

# Urban Dreams

## Oakland Unified School District Technology Innovation Challenge Grant

### Fifth Year Evaluation Report July 1, 2003 – June 30, 2004

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## I. Executive Summary

The Oakland Unified School District has completed a successful fifth year implementation of Urban Dreams - a five-year Technology Innovation Challenge Grant awarded by the United States Department of Education. Urban Dreams (UD) targeted secondary students, teachers, and families with a variety of activities designed to increase technology integration into social studies (SS) and language arts (LA) classes, improve student achievement, and increase technology access in the City of Oakland.

The projects primary activities included:

1. Ongoing professional development - The project staff developed and implemented a comprehensive staff development program that provided instructional and curriculum resources for teachers. This included an initial two-week Summer Institute, a follow-up one-week Expository Writing Workshop, and specialized workshops;
2. Classroom-based technical assistance - The project staff provided on-going technical support to teachers including in-classroom coaching, modeling, demonstrations, and instructional assistance;
3. Curriculum and other instructional materials - The project staff trained staff on the use of several curriculum resources including source materials and databases;
4. Technology access in the classroom – UD staff placed five computers and related technologies/software in the classroom of every Urban Dreams trained teacher. The district and project staff provided ongoing technical assistance. The district staff worked to ensure high-speed Internet access in each classroom; and,
5. Technology access in the homes of students - The project staff, in conjunction with its community partners, provided technology training and desktop computers to homes of Oakland Unified School District students and parents.

### Findings

Student Academic Achievement - Over the last three years, project staff and evaluators collected data on the Stanford Achievement Test (SAT), California Achievement Test, Sixth Edition (CAT/6), and the California Standards Tests (CST) proficiencies in English and social studies for a randomly selected cohort of UD and non-UD students. Overall, the results demonstrated that students who participated in UD classrooms score significantly higher on standardized achievement tests than students who are not in Urban Dreams classrooms, though scores for students in the 2003-22004 cohort were much lower than the previous years. Furthermore, students who were in more classes with teachers associated with the UD program performed significantly better on standardized achievement tests than students with fewer UD teachers. In April of 2003, a full report

from the first year student survey was presented at the American Educational Research Association's (AERA) Annual Meeting in Chicago.

**Student Technology Proficiency** - For the third consecutive year, the project undertook an extensive evaluation of the impact of the project on student technology proficiency. To accomplish this, the evaluators developed and administered an instrument to measure student technology proficiency based on the National Educational Technology Standards for Students (NETS-S) published by the International Society for Technology in Education. The instrument was given to randomly selected cohorts of Urban Dreams students and non-Urban Dreams students. Overall results from the three year study demonstrated that UD students scored higher on technology skills compared to non-UD students, though the difference was negligible this last year (2003-2004) when controlling for background factors.

**Professional Development** – UD teachers have consistently demonstrated increasingly higher levels of technology proficiency and technology integration into their classrooms. The project undertook an extensive evaluation of California Technology Assistance Project (CTAP<sup>2</sup>) teacher survey results during the last two years. Results from the last two years demonstrated statistically significant ( $p < .05$ ) higher levels of technology proficiency and instructional use than non-UD teachers (for all teachers) in all categories including: a) general computer knowledge and skills; b) word processing; c) presentation software; d) Internet; e) e-mail; f) publishing; g) databases; h) spreadsheets; and i) instructional software.

**Community Involvement and Technology Access** – For the fourth consecutive year, the UD project in conjunction with its community partners provided basic technology workshops for parents receiving computers. Nearly 400 parents attended the workshops and received computers during the last academic year. The post workshop assessments indicate that on average over 82% of the participants gave the workshops the highest rating possible in terms of content and delivery. Similarly, for the fourth consecutive year, a representative cross-section of adult participants in the Urban Dreams' Take-Home Computer program were interviewed by project evaluators. The results of the telephone interviews revealed that adults in the families that received the computers believed the Take-Home Computer program was worthwhile and most were actively using their refurbished computers for a variety of activities. Interviewees, as a group, reported higher levels of computer usage for academic purposes and stated they believed the availability of home computers enhanced their students' academic performance. Recipients also received the option of low-cost Internet service and earning hardware upgrades by volunteering for work at OTX-West, the distributor of the computers.

The attached full report provides a detailed description of the project's progress toward meeting the stated goals and objectives. Also included in the report, are challenges (past and present), as well as recommendations and exemplars to further aid project staff with programmatic decision-making. More extensive progress evaluation reports and accompanying documents are attached.

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**Oakland Unified School District**  
**URBAN DREAMS TECHNOLOGY CHALLENGE GRANT**  
**Fifth Year Evaluation Report: 2003-2004 DRAFT**

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**I. Introduction**

The Oakland Unified School District's Technology Innovation Challenge Grant (TICG), Urban Dreams, has completed its fifth and final year of implementation. Urban Dreams targets the academic and career needs of urban secondary students in Oakland's ethnically and linguistically diverse community while concurrently building the district's capacity to sustain project outcomes through a more skilled, technologically proficient teaching force and an engaged parent-community partnership.

Integral to successful reform efforts, Urban Dreams provided:

1. pedagogical and learning approaches to teaching and learning;
2. an ongoing professional development program with recognized historians and literary scholars as instructors and peer support models (i.e., professional dialogue circles and peer coaching) for more reflective practice and implementation of new skills and information; and
3. technology resources to support educators, parents and community members as active participants in the instruction of public school students.

Urban Dreams was designed to support the work of social studies and English teachers, grades 9-12, by providing access to professional development opportunities and appropriate technology tools. The professional development program focused on the teaching and learning of human and civil rights with a goal of developing students who are engaged and capable readers and writers. Technology tools were provided each Urban Dreams' teacher including computers, printers, video systems, software, and high speed Internet access.

**Major Project Goals**

Driving Urban Dreams' implementation and evaluation efforts were the following four major goals that coincide with the Government Performance Results Act (GPRA) indicators and project objectives:

*Goal 1: Student Achievement*

Curriculum embedded technologies native and transparent to teaching styles and content delivery will result in significant gains in language arts and social studies achievement for Oakland Unified School District high school students.

*GPRA Indicator 3.3* -- Classroom impact: The percentage of projects that demonstrate positive impacts on curriculum and student achievement will increase.

*GPRA Indicator 3.1* -- Classroom use: Students will increasingly use educational technology for learning in core academic subjects.

*Objective 1.1 Language Arts and Social Studies:* By June of 2002, Oakland high school graduates who have participated in the technology integration program for three years will demonstrate statistically significant ( $p < .05$ ) pre and posttest gains in district, state and national performance standards in social studies and language arts as prescribed by NESIC and the California Frameworks Committees, and/or as measured in district and state assessments, including but not limited to the state-prescribed standardized assessment (California Achievement Test 6 and formerly the Stanford Achievement Test 9).

*Objective 1.2 Technology Systems:* By June 2002, Oakland high school graduates who have participated in the technology innovation program for three years will demonstrate literacy and proficiency in the use of technological systems, operations, communications, research resources, problem-solving and decision-making tools as measured by pre- and post- program Likert-style questionnaires, projects produced, and a limited number of interviews and demonstrations.

### *Goal 2: Professional Development*

Curriculum is infused with innovative teaching practices that develop historical thinking skills, expository writing skills, project based learning techniques, and technology skills in the context of content.

*GPRA Indicator 2.1* -- Staff training and support: Increasing percentages of teachers will indicate that they feel very well prepared to integrate educational technology into classroom instruction.

*GPRA Indicator 2.3* -- Professional development models: An increasing percentage of TICG projects will develop models of professional development that result in improved instructional practice.

*Objective 2.1 Curriculum Development:* By June 2001 and annually thereafter, Oakland teachers who have participated in the technology integration professional development program for at least two years will produce interdisciplinary, multicultural curricula reflecting the themes of human and civil rights.

*Objective 2.2 Staff Development II:* By June 2002, 100% of social studies, language arts teachers and other staff members, as appropriate, working in project high schools will have completed year I staff education activities delineated in the technology integration professional development program.

*Objective 2.3 Staff Development I:* By June 2001 and annually thereafter, each cohort of Oakland teachers who have participated in the technology integration professional development program for at least two years will demonstrate augmented content knowledge in the disciplines of social sciences and literature, technology uses in the classroom, and constructivist pedagogy as assessed through pre-, post- and ongoing professional development surveys, and through participant-developed curriculum units, thematic lessons and demonstration lessons.

***Goal 3: Parent and Community Involvement***

Home-school connections will be strengthened through the use of technology, as parents are empowered to become leaders within their community and are provided the educational and technology support skills necessary to help their children succeed in school.

*Objective 3.1 Parent Involvement:* By June 2001, 75% of program participants' parents and/or guardians will participate in at least one parent activity appropriate to their parenting situation.

*Objective 3.2 Community Engagement:* By June 2002, members from collaborating institutes for higher education (IHEs) and identified community partners in business and/or social service agencies will participate in at least one school-community activity appropriate to improvement of instructional service delivery to students.

***Goal 4: Technology Access***

Classroom access to hardware, software and other technology tools to support district, state and national standards will increase.

*GPRA Indicator 1.1 -- Computer access in high-poverty schools:* The student-to-computer ratio in high-poverty schools will be comparable to that in other schools.

*Objective 4.1 Equal Access to Technological Instructional Tools:* By June 2004, every high school student in Oakland Unified School District will have consistent access to computer technology as instructional and learning tools in their social studies and language arts classes and classrooms.

## **II. Evaluation Methods**

### **Local Evaluation Activities**

The evaluation of the Urban Dreams project was a cooperative undertaking by district personnel, partner agencies, and an external evaluation group. Together, staff members from these organizations were involved in evaluation activities including the development of local evaluation plans and the project's discrepancy evaluation model.

The Oakland Unified School District contracted with the Center for Evaluation and Research LLC (C.E.R.) from the outset of the project to facilitate the evaluation of the Urban Dreams project. C.E.R. coordinated local evaluation efforts to furnish process and summative information to the project staff with the goal of validating successful practices

and providing for informed decision-making. Three C.E.R. evaluators worked on the project along with a four person support staff. The three evaluators are Matthew Russell Ed.D, Carla Piper Ed.D, and Rachelle Hackett Ph.D.

### *Local Evaluation Plan*

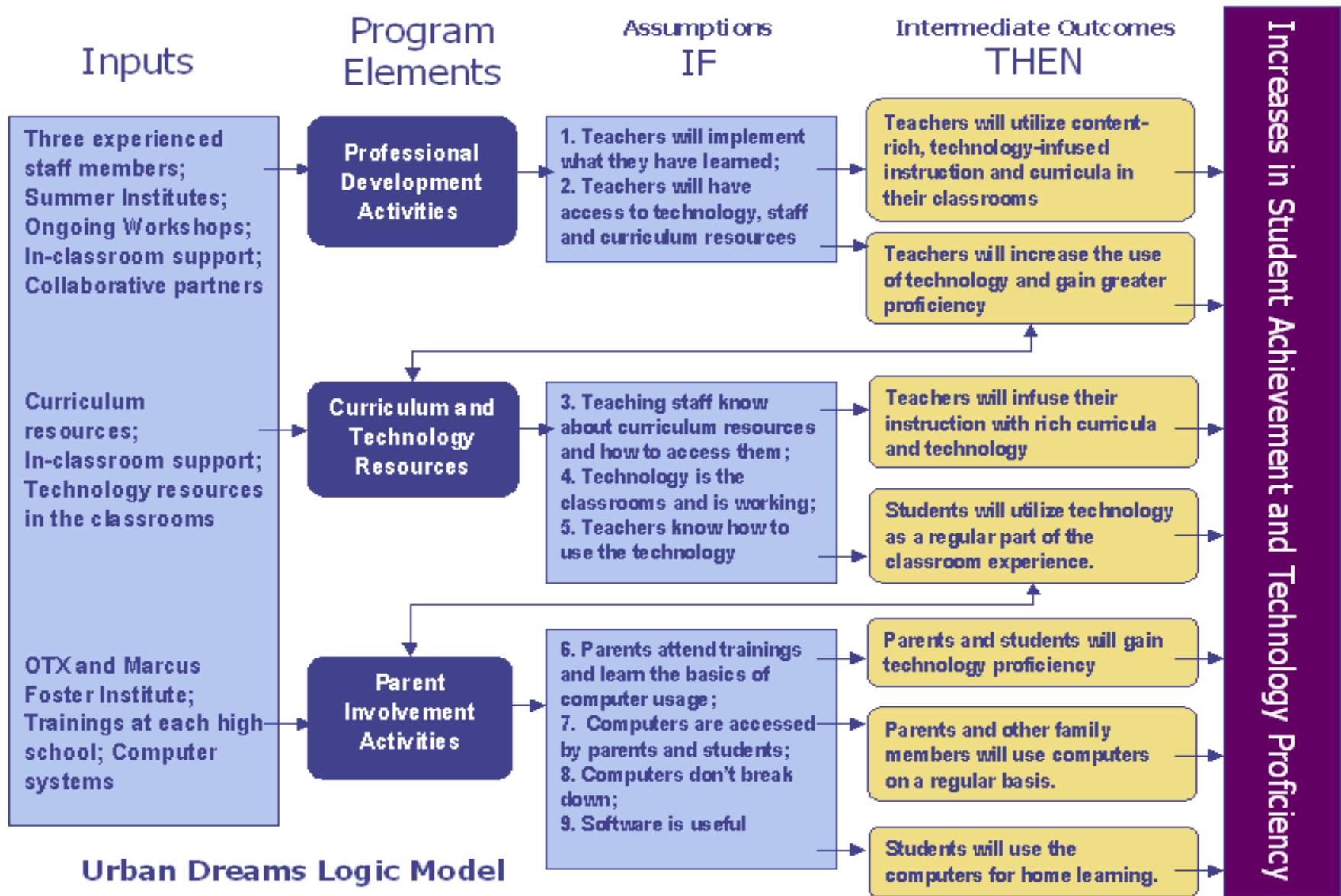
The local evaluation plan (attached) consisted of an outline of general evaluation activities that are to be accomplished each year. The plan served as a general guide that directed evaluation efforts. The following is an overview of the major evaluation activities for each component area:

1. **Student Academic Achievement and Technology Proficiency:** Student achievement was the ultimate goal of Urban Dreams. The evaluation was involved in tracking and analyzing students participating in Urban Dreams' classrooms at all the participating high schools. Evaluation activities included: a) development of representative samples of Urban Dream students and non-participating students using random selection techniques, b) collection of standardized test and state standards information, and c) comparison analysis of project students with non-project students.
2. A major outcome of the project was student technology proficiency. Student technology proficiency was supported by the dissemination of technology in classrooms and in homes. Evaluation activities related to student technology proficiency included: a) development, dissemination, and collection of the Student Technology Proficiency Inventory (STPI) to a representative sample of students in Urban Dreams' classrooms and non-project students, b) comparison analysis of technology proficiency between groups, and c) development and submission of a proposal outlining the survey results.
3. **Staff Development:** Urban Dreams is providing ongoing professional development for over 120 teachers in the areas of technology, language arts and history. Evaluation activities included: a) surveys and interviews with teachers, b) creation of a lesson plan rubric that guided the lesson plan development by project teachers; c) analysis of curricula and instructional materials developed by the participating teachers, and e) analysis of project sponsored workshops.
4. **Community Involvement and Technology Access:** The project provided technology directly to classrooms and homes. Evaluation activities included: a) structured interviews with project staff and collaborating partners providing these services, b) analysis of community-based technology trainings, and c) follow-up telephone interviews with families who have received refurbished computers.

### *Logic Model*

The project evaluation team developed the following logic model that provides a graphic representation between program activities and proposed outcomes:

Figure 1. Urban Dreams' evaluation logic model



### *Discrepancy Evaluation Model*

Evaluators and project staff developed a discrepancy evaluation model (DEM) that outlined in detail each of the evaluation activities. The DEM includes program narratives, component maps and input, process, and output (IPO) statements for each program component on two increasingly detailed levels. The plan is currently available on the evaluation website that is maintained by C.E.R. (<http://californiaschools.net/ud/>). The plan was periodically updated to reflect not only original resources, goals (outputs) and processes, but to reflect discrepancies in intended outputs (which can be positive or negative in relationship to the original intents). The DEM serves as an ongoing narrative of the project's activities related to its original goals and objectives, as well as a roadmap that evaluators use to analyze the status of the process and summative evaluations.

### *Selected Instruments: Appropriateness, Reliability and Validity*

The project evaluation utilized a variety of instruments to gather information on program processes and impacts. Data collection methods included surveys, workshop evaluation forms, telephone questionnaires, observation protocols, one-to-one interviews and focus groups. Evaluators, project staff and teachers collected the data.

During this past two years, Urban Dreams teachers were asked to complete two online surveys through the California Technology Assistance Project (CTAP<sup>2</sup>). CTAP<sup>2</sup> uses the Technology Use Survey and the Technology Proficiency self-assessment tools. The evaluators made direct contact with teachers from all three cohorts and provided stipends to enhance participation. The goal of this data collection effort was to determine how teachers were integrating their new resources within their instructional programs. The CTAP<sup>2</sup> website can be accessed at <http://ctap2w7.iassessment.org/>.

Other measures that were used in the evaluation of professional development are:

1. video case studies of how teachers integrated technology into their content areas;
2. teacher and parent participation records and workshop evaluation forms; and
3. observations, interviews and focus groups with project staff, teachers, parents and collaborating agency personnel.

Another major focus of the evaluation has been the collection and analysis of student data. Each year, the evaluators worked with district's technical staff to obtain access to district demographic and test data. The district grants office provide substantial assistance to the evaluators in providing student achievement data. The two principal student data elements collected this final year were:

1. California Achievement Test (CAT/6), (California's mandatory state standardized testing system for reading, language arts and mathematics that assesses student knowledge of multiple objectives and subskills) and the STAR proficiency levels. Activities included sampling of project and non-project students and subsequent between group comparison using appropriate statistical analysis; and

2. development, administration and analysis of the Student Technology Proficiency Inventory.

Community involvement and technology access were measured through a combination of qualitative and quantitative methods including: a) telephone survey of parents having received a computer through the projects Take-Home Computer program; b) analysis of community technology trainings; and c) one-to-one interviews with administrators of collaborating agencies. The project evaluators also undertook the analysis of a school site survey that was administered in accordance with state guidelines to determine the use of technology in the target schools.

### *No Child Left Behind Statute*

The evaluation took seriously the changes in the federal legislation particularly in regards to the utilization of more rigorous “scientifically based research” methods. In response to this the project adopted a quasi-experimental approach to analyze student academic and technology proficiency. This approach met the definition of scientifically based research, as defined in Title IX of the reauthorized Elementary and Secondary Education Act. Specifically, the evaluation met all of the following six criteria :

1. Employs systematic, empirical methods that draw on observation and experiment;
2. Involves rigorous data analyses that are adequate to test the stated; questions and provide a justification for the general conclusions drawn;
3. Relies on measurements that are reliable and valid;
4. Utilizes a quasi-experimental design with appropriate controls;
5. Activities are sufficiently detailed to be replicated; and
6. Findings from the 2001-2002 Student Technology Survey were presented at the American Education Research Association (AERA) annual conference.

### *Evaluation Reporting*

The project stakeholders met regularly with evaluators to plan and discuss evaluation findings. The evaluators also maintained a comprehensive web presence with monthly updates at <http://ns1.californiaschools.net/%7Eud/>. The web site includes all of the process reports, summative report narratives, evaluation plans and the new video case studies.

### III. Results

#### Program Context

The Urban Dreams project, in collaboration with a consortium of community and university partners, sought to improve high school students' academic achievement in social studies and language arts through the system-wide implementation of a standards-based and technology-embedded reform program that engaged students, teachers, parents, and other community members. Building upon research in best practices for teaching and learning as well as for community engagement, Urban Dreams relied heavily upon: a) an ongoing five year professional development program with recognized historians and literary scholars as instructors, and peer support models (i.e., professional dialogue circles and peer coaching) to support reflective practice among teachers; b) parent and community education; and c) the installation of technology tools and infrastructure.

Six ethnically diverse, urban high schools and three alternative high schools (total 11,000 students) were the target of the Urban Dreams project. Within each of these schools, English and social studies teachers were afforded the opportunity to participate in staff development activities – a total of 164 have participated through June of 2003. Ninety-six teachers formally joined Cohorts 1 and 2 and received classroom equipment. Table 1 provides an overview of the participating high schools as well as the number of target teachers per site in each year of the project.

