DOCUMENT RESUME

ED 266 927 RC 015 653

AUTHOR McCormick, Fred C.; McCormick, Eileen R.
TITLE A Project on Uses of Technology in Rural Schools. Final Report.
INSTITUTION Educational Operations Concepts, Inc., St. Paul, Minn.
SPONS AGENCY National Inst. of Education (ED), Washington, DC.
PUB DATE May 82
GRANT NIE-Q-81-0183
NOTE 23p.; For related document, see ED 262 923.
PUB TYPE Reports - Descriptive (141) -- Information Analyses (070)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Computers; Delivery Systems; Distance Education; *Educational Cooperation; *Educational Technology; Educational Television; Elementary Secondary Education; National Surveys; Program Descriptions; Programed Instruction; *Rural Education; *Small Schools; Systems Development; Telecommunications
IDENTIFIERS National Institute of Education

ABSTRACT

A 9-month project examined the potential for technology to assist rural schools in their programs, identified exemplary programs using technology in rural school districts, and resulted in the production of a guide for rural administrators and teachers on successful uses of technology (issued separately). Technologies investigated included computers, educational television, videodisc, audio tapes, radio, telecommunications systems, programmed instruction, video tapes, and interactive video. Report findings which might be associated with national perspectives and/or for National Institute of Education planning included realization that technology is a teaching/learning tool, not a panacea; rapid technology advances cause immediate obsolescence; technology utilization is most effective when user initiated; need exists for more communication, coordination, and cooperation between rural education practitioners, technology experts, and state and federal education agencies; and cost and educational effectiveness data regarding technology use are limited. Recommendations included reinvestigating programs identified during the project after 2 years; developing/fostering formal and informal communications mechanisms for sharing technology uses in rural education; continuing to work with other agencies which relate to rural living, education, and utilization of technologies; and encouraging rural user innovation development. The study's forms for requesting information, and on-site interviews are appended. (NEC)

A PROJECT

ON USES OF TECHNOLOGY

IN RURAL SCHOOLS

(RFQ NO.: NIE-Q-81-0183)

FINAL REPORT

May, 1982

Submitted to:

National Institute of Education
1200 19th Street, N.W.
Washington, D.C. 20208-1101

Submitted by:

Fred C. McCormick, Ph.D., President and Project Director
Eileen R. McCormick, M.S., Project Associate
Educational Operations Concepts, Inc.
1773 Skillman West
Saint Paul, Minnesota 55113
(612) 633-1102

FOREWORD AND ACKNOWLEDGEMENTS

America's rural elementary and secondary schools in general encounter unique challenges in providing instruction, because of their smaller size, their lower funding levels and their geographic isolation. Their diverse student bodies and limited numbers of staff pose challenges in designing and providing comprehensive programs. Yet, the local education agencies in rural areas educate one-third of the students and comprise two-thirds of the nation's public school systems. Analysts have been suggesting that technology offers a potential solution, that there is evidence of success in some areas, and that rural school districts have been purchasing instructional technology hardware of various types.

The Rural Team of the Program on Educational Policy and Organization, National Institute of Education, determined during 1981 that there was a need to examine the potential for technology to assist rural schools, particularly in the instructional processes. There also was determined a need to assess how technological capabilities are being introduced within rural schools, as well as how they are being utilized and with what results. For purposes of the proposed project efforts, "rural schools" were defined loosely and flexibly, since "rural" has different meanings in different states. "Small schools" were also included within the scope of the effort.

The major product of A Project on Uses of Technology in Rural Schools is A Guide on Successful Uses of Technology in Rural Schools, which has been prepared for and is dedicated to, teachers and administrators in America's rural schools and school districts.

Educational Operations Concepts, Inc. (EOC) is pleased to have performed this Project for the National Institute of Education (NIE). We are grateful for the help and assistance of Tom Schultz and Stuart Rosenfeld, the Rural Team, Program on Educational Policy and Organization, National Institute of Education. We also appreciate the support of Joyce E. Calloway and staff of Contracts and Grants, National Institute of Education. The use of the "Control Net" wide area telephone system at Control Data Corporation's World Headquarters, Minneapolis, Minnesota, was a needed and valuable contribution to the project's performance, and we are grateful. We appreciate the efforts of Dr. Walter G. Turner, Associate Executive Director, American Association of School Administrators, and of Dr. Everett Edington, Director, ERIC Clearinghouse on Rural Education and Small Schools, New Mexico State University. Finally the efforts of some 275 information source persons, and the eighty-nine respondent sites are particularly appreciated, since they are the source of the information contained in the Guide.

