basis program certificates which are then provided to local firms which hire students for a summer employment program that includes academic components. Each certificate represents a tax credit of up to \$12,000 a year which can be applied to 50% of the student's gross wages for a maximum of 320 hours of work per year for up to three years. The greater Albuquerque Chamber of Commerce and the Technology Industries Association have been very involved, including Intel which is a large employer in the state. Even though the original legislation created this initiative as a pilot program, it is likely that funding will be provided for its continuation and/or its expansion in FY 2002.

## North Carolina Update – May 2001

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The NCWISE Owl allows teachers to focus on fifth grade curriculum and teach computer and information skills. The focus on the fifth grade is based upon state assessment data indicating that students at that level have the greatest difficulty with reading and math tests. Plans are to move NCWISE Owl to lower grade levels next and then to upper grade levels.

The State's Kaleidoscope portal includes the "Professional Edge" to help teachers access classroom management tools, online training, and application of best practices.

As a result of the state's \$800 million budget shortfall for FY 2001, legislature has asked the State Department of Education to cut its budget for next year by \$125 million suggesting that the cut should focus upon instructional materials rather than teacher reduction. The state superintendent, Michael Ward, has proposed to cut non-instructional equipment and costs such as transportation and training supplies. Some of the proposed cuts would slow down the North Carolina reform and school improvement initiative started several years ago which has been hailed by researchers and others as "exemplary."

In April, the Legislative School Technology Day was held in Raleigh, attended by 85 LEAs which demonstrated technology projects to legislators, among others. A contact continues to be Frances Bradburn, Director of Instructional Technology, 919/715-1528.

## Ohio Update – May 2001

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Under the Ohio SchoolNet, almost 100% of all eligible classrooms in the state public schools are wired for technology access. Over \$50 million has been used over the last five years for wiring and \$45 million to purchase computers and peripherals, primarily in the 25% lowest wealth school districts in the state.

Over 5,000 individuals attended the Ohio SchoolNet's Technology Conference in February which is likely the largest state education technology conference across the country. Handouts and summaries from the conference are on the SchoolNet website. Recently the Ohio SchoolNet Commission awarded Technical Equity Grants totaling \$3 million to 164 low wealth public school districts. These funds are to be used to supplement SchoolNet or SchoolNet Plus funding also to these districts. SchoolNet also recently announced a new project entitled "All Student System Interns Supporting Technology (ASSIST), which will use 30 different models for allowing students to assist district staff in implementing and supporting technology configurations. Grants of \$10,000 each are being provided. Applications were due in April.

The Ohio legislature is considering a proposal to provide \$43 million in FY 2002 and a similar amount the next year to the SchoolNet Commission. In addition to state funds, some of these dollars also include Federal technology funding which is reappropriated by the state, such as TLCF grants. The SchoolNet Commission has also requested approximately \$60 million for 2002 to ensure teachers have access to multimedia computers and distance learning under the SchoolNet Plus CARE initiative; and \$6 million for the Interactive Video Distance Learning Initiative. Julie Fox is a contact in the State Department of Education, 614/728-8324.

The Ohio Federation of Teachers announced its plans to file a lawsuit charging that 12 charter schools run by an Akron-based education management company violates the 1997 state law that requires such charter schools be "nonprofit" entities under the governance of the school board or the charter board. In a separate action the legislature is considering a bill which would create a state board specifically responsible for monitoring charter schools. Under this legislation the state would

pay for certain costs such as transportation and building renovation for new charter schools.  
Currently 58 charter schools exist in Ohio.

## Oklahoma Update – May 2001

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As noted in the last TechMIS Update, the SEA has requested \$32 million for public school technology. Thus far the legislature has not acted. Over \$90 million in discounts have been received by the state during the first three years of E-Rate funding. Over 90% of the state's school districts have applied for E-Rate discounts. Southwestern Bell is providing video conferencing classrooms to 216 Oklahoma high schools over the next two years, thus enabling a total of 400 high schools by that time to participate in state distance learning and video conferencing. In addition to Project VISION noted in the last update, Oklahoma has also contracted with MCI/Marco Polo for Internet-based staff development for teachers. Much of the training is provided by 48 teacher telementors who are trained by the SEA to conduct technology training workshops.