**Table 1. Participating schools and number of target teachers**

<b>School</b>	<b>2000 – 2001 Cohort 1</b>	<b>2001-2002 Cohort 2</b>	<b>2002-2003 Cohort 3</b>	<b>2003-2004 Cohorts 4 &amp; 5</b>	<b>Totals</b>
Castlemont	2	8	5	7	22
Dewey	1	4	0	0	5
Far West	1	1	0	0	2
Fremont	11	6	2	8	27
Golden Gate	0	0	0	5	5
ISP	1	0	0	0	1
Life Academy	0	0	5	2	7
MetWest	0	0	0	2	2
McClymonds	5	3	2	2	12
Oakland High	11	4	4	3	22
Oakland Tech.	5	7	9	4	25
Skyline	9	14	1	5	29
Social Justice	0	0	0	1	1
Street Academy	2	1	0	1	4
<b>Totals</b>	<b>48</b>	<b>48</b>	<b>28</b>	<b>40</b>	<b>164</b>

### Status of Program Components

The following narrative addresses the project's progress in meeting each of its four program components during the fourth year of implementation.

#### *Component 1a: Student Academic Achievement*

The evaluation questions addressed are:

1. Do students (in the “experimental group”) who were enrolled in at least one course taught by a teacher who participated in the Urban Dreams program, on average, perform better on the CAT/6 subtests (reading and language arts) and CST subtests (English language arts and history) than students who were not taught by such teachers (the “comparison” group)?
2. What is the correlation between program participation and standardized test scores?
3. Do students who perform better on the CAT/6 and CST subtests also self-report higher levels of technology proficiency?
4. Is there a statistically significant difference between the experimental and comparison groups' standardized test performance after controlling for background factors that might be associated with test performance (i.e., factors that are not themselves attributable to program impact)?

The ultimate goal of Urban Dreams was improved student achievement. The project components were designed to contribute to academic gains. The project objectives called for measurable student achievement in core academic areas by the end of the 2001-2002 academic year which the project continued during the fourth year.

The project evaluators and staff instituted a rigorous “quasi-experimental” design this year to better understand the impact of the project on students within Urban Dreams' classrooms related specifically to academic achievement and technology proficiency. To accomplish this, the evaluators developed representative samples of Urban Dreams and non-Urban Dreams students. For the purpose of this experimental study, being treated was operationally defined as having taken one or more classes during the past three school years (2000-2001, 2001-2002, and 2002-2003) or the last school year (2003-2004) from at least one teacher who was associated with the UD program.

For each school site, a list of the language arts and social studies teachers was developed. Stratified sampling resulted in the random selection of six teachers (one from each site – 24 teachers total) for each of the following four groups: a language arts teacher involved in the Urban Dreams program, a social studies teacher involved in the Urban Dreams program, a language arts teacher who was not involved in Urban Dreams, and a social studies teacher who was not involved in Urban Dreams. Standardized test scores and the Student Technology Proficiency Inventory were collected and analyzed.

The results of the first two years' analysis supported the project's claims. Analysis demonstrated a significantly higher level of academic achievement and technology proficiency for UD students when compared to non-UD students.

### *2003-2004 Academic Year*

During the 2003-2004 academic year, a total of 1250 high school students responded to the Student Technology Proficiency Inventory and provided enough information so that their group membership (experimental vs. comparison) could be identified. There was a somewhat larger percentage of females than that of the males (54% vs. 46%). The grade level distribution was 16% freshmen, 23% sophomores, 30% juniors, and 32% seniors, based on those cases who provided this information. The ethnic distribution was 35% African American, 25% Asian, 3% Caucasian, 23% Hispanic, and 14% identifying themselves as Native American, Pacific Islander or "other." Eighty-five percent reported having a computer in their homes; 47% reported having taken a technology class at their school. Over 95% indicated they planned to attend college.

Twelve hundred and fifty (N=1250) of the students completed a question on the Student Technology Proficiency Inventory that allowed classification into the "experimental" vs. "comparison" group. For the purpose of this experimental study, being "treated" was operationally defined as having taken one or more classes during any of the prior three years or the current school year (2000-2004) from at least one teacher who was associated with the UD program. The comparison group consisted of the 114 (9%) of the respondents who were students at the same sites but who did not have a UD program teacher within the last three years.

### Evaluation Questions

*Evaluation Question One.* To address evaluation question one, a series of independent samples t-tests were performed using the normal curve equivalent (NCE) scores of each of the two CAT/6 subtests and the scaled scores of the two CST subtests. For all four analyses, group membership (experimental versus comparison) served as the independent variable. In addition, crosstabulations of CST proficiency levels by group were analyzed with chi square tests of association and Mann-Whitney U tests were ran since the data are assumed to be on an ordinal scale of measurement.

*Evaluation Question Two.* To address evaluation question two, point biserial correlations were calculated between group membership (experimental versus comparison) and NCE scores on the CAT/6 subtests, as well as scaled scores on the CST subtests. The rank-biserial correlation coefficient needed for correlating an ordinal and dichotomous variable was approximated by calculating Spearman correlations between group membership and the level indicators for each of the CST tests.

*Evaluation Question Three.* To address evaluation question three, Pearson correlations were calculated between the total score on the STPI (technology proficiency skills self-reported by the students, where scores can range from 23-92) and NCE scores on the CAT/6 reading, language arts, and social studies subtests. The biserial correlation coefficient needed for correlating an interval and ordinal variable was approximated by calculating Spearman correlations between level of technology proficiency and the level indicators for each of the CST tests (English language arts and history).

*Evaluation Question Four.* To address evaluation question four, hierarchical regression analysis was employed where blocks of variables are entered successively and those in prior blocks are controlled when examining the effects of variables entering in later blocks (see Table 2). The dependent variables were the NCE and scaled scores of the CAT/6 and CST subtests. (Technically it would be inappropriate to model proficiency level data with multiple linear regression given such scores are assumed to reflect ordinal, not interval, scaling.) In one analysis, an indicator variable (whose name is “group” on the data file) was used to separate treatment from comparison cases in the 3rd block. In a related, but separate, analysis, the number of UD teachers the student had served as a rough indication of the “dosage of treatment” received.

**Table 2. Variable blocks used in hierarchical regression analysis of program impact.**

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Block 1 (Demographic):  
 Male (1=Yes, 0=No)  
 Grade Level (9, 10, 11, 12)  
 Ethnicity (indicators for 4 groups)

Block 2 (Academic Achievement/Aspirations):  
 Self-Reported Grades  
 Having Plans to Attend College (1=Yes, 0=No)

Block 3 (Program Treatment):  
 Treatment Group (1= Teacher Participated in Program, 0= No Teachers Participated in Program)  
 -or- Treatment “Exposure” (approximated by the number of UD teachers the student had during the prior three years, 0-12 possible, but maximum was found to be 10)

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**Results**

*Evaluation Question One.* For each of the four standardized test scores analyzed, students in the experimental group, on average, performed higher than those in the comparison group (see Table 3 below). It should be kept in mind, however, that these statistically significant differences may, in part, be explained by initial group differences in background factors having little, if anything, to do with the UD program itself. Thus, greater attention should be paid to the results of evaluation question #4.

It should be noted that for approximately 55% of the students who were classifiable as belonging to the experimental or comparison group, no CST History test score data was available. Also, no CAT/6 nor CST English language arts scores were available for about 38% of the students. Thus the samples sizes used in the analyses ranged from a low of 558 to a high of 771. (The degrees of freedom indicated in each statistical summary reflect a statistical adjustment that is made when the homogeneity of variance assumption was not met.)

**Table 3. Standardized CAT/6 achievement test score performance by group (experimental vs. comparison). 2004 IS in table**

	Mean Difference	Program Participation	N	Mean	Std.
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	Between Groups	Indicator			Deviation
CAT/6 Reading NCE	5.98	Experimental	673	39.99	22.77
		Comparison	92	34.01	17.21
CAT/6 Language NCE	7.41	Experimental	673	40.65	21.82
		Comparison	92	33.23	17.88
ELA Scaled Score	7.37	Experimental	676	301.09	54.12
		Comparison	95	293.72	40.28
History Scaled Score	38.92	Experimental	549	297.81	50.68
		Comparison	9	258.89	18.46

Note. There are too few comparison cases to interpret the results pertaining to the history scaled scores.

*CAT/6 Reading Scores.* The mean difference of 5.98 NCE score points on the CAT/6 Reading scale, unadjusted for background factors that may differ between the groups, was statistically significant,  $t(138.703) = 2.996$ ,  $p = .003$ . A 95% confidence interval for the difference between the two population means suggests that the experimental group's population mean lies between 0.77 to 11.20 NCE score points higher than that of the comparison group.

*CAT/6 Language Scores.* The mean difference of 7.41 NCE score points on the CAT/6 Language scale, unadjusted for background factors that may differ between the groups, was statistically significant,  $t(131.061) = 3.626$ ,  $p < .001$ . A 95% confidence interval for the difference between the two population means suggests that the experimental group's population mean lies between 2.07 to 12.76 NCE score points higher than that of the comparison group.

*CST English Language Arts Scaled Scores.* The mean difference of 7.37 score points on the CST English Language Arts scale, unadjusted for background factors that may differ between the groups, was *not* statistically significant,  $t(146.435) = 1.594$ ,  $p = .113$ .

*CST History Scaled Scores.* The mean difference of 38.92 score points on the CST History scale, unadjusted for background factors that may differ between the groups, was statistically significant,  $t(10.096) = 5.967$ ,  $p < .001$ . A 95% confidence interval for the difference between the two population means suggests that the experimental group's population mean lies between 18.29 to 59.55 score points higher than that of the comparison group. However, these results should be used with great caution since there were just nine comparison cases available for the analysis.

Analyses of ordinal data reflecting proficiency levels on the CST tests is presented next.

*CST English Language Arts Proficiency Level.* As evident in Table 4, the mean rank for the proficiency level of students in the experimental group on the CST English Language Arts test ( $N = 676$ , Mean Rank = 390.44) exceeds that of the comparison group ( $N = 95$ , Mean Rank = 354.39). The median English Language Arts proficiency level for the comparison group is 2 (below basic) and for the experimental group it is also 2 (below basic). The Mann-Whitney U test statistic ( $U = 29107.5$ ,  $Z = -1.527$ ) was not significant ( $p = .127$ ). Still, it must be recognized that the results may reflect other initial group differences that the lack of random assignment to treatment (i.e., quasi-experimentation) may introduce.

**Table 4. Proficiency Level on CST English Language Arts Test by Group Membership.**

		Level on CST English Language Arts Test					Total
Group Membership		Far Below	Below Basic	Basic	Proficient	Advance	
Comparison	Count	28	28	30	9	0	95
	Expected Count	25.9	25.3	27.2	12.1	4.6	95.0
	% within group	29.5%	29.5%	31.6%	9.5%	.0%	100.0%
	Std. Residual	.4	.5	.5	-.9	-2.1	
Experimental	Count	182	177	191	89	37	676
	Expected Count	184.1	179.7	193.8	85.9	32.4	676.0
	% within group	26.9%	26.2%	28.3%	13.2%	5.5%	100.0%
	Std. Residual	-.2	-.2	-.2	.3	.8	
Total	Count	210	205	221	98	37	771
	Expected Count	210.0	205.0	221.0	98.0	37.0	771.0
	% within group	27.2%	26.6%	28.7%	12.7%	4.8%	100.0%

*CST History Proficiency Level.* As evident in Table 5, the mean rank for the proficiency level of students in the experimental group on the CST History test (N= 549, Mean Rank= 281.69) exceeds that of the comparison group (N= 9, Mean Rank= 146.17). The median History proficiency level for the comparison group is 1 (far below basic) and for the experimental group is 2 (below basic). The Mann-Whitney U test statistic (U= 1270.5, Z= -2.597) was significant (p= .009). The pattern of standardized residuals reveal that there is a much larger proportion of students in the comparison group who are far below basic proficiency (level=1) than expected. Because the levels assigned are suppose to be tailored for each grade level, it is unclear that this merely reflects the selection threat introduced from having a larger proportion of freshmen in the comparison group as compared with the experimental group. Still, it must be recognized that the results may reflect other initial group differences that the lack of random assignment to treatment (i.e., quasi-experimentation) may introduce.

**Table 5. Proficiency Level on CST History Test by Group Membership.**

		Level on CST History Test					Total
Group Membership		Far Below	Below Basic	Basic	Proficient	Advanced	
Comparison	Count	6	3	0	0	0	9
	Expected	2.9	2.5	2.3	.9	.4	9.0

	Count						
	% within group	66.7%	33.3%	.0%	.0%	.0%	100.0%
	Std. Residual	1.8	.3	-1.5	-1.0	-.6	
Experimental	Count	174	151	142	57	25	549
	Expected Count	177.1	151.5	139.7	56.1	24.6	549.0
	% within group	31.7%	27.5%	25.9%	10.4%	4.6%	100.0%
	Std. Residual	-.2	.0	.2	.1	.1	
Total	Count	180	154	142	57	25	558
	Expected Count	180.0	154.0	142.0	57.0	25.0	558.0
	% within group	32.3%	27.6%	25.4%	10.2%	4.5%	100.0%

Note. There are too few comparison cases to interpret the results pertaining to the history scores and levels.

*Evaluation Question Two.* Once squared, the correlations between group membership and standardized test performance help in understanding how much the variation in the latter can be predicted on the basis of program participation. Because the experimental and comparison groups were coded 1 and 0, respectively, the positive correlations shown in Table 6 indicate that the experimental group tends to outperform the comparison group (as noted above). Although 4 of the 6 statistical inference tests for one sample correlation coefficients are significant ( $p < .05$ ), the correlations involving NCE and scaled scores (SS) range between .046 and .112 which suggests the relationships were quite modest. By squaring the correlation coefficients we concluded that 0.8%, 1.3%, 0.2%, and 0.9% of the variation in CAT/6 reading, language, CST English Language Arts, and CST History scores, respectively, can be predicted on the basis of group membership. The correlations involving the CST proficiency levels (PL) were of similar magnitude.

**Table 6. Point biserial and rank-biserial correlations between program participation (experimental=1, comparison=0) and performance on CAT/6 and CST standardized achievement tests.**

Standardized Test and Scale	Size of Available Sample	Correlation	Percentage of Variance Predicted
CAT/6 Reading NCE	765	.088	0.8
CAT/6 Language NCE	765	.112	1.3
CST English Language Arts SS	771	.046	0.2
CST History SS	558	.097	0.9
CST Eng Language Arts PL	771	.055	0.3
CST History PL	558	.110	1.2

Note 1. NCE= normal curve equivalent scores; SS= scaled scores; PL= proficiency levels.

Note 2. There are too few comparison cases to interpret the results pertaining to the history scores and levels.

*Evaluation Question Three.* The correlations between students' self-reported level of technology proficiency and standardized test performance suggested that those with more technological proficiency tend to perform better on the standardized test scales being used in this investigation

(see Table 7). Although all statistical inference tests for one sample correlation coefficients are significant ( $p < .05$ ), the correlations involving NCE and scaled scores (SS) range between .22 and .256 which suggests the relationships are small. By squaring the correlation coefficients we can conclude that 5.8%, 6.4%, 4.8%, and 6.1% of the variation in CAT/6 reading, language, CST English Language Arts, and CST History scores, respectively, can be predicted on the basis of students' self-reported levels of technology proficiency. The correlations involving CST proficiency levels were of similar magnitude.

**Table 7. Pearson and biserial correlations between students' self-reported levels of technology proficiency and performance on CAT/6 and CST standardized achievement tests.**

Standardized Test and Scale	Size of Available Sample	Correlation	Percentage of Variance Predicted
CAT/6 Reading NCE	685	.241	5.8
CAT/6 Language NCE	685	.253	6.4
CST Eng Lang. Arts SS	692	.220	4.8
CST History SS	510	.247	6.1
CST Eng Lang Arts PL	692	.225	5.1
CST History PL	510	.256	6.6

Note. There are too few comparison cases to interpret the results pertaining to the history scores and levels.

*Evaluation Question Four.* In general, after controlling for demographic and academic achievement/ aspiration variables, students in the treatment group (i.e., whose teachers participated in UD) did *not* perform significantly better on standardized achievement tests than the students in the comparison group (see Table 5a). However, when the number of UD teachers the student had (rather than simply whether or not the student had had a UD teacher) was used, then, even after controlling for demographic and academic achievement/ aspiration variables, a positive impact can be noted.

The regression results for the model outlined above with program treatment dichotomously indicated are shown in **Table 5a** below. The “R” column shows the multiple regression correlation coefficient at the last step when the group membership variable is entered. The “R square change” shows the additional proportion of the variation in the test scores (NCE for CAT/6 and Scaled Scores for CST tests) that can be predicted on the basis of group membership after all the control variables have already entered. The “b” column represents the unstandardized regression coefficients. They indicate how much higher, on average, scores on the test will be for those in the experimental group above (i.e., because the signs are all positive) those in the comparison groups. The “t” value for testing the statistical significance of adding the group membership variable to the model is given along with its associated probability (labeled “Sig t = Sig Change”). In the last column, the partial correlations indicate the correlation between group membership and the test scores after controlling for the variables that have already entered the regression model.

When a second set of hierarchical regressions was ran using “dosage of treatment” (as approximated by the number of UD teachers the student has had) in the final block, rather than the dichotomous group membership indicator, the results become statistically significant. Also, the change in the proportion of variance (for the test score being predicted) accounted for by

knowing how many UD teachers' classes the student has been in is nevertheless quite modest, and ranges between 0.4% to 1.4% (see Table 9 following page). Thus, the “dosage of treatment” variable appears to be a more sensitive measure of program impact than does simply knowing whether or not the student has had any UD teacher at all.

**Table 8. Hierarchical regression results at final block where group membership enters as a predictor.**

<i>Scale</i>	<i>R</i>	<i>R Square Change</i>	<i>b</i>	<i>t</i>	<i>Sig t = Sig Change</i>	<i>Partial Corr</i>
CAT/6 Reading	.464	.001	2.379	0.921	.357	.035
CAT/6 Language	.494	.003	4.217	1.720	.086	.066
CST English Language Arts	.509	.000	-1.449	-0.245	.807	-.009
CST History	.499	.002	19.111	1.236	.217	.056

*R*= multiple correlation coefficient

*R Square Change*= the change in *R* squared once the group membership variable is added

*b*= unstandardized regression coefficient for group membership variable in final model

*t*= *t* test statistic value for determining if the regression coefficient differs from zero

Note. There are too few comparison cases to interpret the results pertaining to the history scaled scores.

**Table 9. Hierarchical regression results at final block where “dosage of treatment” (i.e., number of UD teachers) enters as a predictor.**

<i>Scale</i>	<i>R</i>	<i>R Square Change</i>	<i>b</i>	<i>t</i>	<i>Sig t = Sig Change</i>	<i>Partial Corr</i>
CAT/6 Reading	.467	.004	.927	1.953	.051	.075
CAT/6 Language	.496	.006	1.011	2.241	.025	.085
CST English Language Arts	.514	.005	2.245	2.085	.037	.079
CST History	.510	.014	3.526	2.995	.003	.134

*R*= multiple correlation coefficient

*R Square Change*= the change in *R* squared once the dosage of treatment is added

*b*= unstandardized regression coefficient for dosage of treatment variable in final model

*t*= *t* test statistic value for determining if the regression coefficient differs from zero

Note. There are too few comparison cases to interpret the results pertaining to the history scaled scores.

*CAT/6 Reading NCE Scores.* The mean difference of 2.4 NCE score points on the CAT/6 Reading scale, as reflected in the unstandardized regression coefficient, *b*, is not statistically significant and suggests that CAT/6 Reading NCE scores, on average, do not vary between the experimental and comparison groups even after adjusting for background factors. In comparing the mean difference (5.98) for these scores found in addressing evaluation question 1 to the difference (2.4) found in this more conservative analysis of program impact whereby potential pre-existing group differences thought to impact test performance have been controlled, we find that the impact is no longer evident. Similarly, one can compare the point biserial correlation reported in Table 3 (.088) to the partial correlation (.035) in Table 5a and conclude that the

introduction of the control variables used in the hierarchical regression analysis did alter the results. The unstandardized coefficient, *b*, reported in Table 5b suggests that CAT/6 reading NCE scores are less than one NCE point higher, on average, for each additional class the student takes with a teacher associated with the Urban Dreams program.

*CAT/6 Language NCE Scores.* The mean difference of 4.2 NCE score points on the CAT/6 Language scale, as reflected in the unstandardized regression coefficient, *b*, is not statistically significant and suggests that CAT/6 Language NCE scores, on average, do not vary between the experimental and comparison groups even after adjusting for background factors. In comparing the mean difference (7.41) for these scores found in addressing evaluation question 1 to the difference (4.2) found in this more conservative analysis of program impact whereby potential pre-existing group differences thought to impact either technology proficiency or test performance have been controlled, we find that the impact is no longer evident. Similarly, one can compare the point biserial correlation reported in Table 3 (.112) to the partial correlation (.066) in Table 5a and again conclude that the introduction of the control variables used in the hierarchical regression analysis did alter the results. The unstandardized coefficient, *b*, reported in Table 5b suggests that CAT/6 language NCE scores are about one NCE point higher, on average, for each additional class the student takes with a teacher associated with the Urban Dreams program.