We hope that the Guide will be found to be useful and an encouraging source of information to those who may wish to adopt/adapt technology for instructional purposes in rural schools.

Fred C. McCormick,
President and Project Director

Eileen R. McCormick,
Corporate Offices and Project Associate

TABLE OF CONTENTS

Paged as a separate document.

• FINAL REPORT ABSTRACT

PROJECT TITLE: A Project on Uses of Technology in Rural Schools

PROJECT SPONSOR: National Institute of Education (NIE), Washington, D.C.

CONDUCTED BY: Educational Operations Concepts, Inc.
1773 Skillman West
Saint Paul, Minnesota 55113
(612) 633-1103

PROJECT TEAM Fred C. McCormick, Ph.D., President and Project Director

Eileen R. McCormick, M.S., Corporate Officer
and Project Associate

PROJECT DURATION: October 1, 1981 - June 30, 1982

ABSTRACT:

The purpose of this project has been to examine the potential for technology to assist rural schools in their programs. The project has resulted in the production of a brief, readable guide for rural school administrators and teachers on successful uses of technology in rural schools/districts, as well as other background documentation. Types of technology included are computers, educational television, videodisc audio tapes, radio, telecommunications systems, and programmed instruction, and others which have been specified in the course of the Project.

The major content of A Guide on Successful Uses of Technology in Rural Schools includes descriptions of successful local projects using the various technological means in different types of rural settings. The program/project examples include a range of grade levels (with emphasis on small elementary and secondary schools, primarily), types of problems addressed (with primary emphasis on instructional strategies), geographic region of the country, and type of community. Each program/project is described in terms of:

- The type of technology and how it is utilized;
- Origins of the technological innovations and sources of support for its implementation;
- The process and problems of introducing and implementing the program/project;
- Costs and sources of funding; and
- Data on effectiveness, including how participants have responded to the program.

Five major tasks and associated work activities have involved search and data collection procedures and the application of minimal criteria for selecting 20-50 candidate exemplary programs. Review of written materials and telephone interviews were followed by the selection of 15-25 exemplary programs, a number of characteristics of which are described in the Guide, to be disseminated nation-wide.

I. INTRODUCTION AND BACKGROUND

This Final Report has been prepared in association with the performance of a project on uses of technology in rural schools. This first introduction/background section discusses the Problem Statement/Need for the Project (1.1), and Purposes and Objectives of the Project (1.2).

1.1 PROBLEM STATEMENT/NEED FOR THE PROJECT

America's rural elementary and secondary schools in general encounter unique challenges in providing instruction, because of their smaller size, their lower funding levels and their geographic isolation. Their diverse student bodies and limited numbers of staff pose challenges in designing and providing comprehensive programs. Yet, the local education agencies in rural areas educate one-third of the students and comprise two-thirds of the nation's public school systems. Analysts have been suggesting that technology offers a potential solution, that there is evidence of success in some areas, and that rural school districts have been purchasing instructional technology hardware of various types.

The Rural Team of the Program on Educational Policy and Organization, National Institute of Education, determined during 1981 that there was a need to examine the potential for technology to assist rural schools, particularly in the instructional processes. There also was determined a need to assess how technological capabilities are being introduced within rural schools, as well as how they are being utilized and with what results. For purposes of the proposed project efforts, "rural schools" were defined loosely and flexibly, since "rural" has different meanings in different states. "Small schools" were included within the scope of the effort, with a similar flexible

definition. In addition, seven (7) types of technologies were specified initially, with others to be included as identified in the course of the project. These are: computers, educational television, radio, videodisc, audio tapes, telecommunications system(s), programmed instruction, and other (to be specified). The funding level available for performing the proposed project necessitated that the Request for Quotation specify the need to design an economical data collection procedure for gathering facts relating to programs using technology in rural school districts, and to produce a brief readable guide on the uses of technology in rural schools and school districts.

