

DIGITAL DIVIDE PROGRAM

School-Based Models and Eligibility Criteria

GOAL: Eliminate the gap between people and communities who can make effective use of information technology and those who cannot.

PURPOSE:

- To increase the number of "first-time" home computer families with SBBC students;
- To support and extend student programs;
- To increase SBBC parent participation and access to online resources

PARTICIPATION PRIORITIES (#1 is top priority):

1. Support school-based programs (ex. **Lauderdale Manors Elementary and Arthur Ashe Middle Digital Divide Parent Training**)
2. Support curriculum programs that provide direct support to schools (ex. **Advanced Academics/ETS Dell TechKnow**)
3. Support departmental programs that provide direct support to SBBC staff
4. Support community-based programs that have established partnerships with SBBC to provide parent support and training and which are validated through an application process. This support must not negatively impact priority #1

SCHOOL SELECTION CRITERIA	
<i>Criteria</i>	<i>Rationale and Benefits</i>
<i>Participating schools must have a strong commitment from the principal</i>	<ul style="list-style-type: none"> • School has a large population of low-income students (ex. Title I Schools) • Schools take ownership of the program and involve staff through DETA participation. • A good sales job with the school staff is important to solicit buy-in • Lay the groundwork with staff and parents in advance of the training. • Set expectations and goals up front • Communicate with parents and schedule training classes
<i>Good communications between ETS and participating schools is essential</i>	Need a commitment from school staff to coordinate with ETS program director, trainers, and schedulers
<i>A good user-friendly manual and training course is essential</i>	Teachers and school-based staff work with trainers to craft curriculum directed at the target audience, since they know the candidate parents better than anyone else
<i>School must provide trainers for parent training class</i>	Schools need to address any compensation issues with staff. School will be responsibility for pay of teacher stipends for after-school or Saturday training.
<i>School must provide technical support for parent training sessions</i>	School will be responsibility for pay of tech support staff for after-school or Saturday training.

Models for School-Based Programs

<p><i>Elementary Model</i></p>	<ul style="list-style-type: none"> • Focus is Computer Literacy • Parent technology training is mandatory • District provides iMac desktop computers to families after they complete the training program • Training program is modeled on the Lauderdale Manors Elementary pilot: 3 hours delivered on Saturday at RIPDC • School selects parent participants • Internet access is not provided • Computers are loaded with Mac OS 9, MS Office, Riverdeep math and reading programs • Participants agree to be surveyed at a later date for impact analysis
<p><i>Middle School Model</i> - middle schools can choose either the “computer literacy” elementary model or the middle school “internet access” model. Note that internet access is only provided via the Middle School Dell TechKnow Mini-Camp program (Dell has committed to provide AOL for up to 500 SBBC students in 2006/07)</p>	<ul style="list-style-type: none"> • Focus is home internet access on Dell desktops • Parent and student participation in the 6 hour Dell TechKnow Mini-Camp is mandatory • District provides Dell desktop to families after they complete the Dell TechKnow training “mini-camp” which consists of 6 hours of technology training for parents and students on Dell desktops, preferably delivered at RIPDC • One year AOL Internet access is provide by Dell only if students complete the Dell TechKnow “mini-camp” • Training is modeled on the Arthur Ashe Middle School “Mini Camp” • Schools select participants • Computers are loaded with Windows 2000 and MS Office. Participants receive one year AOL (dial-up) • Participants agree to be surveyed at a later date for impact analysis
<p><i>High School Model – Model to be developed with HS Reform Committee</i></p>	<ul style="list-style-type: none"> • Focus is High School Reform • Target: HS student who are low-income, no home computer • Objective: level the playing field for the students who have home technology and those who don’t • Students who complete the tech training will receive either a Dell or Mac laptop, loaded with MS Office, and Internet-ready (has modem, Ethernet and is wireless ready) • Training on care and use of laptop – specific training and learner outcomes TBD with HS input • Internet access is responsibility of student and parent. • Participants agree to be surveyed at a later date for

Potential Learner Outcomes for HS Model Aligned with Digital Divide Objectives	
#1 To increase the number of "first-time" home computer families with SBBC students	<ul style="list-style-type: none"> By providing a student with a laptop for home use, it will increase the access of the student and the student's family to technology to use the applications (such as MS Office) increasing the opportunities to use educational technology
#2 To support and extend student programs	<ul style="list-style-type: none"> Participating students will be able to work on papers, presentations, or other "digital" assignments at home. Students will be able to take home any CD that can be used for educational purposes, such as a multimedia encyclopedia. Laptops have USB ports so students can move files between home and school via disk-on-key. High school students are more likely to be <i>digital natives</i> than adults and consequently it is anticipated that they can engineer their own solutions if given their own laptops.
#3 To increase SBBC parent participation and access to online resources	<ul style="list-style-type: none"> All laptops have modems, Ethernet ports, and PCMCIA slots for wireless cards, so they are all Internet-enabled. It is the student and parent's responsibility to obtain home internet access. The laptops do not come with wireless cards, but they are wireless-enabled, so students can provide their own wireless cards to use in "hot spots", libraries, airports, Starbucks, or other "hot spot" areas. The Digital Divide program intends to bridge the technology gap by providing opportunities for low-income families to have home technology and demonstrate how educational technology is valuable in student achievement. The program cannot provide 100% solutions to home technology needs. However, it is the program's intention to continually evaluate each school's experience, and to seek out ways to improve the program by leveraging with other resources.