*CST English Language Arts Scaled Scores.* The mean difference of -1.449 scaled score points on the CST English Language Arts test, as reflected in the unstandardized regression coefficient, *b*, is not statistically significant and suggests that CST English Language Arts scores, on average, do not vary between the experimental and comparison groups even after adjusting for background factors. In comparing the mean difference (+7.37) for these scores found in addressing evaluation question 1 to the difference (-1.449) found in this more conservative analysis of program impact whereby potential pre-existing group differences thought to impact either technology proficiency or test performance have been controlled, we find that the impact is still not evident. The zero-order point biserial correlation reported in Table 3 (.046) is not that different from the partial correlation (-.009) in Table 5a which suggests that the introduction of the control variables used in the hierarchical regression analysis did not dramatically alter the results. The unstandardized coefficient, *b*, reported in Table 5b suggests that the CST English language arts scaled scores are 2.245 scaled score points higher, on average, for each additional class the student takes with a teacher associated with the Urban Dreams program.

*CST History Scaled Scores.* Note. There are too few comparison cases to interpret the results pertaining to the history scaled scores and draw appropriate conclusions. Therefore, no further commentary is provided.

### Summary of Major Results

1. For each of the four standardized test scores analyzed, students in the experimental group, on average, performed higher than those in the comparison group. The CAT/6 Reading and Language test results were statistically significant. But the CST English language test results were not. Furthermore, there were too few cases in the comparison group for whom history test scores were available ( $n=9$ ). Thus, it is inappropriate to

draw conclusions from the analyses involving the CST history scores and proficiency levels. Ninety five percent confidence intervals for the difference between the two population means suggest the amount that the experimental group's population mean lies above that of the comparison group is between

- 0.77 to 11.2 NCE score points on the CAT/6 Reading test;
  - 2.07 to 12.76 NCE score points on the CAT/6 Language test;
  - The median English Language Arts proficiency level for both the experimental and the comparison group is 2 (below basic).
  - The median History proficiency level for the comparison group is 1 (far below basic) and lower than that of the experimental group that is 2 (below basic). It should be noted, however, that the proportion of the comparison group that is freshmen exceeds that of the experimental group. Also, as noted above, these results should not be used given that so few comparison cases were included in the analysis.
2. The correlations between group membership and standardized test performance range between .046 and .112. Thus, the percentages of the variance in CAT/6 reading, CAT/6 language, CST English Language Arts, and CST History scores that can be predicted on the basis of group membership (knowing whether a student is in the experimental vs. comparison group) are at most 1.3%.
  3. The Pearson correlations between students' self-reported level of technology proficiency and standardized test performance range between .220 and .256 which suggests that those with more technological proficiency, to some extent, tend to perform better on the five standardized test scales being used in this investigation. 5.8%, 6.4%, 4.8%, and 6.1% of the variation in CAT/6 reading, CAT/6 language, CST English Language Arts, and CST History scores, respectively, can be predicted on the basis of students' self-reported levels of technology proficiency. These associations, however, should not be interpreted as reflecting a causal linkage, as a third variable (e.g., achievement motivation) may be linking technology proficiency level with achievement test scores.
  4. Students in the treatment group (i.e., whose teachers participated in UD) did *not* perform significantly better on standardized achievement tests (CAT/6 Reading, CAT/6 Language, CST English Language Arts, and CST History) than the students in the comparison group after controlling for demographic, and academic achievement/ aspiration background variables.
  5. Students who were in more classes with teachers associated with the UD program *did* perform significantly better on standardized achievement tests than students with fewer UD teachers after controlling for demographic, and academic achievement/ aspiration background variables. The unstandardized regression coefficients suggest that, for each

additional class taken with a teacher associated with the UD program, students scores will be higher an average of:

- 0.927 NCE points on the CAT/6 Reading test;
- 1.011 NCE points on the CAT/6 Language NCE test;
- 2.245 scaled score points on the CST English Language Arts test; and,
- 3.526 scaled score points on the CST History test.

However, there are too few cases in the comparison group to use the results based on the CST History test.

Overall these results suggest that the extent to which the UD Program positively impacted student achievement in reading and English language arts was, at best, modest. Too few cases were available from the comparison group to draw a conclusion regarding the impact on achievement in the subject area of history.

#### *Component 1b: Student Technology Proficiency*

The evaluation questions addressed under Component 1b are:

1. Do students (in the “experimental group”) who were enrolled in at least one course taught by a teacher who participated in the Urban Dreams program, on average, report a higher level of technology proficiency than students who were not taught by such teachers (the “comparison” group)?
2. Are there systematic background differences between the experimental and comparison groups that might influence the attainment of technology proficiency (i.e., those that are not attributed to program impact such as gender or class level)?
3. Is there a statistically significant difference between the experimental and comparison groups’ average level of reported technology proficiency after controlling for background factors that might influence the attainment of technology proficiency (i.e., those that are not attributed to program impact)?

#### Evaluation Questions

*Evaluation Question One.* To address evaluation question one, an independent samples t-test was performed using the total score that results from summing responses to the 23 technology proficiency items (where response options are scored 1 through 4 resulting in scores potentially ranging from 23 to 92) as the dependent variable and group membership (experimental versus comparison) as the independent variable. This total score is referred to as “level of technology proficiency” and resides under the variable name “sumskill” on the data file.

*Evaluation Question Two.* To address evaluation question two, differences between the experimental and comparison groups in terms of gender, ethnicity, having plans to attend

college, having a home computer, having taken a technology class, and English language proficiency classifications were investigated with chi square tests of independence (also known as tests of association and tests of homogeneity). The proportion of experimental group students who belong to each category (e.g., male versus female) is compared to the proportion of comparison group students who do. Also, in addressing evaluation question two, differences between the experimental and comparison groups in terms of grade level, student-reported typical course grades, perceived importance of computer skills, and school absences were investigated with independent samples t-tests. The purpose of this evaluation question was to gauge whether the experimental and comparison groups varied in systematic ways that might threaten the internal validity of the study.

*Evaluation Question Three.* To address evaluation question three, hierarchical regression analysis was employed where blocks of variables were entered successively and those in prior blocks are controlled when examining the effects of variables entering in later blocks (see Table 10). The dependent variable was level of technology proficiency (“sumskill”). In one analysis, an indicator variable (whose name is “group” on the data file) was used to separate treatment from comparison cases in the 4<sup>th</sup> block. In a related, but separate analysis, the number of UD teachers the student had served was a rough indication of the “dosage of treatment” received.

**Table 10. Variable blocks used in hierarchical regression analysis of program impact.**

---

Block 1 (Demographic):

Male (1=Yes, 0=No)

Grade Level (9, 10, 11, 12)

Ethnicity (indicators for 4 groups)

Block 2 (Academic Achievement/Aspirations):

Self-Reported Grades

Having Plans to Attend College (1=Yes, 0=No)

Block 3 (Computer-specific):

Having Home Computer (1=Yes, 0=No)

Took Technology Class (1=Yes, 0=No)

Perceived Importance of Computer Skills (1-4)

Block 4 (Program Treatment):

Experimental Group (1= Teacher Participated in Program, 0= No Teachers Participated in Program)

-or-

“Dosage of Treatment” (based on the number of UD teachers student had)

---

## Results

*Evaluation Question One.* The average level of technology proficiency that students in the experimental group indicated they had was 64.80 (SD=15.09) whereas the average for the comparison group was 63.92 (SD= 16.19). The mean difference of .88, unadjusted for background factors that may differ between the groups, was not statistically significant,  $t(927)=0.646$ ,  $p=.519$ . It should be kept in mind that the lack of statistical evidence for a difference between the groups could, in part, reflect initial group differences in background factors that may mask UD program effects. Thus, greater attention should be paid to the results of evaluation question three, where an attempt is made to control for selection threats, should they exist.

*Evaluation Question Two.* There was insufficient evidence to suggest that the experimental and comparison groups differ with respect to (self-reported) grades, perceived importance of computer skills, school absences, gender, ethnicity, having a home computer, having taken a technology class, college plans, or English language proficiency level. However, the comparison group was comprised of students in lower grade levels of high school, on average, than the experimental group,  $t(257.001) = 7.48$ ,  $p < .001$ . The percentages of freshmen, sophomores, juniors and seniors in the comparison group are 70%, 7%, 19%, and 4% vs. 37%, 20%, 28%, and 14% for the experimental group, respectively. This is to be expected since the opportunity to be in at least one classroom of a teacher associated with the UD program increases for those who have taken more classes and as more teachers join the UD program over time. (In gauging program effects, an effort is made to control for group differences by employing hierarchical regression.)

*Evaluation Question Three.* When the group indicator is used (rather than that of “dosage”), there is insufficient evidence to suggest that the average level of technology proficiency of students in the treatment group (i.e., whose teachers participated in UD) differs from that of the comparison group after controlling for demographic, academic achievement/ aspiration, and computer-specific background variables. The results of the hierarchical regression are summarized in Table 11 below where, in the last row, we note that the program impact failed to account for even one tenth of one percent.

**Table 11. Hierarchical regression results for level of technology proficiency by “group.”**

Predictor Variable Sets	R	Change Statistics				
		R Square Change	F Change	df1	df2	Sig. F Change
Block 1: Demographics	.203	.041	6.105	6	849	.000
Block 2: Academic Achievement/ Aspirations	.328	.066	31.530	2	847	.000
Block 3: Computer-Specific	.563	.209	85.896	3	844	.000
Block 4: Treated (vs. Not Treated)	.563	.000	0.261	1	843	.610

Table 12 (next page) shows the summary from the hierarchical regression when the “dosage” (i.e., number of UD teachers the student had) is used to gauge program effects. Though statistically significant, the change in the proportion of variance for the outcome (self-reported proficiency level) was less than 1%. Thus, although some might claim the result to be statistically significant (using  $\alpha = .05$ ), the impact is of marginal practical significance, at best.

**Table 12. Hierarchical regression results for level of technology proficiency by “dosage.”**

Predictor Variable Sets	R	Change Statistics				
		R Square Change	F Change	df1	df2	Sig. F Change
Block 1: Demographics	.203	.041	6.105	6	849	.000
Block 2: Academic Achievement/ Aspirations	.328	.066	31.530	2	847	.000
Block 3: Computer-Specific	.563	.209	85.896	3	844	.000
Block 4: Number of UD Teachers	.567	.005	5.825	1	843	.016

It should be recognized that both estimates of program impact are conservative in that we control for computer-specific variables that the Urban Dreams program could, in fact, have impacted (e.g., the acquisition of a home computer, the decision to take a computer class, beliefs in the importance of having computer skills). In addition, the validity of self-reported knowledge and skills must always be questioned unless the intent is to get at respondents’ perceptions of their abilities, which is not the case here.

#### Summary of Major Results<sup>1</sup>

The average level of technology proficiency that students in the experimental group indicated they had (M=67.07, SD=14.68) exceeded that reported by the comparison group (M= 59.27, SD= 14.87) to a statistically significant extent,  $t(1113)= 4.902, p< .0001$ .

1. The two groups were found to differ to a statistically significant degree in regards to seven background factors (grade level, self-reported grades earned, ethnicity, language proficiency, whether they had computers in their homes, whether they had taken a technology class at school, and whether they planned to attend college). They were not found to differ with respect to gender, school absences, nor their beliefs regarding how important having computer skills would be in their futures. (Please note that grade level differences are to be expected since the opportunity to be in at least one classroom of a teacher associated with the UD program increases for those who have taken more classes and as more teachers join the UD program over time.)
2. There was insufficient evidence to suggest that the average level of technology proficiency of students in the treatment group (i.e., whose teachers participated in UD) differs from that of the comparison group after controlling for demographic, academic achievement/ aspiration, and computer-specific background variables. This was true even when the number of UD teachers the student had replaced the simple indicator of whether or not s/he had had a UD teacher in the final block of the regression analysis. The treatment indicator was not able to explain even one percent of the variation in level of technology proficiency reported by students [R squared change=.001,  $p=.366$ ]. Thus, after controlling for selection differences, the treatment does not appear to favorably impact students’ technology skills beyond what may be developed without having had a teacher associated with the UD project.

<sup>1</sup> Statistical significance is based on two-tailed tests using  $\alpha=.05$ .

3. Although the average response to the statement, “My teachers encourage the use of the computer for school assignments,” was higher for the experimental group [M=3.00, SD=.92] than the comparison group [M=2.93, SD=.98], it was not to a statistically significant extent. After controlling for initial group differences on background factors, the comparison group was found to more strongly endorse the statement, but the percent of variance explained by the group indicator was less than one percent. In fact, no statistically significant difference was noted when the number of UD teachers the student had used was used in the analysis. For the item which states, “I have cooperated with a group of students to create a class project using computer technology,” the unadjusted mean of the experimental group [M=2.68, SD= 1.09] exceeded that of the comparison group [M=2.31, SD= 1.07]. However, after controlling for initial group differences, no group difference was found. Similarly, the number of UD teachers the student had did not significantly predict responses to this item, after initial differences were controlled. Therefore, teachers associated versus not associated with the UD project do not appear to have noticeable classroom practice differences regarding expectations and/or provisions for the use of technology in student work, as measured by items 25 and 26 on the survey.

### *Component 2: Professional Development*

#### Overview of the Professional Development Component

Urban Dream’s principal goal was to promote student achievement through ongoing professional development. Substantial progress has been made in meeting the professional development objectives in accordance with the original proposal. The three goals of the program’s professional development are:

1. curriculum development with emphasis on technology integration
2. content knowledge enhancement
3. pedagogy with emphasis on integration of content, literacy and technology

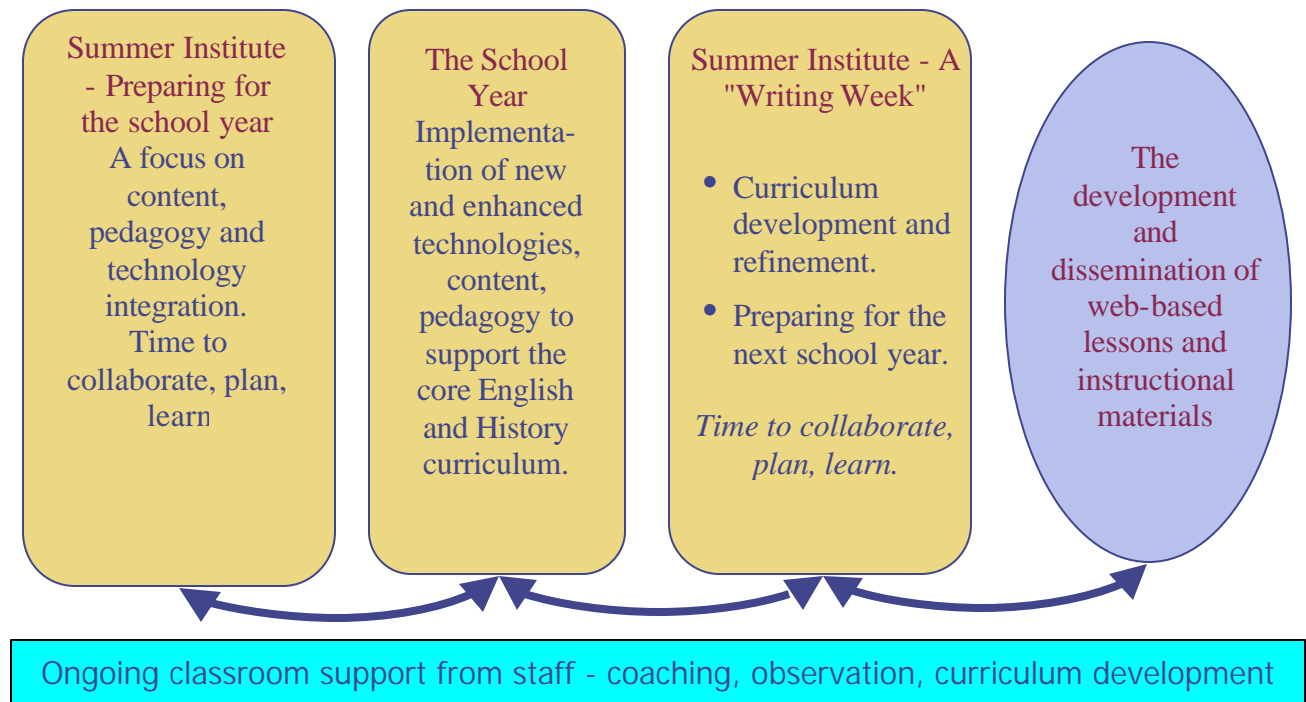
Each year, approximately 50 secondary social science and English teachers participated in the Summer Institute for ten days. The participating teachers were drawn from members of the fourth cohort of teachers as well as from members of earlier cohorts who were unable to attend the previous Summer Institutes. During this time teachers are presented with a focus on content, pedagogy and technology integration. During the summer of 2003, teachers interacted with nationally recognized human and civil rights experts such as Dr. Clay Carson, Director of the Martin Luther King, Jr. Papers Project at Stanford University, Ruthanne Lum McCunn, author of “Thousand Pieces of Gold,” and Dr. Norman Naimark, Stanford Professor and author of “Fires of Hatred.” The Summer Institute also provided time for preparing for the school year. The time was used to collaborate, plan and learn in an authentic context that allowed for individual differences.

The second fundamental block in the staff development process continues throughout the school year as teachers implement new and enhanced technologies, content, pedagogy to support the core English and history curriculum. Individual coaching, on site staff development and the

partner projects all contribute to the ongoing support for the teachers. Technology integration classes that focused on the combination of technology skill building with an emphasis on classroom application were also offered throughout the year.

The following figure provides an overview of the interaction among the different activities supported by project's professional development model:

**Figure 2. Urban Dream's professional development program model**



### Summer Institutes

The Summer Institute was designed to:

- include presentations by individuals and partner projects that focused on helping teachers and students enhance and deepen their content knowledge;
- provide training in the use of the equipment teachers received for their professional use (laptop computer) and for their classroom (five computers, T.V./V.C.R. and printer);
- include presentations from teachers that made connections between content, technology, and instruction designed to improve students' skills in reading and writing expository text;
- provide teacher participants time to develop materials and lessons to use in their classrooms during the 2002-2003 school year; and
- provide participants, partner projects, and urban dreams staff time to develop plans for how to best work together throughout the 2003-2004 school year.

- A major goal of the Summer Institute is to foster a professional learning environment while simultaneously building a greater knowledge base of the content presented. Summer Institute participants were also provided with a number of books related to human and civil rights, as well as best instructional practices.

The evaluation of the project's professional development component consisted of an analysis of California Assistance Project/Technology Assessment Profile CTAP<sup>2</sup> teacher survey and a locally developed "End of Project Teacher Survey."

#### 2003-2004 CTAP<sup>2</sup> Teacher Survey Results

To measure the impact of the professional development component, the evaluators used the California Assistance Project/Technology Assessment Profile (CTAP<sup>2</sup>). CTAP<sup>2</sup> is an online, data collection and reporting tool that allows county, district, and school administrators to gather information on their staff's technology proficiency and use of technology to support the teaching and learning process. CTAP<sup>2</sup> contains a technology proficiency self-assessment instrument and a technology use survey instrument. CTAP<sup>2</sup> is funded by the California Department of Education.

The survey that is attached is the Technology Use Survey which compared computer usage patterns between Urban Dreams, non Urban Dreams teachers and California State high school Social Studies and Language Arts High School Teachers. The survey closely examines how teachers utilize a computer for personal use, student use, and staff development needs. The following Technology Proficiency Survey compares the level of technology proficiency between Urban Dreams, Non-Urban Dreams, and California State teachers. The levels – introductory, intermediate, or proficient - are based on rubrics which are in alignment with the California Commission on Teacher Credentialing (CTC) technology standard for a California K-12 preliminary teaching credential.

Mean aggregate results were compared between Urban Dreams (UD), non-Urban Dreams (non-UD), and California State high school Social Studies and Language Arts (SS/LA) teachers in nine technology related categories. Under the category of general computer knowledge and skills, Urban Dreams teachers are almost equal (62.7% to 64.1%) with California State teachers and both groups surveyed significantly higher than non-Urban Dreams teachers.