1.2 PURPOSES AND OBJECTIVES OF THE PROJECT

The purpose of this project has been two-fold:

- 1) To examine the potential for technology to assist rural schools, particularly in the instructional processes; and
- 2) To produce a brief, readable guide for rural school administrators and teachers on successful uses of technology in rural schools/ districts.

The objectives of this project have been five-fold:

- 1) To meet with the NIE Project Officer, to discuss project plans, resources and time schedule;
- 2) To identify/locate 20-50 candidate exemplary programs using technology in rural school districts;
- 3) To select 15-25 projects/programs, based upon data gathering activities;
- 4) To draft a report describing 15-25 projects/programs; and
- 5) To prepare a Final Report (based on NIE and other reviews of the Draft Report), to be disseminated by NIE.

II. TECHNICAL APPROACH

This section discusses the technical approach which has been utilized in performing the Project on Uses of Technology in Rural Schools. Included are discussions of Scope of Work: Project Tasks and Work Activities/Data Collection Procedures (2.1); and Criteria for Site Selection and Review (2.2).

2.1 SCOPE OF WORK: PROJECT TASKS AND WORK ACTIVITIES/DATA COLLECTION PROCEDURES

The scope of work associated with this project was related to the purpose of the project, i.e., to produce a brief (50-100 page) readable guide for school administrators and teachers on successful uses of technology in rural schools/districts. Types of technology to be included were computers, educational television, videodisc, audio tapes, radio, telecommunications systems, and programmed instruction and others to be specified during the Project. The major content of the project deliverable(s) was to include descriptions of successful local projects using the various technological means in different types of rural settings. The program/project examples were to include a range of grade levels (with emphasis on small elementary and secondary schools, primarily), types of problems addressed (with primary emphasis on instructional strategies), geographic region of the country, and type of community. Each program/project was to be described in terms of:

- The type of technology and how it is utilized;
- Origins of the technological innovations and sources of support for its implementation;
- The process and problems of introducing and implementing the program/project;
- Costs and sources of funding; and
- Data on effectiveness, including how participants have responded to the program.

The work was to proceed according to five major work tasks and associated work activities. The design of an economical data collection procedure for gathering facts on the programs and projects has required both discriminating and comprehensive strategies. The five major work tasks, associated work activities, and data collection procedures are discussed in the remainder of this sub-section.

- TASK 1: MEET WITH *NIE*

During October, 1981, the Project Team met with an NIE Project Officer to discuss project plans, resources and schedule. The proposed work plan areas were discussed and revised. The project schedule was established. The definition of rural schools/districts was discussed and adopted for the project, and (minimal) criteria for the selection of candidate exemplary programs were suggested and discussed. An initial list of telephone contacts was also provided to the Project Team by the NIE Project Officer. Other determinations regarding the scope and available resources for the project were also made. It was recognized that the conduct of the project would likely require more telephone time than was affordable in the project funding. (Subsequently, wide area telephone services were provided to the Project Team by Control Data Corporation, through its "Control Net" at its World Headquarters in Minneapolis, Minnesota. Thus, both the computer and telecommunications were two types of technology utilized in the conduct of the project.)

- TASK 2: LOCATE CANDIDATE EXEMPLARY PROGRAMS

Work activities associated with Task 2 included:

2.1 Search for and identify all available sources of referrals for candidate programs. Source persons in each of the fifty states and six outlying

areas were contacted either by phone and/or by mail. The document, Information Source Persons Identified in Each of the States, serves as a record of all of the individuals who responded (a total of 275 information source persons of about 400 contacted in fifty states and outlying areas). A Project Abstract and Request for Information: Sources were utilized.

- 2.2 Perform a national ERIC Search. An ERIC Search was performed, through the cooperative efforts of the National Institute of Education and its ERIC/CRESS project at New Mexico State University.
- 2.3 Design an economic data collection procedure for gathering facts on each program. A project Abstract and a Request for Information were sent to the one hundred seventy-one (171) sites identified as a result of work activities 2.1 and 2.2
- 2.4 Apply the minimal criteria (established in Task 1) to select 20-50 candidate programs. Request for Information forms were received from eighty-nine (89) of the originally identified sites, in thirty-nine (39) states. Application of the minimal criteria resulted in the selection of forty (40) candidate programs. The document, Sites/Site Persons Identified in the States was a final product based upon the completion of Task 2.