The Oklahoma House has passed by 92 to 2 a bill which would require public schools and libraries to filter Internet access to obscene materials in a manner similar to the CHIPA which passed late last year and for which the FCC has issued final regulations in April. Some of the key legislators supporting the bill feel that it is necessary because the ACLU and ALA lawsuits questions the legality of CHIPA which may not be supported by lower courts and subsequently the Supreme Court.

## Rhode Island Update – May 2001

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Governor Lincoln Almond would increase K-12 spending 7.5%, hinting that most of the increase will be targeted upon urban districts. Over \$.5 million would be allocated to several professional development and mentoring programs for teachers. Overall, the Rhode Island K-12 budget would increase over 6% from \$664 million to \$706 million. Under a new formula, districts would be guaranteed to receive in FY 2002 what it received for FY 2001. An additional \$26 million will be allocated according to a formula based on district enrollment, poverty, local tax burden and other factors. This budget falls short of what the Governor initially wanted for education. State funds for all-day kindergarten would increase from \$2.4 to \$3.1 million.

Now in its fourth year, the School Accountability for Learning and Teaching (SALT) initiative has introduced state assessments in math, English, language arts in grades 4, 8 and 10, and has developed targeted proficiency levels for schools to achieve. However, it has not provided additional “intervention” funding. It has entered into an “accountability pact” with Providence, the largest district to reallocate funding to improve student test scores. Using funding from the Gates Foundation, staff development has been provided to almost 100 administrators on how to use assessment data in developing improvement plans. Currently there are no state exit exam graduation requirements. However, three districts are pilot testing a “certificate of initial mastery initiative” similar to that in Oregon.

The legislature approved \$4 million in additional aid for the Providence school district upon signature of the “pact” with the state. Approximately \$4 million or \$340 per teacher has been allocated for staff development; 73% of public high schools offer advanced placement for about 55% of high school graduates going on to college.

## South Carolina Update – May 2001

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The legislature is likely to reduce technology-earmarked funding to slightly less than \$20 million for next year, which will cover the cost of the Virtual Library within the State, as well as the ISP and telecommunications charges for the Statewide network. An equal amount will likely be available in flow-through money to districts for hardware and professional development.

School report cards are scheduled to be released in the Fall 2001 based upon the results of the Palmetto Achievement Challenge Test (PACT), first administered in 1999. Schools will receive scores on a five-point scale. The state accountability system becomes effective this year and allows the state superintendent to take over schools and/or replace staff which it has done with one district and will possibly do in another district later this year.

The Governor was successful in obtaining \$7 million for staff development for teachers and administrators this year and is proposing that most of the proceeds under the new state lottery be used for college scholarships and school technology. Such reallocation would require legislative approval; 92% of the public high schools in the state offer advanced placement courses and almost 60% of high school graduates go to college. Approximately 13% of students have one or more disabilities with 18% of students coming from low income families.

## Tennessee Update – May 2001

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Governor Sundquist has proposed a 5% increase in K-12 expenditures to almost \$2.7 billion. Approximately \$2 million would be available in the form of scholarships for teachers in subjects in which there are shortages; \$800,000 would be allocated for teacher training. Approximately \$42 million would be allocated to a new preschool program for all at-risk four-year-old students and \$20 million would be allocated to a “reading coach” program in which 8,000 teachers would mentor other teachers. Each coach would receive \$3,000.

The State’s 1992 accountability law requires high school students to take end of course tests in three courses, algebra I, English 10, and biology, and will become effective in 2005. For the first time schools receive report cards and the one-third lowest performing schools were announced publicly for the first time last year. Forty-eight schools in 17 districts have been targeted for takeover. All students in grades 3-8 were tested annually in language arts, reading, math, science, and social studies. Writing assessments for grades 4,7, and 11 are being developed. Most of the assistance to low-performing schools is in the form of a tutoring team of retired educators who helped developed school improvement plans with current targeted school staff. Between \$2 and \$4 million each year has been provided over the last decade to increase the effectiveness of remedial programs in these schools.

Compared to last year’s budget, state appropriations for K-12 education dropped from \$2.6 billion to \$2.5 billion with increased funding going to faculty salaries. About \$6 million has been allocated to set up preschool programs for at-risk students. The Tennessee CAP writing assessment exam is available to the public once the exam has been given. Approximately 50% of the public high schools offer advanced placement courses. Approximately 14% of students enrolled in public schools have one or more disabilities and almost 20% are from low income families.