Category 1: General Computer Knowledge and Skills

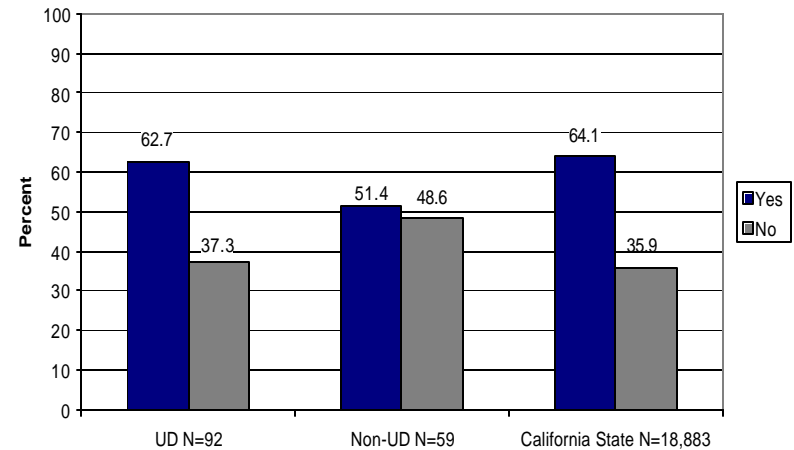


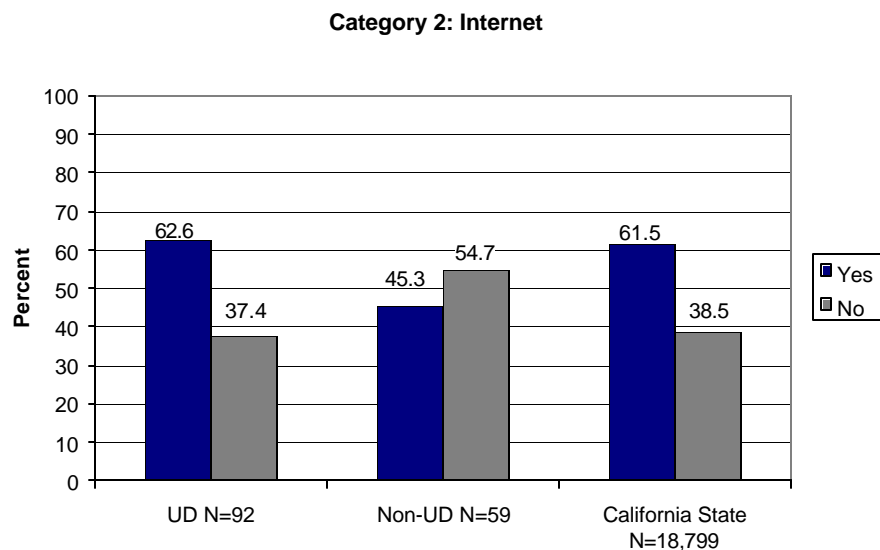
Table 13. Category 1: General Computer Knowledge and Skills

Category 1: General Computer Knowledge and Skills	Urban Dreams Teachers N= 92		Non Urban Dreams Teachers N=59		California State Teachers N=18,883	
	% Yes	% No	% Yes	% No	% Yes	% No
<b>General Knowledge of Basic Hardware and Software Terminology</b>						
I can identify hardware components, peripherals and their purpose.	73.9	26.1	71.2	28.8	77.8	22.2
I can identify icons, windows, and menus.	93.5	6.5	89.8	10.2	96.0	4.0
I know how to use icons, windows and menus.	91.3	8.7	89.8	10.2	94.0	6.0
I know how to use basic peripherals (i.e. CD-ROM, storage media, etc).	78.3	21.7	67.8	32.2	80.5	19.5
I incorporate general knowledge of basic hardware and software into lesson design as appropriate (i.e. vocabulary, naming and saving conventions, printing, etc).	72.8	27.2	55.9	44.1	73.8	26.2
<b>Operation and Care of Hardware</b>						
I know how to start up and shut down computers and peripherals.	96.7	3.3	94.9	5.1	98.1	1.9
I know how to use a mouse.	96.7	3.3	96.6	3.4	98.8	1.2
I know how to insert and eject diskettes, CD-ROMs, etc.	91.3	8.7	91.5	8.5	97.2	2.8

Category 1: General Computer Knowledge and Skills	Urban Dreams Teachers N= 92		Non Urban Dreams Teachers N=59		California State Teachers N=18,883	
	% Yes	% No	% Yes	% No	% Yes	% No
I know how to use software from a disk, hard drive, or CD-ROM.	88.0	12.0	83.1	16.9	92.8	7.2
I know how to perform regular computer maintenance tasks, (i.e. rebuilding the desktop, defragmenting the hard drive, running scan disk operation).	52.2	47.8	44.1	55.9	51.7	48.3
I select and use appropriate anti-virus software.	65.2	34.8	54.2	45.8	58.8	41.2
I know how to start an application and create a document.	93.5	6.5	93.2	6.8	95.3	4.7
I know how to name, save, saves as, retrieve, and revise a document.	91.3	8.7	89.8	10.2	96.2	3.8
I know how to initialize, format, and name diskettes.	82.6	17.4	78.0	22.0	79.1	20.9
I know how to copy documents between the computer and diskettes.	89.1	10.9	79.7	20.3	87.7	12.3
I can open and work with more than one application at a time.	80.4	19.6	54.2	45.8	85.4	14.6
I have my files and programs organized.	76.1	23.9	50.8	49.2	79.3	20.7
I know how to create, name/rename folders and files.	88.0	12.0	83.1	16.9	89.5	10.5
I know how to organize the desktop.	76.1	23.9	52.5	47.5	78.9	21.1
I know how to adjust memory allocation to applications, if needed.	42.4	57.6	28.8	71.2	33.9	66.1
I can access and change my control panels.	70.7	29.3	45.8	54.2	71.4	28.6
I know how to set software preferences.	55.4	44.6	28.8	71.2	53.1	46.9
I know how to install software.	76.1	23.9	40.7	59.3	74.5	25.5
I know how to print a document.	89.1	10.9	88.1	11.9	98.3	1.7
I can choose my printer location (select a printer).	79.3	20.7	57.6	42.4	89.1	10.9
I regularly use print preview and options.	81.5	18.5	52.5	47.5	89.6	10.4
I know how to share files and printers on a network.	40.2	59.8	28.8	71.2	51.1	48.9
<b>Basic Troubleshooting</b>						
I know how to restart a frozen computer.	90.2	9.8	76.3	23.7	89.9	10.1
I can identify directly connected or networked printer problems.	44.6	55.4	33.9	66.1	49.8	50.2
I know how to solve simple printer problems with a directly connected printer.	78.3	21.7	47.5	52.5	79.3	20.7
I know how to troubleshoot basic hardware, software, and printing problems before accessing the appropriate level of support.	63.0	37.0	32.2	67.8	58.5	41.5

Category 1: General Computer Knowledge and Skills	Urban Dreams Teachers N= 92		Non Urban Dreams Teachers N=59		California State Teachers N=18,883	
	% Yes	% No	% Yes	% No	% Yes	% No
I know how to check cables for proper attachment to computer, peripherals, and power outlets.	80.4	19.6	49.2	50.8	83.9	16.1
I am comfortable troubleshooting common hardware, software, printing, and network problems before accessing the appropriate level of support.	53.3	46.7	30.5	69.5	51.1	48.9
<b>Integration, Student Learning, and Classroom Management</b>						
None of the statements below apply to me.	29.3	70.7	59.3	40.7	28.2	71.8
I am aware of various models for classroom management of technology tools.	21.7	78.3	3.4	96.6	19.4	80.6
I can explain various models for classroom management of technology tools.	4.3	95.7	5.1	94.9	5.9	94.1
I select and use effective classroom management techniques using technology in a limited number of educational settings.	20.7	79.3	16.9	83.1	29.0	71.0
I am comfortable teaching others how to use effective classroom management techniques using technology in various educational settings.	23.9	76.1	5.1	94.9	15.7	84.3
None of the statements below apply to me.	18.5	81.5	44.1	55.9	11.2	88.8
I am aware of appropriate applications of technology as an educational tool.	16.3	83.7	13.6	86.4	20.5	79.5
I can cite examples of appropriate applications of technology as an educational tool.	15.2	84.8	6.8	93.2	17.2	82.8
I select and implement appropriate technology tools to support the teaching and learning process.	34.8	65.2	22.0	78.0	41.5	58.5
I participate in the selection processes for purchasing technology tools for my site.	15.2	84.8	5.1	94.9	8.3	91.7
<b>Mean %</b>	<b>62.7%</b>	<b>37.3%</b>	<b>51.4%</b>	<b>48.6%</b>	<b>64.1%</b>	<b>35.9%</b>

The mean averages of the Internet category indicate that the Urban Dreams SS/LA and the California State SS/LA teachers are at nearly equal levels (62.6% and 61.5%). The non-Urban Dreams teachers are significantly less proficient in the Internet category.



**Table 14. Category 2: Internet**

Category 2: Internet	Urban Dreams Teachers N=92		Non Urban Dreams Teachers N=59		California State Teachers N=18,799	
	% Yes	% No	% Yes	% No	% Yes	% No
<b>General Knowledge and Skills</b>						
I can launch an Internet browser and use the tool bar.	88.0	12.0	80.0	20.0	94.0	6.0
I can access the help feature of an Internet browser to find information on using the browser.	75.0	25.0	52.5	47.5	86.3	13.7
I know how to access the history feature to view a list of previously visited web sites.	73.9	26.1	55.9	44.1	79.9	20.1
I know how to hide and display the toolbar on an Internet browser.	67.4	32.6	45.8	54.2	71.2	28.8
I know how to change the settings on an Internet browser tool bar.	58.7	41.3	35.6	64.4	56.7	43.3
I know how to refresh or reload a web page in an Internet browser.	70.7	29.3	40.7	59.3	74.5	25.5
I know how to rename and organize links in a web browser Favorites or Personal toolbar.	53.3	46.7	30.5	69.5	55.4	44.6
I know how to access the Internet through a modem or network connection.	84.8	15.2	76.3	23.7	90.7	9.3
I know how to change window sizes in a browser.	79.3	20.7	49.2	50.8	83.3	16.7
I can configure preferences for an Internet browser.	50.0	50.0	32.2	67.8	49.8	50.2

Category 2: Internet	Urban Dreams Teachers N=92		Non Urban Dreams Teachers N=59		California State Teachers N=18,799	
	% Yes	% No	% Yes	% No	% Yes	% No
I can set the home page in an Internet browser.	59.8	40.2	32.2	67.8	56.6	43.4
I know how to configure page setup in an Internet browser to print citation resources.	39.1	60.9	28.8	71.2	38.6	61.4
I know how to use and manage multiple windows in a browser.	64.1	35.9	37.3	62.7	63.6	36.4
I know how to designate the helper applications to be used to open files that I download from the Internet.	40.2	59.8	32.2	67.8	36.4	63.6
I know how to point and click to navigate on existing links.	84.8	15.2	79.7	20.3	92.8	7.2
I know how to save a web page as a file on my computer.	60.9	39.1	47.5	52.5	69.4	30.6
I know how to copy text on a web page and paste it into a document on my computer.	75.0	25.0	50.8	49.2	77.2	22.8
I know how to copy graphics on a web page and paste it into a document on my computer.	71.7	28.3	45.8	54.2	68.0	32.0
I know how to download files from the Internet to my computer.	72.8	27.2	44.1	55.9	76.5	23.5
I know how to export my bookmarks as an html file and open them using another computer or browser.	32.6	67.4	16.9	83.1	25.8	74.2
I know how to access bookmarks in Internet browsers.	65.2	34.8	61.0	39.0	69.4	30.6
I know how to add or delete a bookmark in an Internet browser.	59.8	40.2	37.3	62.7	65.3	34.7
I know how to organize bookmarks into sections and/or folders in an Internet browser.	47.8	52.2	27.1	72.9	47.2	52.8
I know how to enter a URL to access or open a specific web site.	79.3	20.7	62.7	37.3	77.0	23.0
I can explain basic Internet terminology (i.e. HTML, URL, links, download, etc.).	69.6	30.4	37.3	62.7	61.5	38.5
I can explain the anatomy of a URL.	34.8	65.2	20.3	79.7	22.6	77.4
I can troubleshoot URL address errors (i.e. 404 errors) to find the web site I am trying to access.	30.4	69.6	18.6	81.4	22.0	78.0
<b>Communication and Collaboration</b>						
I can explain the use of email as a means of communication with others.	91.3	8.7	78.0	22.0	95.3	4.7
I regularly use email to communicate with others.	81.5	18.5	55.9	44.1	91.6	8.4

Category 2: Internet	Urban Dreams Teachers N=92		Non Urban Dreams Teachers N=59		California State Teachers N=18,799	
	% Yes	% No	% Yes	% No	% Yes	% No
I regularly use email to communicate with members of a group. (i.e. listserv or personal distribution list)	63.0	37.0	45.8	54.2	69.2	30.8
I can explain how chat, newsgroups, and threaded discussion lists are used to communicate with members of a group.	44.6	55.4	30.5	69.5	48.3	51.7
I regularly use chat, newsgroups, and threaded discussions lists to communicate with members of a group.	31.5	68.5	25.4	74.6	23.9	76.1
<b>Research Tools</b>						
I know how to do a basic keyword search using an Internet browser or electronic reference source.	90.2	9.8	81.4	18.6	92.8	7.2
I can explain the differences among a search index, a search engine, and a metasearch tool.	50.0	50.0	23.7	76.3	40.9	59.1
I know how to use Boolean logic in a search.	40.2	59.8	27.1	72.9	28.9	71.1
I know how to conduct natural language searches.	41.3	58.7	32.2	67.8	33.5	66.5
I use the Internet and other electronic reference tools as a resource for lesson development.	80.4	19.6	39.0	61.0	79.7	20.3
I use the advanced search features of a search index, search engine, metasearch tool, or an electronic reference resource.	51.1	48.9	27.1	72.9	45.9	54.1
I use multiple search strategies to locate and validate information.	69.6	30.4	32.2	67.8	60.1	39.9
<b>Ethics and Policies</b>						
None of the statements below apply to me.	8.7	91.3	44.1	55.9	6.5	93.5
I am aware of issues involving the use of the Internet in the classroom for instruction.	29.3	70.7	20.3	79.7	30.6	69.4
I can explain the issues involving the use of the Internet in the classroom (i.e. AUP, copyright, student safety, classroom management, etc.).	27.2	72.8	18.6	81.4	33.8	66.2
I regularly implement procedures and classroom management techniques addressing Internet use in the classroom for instruction.	31.5	68.5	8.5	91.5	27.9	72.1
<b>Information Literacy</b>						
I evaluate the information I locate on the Internet for accuracy.	82.6	17.4	71.2	28.8	83.6	16.4

Category 2: Internet	Urban Dreams Teachers N=92		Non Urban Dreams Teachers N=59		California State Teachers N=18,799	
	% Yes	% No	% Yes	% No	% Yes	% No
I determine if the source of the information I locate on the Internet is credible and unbiased.	85.9	14.1	71.2	28.8	82.2	17.8
I organize the information I access to improve my ability to analyze and interpret the results.	68.5	31.5	57.6	42.4	63.1	36.9
When conducting research, I analyze and interpret the information I locate.	83.7	16.3	72.9	27.1	81.9	18.1
I filter information for relevancy to the lesson and content.	85.9	14.1	59.3	40.7	78.0	22.0
I incorporate information literacy strategies into lesson design.	88.0	12.0	52.5	47.5	56.9	43.1
I use a wide variety of sources such as Internet, electronic reference, and others, when conducting research.	79.3	20.7	61.0	39.0	69.0	31.0
<b>Integration, Student Learning, and Classroom Management</b>						
I am aware of Internet resources that can be used for student learning and/or classroom management.	88.0	12.0	67.8	32.2	89.5	10.5
I assess Internet resources to determine if they would be appropriate for integrating into a lesson and/or for classroom management.	75.0	25.0	61.0	39.0	75.5	24.5
I select and implement Internet resources into my classroom lessons.	76.1	23.9	64.4	35.6	72.8	27.2
I select and use effective classroom management techniques utilizing Internet resources.	48.9	51.1	40.7	59.3	45.2	54.8
<b>Mean %</b>	<b>62.6%</b>	<b>37.4%</b>	<b>45.3%</b>	<b>54.7%</b>	<b>61.5%</b>	<b>38.5%</b>

The proficiency rating for e-mail activities was higher for Urban Dreams teachers when compared to non-Urban Dreams teachers and California State SS/LA teachers.

Category 3: E-Mail

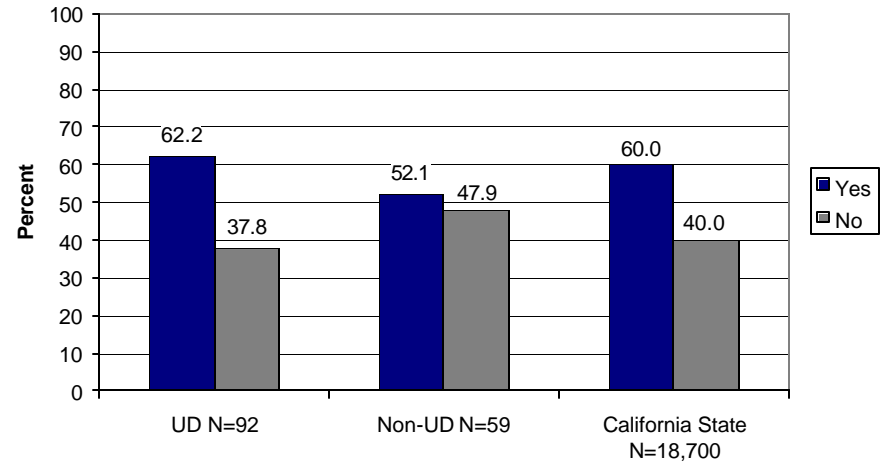
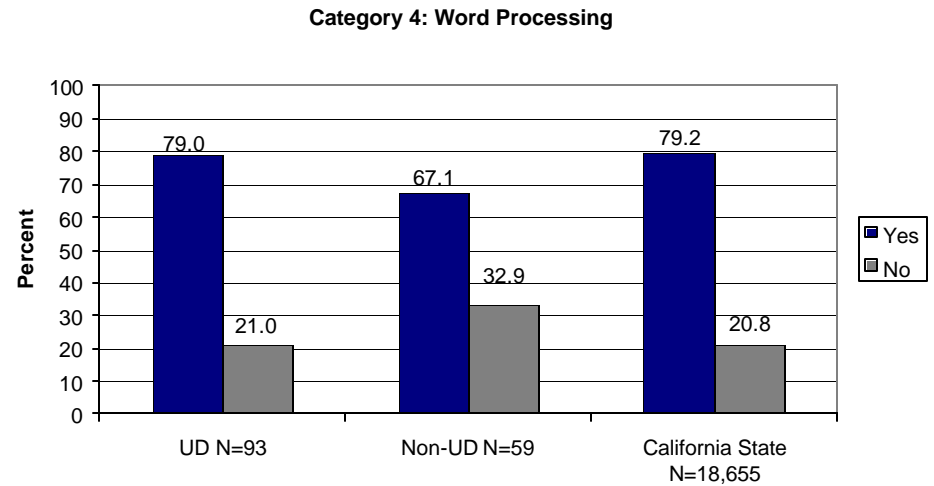


Table 15. Category 3: E-Mail

Category 3: E-Mail	Urban Dreams Teachers N=92		Non Urban Dreams Teachers N=59		California State Teachers N=18,700	
	% Yes	% No	% Yes	% No	% Yes	% No
<b>General Knowledge and Skills</b>						
I can explain the three main components of an email address.	71.7	28.3	62.7	37.3	66.3	33.7
I can explain telecommunication terms, (i.e. CC, BCC, Signature, attachment, etc.).	57.6	42.4	42.4	57.6	51.7	48.3
I know how to create and use an address book.	80.4	19.6	69.5	30.5	77.4	22.6
I can recognize and use web links embedded in a message.	77.2	22.8	59.3	40.7	73.5	26.5
I know how to manage an address book (i.e. setting up mailing groups, importing data from other applications).	59.8	40.2	49.2	50.8	56.5	43.5
I know how to locate, open, and manage attached files.	78.3	21.7	64.4	35.6	77.9	22.1
I know how to launch an email program, retrieve, read, and send email.	94.6	5.4	84.7	15.3	92.8	7.2
I know how to save, print, and delete email as appropriate.	94.6	5.4	86.4	13.6	95.7	4.3
I compose, edit, and send new email messages.	89.1	10.9	86.4	13.6	93.6	6.4

Category 3: E-Mail	Urban Dreams Teachers N=92		Non Urban Dreams Teachers N=59		California State Teachers N=18,700	
	% Yes	% No	% Yes	% No	% Yes	% No
I regularly use CCs and BCCs email to interact with one or a group of people.	54.3	45.7	40.7	59.3	50.6	49.4
I regularly use reply to sender, reply to all, and forwarding as appropriate.	84.8	15.2	69.5	30.5	84.5	15.5
I compose email messages that compensate for the reader not seeing my body language or hearing my voice inflections.	69.6	30.4	61.0	39.0	67.7	32.3
I employ email as a tool to interact with and provide information to students, parents and other community members.	66.3	33.7	45.8	54.2	63.2	36.8
<b>Integration, Student Learning, and Classroom Management</b>						
I can explain procedures and processes for use of email in the classroom.	71.7	28.3	66.1	33.9	70.7	29.3
I can describe the uses of email in the classroom for connecting with others such as: keypals, global classrooms, parallel problem-solving, mentoring, etc.	40.2	59.8	32.2	67.8	35.9	64.1
I design curricular lessons that utilize email as a part of the activity.	28.3	71.7	22.0	78.0	20.3	79.7
I select and implement effective classroom management techniques using email in a limited number of educational settings.	30.4	69.6	32.2	67.8	23.7	76.3
I select and implement appropriate email tools to effectively support the teaching and learning process.	33.7	66.3	27.1	72.9	27.9	72.1
<b>Legal and Ethical</b>						
I can explain netiquette to my classroom, co-workers, and other members of the community.	59.8	40.2	40.7	59.3	59.6	40.4
I can explain issues surrounding student safety and security.	66.3	33.7	59.3	40.7	70.9	29.1
I practice appropriate netiquette related to email.	58.7	41.3	50.8	49.2	69.2	30.8
I implement practices related to issues of personal safety and security with regard to email.	59.8	40.2	50.8	49.2	60.9	39.1
I regularly incorporate netiquette practices in my classroom instruction.	31.5	68.5	23.7	76.3	25.7	74.3
I regularly implement student email safety and security procedures in my classroom instruction.	34.8	65.2	23.7	76.3	23.6	76.4
<b>Mean %</b>	<b>62.2%</b>	<b>37.8%</b>	<b>52.1%</b>	<b>47.9%</b>	<b>60.0%</b>	<b>40.0%</b>

The word processing category received the highest mean average from UD, non-UD and California State SS/LA teachers. UD and California State teachers averaged 79.0% and 79.2% respectively which indicates a high proficiency level of word processing skills.