- TASK 3: GATHER ADDITIONAL DATA AND SELECT EXEMPLARY PROGRAMS

During this Task, the Project Team reviewed the written materials resulting from the Task 2 work activities and conducted extensive telephone interviews with at least two informants (a teacher and an administrator) associated with each of the candidate programs selected as exemplary projects for inclusion in the final reporting. Activities associated with Task 3 included:

- 3.1 Review written materials from the 40 candidate exemplary programs selected in Task 2.
- 3.2 Conduct telephone interviews with informants (telephone contact persons) associated with each of the candidate programs. The length of the telephone interviews varied between thirty and sixty minutes. At least two informants were interviewed at each of the sites contacted. The Interview Agenda: Sites (which follows in Section IV, Exhibits), was utilized.
- 3.3 Review the (minimal) criteria for the selection of candidate exemplary programs (adopted in Task 1) and make any necessary additions/deletions. Minor adjustments in criteria appeared necessary and were discussed with the NIE Project Officer. Section 2.2, following, discusses the criteria in detail.
- 3.4 Select 15-25 exemplary programs, for inclusion in the final report. The minimal criteria established and (slightly) revised, were applied in this process.

• TASK 4: PREPARE DRAFT REPORT

During this Task, the Project Team prepared a draft of this Final Report, providing five (5) copies to the NIE Project offices. This Final Report discusses the processes involved in the conduct of a Project on Uses of Technology in Rural Schools. During this Task, the Project Team also prepared a draft of A Guide on Successful Uses of Technology in Rural Schools, providing five (5) copies to the NIE Project Officer.

• TASK 5: PREPARE FINAL REPORT

Following the receipt of comments from the National Institute of Education (NIE), the Project Team prepared and provided three (3) copies each of the

Final Report and A Guide on Successful Uses of Technology in Rural Schools.

2.2 CRITERIA FOR SITE SELECTION AND REVIEW

Five minimal criteria for initial site selection and review were established in Task 1 of the Project and were applied in Task 2. These are as follows:

- Amount of information provided by the site;
- Balance of geographical location and technology types;
- Evidence of support for the program on the part of a nominator or local personnel;
- Longevity of the program (with preference given to those programs beyond the first year of operation); and
- Utilization of technology in instruction rather than in administration or support services.

During Task 3 of the Project, four final criteria were applied in selecting exemplary projects for inclusion in the final reporting. These criteria were:

- Balance of geographical location;
- Balance of type of technology;
- Evidence of local education agency (LEA) interest and support; and
- Evidence of cooperative/collaborative effort(s) involving more than one rural school/school district.

2.3 PROJECT DELIVERABLES

In addition to this Final Report, three project deliverables are associated with the Project on Uses of Technology in Rural Schools. These are:

- Document: Information Source Persons Identified in Each of the States;
- Document: Sites/Site Persons Identified in the States; and
- A Guide on Successful Uses of Technology in Rural Schools.

These deliverables are listed in Section IV, Exhibits, following (along with five instrumentation documents utilized in the performance of the Project). Each of these deliverables is free-standing, however, and has thus been provided as a document separate from this Final Report.

III. PROJECT FINDINGS AND RECOMMENDATIONS

The majority of the project findings and recommendations will be found useful for practitioners (teachers and administrators in rural schools) and are included in a major section of A Guide on Successful Uses of Technology in Rural Schools. The findings and recommendations included in this section of the Final Report are only those which might be associated with national perspectives and/or for NIE planning. Included are two sub-sections: Project Findings (3.1) and Project Recommendations (3.2).

3.1 PROJECT FINDINGS

The following are the major findings of A Project on Uses of Technology in Rural Schools:

- Technology must not be viewed as a panacea. It is only a (teaching/learning) tool, to be utilized as pencils and books have been used for years as learning tools. Just as some adults (e.g. teachers) might have viewed the advent of cheap, available books with alarm, some are now viewing technologies in the same, fearful way (i.e. Will they need us to teach students if they have books to read or technologies to utilize?).
- Changes in technologies are happening so fast, that data/information relating to them is outmoded about as fast as the written word reaches the targeted audience.

- Innovations in technology(s) utilization are best initiated and most readily supported when they come from the user. The "bottom up" approach, with the "user as the owner" is a good concept in the adoption/adaptation of technologies in the teaching/learning emporium.