## Texas Update – May 2001

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Currently students are required to pass exams in grades ten in math and reading in order to graduate. However, beginning in 2003 the tests will be administered in reading and math at the ninth grade level, in science and social studies at the tenth grade level, and then all four core subjects at the eleventh grade level. Students will have to pass the eleventh grade exams to graduate with a regular diploma. Also, to receive a high school diploma, geometry, physics, and chemistry coursework must be taken by students beginning in 2005. Starting with third graders in 2003, students must pass state reading tests in grade 3, math and reading tests in grade 5, and tests in both subjects in grade 9 in order to be promoted.

While the legislature has appropriated some funding for extended learning, the state has placed a high priority on using professional development as a means to increase school performance. Almost 15,000 teachers of kindergarten programs attended four-day reading academies in 1999 and similar academies for first and second grade teachers will occur this summer. Approximately \$40 million will be allocated this year to provide remedial support for ninth grade students who are at risk of failing the ninth grade exam. In addition to changes in the state assessments in the immediate future, the acceptable level for a school's report cards are also being increased next school year. The SEA makes available the TASS and "end of course exam" after they are given. Approximately 2/3 of the public high schools in the state offer advanced placement programs and over 45% of students take upper level math programs. About 12.3% of students enrolled in public schools have one or more disabilities while slightly over 20% of children are from low income families.

The Texas School Telecommunications Access Resource (T-STAR) has installed its digital satellite uplink on the William Travis building in Austin. Districts will continue to receive analog transmission until the end of this school year after which time they will receive digital programming. ESC Region 20 will continue to provide courses on marine/aquatic science, anatomy and physiology, physics, French I, Spanish III, and Web mastering. Also to be broadcast on T-STAR are Teacher Reading Academies which focus on K and 1<sup>st</sup> grade teachers, Reading is Fundamental "exchanges"

for volunteers, and Technology Tips, a weekly series on exploring different computer applications. Approval of Proclamation 2001 is scheduled for May 2001. Publishers and developers submitted products for review in April 2003 for adoption for elementary, middle school, and high school technology applications. Other subjects include health education, agricultural science and technology education, business education, home economics education, technical/industrial/technology education, marketing education, trade and industrial education, career orientation, health science technology education, and ESL for K-8. Textbook and supplemental print materials should provide files to produce Braille versions of adopted textbooks; guidelines are available from the TEA. A contact continues to be Robert Leos, Director, Textbook Administration, 512/463-9603.

The legislature passed last month a bill which would place a two year moratorium of the creation of new charter schools and would place more regulatory requirements on existing charter schools. Since the mid-1990s, slightly over 200 schools have received charters and 18 have closed for a variety of reasons. Governor Rick Perry, who served as Lt. Governor under Governor Bush, has attempted to reduce the requirements on charter schools in the legislation but has been unsuccessful thus far.

## Utah Update – May 2001

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The Utah Education Network, UEN, represents a collaboration among the SEA, the Utah State Department of Higher Education and Applied Technology Centers throughout the State. Thus far, UEN has served more than 500,000 students and nearly 200,000 adult learners. It gives teachers direct access to projects and tools they need to achieve higher standards for all students. Users can also access a 30-minute video of Utah teachers, students, legislators, and administrators discussing technology initiatives in Utah schools ([uen.org/techday.index/html](http://uen.org/techday.index/html)).

The Utah Performance Assessment System for Students (U-PASS) was administered for the first time last year. The state will use this test data to identify schools not achieving acceptable levels and to help them develop plans for school improvement by the year 2004. Students are assessed on the state criterion-referenced tests (CRT) in grades 1-11 in reading, language arts, mathematics, and science. In addition, students must pass the basic skills competency test at the tenth grade to receive a high school diploma. The CRT is aligned with state standards. This year the State Board of Education and the legislature will be attempting to develop a system of reporting on individual schools. Approximately \$2 million or about \$90 per teacher has been provided for professional development in which teachers are required to participate. 80% of Utah public high schools offer advanced placement with almost 50% of students taking algebra and upper level math courses. Slightly over 11% of the students enrolled in the state have disabilities while 14% come from low income family homes.

The Legislature is providing \$8.2 million in one-time funds for purchase of hardware, software, and professional development; and almost \$9 million for continued maintenance of the current installed base. The Utah Education Network will receive \$2 million in one-time funds and an additional million for an ongoing fund. The Electronic High School received \$400,000. All of the Utah school districts currently use filtering required under the new Child Internet Protection Act recently passed by Congress.