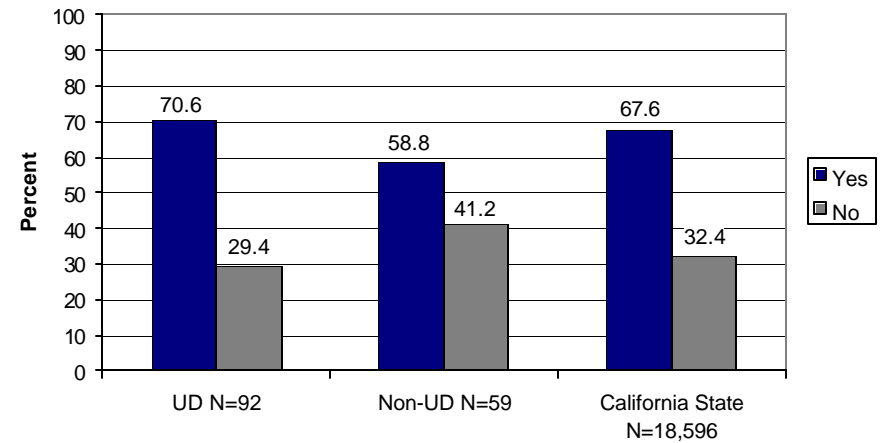
**Table 16. Category 4: Word Processing**

Category 4: Word Processing	Urban Dreams Teachers N=93		Non Urban Dreams Teachers N=59		California State Teachers N=18,655	
	% Yes	% No	% Yes	% No	% Yes	% No
<b>General Knowledge and Skills</b>						
I can identify word processing terms, such as font, style, tab, margin, table, etc.	97.8	2.2	88.1	11.9	96.6	3.4
I know how to preview a document to identify layout or print problems.	88.2	11.8	86.4	13.6	91.2	8.8
I regularly use basic proofing tools (i.e. spell check, grammar check, etc.).	92.5	7.5	83.1	16.9	92.0	8.0
I know how to find and replace text within a document.	84.9	15.1	71.2	28.8	84.9	15.1
I can open, save, print, and delete a document.	96.8	3.2	91.5	8.5	97.3	2.7
I know how to access and use the program Help function.	84.9	15.1	79.7	20.3	88.1	11.9
I know how to navigate in a large document.	82.8	17.2	71.2	28.8	81.9	18.1
I know how to save word processing documents in other file formats (i.e. TXT, HTML, RTF, etc.).	75.3	24.7	64.4	35.6	64.6	35.4
I know how to retrieve documents with the Find File command.	82.8	17.2	79.7	20.3	79.9	20.1
<b>Communication through Printed Media</b>						
I know how to type, select, correct, and delete text within a document.	91.4	8.6	79.7	20.3	96.6	3.4

Category 4: Word Processing	Urban Dreams Teachers N=93		Non Urban Dreams Teachers N=59		California State Teachers N=18,655	
	% Yes	% No	% Yes	% No	% Yes	% No
I know how to apply and change fonts, characters, and paragraph formatting as appropriate.	89.2	10.8	81.4	18.6	94.5	5.5
I know how to copy, cut, and paste text within and between documents.	89.2	10.8	71.2	28.8	88.6	11.4
I can use styles to change the appearance of paragraphs and outlines.	81.7	18.3	67.8	32.2	87.1	12.9
I know how to format text in columns with different fonts and colors.	76.3	23.7	59.3	40.7	76.9	23.1
I know how to create tables using built-in software assistance (i.e. wizards, etc.).	72.0	28.0	52.5	47.5	62.0	38.0
I regularly use templates to create documents.	51.6	48.4	44.1	55.9	48.8	51.2
I create templates for personal and/or student use.	45.2	54.8	49.2	50.8	46.6	53.4
I regularly use word processors to create lesson plans, articles, reports, etc.	80.6	19.4	66.1	33.9	83.3	16.7
I know how to adjust tabs and margins.	88.2	11.8	71.2	28.8	86.5	13.5
I know how to change on-screen view mode and magnification.	75.3	24.7	62.7	37.3	78.6	21.4
I know how to apply borders to documents.	75.3	24.7	61.0	39.0	74.3	25.7
I know how to create numbered and bulleted lists.	83.9	16.1	71.2	28.8	83.9	16.1
I know how to add and delete page breaks, and create headers and footers.	75.3	24.7	62.7	37.3	74.1	25.9
I enhance documents by inserting graphics.	67.7	32.3	54.2	45.8	66.7	33.3
I incorporate drawing tools as appropriate.	60.2	39.8	45.8	54.2	54.2	45.8
I know how to resize and relocate graphics within a document.	64.5	35.5	54.2	45.8	65.6	34.4
<b>Integration, Student Learning, and Classroom Management</b>						
I transcribe handwritten documents into word-processed documents.	76.3	23.7	64.4	35.6	84.3	15.7
I can create a simple word-processed document.	88.2	11.8	76.3	23.7	95.2	4.8
I regularly create enhanced word-processed documents for classroom use, (i.e. student worksheets, lesson handouts, etc.).	86.0	14.0	59.3	40.7	85.6	14.4
I regularly design lessons that utilize word processing as part of the activity.	64.5	35.5	44.1	55.9	65.0	35.0
<b>Mean %</b>	<b>79.0%</b>	<b>21.0%</b>	<b>67.1%</b>	<b>32.9%</b>	<b>79.2%</b>	<b>20.8%</b>

**Category 5: Publishing**

In the publishing category, the 2004 UD teachers increased their mean average by 2.9% from their 2003 average of 67.7%. This year, UD teachers averaged 70.6% as compared with 67.6% for the State and 58.8% for non-UD teachers.



**Table 17. Category 5: Publishing**

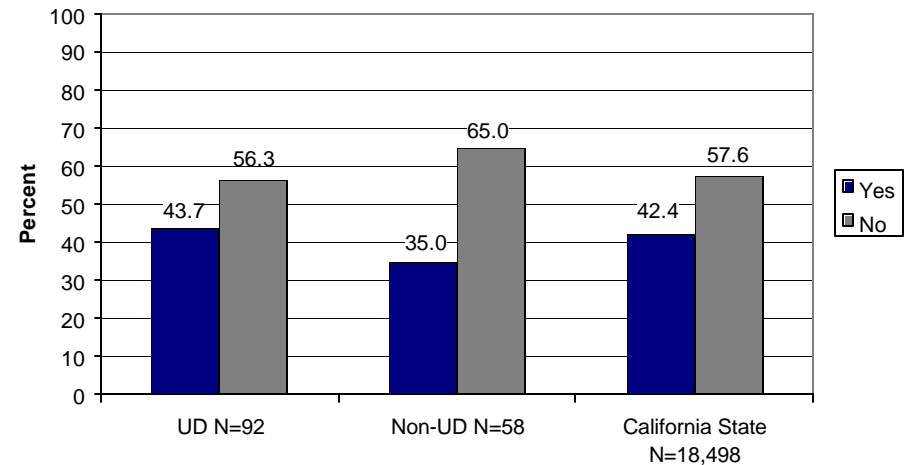
Category 5: Publishing	Urban Dreams Teachers N=92		Non Urban Dreams Teachers N=59		California State Teachers N=18,596	
	% Yes	% No	% Yes	% No	% Yes	% No
<b>General Knowledge and Skills</b>						
I can define publishing terms (i.e. page layout, stories, fields, etc.).	61.3	38.7	50.8	49.2	59.2	40.8
I know how to open, save, print and delete a document.	91.4	8.6	83.1	16.9	94.7	5.3
I know how to access and use program Help.	77.4	22.6	72.9	27.1	82.2	17.8
I preview documents to identify layout problems.	71.0	29.0	64.4	35.6	77.4	22.6
I regularly use basic proofing tools (i.e. spell check, grammar check, etc.).	84.9	15.1	67.8	32.2	87.0	13.0
I know how to navigate in a large document.	75.3	24.7	57.6	42.4	76.4	23.6
I know how to find and replace text within a document.	78.5	21.5	57.6	42.4	77.0	23.0
I know how to save text documents in other file formats (i.e. TXT, HTML, RTF, etc.).	66.7	33.3	54.2	45.8	56.6	43.4
<b>Communication through Printed Media</b>						
I can identify types of publishing software (i.e. word processing, page layout, image/graphics, etc.).	75.0	25.0	63.8	36.2	71.0	29.0
I know how to create a new document.	89.1	10.9	81.0	19.0	91.9	8.1
I know how to change the document set-up.	76.1	23.9	62.1	37.9	75.3	24.7

Category 5: Publishing	Urban Dreams Teachers N=92		Non Urban Dreams Teachers N=59		California State Teachers N=18,596	
	% Yes	% No	% Yes	% No	% Yes	% No
I know how to create and modify headers and footers.	73.9	26.1	65.5	34.5	71.4	28.6
I know how to control page numberings.	72.8	27.2	65.5	34.5	69.9	30.1
I know how to change page tabs, margins, and indents.	73.9	26.1	65.5	34.5	74.9	25.1
I understand elements of basic design (i.e. white space, page layout, etc.)	73.9	26.1	56.9	43.1	65.3	34.7
I know how to change text alignment/justification.	76.1	23.9	70.7	29.3	76.7	23.3
I know how to copy, cut, and paste text and graphics.	85.9	14.1	69.0	31.0	82.8	17.2
I know how to change typefaces, font size, and other text attributes.	85.9	14.1	77.6	22.4	86.5	13.5
I know how to incorporate clip art.	76.1	23.9	60.3	39.7	74.2	25.8
I know how to use suitable size, style, and number of fonts.	79.3	20.7	74.1	25.9	83.2	16.8
I know how to create a simple shape graphic.	71.7	28.3	56.9	43.1	61.9	38.1
I know how to edit line and shape, style, and fill.	71.7	28.3	53.4	46.6	59.8	40.2
I know how to save publishing documents in appropriate formats (i.e. postscript, PDF, HTML, etc.).	58.7	41.3	48.3	51.7	48.7	51.3
I know how to undo unwanted changes.	88.0	12.0	74.1	25.9	86.3	13.7
I know how to change on-screen view mode and magnification.	76.1	23.9	63.8	36.2	72.5	27.5
I know how to create numbered and bulleted lists.	81.5	18.5	65.5	34.5	80.2	19.8
I know how to create multiple text columns.	69.6	30.4	56.9	43.1	65.8	34.2
I know how to import/place and resize graphics both as objects and as type.	64.1	35.9	58.6	41.4	59.0	41.0
I know how to move, arrange, and layer objects.	56.5	43.5	46.6	53.4	55.5	44.5
I know how to insert digital images from external sources (i.e. cameras, scanners, WWW, etc.).	60.9	39.1	37.9	62.1	49.0	51.0
I integrate and use various and appropriate software for publishing tasks (i.e. word processing, page layout, image/graphics, etc.).	57.6	42.4	39.7	60.3	48.8	51.2
<b>Integration, Student Learning, and Classroom Management</b>						
I can describe various types of publishing media and their possible classroom application.	56.5	43.5	46.6	53.4	54.8	45.2

Category 5: Publishing	Urban Dreams Teachers N=92		Non Urban Dreams Teachers N=59		California State Teachers N=18,596	
	% Yes	% No	% Yes	% No	% Yes	% No
I regularly select appropriate publishing media to support instructional objectives.	41.3	58.7	36.2	63.8	37.1	62.9
I develop student assignments that embed elements of effective basic design in publishing.	37.0	63.0	31.0	69.0	30.7	69.3
I regularly plan for effective classroom management of available publishing resources.	34.8	65.2	20.7	79.3	21.9	78.1
<b>Mean %</b>	<b>70.6%</b>	<b>29.4%</b>	<b>58.8%</b>	<b>41.2%</b>	<b>67.6%</b>	<b>32.4%</b>

UD teachers are slightly more proficient in the database category than California State teachers (43.7% to 42.4%). Non-UD teachers were rated at 35%.

Category 6: Databases



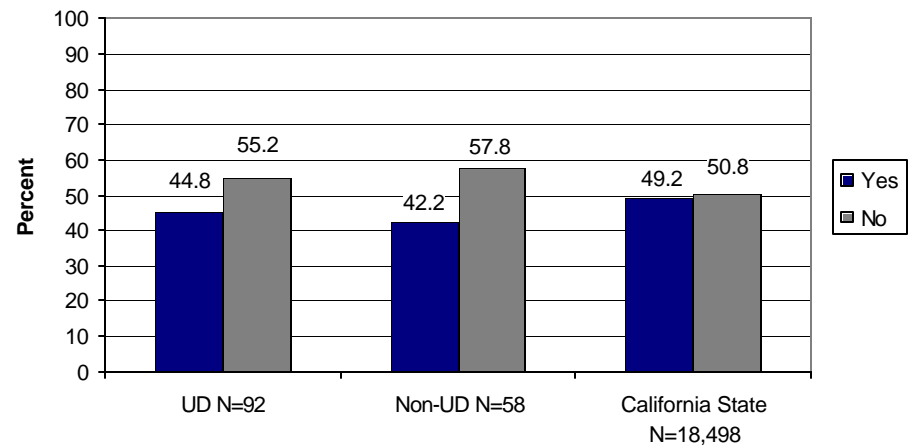
**Table 18. Category 6: Databases**

Category 6: Databases	Urban Dreams Teachers N=92		Non Urban Dreams Teachers N=58		California State Teachers N=18,528	
	% Yes	% No	% Yes	% No	% Yes	% No
<b>General Knowledge and Skills</b>						
I can define database terms (i.e. records, fields, etc.).	54.3	45.7	41.4	58.6	51.7	48.3
I know how to create, open, and save a database.	54.3	45.7	43.1	56.9	55.9	44.1
I know how to format fields to reflect appropriate data (i.e. date, name, currency, etc).	47.8	52.2	36.2	63.8	43.6	56.4
I can explain differences among report, query, search, and find.	40.2	59.8	29.3	70.7	36.6	63.4
I know how to add/edit headers and footers.	53.3	46.7	41.4	58.6	51.5	48.5
I know how to select, move, copy, delete, clear and insert fields and records.	64.1	35.9	50.0	50.0	59.9	40.1
I use print preview to identify print and layout problems.	66.3	33.7	48.3	51.7	68.0	32.0
I know how to find and replace data in records and fields.	45.7	54.3	44.8	55.2	48.7	51.3
I know how to sort, match, and go to specific records.	37.0	63.0	29.3	70.7	40.7	59.3
I know how to import/export data from a database.	34.8	65.2	31.0	69.0	36.3	63.7
<b>Manage Records</b>						
I know how to enter text and data into appropriate fields.	65.2	34.8	53.4	46.6	63.6	36.4
I know how to use Find command to locate a specific record.	59.8	40.2	43.1	56.9	53.3	46.7
I know how to create and modify report layouts.	43.5	56.5	31.0	69.0	38.5	61.5
I know how to merge database information with word processing documents to produce "form letters."	33.7	66.3	22.4	77.6	28.1	71.9
<b>Communication through Printed Media</b>						
I know how to sort data to produce reports (i.e. alphabetical listings, etc).	46.7	53.3	37.9	62.1	52.9	47.1
I know how to format text and numbers in records or layouts (i.e. boldface, currency, time, etc).	45.7	54.3	34.5	65.5	47.3	52.7
I know how to find or define data to print only required records (i.e. students reading at grade level, students with 3.0+ GPA, etc).	40.2	59.8	34.5	65.5	43.0	57.0
I know how to import data from other applications.	34.8	65.2	24.1	75.9	34.2	65.8

Category 6: Databases	Urban Dreams Teachers N=92		Non Urban Dreams Teachers N=58		California State Teachers N=18,528	
	% Yes	% No	% Yes	% No	% Yes	% No
I regularly create new layouts or edit existing layouts for specific productivity or curricular goals.	25.0	75.0	25.9	74.1	21.7	78.3
<b>Integration, Student Learning, and Classroom Management</b>						
I can describe the educational uses of databases.	50.0	50.0	41.4	58.6	50.7	49.3
I can identify lessons that require the manipulation of data.	39.1	60.9	34.5	65.5	41.2	58.8
I create new databases related to content area (i.e. world populations, animal data, etc).	28.3	71.7	22.4	77.6	20.3	79.7
I design curricular lessons that utilize databases to enhance learning outcomes.	16.3	83.7	20.7	79.3	14.9	85.1
I regularly develop student assignments that require management and manipulation of a variety of data.	22.8	77.2	19.0	81.0	14.0	86.0
<b>Mean %</b>	<b>43.7%</b>	<b>56.3%</b>	<b>35.0%</b>	<b>65.0%</b>	<b>42.4%</b>	<b>57.6%</b>

The spreadsheet category presented the least amount of variation among the three groups represented. California State averaged 49.2%, UD teachers 44.8%, and non-UD teachers 42.2%.