- There appears to be a need for more interaction among rural education practitioners, per se, and experts in areas of communications technology. The recent NIE-sponsored workshop, Technology in the Service of Rural Education, was a step in the right direction.

- Closer coordination/cooperation among rural education and electronic technology related agencies within the Federal Establishment will also be productive (e.g., NIE/ED with REA, FCC, FmHA, etc.). It is evident that there now exist two separate thrusts throughout the country (in Federal, statewide and educational agencies/organizations) relating to the use of technology in rural schools: the rural and rural education advocacy groups and the technology-related organizations. Continued national leadership will be needed in order to consolidate the two thrusts.

- There appears to be a lack of state-level knowledge and/or coordination of activities relating to the use of technologies in rural schools. Regional (within a state) coordination of efforts, however, seem to be workable and working. There is a need on the part of local rural educators to know what others are doing. Present "formal" communication mechanisms seem to not be succeeding, although an "informal" communication structure appears to be emerging. The Guide, as a deliverable of this Project, should also be helpful as a mechanism for sharing knowledge.

- The general types of technologies investigated in this Project have been nine in number, as follows: The Computer, Educational T.V., Videodisc, Audio Tapes, Radio, Telecommunications Systems, Programmed Instruction, Video Tapes, and Interactive Video. They would appear to fit well into the "Classification of Various Technologies Used in Education," by Lawrence P. Grayson, which utilizes classifications by capability and by accessibility (included in the Section on State-of-the-Art of Technology in the Guide).

- The criteria for site selection, in the preparation of the Guide, appear to be comprehensive and consistent with efforts to demonstrate successful uses of technology in rural schools. Projects "featured" in the Guide were selected to be representative of the nation, both geographically and by type of technology. (All respondent sites, included in the Guide, have been contacted to confirm that there is no objection to being listed.) All project respondents should receive copies of the NIE dissemination(s) relating to the project.

- "Hard" data in the areas of costs and educational effectiveness/student change are limited partly due to the smaller numbers of students as well as to the relatively short duration and "track records" of the projects.

- Regarding the performance of the Project, it would have been helpful to have had additional resources available in order to: utilize the telephone more extensively, make some site visitations, develop more in-depth case studies (which should be accomplished in further NIE efforts), and have a project timeline which recognizes that it does take time to "put out the lines" and to get complete (site) responses in performing a project of this nature. The Project Team has learned much and has made a wide array of contacts, which

may be useful for involvement in further NIE efforts relating to uses of technology in rural schools.

3.2 PROJECT RECOMMENDATIONS

The following recommendations are offered for consideration in future NIE planning:

- *Reinvestigate the respondent sites, described in A Guide on Successful Uses of Technology in Rural Schools, after two years, in order to document:*
  - *Continuation success;*
  - *Funding arrangements and additional cost data over time;*
  - *Instructional effectiveness and student change data over time;*
  - *New uses of existing technology(s); and*
  - *Uses of new technologies.*
- *Consider supporting the nomination of some of the Project respondent sites for national validation in the National Dissemination Network (NDN).*
- *Develop and/or assist in the fostering of both formal and informal communications mechanisms for better sharing of knowledge on uses of technology in rural education, among rural educators and experts in electronic technology utilization. Involve the actual rural school practitioners in these efforts. Utilize the deliverables of this Project (e.g. the Guide) in this process.*
- *Continue to work cooperatively, within the Federal Establishment, with other agencies which relate to rural living, rural education, and the utilization of technologies.*
- *Consider working more closely in coordinative/cooperative relationships with personnel in state education agencies, and, particularly with intermediate educational service agency personnel (regionally, within states) to encourage*

efforts which result in innovations developed (and owned) by the users in the rural schools. Financial encouragement (with flexibility, recognizing local needs), such as is offered through the ESEA Title IV Programs, would continue to be a prime enabling factor.