## Vermont Update – May 2001

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Under Act 60 which replaced local property taxes with a statewide tax, districts are also required to offer standardized tests to students in grade 2 in reading, and grades 4, 8 and 10 in language arts and math. It is also pilot-testing a science assessment which would be mandatory for grades 6 and 11. Under Act 60, the state first identified “low-performing” schools in 1999. Last year 39 schools were identified. All schools are required to write action plans and as schools are identified as low-performing, teams of SEA and other officials provide assistance.

Under a revised special education state law, the legislature provides incentives for more special education students to be served in regular classrooms to reduce costs and to take into account the cost of developing an IEP. It also removes any state special education procedural requirements beyond that stipulated in IDEA-97; 88% of public schools offer advanced placement courses while about 40% of students take upper level math courses. The percentage of students with one or more disabilities is approximately 11.5% while the percent of students from low income families is slightly higher at 13.5%.

## Virginia Update – May 2001

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The State's Standards of Learning (SOL) and accompanying state assessments have evoked a backlash in many quarters such that the state board now allows high school students to use scores on acceptable "advanced placement" and 11 other national tests to be used in lieu of scores on the state's SOL exit exam. The state has approved a modified standard diploma for special ed students who pass required high school courses but fail the SOL test. The percentage of schools that made the state standards over the last few years has increased from 3% to 22%. Beginning with the class of 2004, students will have to pass SOL tests in grades 3, 5, and 8 in four subject areas to graduate. Most of the funding for remedial and school improvement activities will come from the 9% increase in K-12 spending, totalling \$3.98 billion. About \$17 million was appropriated over two years to provide teacher training grants and to hire consultants to align the curriculum with state standards. Approximately \$12 million has been appropriated over the two year period to cover the cost of additional supplemental materials. The Virginia SEA has made available to the public the end-of-course exams and the SOL exams. It also will provide information on student answers on performance items. About 85% of public schools in the state offer advanced placement with about 30% of eighth graders taking algebra classes. About 13.5% of students in the state have one or more disabilities and about 10% are from low-income families.

The state code requires districts to file their local "acceptable use policies" with the SEA every two years. All such policies have to be approved by local school boards, including the use of filtering. The latest status of education related legislation in the assembly is available at [www.pen.k12.va.us/VDOE/PolicyPub/legis98/Part](http://www.pen.k12.va.us/VDOE/PolicyPub/legis98/Part). The Governor's Innovative Technology in Education Award, sponsored in part by America Online, has been created to honor individuals which have taken a lead role in using technology in an innovative way in the classroom.

## Washington Update – May 2001

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Governor Locke is proposing an 18% increase in pre-K-12 funding to \$4.8 billion and \$5.6 billion for FY 2002. Approximately \$180 million in new funding will be used to reduce class size and provide extended learning for students and more professional development for teachers. About \$14 million has been requested for school safety projects and \$8 million will be used to provide technical assistance to low-performing schools.

The Washington Assessment of Student Learning is slowly being implemented since passage of its accountability legislation in 1993. This year the legislature will be attempting to develop a definition of “low-performing schools.” A commission has recommended that “low-performing schools” be provided freed-up time and some money to extend instruction during the summer or after school. The plan would also bring sanctions to bear on those schools if over time they do not turn themselves around. If approved by the legislature, the plan could become effective next school year. One of the major concerns is that the current assessments are biased against limited English proficient students and students from recent immigrant families. In 28 schools with high percentages of minority enrollment, a variety of approaches are being undertaken to attempt to reduce the achievement gap and increase the fairness of the state assessment.

Forty million dollars has been allocated for staff development or about \$800 per teacher. This comes on the heel of the largest teacher salary increase ever. Approximately 60% of public high schools provide advanced placement courses and about 30% of students take upper level math courses. The percentage of students with disabilities is approximately 11% with a similar percent of students coming from low income families.

The Seattle public schools formed a partnership with the Seattle community colleges. An agreement between the two parties involves the sharing of curriculum and other innovations between the two systems in an attempt to reduce the line between 12th grade and 13th grade. The Seattle public schools will benefit by having students take college courses while in the 11<sup>th</sup> and 12<sup>th</sup> grades.