Category 7: Spreadsheets



**Table 19. Category 7: Spreadsheets**

Category 7: Spreadsheets	Urban Dreams Teachers N=92		Non Urban Dreams Teachers N=58		California State Teachers N=18,498	
	% Yes	% No	% Yes	% No	% Yes	% No
<b>General Knowledge and Skills</b>						
I can define spreadsheet terms (i.e. cells, alignment, formula, etc).	53.3	46.7	53.4	46.6	61.4	38.6
I know how to create, open, and save a spreadsheet.	59.8	40.2	53.4	46.6	65.4	34.6
I know how to navigate using the mouse and tabs.	65.2	34.8	48.3	51.7	71.3	28.7
I know how to undo unwanted changes.	60.9	39.1	53.4	46.6	68.7	31.3
I know how to move or copy sheets between spreadsheet files.	42.4	57.6	39.7	60.3	41.1	58.9
I know how to locate cells based on column/row addresses.	57.6	42.4	53.4	46.6	64.0	36.0
I know how to select, move, copy, delete, clear and insert cells.	56.5	43.5	51.7	48.3	64.0	36.0
I know how to change typeface, font size and other cell attributes.	53.3	46.7	48.3	51.7	62.7	37.3
I know how to sort cells.	39.1	60.9	36.2	63.8	45.7	54.3
I know how to replicate a formula or range of cells (i.e. "fill").	33.7	66.3	36.2	63.8	38.9	61.1
I know how to align and rotate text and numbers within a cell.	33.7	66.3	39.7	60.3	35.3	64.7
I know how to create simple bar or pie charts, create a variety of charts and label graphs appropriately.	45.7	54.3	41.4	58.6	45.4	54.6
I know how to select charts for appropriate data representation.	38.0	62.0	36.2	63.8	41.0	59.0
I know how to change size, placement, and title of charts.	41.3	58.7	34.5	65.5	39.5	60.5
I know how to import/export charts and data into other applications (i.e. word processing, etc).	29.3	70.7	29.3	70.7	32.6	67.4
I know how to select an entire column or row.	63.0	37.0	56.9	43.1	67.0	33.0
I know how to resize cells and rows.	57.6	42.4	53.4	46.6	59.6	40.4
I know how to add shading and borders.	52.2	47.8	41.4	58.6	48.4	51.6
I know how to change text cell alignment and justification.	43.5	56.5	37.9	62.1	45.6	54.4
I know how to save in a variety of formats (i.e. Tab Delimited, CSV, DBF, DIF, SYLK, etc).	23.9	76.1	22.4	77.6	22.8	77.2

Category 7: Spreadsheets	Urban Dreams Teachers N=92		Non Urban Dreams Teachers N=58		California State Teachers N=18,498	
	% Yes	% No	% Yes	% No	% Yes	% No
<b>Manage Records</b>						
I know how to enter text and data into specific cells.	63.0	37.0	58.6	41.4	70.3	29.7
I know how to create formula cells (i.e. sums, average, etc).	35.9	64.1	43.1	56.9	43.9	56.1
I know how to format cells for appropriate content (i.e. text, decimal alignment, currency, etc.).	34.8	65.2	36.2	63.8	38.9	61.1
I utilize grade book templates.	39.1	60.9	36.2	63.8	55.1	44.9
I maintain student records in a spreadsheet.	39.1	60.9	37.9	62.1	50.2	49.8
<b>Communication through Printed Media</b>						
I know how to adjust layout and margins.	55.4	44.6	55.2	44.8	58.0	42.0
I know how to use print preview and print document with title.	65.2	34.8	56.9	43.1	71.1	28.9
I know how to set up print options for grid lines, zoom, etc.	38.0	62.0	41.4	58.6	47.2	52.8
I know how to create and edit headers, footers, and page numbers.	51.1	48.9	50.0	50.0	53.6	46.4
I know how to change page margins.	58.7	41.3	53.4	46.6	58.8	41.2
I know how to search for and replace text within a document.	46.7	53.3	46.6	53.4	50.7	49.3
I know how to print a specific range of cells, pages, and sheets.	44.6	55.4	41.4	58.6	47.3	52.7
I import/export charts and data into a word processing application.	30.4	69.6	29.3	70.7	33.7	66.3
<b>Integration, Student Learning, and Classroom Management</b>						
I can describe the educational uses of spreadsheets.	55.4	44.6	46.6	53.4	59.6	40.4
I occasionally create new spreadsheets related to content area.	23.9	76.1	32.8	67.2	35.8	64.2
I regularly design curricular lessons requiring use of spreadsheets.	9.8	90.2	12.1	87.9	10.8	89.2
I regularly create appropriate charts for a content lesson.	15.2	84.8	17.2	82.8	15.2	84.8
<b>Mean %</b>	<b>44.8%</b>	<b>55.2%</b>	<b>42.2%</b>	<b>57.8%</b>	<b>49.2%</b>	<b>50.8%</b>

Category 8: Presentation Software

In the presentation software category, UD and California teachers were once again at nearly identical levels. Non-UD teachers were significantly behind the mean averages of the other two groups.

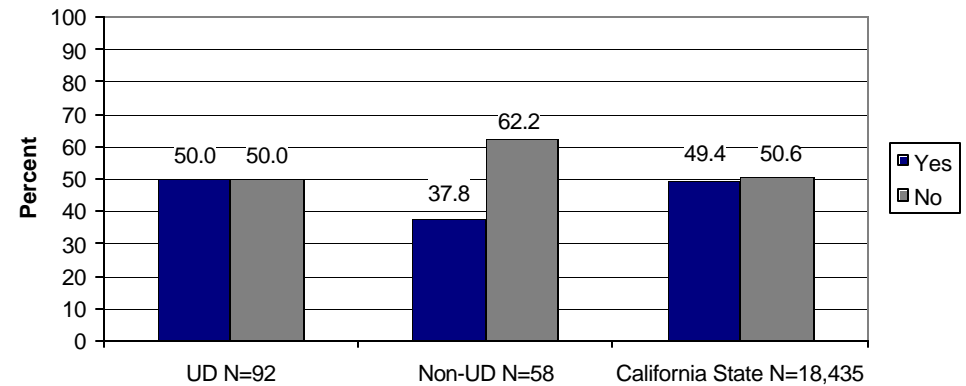


Table 20. Category 8: Presentation Software

Category 8: Presentation Software	Urban Dreams Teachers N=92		Non Urban Dreams Teachers N=58		California State Teachers N=18,435	
	% Yes	% No	% Yes	% No	% Yes	% No
<b>General Knowledge and Skills</b>						
I can define presentation and multimedia terms (i.e. slides/cards, slideshow, hype-navigation, etc).	59.8	40.2	43.1	56.9	62.2	37.8
I know how to create, open, modify, and save presentations.	58.7	41.3	44.8	55.2	62.9	37.1
I can define available tools (i.e. drawing, text, etc).	51.1	48.9	39.7	60.3	56.3	43.7
I know how to use templates or wizards to create new presentations.	51.1	48.9	37.9	62.1	53.6	46.4
I regularly use available tools (i.e. drawing, text, etc.).	39.1	60.9	39.7	60.3	41.7	58.3
I know how to connect, configure, and troubleshoot peripheral devices for presentation.	35.9	64.1	25.9	74.1	33.9	66.1
I know how to create a presentation to automatically play using timed settings.	41.3	58.7	32.8	67.2	38.3	61.7
I know how to insert text, format text, or add text boxes to a presentation.	63.0	37.0	43.1	56.9	60.6	39.4
I know how to add new slides or cards.	57.6	42.4	44.8	55.2	58.7	41.3
I know how to insert or change slide or card design.	50.0	50.0	39.7	60.3	54.3	45.7
I know to how re-arrange the order of the slides or cards in the presentation.	51.1	48.9	34.5	65.5	51.7	48.3
I know how to organize presentation resources in a folder on the desktop or server.	44.6	55.4	31.0	69.0	44.8	55.2

Category 8: Presentation Software	Urban Dreams Teachers N=92		Non Urban Dreams Teachers N=58		California State Teachers N=18,435	
	% Yes	% No	% Yes	% No	% Yes	% No
I know how to apply transitions and effects, if appropriate, to slides or cards.	47.8	52.2	32.8	67.2	46.0	54.0
I know how to navigate using scrollbar, slide sorter, menu, key commands, etc.	64.1	35.9	50.0	50.0	59.0	41.0
I know how to switch between different page views.	53.3	46.7	36.2	63.8	55.2	44.8
I know how to create and edit navigational buttons to help users move through a presentation.	43.5	56.5	36.2	63.8	41.8	58.2
I know how to create presentations that are clear and easy to understand.	50.0	50.0	39.7	60.3	50.9	49.1
I know how to apply backgrounds and objects appropriately.	58.7	41.3	43.1	56.9	55.1	44.9
I know how to incorporate sound.	45.7	54.3	32.8	67.2	46.9	53.1
I can define different image types (i.e. TIFF, GIF, PCX, etc).	32.6	67.4	25.9	74.1	28.0	72.0
I know how to incorporate hypertext links, animations from library, movies from library, and clip art from other sources.	45.7	54.3	29.3	70.7	36.3	63.7
I know how to record and insert sound into presentation.	38.0	62.0	25.9	74.1	36.5	63.5
I know how to edit clip art (if appropriate).	48.9	51.1	39.7	60.3	47.6	52.4
<b>Communication through Printed Media</b>						
I know how to print presentation slides.	58.7	41.3	50.0	50.0	58.4	41.6
My documents demonstrate an understanding of basic design elements (i.e. color, design, space, and composition, etc.).	48.9	51.1	43.1	56.9	51.3	48.7
I know how to print using advanced printing options.	37.0	63.0	37.9	62.1	41.2	58.8
I print handouts that enhance the instructional objectives (i.e. outlines, notes, etc.).	48.9	51.1	41.4	58.6	51.0	49.0
<b>Integration, Student Learning, and Classroom Management</b>						
I can describe the educational uses of presentation software.	66.3	33.7	48.3	51.7	65.0	35.0
I know how to create cards or slides using effective design to enhance communication.	48.9	51.1	41.4	58.6	52.7	47.3
I use appropriate background and text colors to ensure clarity and readability.	56.5	43.5	39.7	60.3	52.7	47.3

Category 8: Presentation Software	Urban Dreams Teachers N=92		Non Urban Dreams Teachers N=58		California State Teachers N=18,435	
	% Yes	% No	% Yes	% No	% Yes	% No
I organize information in a clear, consistent way for the viewer.	58.7	41.3	41.4	58.6	55.0	45.0
I regularly design curricular lessons that utilize multimedia to enhance learning outcomes.	38.0	62.0	20.7	79.3	30.8	69.2
I follow fair use and copyright law for text, graphics, and sound.	55.4	44.6	34.5	65.5	49.0	51.0
<b>Mean %</b>	<b>50.0%</b>	<b>50.0%</b>	<b>37.8%</b>	<b>62.2%</b>	<b>49.4%</b>	<b>50.6%</b>

Category 9: Instructional Technology

The mean averages of all three groups showed the least amount of proficiency in the instructional technology category. The State had the highest rating at 31.3%, while the non-UD teachers had the lowest rating at 22.9%.

Overall, the results of the technology proficiency survey indicate that the Urban Dreams and the California State SS/LA teachers are at nearly equal levels in every category. The non-Urban Dreams teachers are significantly less proficient in almost all categories.

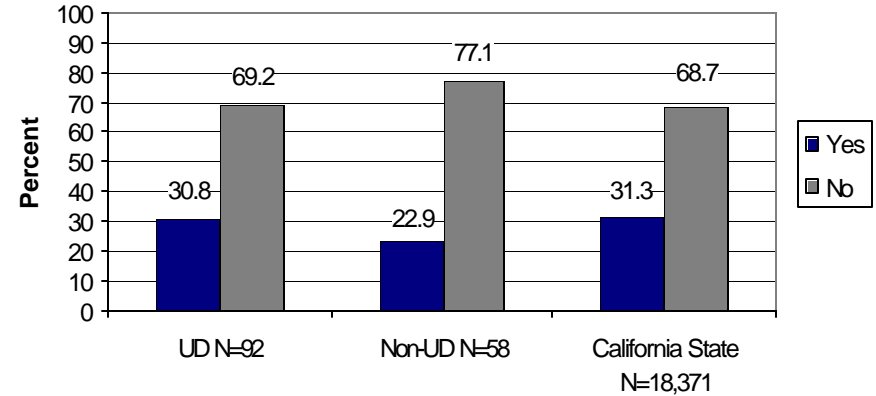


Table 21. Category 9: Instructional Technology

Category 9: Instructional Technology	Urban Dreams Teachers N=92		Non Urban Dreams Teachers N=58		California State Teachers N=18,371	
	% Yes	% No	% Yes	% No	% Yes	% No
<b>Analyzes Best Practices</b>						
None of the statements below apply to me.	16.3	83.7	24.1	75.9	19.9	80.1
I occasionally locate computer-based technology learning, teaching, and communication resources related to implementation in the classroom.	35.9	64.1	32.8	67.2	34.3	65.7
I am able to locate and adapt computer-based technology lessons based upon best practices and research findings.	21.7	78.3	19.0	81.0	21.8	78.2

Category 9: Instructional Technology	Urban Dreams Teachers N=92		Non Urban Dreams Teachers N=58		California State Teachers N=18,371	
	% Yes	% No	% Yes	% No	% Yes	% No
I know how to analyze best practices and research findings on the use of computer-based technology and design lessons accordingly.	22.8	77.2	13.8	86.2	16.9	83.1
<b>Selection of Appropriate Technology Resources</b>						
None of the statements below apply to me.	44.6	55.4	55.2	44.8	48.0	52.0
I can describe or list some of the established criteria used to evaluate digital media.	33.7	66.3	15.5	84.5	27.0	73.0
I often practice evaluating educational digital media using established criteria.	3.3	96.7	8.6	91.4	9.4	90.6
I regularly evaluate educational digital media using established criteria.	15.2	84.8	10.3	89.7	6.5	93.5
None of the statements below apply to me.	26.1	73.9	36.2	63.8	32.2	67.8
I know how to identify processes used to match computer-based technology with content.	19.6	80.4	22.4	77.6	13.2	86.8
I occasionally include appropriate computer-based technology resources in classroom lesson plans.	29.3	70.7	20.7	79.3	31.3	68.7
I regularly include appropriate computer-based technology resources in classroom lesson plans.	20.7	79.3	6.9	93.1	15.9	84.1
<b>Matching Student Learning Styles to Appropriate Resources</b>						
None of the statements below apply to me.	17.4	82.6	26.3	73.7	18.0	82.0
I am aware of learning style inventories for students.	23.9	76.1	28.1	71.9	25.0	75.0
I know how to examine a variety of computer-based technology resources for their applicability to learning styles.	4.3	95.7	8.8	91.2	6.3	93.7
I know how to select and use activities to identify student learning styles.	16.3	83.7	14.0	86.0	15.8	84.2
I occasionally use a variety of computer-based technology resources in lesson plans to meet student learning styles.	18.5	81.5	8.8	91.2	20.5	79.5
I regularly integrate appropriate computer-based technology resources and adapt lessons and classroom practice according to learning style inventory results.	14.1	85.9	5.3	94.7	10.1	89.9
<b>Effective Learning Environments Using Computer-Based Technology</b>						

Category 9: Instructional Technology	Urban Dreams Teachers N=92		Non Urban Dreams Teachers N=58		California State Teachers N=18,371	
	% Yes	% No	% Yes	% No	% Yes	% No
I can describe various models of computer-based technology use that enhance learning and increase efficiency and productivity.	51.1	48.9	26.3	73.7	46.5	53.5
I know how to use teacher productivity tools for classroom management (e.g. home-school communication, student records and grades, etc).	53.3	46.7	33.3	66.7	60.2	39.8
My lesson plans reflect a management system for computer-based activities.	31.5	68.5	22.8	77.2	28.1	71.9
I effectively use computer-based technology in a variety of instructional settings (i.e. whole class, small groups, and individual instruction).	34.8	65.2	8.8	91.2	34.9	65.1
My classroom activities allow all students to build upon their technology skills and increase learning.	43.5	56.5	29.8	70.2	42.9	57.1
I regularly implement management procedures that support assessment of student involvement and achievement related to computer-based technology assignments.	21.7	78.3	12.3	87.7	17.9	82.1
<b>Privacy, Security, and Safety Issues</b>						
I can explain the need for and use of copyright policy, protection of student privacy, security and safety.	71.7	28.3	50.9	49.1	78.7	21.3
I regularly implement established policies for safe, private and secure practices in personal work.	46.7	53.3	33.3	66.7	57.3	42.7
I personally implement established policies surrounding copyright and plagiarism.	55.4	44.6	38.6	61.4	62.2	37.8
I regularly implement established policies for safe, private, and secure practices in the classroom.	43.5	56.5	24.6	75.4	50.0	50.0
I regularly implement policies surrounding copyright and plagiarism in the classroom.	55.4	44.6	28.1	71.9	56.1	43.9
<b>Mean %</b>	<b>30.8%</b>	<b>69.2%</b>	<b>22.9%</b>	<b>77.1%</b>	<b>31.3%</b>	<b>68.7%</b>

2003-2004 Teacher Survey Results

A general survey of Urban Dreams teachers was conducted during the 2003-2004 school year to help measure the impact of the project during the past five years. A total of 55 teachers representing all five cohorts participated in the survey. The survey asked 21 closed-ended and 14 open-ended questions. The evaluators provided a stipend to the 55 teachers who participated. The following report represents the entire analysis from the closed-ended questions and a sampling of teacher comments to the open-ended questions (all the responses to the open-ended questions can be found in the attachments):

**Table 22. Q1. The School You Teach At:**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Castlemont High School	9	16.4	16.4	16.4
Fremont Federation High School	4	7.3	7.3	23.6
McClymonds High School	3	5.5	5.5	29.1
Oakland High School	6	10.9	10.9	40.0
Oakland Technical High School	10	18.2	18.2	58.2
Skyline High School	13	23.6	23.6	81.8
Dewey High School	2	3.6	3.6	85.5
Street Academy	2	3.6	3.6	89.1
Life Academy	2	3.6	3.6	92.7
Independent Study Program	4	7.3	7.3	100.0
Total	55	100.0	100.0	

**Table 23. Q2. Subject Areas You Teach:**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid English	24	43.6	43.6	43.6
Social Studies/History	14	25.5	25.5	69.1
Both	16	29.1	29.1	98.2
Other	1	1.8	1.8	100.0
Total	55	100.0	100.0	

Q2. Subjects Taught N=55

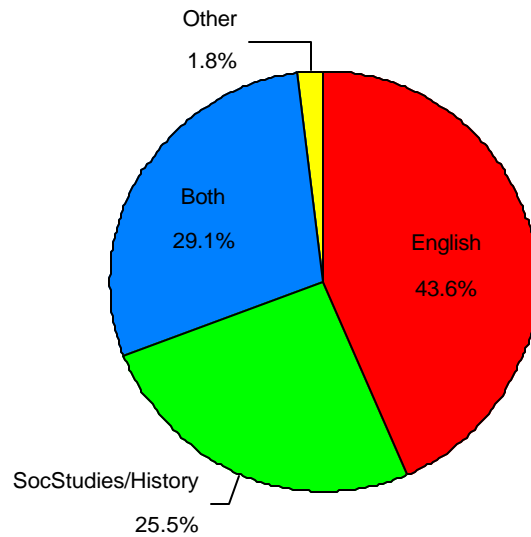


Table 24.. Q3. Cohort You Belong To:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1999-2000 Cohort 1	11	20.0	20.8	20.8
	2000-2001 Cohort 2	11	20.0	20.8	41.5
	2001-2002 Cohort 3	13	23.6	24.5	66.0
	2002-2003 Cohort 4	11	20.0	20.8	86.8
	2003-2004 Cohort 5	7	12.7	13.2	100.0
	Total	53	96.4	100.0	
Missing	System	2	3.6		
Total		55	100.0		

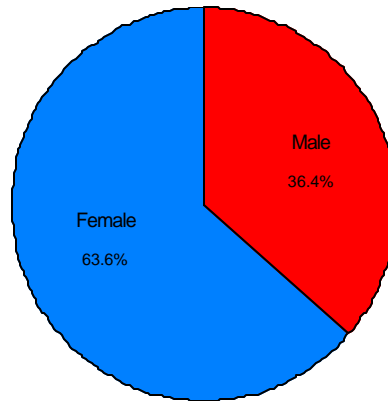
Table 25. Q4. Grade Levels You Teach:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ninth	9	16.4	16.4	16.4
	Tenth	6	10.9	10.9	27.3
	Eleventh	4	7.3	7.3	34.5
	Twelfth	2	3.6	3.6	38.2
	More than one grade	34	61.8	61.8	100.0
Total		55	100.0	100.0	

**Table 26. Q5. Your Gender:**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	20	36.4	36.4	36.4
Female	35	63.6	63.6	100.0
Total	55	100.0	100.0	

Q5. Your gender: N=55



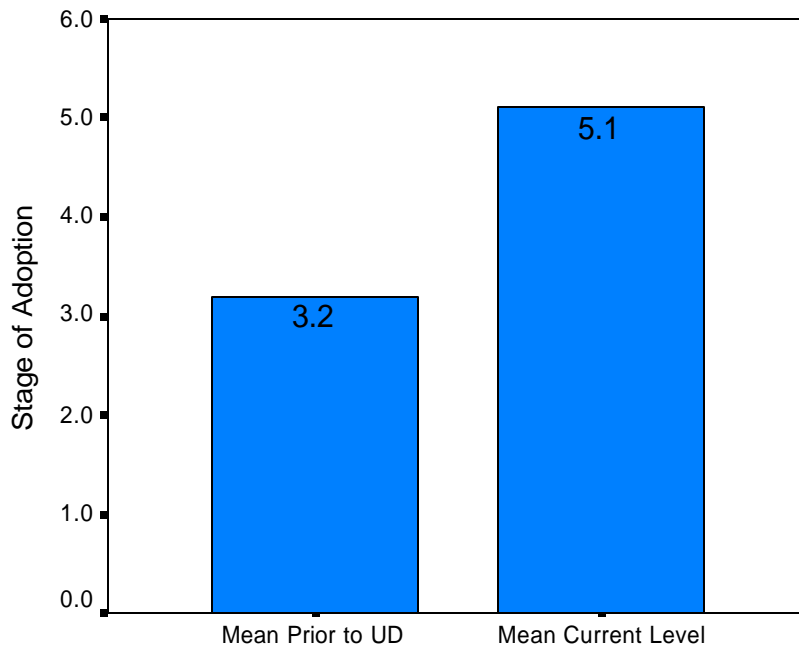
**Table 27.. Number of UD Events Attended**