- *Make plans for a wide-spread dissemination of the Guide to practitioners in rural schools, as well as to other interested audiences. Work closely with the Small Schools Network of The American Association of School Administrators (and other national leadership organizations) in these efforts.*

IV. EXHIBITS

Eight (8) exhibits have been generated in the course of performing A Project on Uses of Technology in Rural Schools. Exhibits 4.1-4.5 follow, while Exhibits 4.6-4.8 are free-standing deliverables which have been provided as documents separate from this Final Report. The Exhibits are as follows:

4.1 PROJECT ABSTRACT

4.2 REQUEST FOR INFORMATION: SOURCES

4.3 REQUEST FOR INFORMATION: SITE/SITE PERSONS

4.4 INTERVIEW AGENDA: SOURCES

4.5 INTERVIEW AGENDA: SITES

4.6 DOCUMENT: INFORMATION SOURCE PERSONS IDENTIFIED IN EACH OF THE STATES

4.7 DOCUMENT: SITES/SITE PERSONS IDENTIFIED IN THE STATES

4.8 A GUIDE ON SUCCESSFUL USES OF TECHNOLOGY IN RURAL SCHOOLS

Phone: (612)633-1103

Educational Operations Concepts, Inc.

1773 Skillman West Saint Paul, Minnesota 55113

Winter, 1982

TO: Information Source Personnel on Uses of Technology in Rural Schools

FROM: Fred C. McCormick, Ph.D., President and Project Director
Eileen R. McCormick, M.S., Project Associate

Educational Operations Concepts, Inc. (EOC) is pleased to be performing a Project on Uses of Technology in Rural Schools for the National Institute of Education (NIE). Your recommendation(s) of rural school district(s)/Agency(s)/Project(s) using technology in their programs will be appreciated. A Project Abstract and Request for Information/Sources follow.

PROJECT ABSTRACT

PROJECT TITLE: A Project on Uses of Technology in Rural Schools

PROJECT SPONSOR: National Institute of Education (NIE), Washington, D.C.

CONDUCTED BY: Educational Operations Concepts, Inc.

ABSTRACT: The purpose of this project is to examine the potential for technology to assist rural schools in their programs. The project will result in the production of a brief, readable guide for rural school administrators and teachers on successful uses of technology in rural schools/districts. Types of technology to be included are computers, educational television, video disc, audio tapes, radio, telecommunications systems, and programmed instruction.

The major content of the Final Report and Guide will include descriptions of successful local projects using the various technological means in different types of rural settings. The program/project examples will include a range of grade levels (with emphasis on small elementary and secondary schools, primarily), types of problems addressed (with primary emphasis on instructional strategies), geographic region of the country, and type of community. Each program/project will be described in terms of:

- The type of technology and how it is utilized;
- Origins of the technological innovations and sources of support for its implementation;
- The process and problems of introducing and implementing the program/project;
- Costs and sources of funding; and
- Data on effectiveness, including how participants have responded to the program.

Major tasks and associated work activities will involve search and data collection procedures and the application of minimal criteria for selecting 20 - 50 candidate exemplary programs. Review of written materials and telephone interviews will be followed by the selection of 15 - 25 exemplary programs, a number of characteristics of which will be described in a Final Report and Guide, to be disseminated nation-wide.

PLEASE NOTE: YOUR PASSING ALONG THIS PROJECT ABSTRACT AND THE REQUEST FOR INFORMATION TO (AN)OTHER (POTENTIAL) INFORMATION SOURCE PERSON(S) WILL ALSO BE APPRECIATED.

Phone: (612)633-1103

Educational Operations Concepts, Inc.

1773 Skillman West Saint Paul, Minnesota 55113

PLEASE NOTE: *YOUR PASSING ALONG THIS REQUEST FOR INFORMATION FORM AND THE PROJECT ABSTRACT TO (AN)OTHER (POTENTIAL) INFORMATION SOURCE PERSON(S) WILL ALSO BE APPRECIATED.*

REQUEST FOR INFORMATION

(Please use one page for each Project/Program you recommend.)

Your supplying the following brief information sources within a week will be appreciated:

*DISTRICT/AGENCY/PROJECT/PROGRAM RECOMMENDED: _____

_____

_____

* TITLE OF PROJECT/PROGRAM: _____

_____

*	CONTACT PERSON:	ALTERNATE CONTACT PERSON:
	NAME: _____	NAME: _____
	POSITION/AGENCY: _____	POSITION/AGENCY: _____
	_____	_____
	ADDRESS: _____	ADDRESS: _____
	_____	_____
	_____	_____
	TELEPHONE: ( )_____	TELEPHONE: ( ) _____

*COULD YOU SEND ANY DESCRIPTIVE MATERIALS OR OTHER DOCUMENTS THAT WOULD HELP IN DESCRIBING THE TYPE OF TECHNOLOGY, USE, SETTING AND HISTORY OF THE PROJECT/ PROGRAM WHICH YOU ARE RECOMMENDING?