## West Virginia Update – May 2001

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Over the last three years student achievement at all grade levels on the state assessment, which is the SAT 9, have increased and between 1992 and 1996 West Virginia student math achievement scores on the NAEP increased significantly. USED recently turned down the state assessments and accountability system for Title I purposes claiming that the SAT 9 is not aligned with state standards. A panel has been convened to address this issue and come up with recommendations. In the meantime the Southern Regional Education Board has been hired by the state to assess all of the staff development initiatives under way. In 1998 the performance audit board identified seven schools as low-performing and the state board recently received authority to take over certain low-performing districts on shorter notice than in the past. Approximately 65% of high schools offer advanced placement and 42% of students take upper level math courses. The drop-out rate is between 4% and 8% depending upon definition and about half the students who graduate from high schools go to college. Almost 17% of students have one or more disabilities with about 27% coming from low-income families.

The West Virginia Jobs Through Education Act began in 1996 under SB 300 and includes two major components: (a) improving academic performance of all students which assures students are at grade level and basic skills by grade 4 using multiple measures of assessment; and (b) preparing students for post-high school transition by providing career awareness and exploration, providing increasing opportunity for accelerated instruction and work place learning. Funding for this initiative as well as directly related initiatives was a priority within the Governor's office and the use of technology was rather pervasive. In addition to several million dollars of state funds, West Virginia also received an IBM Reinventing Grant.

West Virginia has formed a partnership with Connected University and Marco Polo. In addition, 42 Cisco Networking Academies are operational providing IT instruction.

## Wisconsin Update – May 2001

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The governor's 2001-2003 budget has been submitted and includes nearly \$123 million over the two year period for wiring data link subsidies, technology block grants, and training and technical assistance. A good contact within the SEA is Stephen Sanders, 608/266-7112.

A ruling by a Federal court found Wisconsin's grant program that provides cash to non-public schools under the Wisconsin Education Telecommunications Access Program is unconstitutional. Even though a letter sent to participating nonpublic schools states that the fund should be used for education technology purposes, the court ruled that the loosely restricted allowable use of such funds could contribute to "the effect of religious indoctrination." Because of the lack of limitations on funding use, no penalties for failing to comply with the letter, and the lack of state official monitoring of how nonpublic schools spend the money, an earlier court case found that the program itself was constitutional, but the grants were not. This particular ruling appears to be in conflict with a similar ruling in a Louisiana case that Federal funds, in this case Title VI funds, could be used to pay for instructional materials provided to nonpublic schools. One implication of this most recent court ruling is that if the E-Rate funds were allocated on a formula basis to Wisconsin, then nonpublic schools would not likely be able to participate in such a program, especially if the state legislature reappropriates the E-Rate fees into state funds.

The State standards were established three years ago and subsequent assessments are now in place in grades 4, 8, and 12. Recently the legislature passed a bill that would require promotion policies be based upon a variety of assessment criteria including academic achievement, recommendations from teachers, and locally developed criteria. All districts are required to assess student competencies in English, language arts, math, science, and social studies as measured by the CTDB McGraw Hill Terra Nova Second Edition. The legislature has appropriated \$4 million to develop high school graduation exams to be given twice a year to students in grades 11 and 12 beginning in 2002, 2003. The state makes available the WRCT assessment exam after it has been administered. About 75% of high schools offer advanced placement courses and well over 50% of students take upper level math

programs, while almost 40% take upper level science programs. The drop-out rate in Wisconsin is between 2% and 4% and is the lowest in the country; 13% of students have one or more disabilities while a similar amount come from low-income families.

The Wisconsin SEA is exploring virtual schools and classes and has published a policy and information advisory for districts which is available on their website at [www.dpi.state.wi.us/dpi/dfm/pb/pdf/advis1\\_1](http://www.dpi.state.wi.us/dpi/dfm/pb/pdf/advis1_1). Grantees who have participated in the Technology Literacy Challenge Fund program are beginning to post the results of the evaluation and summaries of their project which are available also on the Wisconsin website at [www.dpi.state.wi.us/dpi/dltcl](http://www.dpi.state.wi.us/dpi/dltcl). The next round of TLCHF funding totaled \$6.4 million which must be used for professional development and curriculum integration.

The governor's Education Technology Conference for PreK-16 will be held on October 29 in Green Bay. Now in its ninth consecutive year, information is available at [www.gwetc.org](http://www.gwetc.org). The details of the state TEACH WI survey summarized in the last TechMIS state update are now available on the website at [www.dpi.state.wi.us/dpi/dltcl/imt/](http://www.dpi.state.wi.us/dpi/dltcl/imt/). Results will also be available on the Library Media survey in the near future.