Q6. While participating in Urban Dreams how many times did you attend or participate in the following...	1	2	3 or more times	N=55 Total
	Count	Count	Count	Count
Summer Institute?	19	9	5	33
Research Week?	9	3	1	13
Summer Curriculum Write-up Week?	10	6	3	19
Technology Workshops/Classes?	7	11	24	42
Supplemental Video Grant Program?	9	2	2	13
MLK Papers Series?	10	4	4	18
Core Literature Study Group?	9	4	10	23
Center for Latin America Studies Group?	7	1	4	12
History and Literature of Mexico Series and Latinos in the 40s and 50s Series - Alex Saragoza (2002-2004)?	5	0	6	11
Chester Himes Mystery Writing Contest (2002-2004)?	5	3	2	10
Weblogging (2003-2004)?	2	1	3	6
Local Context (2001-2002)?	1	0	0	1
World (1999-2000)?	3	2	1	6
California Heritage Project?	6	0	1	7
receiving direct classroom support?	3	6	21	30
having my work published on a web page?	5	2	5	12
World Affairs Council (Dinner Lecture Series/Asilomar/World History)?	8	0	6	14

**Table 28. Prior and Current Levels of Adoption**

	N	Minimum	Maximum	Mean	Std. Deviation
Q8a. Please read the description of each of the six stages related to adoption of technology. Mark the stage that best describes your level at the time you began the project prior to Urban Dreams	55	1	6	3.20	1.42
Q8b. Please read the description of each of the six stages related to adoption of technology. Mark the stage that best describes your level currently?	55	2	6	5.11	1.30
Valid N (listwise)	55				

**Q8. Prior and Current Levels of Adoption N=55**

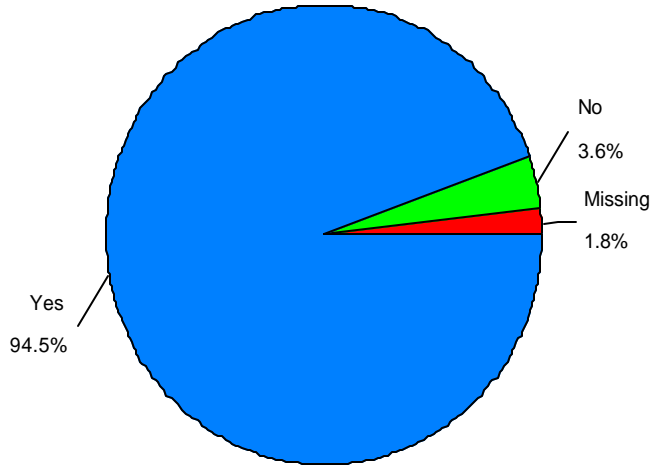


**Table 28. Q9. Have You Benefited From Participating In Urban Dreams ?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	52	94.5	96.3	96.3
	No	2	3.6	3.7	100.0
	Total	54	98.2	100.0	
Missing	System	1	1.8		
Total		55	100.0		

Q9. Have you benefited from participating in Urban Dreams?

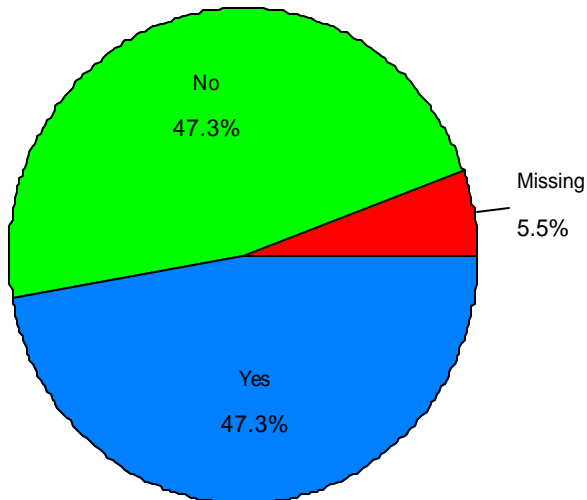
N=54



**Table 29. Q10. Did You Or Your Students Have Access In The Classroom To A Computer Prior To The Urban Dreams Program?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	26	47.3	50.0	50.0
	No	26	47.3	50.0	100.0
	Total	52	94.5	100.0	
Missing	System	3	5.5		
Total		55	100.0		

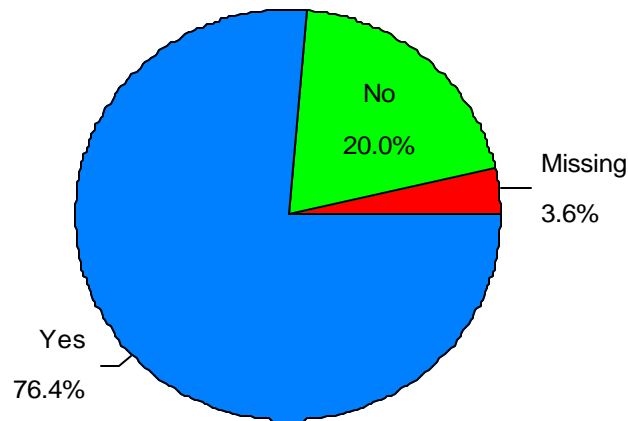
Q10 Did you or your students have access in the classroom to a computer? N=52



**Table 30. Q11a. Did You Have Access To Any Computer Prior To The Urban Dreams Project?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	42	76.4	79.2	79.2
	No	11	20.0	20.8	100.0
	Total	53	96.4	100.0	
Missing	System	2	3.6		
Total		55	100.0		

Q11a. Did you have access to any computer prior to the UD project? N=53



**Table 31. Prior and Current Computer Usage Compared**

Q11 Compare prior and current computer usage for the following activities. Rating Scale: 1) Never 2) Monthly 3) Weekly 4) Daily	Statistics	
	N	Mean
Q11b. Prior for word processing programs?	47	3.09
<b>Q11c. Current for word processing programs?</b>	<b>52</b>	<b>3.62</b>
Q11b. Prior for e-mail?	48	2.96
<b>Q11c. Current for e-mail?</b>	<b>52</b>	<b>3.60</b>
Q11b. Prior for accessing the Internet?	47	2.83
<b>Q11c. Current for accessing the Internet?</b>	<b>53</b>	<b>3.64</b>
Q11b. Prior for preparing information/tests?	48	2.54
<b>Q11c. Current for preparing information/tests?</b>	<b>51</b>	<b>3.22</b>
Q11b. Prior for keeping/preparing grades?	45	1.73
<b>Q11c. Current for keeping/preparing grades?</b>	<b>52</b>	<b>2.50</b>
Q11b. Prior for doing research for school?	48	2.21
<b>Q11c. Current for doing research for school?</b>	<b>51</b>	<b>3.04</b>
Q11b. Prior for lessons, units, or projects?	48	2.33
<b>Q11c. Current for lessons, units, or projects?</b>	<b>53</b>	<b>3.00</b>
Valid N (listwise)	43	

**Table 32. Prior and Current Computer Usage Compared (Minutes Per Week)**

Rating Scale: 1) 0 2) 15 or less 3) 15-45 4) 60-90 5) 90+	N	Mean
Q12a. Prior to Urban Dreams I did the following: Students worked with computers for curricular purposes (but not Internet)	55	2.16
<b>Q12b. Currently, I do the following: Students work with computers for curricular purposes (but not Internet)</b>	<b>54</b>	<b>3.22</b>
Q12a. Prior to Urban Dreams I did the following: Students engaged in Internet activities	55	1.91
<b>Q12b. Currently, I do the following: Students engage in Internet activities</b>	<b>54</b>	<b>3.15</b>
Q12a. Prior to Urban Dreams I did the following: I used computers for planning purposes (but not Internet)	55	3.09
<b>Q12b. Currently, I do the following: I use computers for planning purposes (but not Internet)</b>	<b>54</b>	<b>3.93</b>
Q12a. Prior to Urban Dreams I did the following: I used technology-based resources with my in-class instruction (but not Internet)	52	1.96
<b>Q12b. Currently, I do the following: I use technology-based resources with my in-class instruction (but not Internet)</b>	<b>55</b>	<b>3.09</b>
Q12a. Prior to Urban Dreams I did the following: I used the Internet for planning purposes	53	2.66
<b>Q12b. Currently, I do the following: I use the Internet for planning purposes</b>	<b>55</b>	<b>3.55</b>
Q12a. Prior to Urban Dreams I did the following: I used the Internet with my in-class instruction	53	1.62
<b>Q12b. Currently, I do the following: I use the Internet with my in-class instruction</b>	<b>55</b>	<b>2.62</b>
Valid N (listwise)	48	

**Table 33. Q13. Is the Computer Hardware You Have Been Given By Urban Dreams Appropriate To Your Needs?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	47	85.5	95.9	95.9
	No	2	3.6	4.1	100.0
	Total	49	89.1	100.0	
Missing	System	6	10.9		
Total		55	100.0		

Q13. Hardware given by UD appropriate for needs? N=49

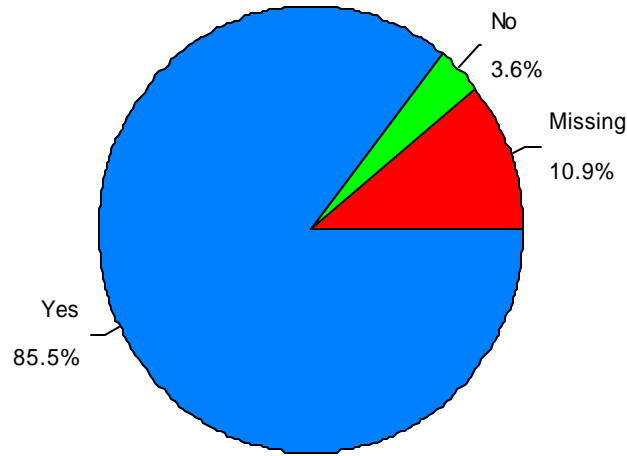
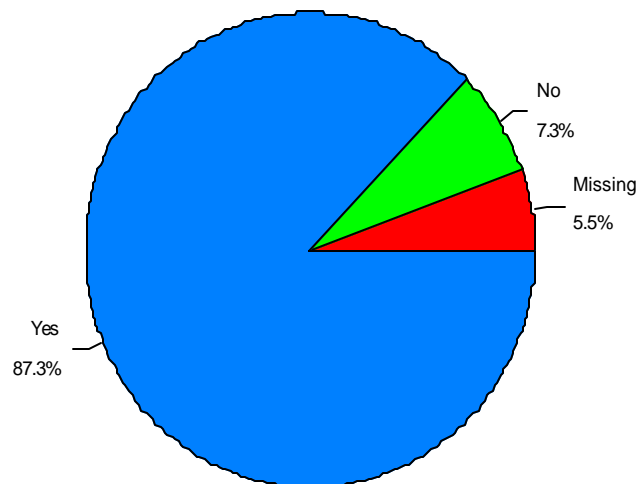


Table 34. Q14. Is the Software Provided By Urban Dreams Appropriate To Your Needs?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	48	87.3	92.3	92.3
	No	4	7.3	7.7	100.0
	Total	52	94.5	100.0	
Missing	System	3	5.5		
Total		55	100.0		

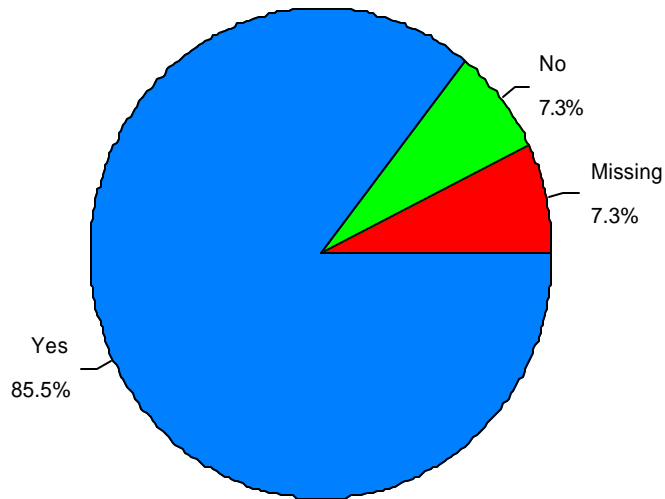
Q14. Is the software appropriate to your needs? N=52



**Table 35. Q15. Has Support From Project Staff Been Sufficient To Meet Your Needs?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	47	85.5	92.2	92.2
	No	4	7.3	7.8	100.0
	Total	51	92.7	100.0	
Missing	System	4	7.3		
Total		55	100.0		

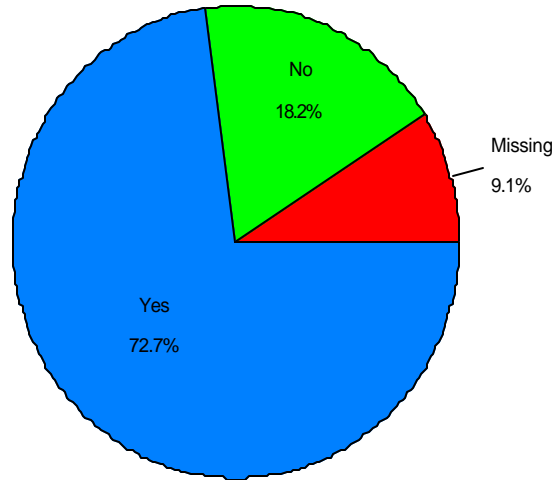
Q15. Has support from project staff been sufficient to meet your needs N=51



**Table 36. Q16. Is the Technical Support Provided By Urban Dreams Sufficient?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	40	72.7	80.0	80.0
	No	10	18.2	20.0	100.0
	Total	50	90.9	100.0	
Missing	System	5	9.1		
Total		55	100.0		

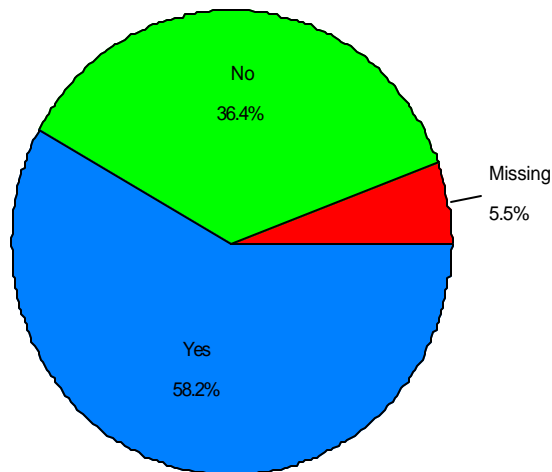
Q16. Is the technical support sufficient? N=50



**Table 37. Q19. Have You Had the Opportunity To Collaborate With Other Urban Dreams' Teachers and Staff to Develop Curriculum Materials or Strategies?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	32	58.2	61.5	61.5
	No	20	36.4	38.5	100.0
	Total	52	94.5	100.0	
Missing	System	3	5.5		
Total		55	100.0		

Q19. Have you had the opportunity to collaborate with other UD teachers? N=52



One of the open-ended questions asked UD teachers: “Do you have any additional comments about the Urban Dreams Project? (Please include ideas, questions, and other comments that were not addressed in this survey.)” The following represents a sampling of the responses to that question (all the open-ended questions and comments can be found in the attachments to this report).

- *UD has been wonderful. All people involved were helpful, positive, stimulating and generous. If you teach in a sometimes dysfunctional environment, it is wonderful to have the oasis of UD.*
- *Please let it last at least another ten years.*
- *I think the UD project has been tremendously successful and would hope that in one form or another—the program could continue—if even on a support/advisory level. Perhaps teachers who have participated in UD could get together and discuss/present successful projects of their own that they have developed over the year.*
- *I believe the Urban Dreams project should continue. Just knowing there are resource people and support staff available, helps me look for advancement ideas in technology. I also look forward to seeing what new training classes I can participate in. The project staff is professional and is always willing to assist in any way possible.*
- *I'm sorry to see this project end. I think it should be a permanently funded entity within the school district. It's the “professional” in professional development and frankly one of the few activities/elements of my job that makes me feel like a professional.*
- *I would like to continue learning and being connected with other teachers in the Urban Dreams program. I pray that the funding does not dry up because Urban Dreams has been the most beneficial professional development program that I have been involved in, in 12 years with this district.*
- *The journey has been fruitful. Little by little, I have learned how to incorporate technology in my own life and in the classroom. The results are encouraging. Reluctant students are more willing to explore new ideas; students who have learned are willing to share their knowledge; the classroom atmosphere is more positive. Investing my time in Urban Dreams training has been productive.*
- *Please continue the funding so that teachers can try to keep up (technically) with students. Provide more training sessions at school sites. Two school staff could be combined. Being able to borrow equipment has been invaluable to me and my classes.*
- *Again, excellent staff and professional development opportunities. Excellent video program – did a great project with a group of my students – very empowering. More help in our classrooms – ex: Computer maintenance, technological setup!*
- *The Urban Dreams project has had a huge impact on my teaching practices. Both my instruction and its content have markedly improved using technology. While I would like to learn more about video training, it allowed me to take the lessons beyond the classroom. Hence, one student is now receiving ongoing training at KDOL. Many of my students prepared portfolios using computer equipment during class, and computers received through the give-away program, which resulted in employment through the Mayor's Summer Job Fair. The Urban Dreams Project is an invaluable (extremely valuable) program*
- *Best staff development support and resources for teachers in my 17 years of teaching.*

### *Component 3: Parent and Community Involvement*

A major component of the Urban Dreams project was parent and community involvement. The parent and community involvement component consisted of parent technology trainings at each of the local high schools and middle schools, the Take-Home Computer program, and linkages to community partners.

#### Parent Technology Trainings

Urban Dreams provided basic computer training for parents during the 2003-2004 school year (Objective 3.1). The Marcus Foster Institute provided the trainings through a subcontract with the school district. The technology trainings were mandatory for parents prior to their participation in the Take-Home Computer program. Almost 400 parents participated in the trainings during the 2003-2004 academic year. The trainings were designed to provide parents with basic computer concepts and skills through hands-on use of computers.

To review in the effectiveness of the workshops, trainers developed and administered a summative evaluation form that elicited participant feedback on the trainings themselves. The evaluations were collected at the end of each workshop. The parents were asked to rate four statements about the workshops from agree, kind of agree, kind of disagree, and disagree. Also included was an open-ended question that asked: "Do you have any other comments or ideas on how to improve the workshop?" The assessment was made available in Spanish.

An analysis of individual respondents revealed that of 378 parents were administered the assessments and responded to all four statements. The results from statement one, "I learned a lot from this workshop," indicate that 76.4% agree and 18.9% kind of agree. Only 4.7% of the parents kind of disagree or disagree that they learned a lot from the workshop. While a great majority learned a lot from the workshop, some parents commented that the workshop was a review because they were already familiar with basic computer skills.

Statement two articulated, "The workshop activities were valuable." Almost 83% (82.3) agreed and 15.6% kind of agreed that the workshop activities were valuable. Only 2.1% of 385 respondents kind of disagreed or disagreed. Results from statement three indicate that 98.7% agree or kind of agree that "the instructor did a good job of presenting the information." Again, only 2.3% of the parents either kind of disagreed or disagreed that the instructor did a good job at the workshops. The last statement, "as a result of attending the workshop I feel that I can operate and maintain a computer", shows that 97.6 either agreed or kind of agreed. Only 2.4% kind of disagreed or disagreed with the statement.

The median response was "agree" indicating that the vast majority of participants thought that the trainings were of the highest quality. On average over 82% of the participants gave each quality indicator the highest rating. The following tables give a detailed account of each of the four statements sub-divided by the date of training, training site, and workshop instructor. A sampling of parent comments to the open-ended question follows the tables (see attachments for entire report).