*YOUR NAME (as Information Source): _____

POSITION/AGENCY: _____

ADDRESS: _____

_____

_____

TELEPHONE: ( ) _____

THANK YOU!

Phone: (612)633-1103

Educational Operations Concepts, Inc.

1773 Skillman West Saint Paul, Minnesota 55113

REQUEST FOR INFORMATION

PLEASE NOTE: YOUR NAME HAS BEEN PROVIDED TO US AS AN INDIVIDUAL ASSOCIATED WITH A PROJECT OR PROGRAM UTILIZING TECHNOLOGY IN A RURAL SCHOOL SETTING. YOUR SUPPLYING THE FOLLOWING BRIEF INFORMATION WITHIN A WEEK WILL BE APPRECIATED. (PLEASE USE REVERSE SIDE OF THIS PAGE IF ADDITIONAL SPACE IS NEEDED.)

1. Title of Project or Program: _____

2. District(s)/agency(ies) involved in the Project or Program: _____

3. Educational level(s) involved in the Project or Program: _____

4. Approximate enrollment size of the district(s) involved in the Project or Program: _____

5. Type(s) of technology utilized in the Project or Program (check all appropriate):

___ computers ___ video disc ___ telecommunications system
___ educational TV ___ audio tapes ___ programmed instruction
___ radio ___ other (please specify)_____

6. Briefly describe how the technology(ies) is/are utilized: _____

7. Briefly describe how effective the Project or Program has been (e.g. local interest, participant response/change, school staff/student/parent acceptance, problems, etc.): _____

8. *PLEASE SEND ANY DESCRIPTIVE MATERIALS OR DOCUMENTS THAT WOULD HELP DESCRIBE THE PROJECT OR PROGRAM, ITS TECHNOLOGY, USE OF THAT TECHNOLOGY, SETTING, HISTORY OF IMPLEMENTATION, COSTS, ETC. THANK YOU.*

9. Your name: _____
Position/Agency: _____
Association with Project/Program (if applicable): _____
Address: _____
Telephone: ( ) _____

THANK YOU!

Sources: Uses of Technology in Rural Schools

Information Source: Name: _____

Address: _____

Telephone: ( ) _____

District/Agency/Project/Program Recommended: _____

_____

_____

Contact Person:

Name: _____

Position: _____

Address: _____

_____

Telephone: ( ) _____

Alternate:

Name: _____

Position: _____

Address: _____

_____

Telephone: ( ) _____

Projects Only:

Type of Technology: _____

Utilization: _____

When did it begin? _____

Other:

Comments on Trends: _____

Additional Sources: _____

Documentation: _____ _____

Site Interview: Uses of Technology in Rural Schools

Project/Program Title: _____

One-Line Description: _____

Contact Person:	Alternate:
Name: _____	_____
Position: _____	_____
Address: _____	_____
_____	_____
Phone: ( ) _____	( ) _____

Target Audience/Educational Level: _____

District(s) Enrollment Size: _____

Community: Size: _____

Economic Base: _____

Type of Technology:

___ Computer
___ Educational T.V.
___ Video Disc
___ Audio tapes
___ Radio
___ Telecommunications system
___ Programmed instruction
___ Other (specify) _____

How is the technology utilized: _____

_____

_____

Problems/Issues Addressed: _____

Origins of the Project: How did it start? _____

When did it begin? _____

Motivating forces: _____

Decision process: _____

Process of introduction: _____

Process of implementation: _____

Sources of support for implementation: _____

_____

Problems in introduction and implementation: _____

_____

Costs:

Cost per student? _____

Cost per year? _____

Sources of funding? _____

Form(s) of financing? _____

Equipment costs, e.g., Capital Equipment _____ or rental _____

Effectiveness:

Data on local interest: _____

Data on participant response/change:
(Testing results?) _____

"Pro and Con" of Continuation: _____

Other: _____

Documentation: _____

Object to being listed? ___ yes ___ no; Phone Number listed? ___ yes ___ no