**Statement 1: I learned a lot from this workshop N=381**

<b>Date of Training</b>	<b>Training Site</b>	<b>Workshop Instructor</b>	<b>Agree</b>	<b>Kind of Agree</b>	<b>Kind of Disagree</b>	<b>Disagree</b>	<b>Total</b>
9-3-03	Oakland Tech	Shiple	21	4	2	2	29
9-9-03	Fremont	Nieto	12	2	0	0	14
9-10-03	Oakland HS	Shiple	16	7	0	0	23
9-11-03	McClymonds	Phyllis	6	0	0	1	7
9-17-03	Fremont	Shiple	12	3	0	0	15
9-23-03	Oakland HS	Phyllis	6	3	0	1	10
9-24-03	McClymonds HS	Phyllis	11	2	0	2	15
10-1-03	Skyline HS	Shiple	20	11	0	1	32
10-2-03	Oakland Tech	Domingo	20	5	1	1	27
10-8-03	Castlemont	Domingo	17	1	0	0	18
10-9-03	Fremont	Domingo	20	4	1	1	26
10-15-03	Oakland Tech	Phyllis	10	5	2	0	17
10-18-03	Roosevelt MS	Shiple/De la torre	26	4	0	0	30
11-6-03	Fremont	Domingo	14	4	0	0	18
12-3-03	Skyline	Phyllis	14	7	2	0	23
12-03-03	Oakland Tech	Jose	21	2	0	1	24
12-4-03	Oakland High	Domingo	5	1	0	0	6
12-10-03	Fremont	Jose	17	4	0	0	21
12-17-03	Fremont	Phyllis	23	3	0	0	26
		<b>Totals</b>	<b>291</b>	<b>72</b>	<b>8</b>	<b>10</b>	<b>381</b>
		<b>Percent</b>	<b>76.4</b>	<b>18.9</b>	<b>2.1</b>	<b>2.6</b>	<b>100.0</b>

Statement 2: The workshop activities were valuable

N=385

Date of training	Training Site	Workshop Instructor	Agree	Kind of Agree	Kind of Disagree	Disagree	Total
9-3-03	Oakland Tech	Shiple	25	4	0	0	29
9-9-03	Fremont	Nieto	12	2	0	0	14
9-10-03	Oakland HS	Shiple	20	3	0	0	23
9-11-03	McClymonds	Phyllis	6	0	1	0	7
9-17-03	Fremont	Shiple	13	2	0	0	15
9-23-03	Oakland HS	Phyllis	8	2	1	0	11
9-24-03	McClymonds HS	Phyllis	11	4	0	0	15
10-1-03	Skyline HS	Shiple	24	8	0	1	33
10-2-03	Oakland Tech	Domingo	23	3	1	0	27
10-8-03	Castlemont	Domingo	17	1	0	0	18
10-9-03	Fremont	Domingo	22	3	1	0	26
10-15-03	Oakland Tech	Phyllis	14	3	0	0	17
10-18-03	Roosevelt MS	Shiple/De la torre	25	6	0	0	31
11-6-03	Fremont	Domingo	14	4	0	0	18
12-3-03	Skyline	Phyllis	18	2	3	0	23
12-03-03	Oakland Tech	Jose	17	7	0	0	24
12-4-03	Oakland High	Domingo	6	0	0	0	6
12-10-03	Fremont	Jose	17	5	0	0	22
12-17-03	Fremont	Phyllis	25	1	0	0	26
		Totals	317	60	7	1	385
		Percent	82.3	15.6	1.8	0.3	100.0

**Statement 3: The instructor did a good job of presenting the information**

**N=384**

<b>Date of training</b>	<b>Training Site</b>	<b>Workshop Instructor</b>	<b>Agree</b>	<b>Kind of Agree</b>	<b>Kind of Disagree</b>	<b>Disagree</b>	<b>Total</b>
9-3-03	Oakland Tech	Shiple	26	2	1	0	29
9-9-03	Fremont	Nieto	13	1	0	0	14
9-10-03	Oakland HS	Shiple	22	1	1	0	24
9-11-03	McClymonds	Phyllis	7	0	0	0	7
9-17-03	Fremont	Shiple	15	0	0	0	15
9-23-03	Oakland HS	Phyllis	11	0	0	0	11
9-24-03	McClymonds HS	Phyllis	14	1	0	0	15
10-1-03	Skyline HS	Shiple	27	4	1	0	32
10-2-03	Oakland Tech	Domingo	25	2	0	0	27
10-8-03	Castlemont	Domingo	17	1	0	0	18
10-9-03	Fremont	Domingo	20	4	1	0	25
10-15-03	Oakland Tech	Phyllis	17	0	0	0	17
10-18-03	Roosevelt MS	Shiple/De la torre	30	2	0	0	32
11-6-03	Fremont	Domingo	17	1	0	0	18
12-3-03	Skyline	Phyllis	19	3	1	0	23
12-03-03	Oakland Tech	Jose	22	2	0	0	24
12-4-03	Oakland High	Domingo	5	1	0	0	6
12-10-03	Fremont	Jose	18	3	0	0	21
12-17-03	Fremont	Phyllis	25	1	0	0	26
		<b>Totals</b>	<b>350</b>	<b>29</b>	<b>5</b>	<b>0</b>	<b>384</b>
		<b>Percent</b>	<b>91.1</b>	<b>7.6</b>	<b>1.3</b>	<b>0.0</b>	<b>100.0</b>

**Statement 4: As a result of attending the workshop, I feel that I can operate and maintain a computer N=378**

<b>Date of training</b>	<b>Training Site</b>	<b>Workshop Instructor</b>	<b>Agree</b>	<b>Kind of Agree</b>	<b>Kind of Disagree</b>	<b>Disagree</b>	<b>Totals</b>
9-3-03	Oakland Tech	Shiple	23	6	0	0	29
9-9-03	Fremont	Nieto	13	0	0	0	13
9-10-03	Oakland HS	Shiple	17	5	0	0	22
9-11-03	McClymonds	Phyllis	6	1	0	0	7
9-17-03	Fremont	Shiple	9	5	1	0	15
9-23-03	Oakland HS	Phyllis	9	2	0	0	11
9-24-03	McClymonds HS	Phyllis	14	1	0	0	15
10-1-03	Skyline HS	Shiple	24	5	0	1	30
10-2-03	Oakland Tech	Domingo	20	7	0	0	27
10-8-03	Castlemont	Domingo	14	4	0	0	18
10-9-03	Fremont	Domingo	22	2	1	0	25
10-15-03	Oakland Tech	Phyllis	12	5	0	0	17
10-18-03	Roosevelt MS	Shiple/De la torre	23	8	0	0	31
11-6-03	Fremont	Domingo	12	6	0	0	18
12-3-03	Skyline	Phyllis	18	3	2	0	23
12-03-03	Oakland Tech	Jose	21	2	1	0	24
12-4-03	Oakland High	Domingo	6	0	0	0	6
12-10-03	Fremont	Jose	18	3	0	0	21
12-17-03	Fremont	Phyllis	24	2	0	0	26
		<b>Totals</b>	<b>305</b>	<b>67</b>	<b>5</b>	<b>1</b>	<b>378</b>
		<b>Percent</b>	<b>80.7</b>	<b>17.7</b>	<b>1.4</b>	<b>0.2</b>	<b>100.0</b>

**Parent Training Survey Summary**

	Statement One	291	72	8	10	381
	Statement Two	317	60	7	1	385
	Statement Three	350	29	5	0	384
	Statement Four	305	67	5	1	378
	<b>Cumulative Totals</b>	<b>1263</b>	<b>228</b>	<b>25</b>	<b>12</b>	<b>1528</b>
	<b>Percent</b>	<b>82.7</b>	<b>14.9</b>	<b>1.7</b>	<b>0.7</b>	<b>100.0</b>

Parents were asked: “Do you have any other comments or ideas on how to improve the workshop?” Most of the comments were positive and praised the workshops and the program.

- *Did an excellent job. Even though I have computer skills, I still learned some things*
- *Already computer literate. However, the training is helpful for people who are not.*
- *It’s good to have a program for our children our future to receive a free computer.*
- *He is very good at what he does. He has been very helpful. I knew a few things but he made it much clearer.*
- *It’s good to have a program for our children our future to receive a free computer.*
- *This is a great workshop and I know my son will learn a lot on the computer thank you so much.*
- *No everything was good and gave me knowledge about computers. He was very helpful, and I could understand him very good. Good Job!!*
- *The instructor was very patient with the students and parents, which is greatly appreciated. I am sure my son is well informed and will be able to operate the equipment provided. Also, this is wonderful program and greatly needed. I wish it was offered sooner than high school. Children are being introduced to computers a lot sooner and parents could use this program.*

Some parents offered constructive comments to enhance future workshops:

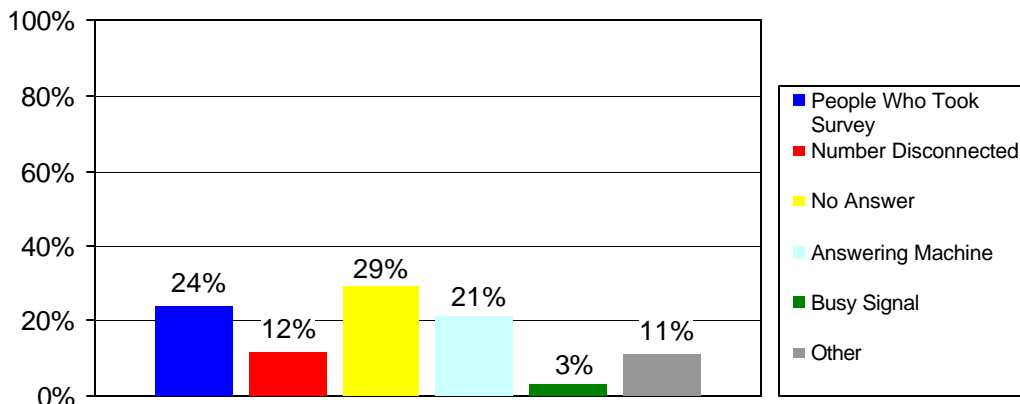
- *Perhaps more volunteers so those that need help can have a personal assistant.*
- *Do not talk as much. People get tired if the information is not interesting.*
- *Maybe could go over how to set up the computer at home. The wires, connections.*
- *The instructions were good. However, it would help if the instructions were given at a slower pace for the ones who have absolutely no experience with computers.*

#### Take-Home Computer Program

The Urban Dreams Project, in collaboration with the Marcus A. Foster Education Institute (MAFEI) and OTX-West, distributed refurbished computers through the Take-Home Computer Program (THCP) during the 2003-2004 school year. The THCP provided over 1,650 computers to the families of students attending a secondary school in the OUSD during the last four years of the project. Before receiving a computer, a parent or legal guardian of the student had to first attend a computer training session. The training session provided basic instructions of computer usage along with an overview of the software that is included. In addition, all computer recipients have the option of acquiring low-cost Internet service through California.com.

In March of 2004, the Center for Evaluation and Research, LLC (CER) conducted a phone survey of the fourth cohort of families who received computers. The survey consisted of a series of questions that were developed by project evaluators, Urban Dreams staff, and a representative of MAFEI. CER staff members randomly attempted to contact 336 of the 454 families who were identified by project staff as having received a computer during the last three months of 2003. Graph 1 provides the results from contacting all 336 families:

**Graph 1 Results from Initial Contact N=336**

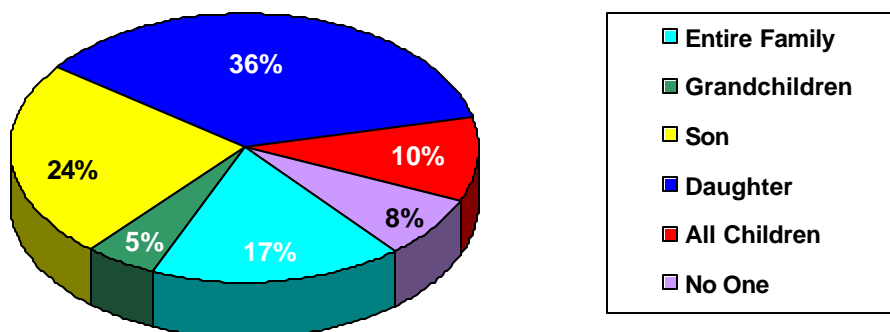


There were 336 people called during a 3-day period from March 9 through March 11, 2004. Results showed that 80 parents or guardians took the survey, while 169 either did not answer or the phone was picked up by an answering machine. Thirty-nine generated a recording that said the number was disconnected and 38 others could not be contacted for additional reasons (i.e., busy signal, not at home).

**Results:**

Quantitative results of the survey in addition to the comments made by the 80 respondents are included in the following report:

**Graph 2 Question 1: Who is using the computer in your family? N=80**

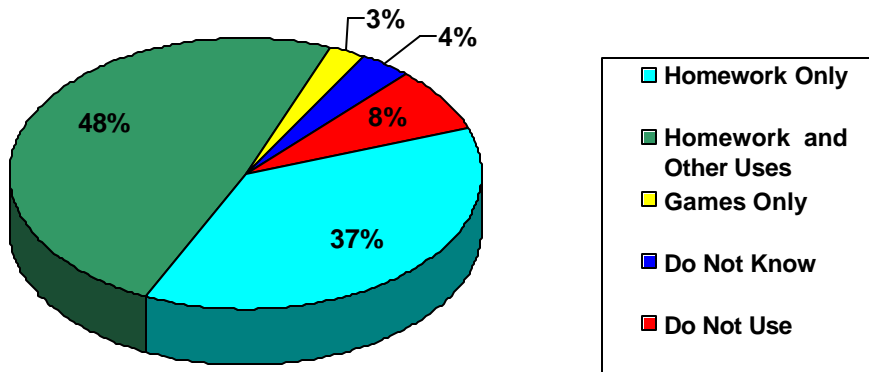


The respondent's children or grandchildren were the exclusive users of 75% of the computers that were distributed. One or more parents or guardians used the machines with the entire family in 17% of the households. In 10% of the homes, all the children of the family shared the computer for various activities. Eight percent of the computers are not being utilized by anyone in the family, and increase of 5% over last year.

Graph 3

Question 2: What is the computer used for?

N=80

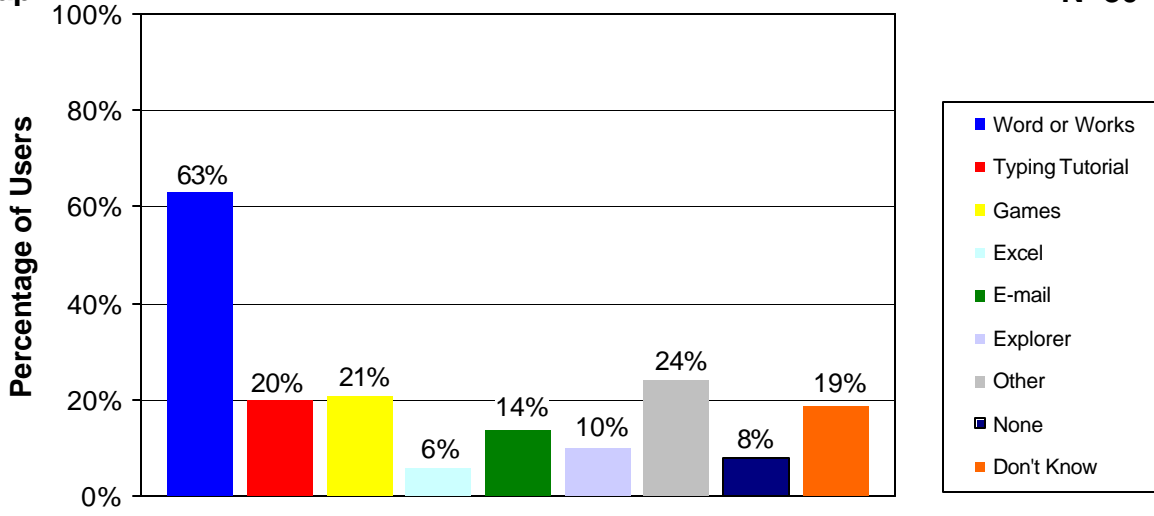


A full 85% percent of the computers were being used by at least one family member for homework. Other uses for the computer included the Internet, e-mail, and entertainment purposes that included downloading music and using the word processor for composing letters and resumes. Only 3% of the computers were utilized exclusively for games. Six recipients (8%) said that their computers were not being used because it does not work or it was never hooked up.

**Question 3: Which program(s) do you use on your computer?**

**Graph 4**

**N=80**

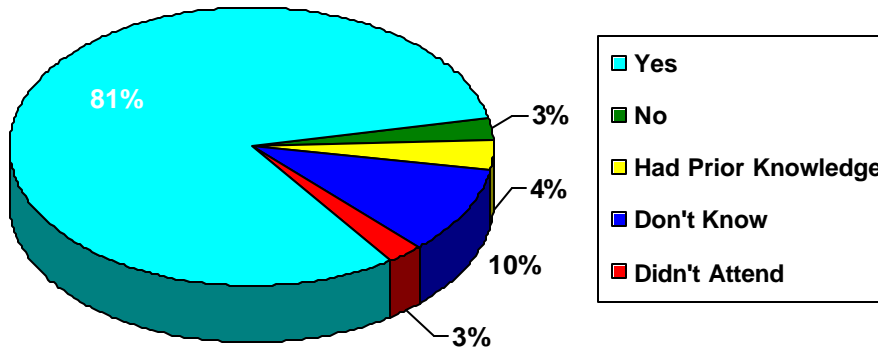


Sixty-three percent of the respondents stated that they used either Word or Works when utilizing a word processing program. Twenty-four percent used Explorer for the Internet, 21% used the games, and 20% used the typing program.

(\*Many respondents indicated they used more than one program.)

**Graph 5 Question 4: Did the training that you and your family receive help you use the computer?**

**N=80**

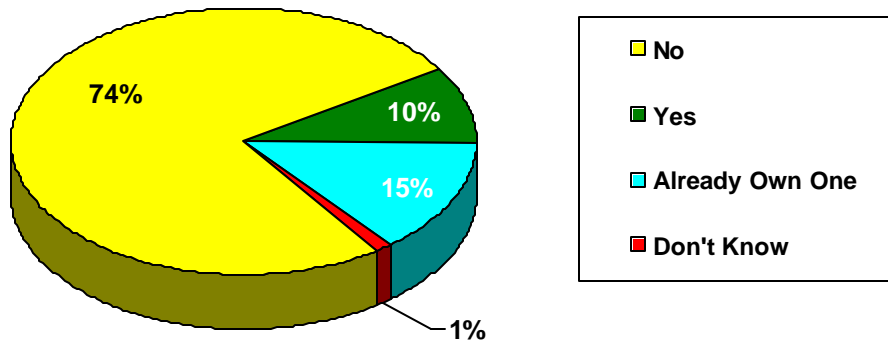


Eighty-one percent of the computer recipients stated that the trainings helped them use their computer. Some of the parents or guardians never used a computer before and were thankful for the formal training. Others viewed the training as an opportunity to refresh their computer skills.

**Comments:**

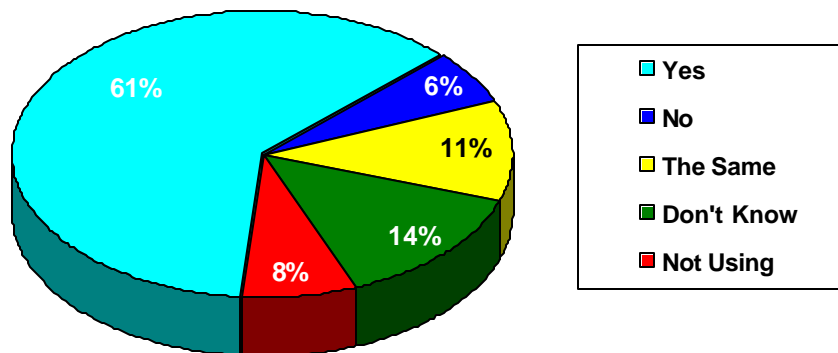
- *The trainings were very helpful for me (Mother). My daughter knew a lot already.*
- *Not really. We already knew how to use a computer.*
- *My grandson went, but he already knew how to do a lot with the computer.*
- *We both went [father and son]. The training helped.*

**Graph 6 Question 5: Have you purchased another computer? N=80**



Seventy-four percent of the computer recipients have either not bought, or did not plan on buying, another personal computer (PC). Respondents indicated that a financial reason was the main factor in their decision. Ten percent had recently purchased a new PC while 15% revealed they already had one or more additional computers in their home.

**Graph 7 Question 6: Has there been a change in your child's achievement or participation at school as a result of using the computer? N=80**



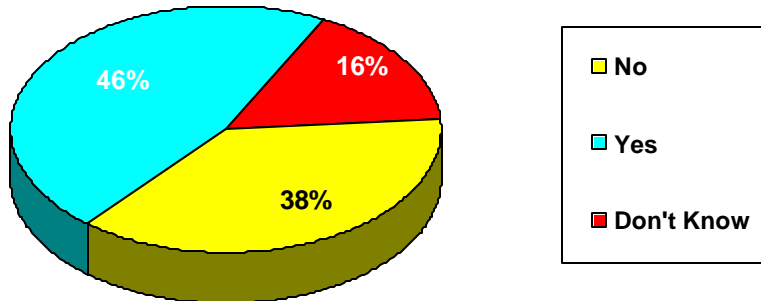
Compared to last year, 11% more parents or guardians believed there was a positive change in their child's school performance (61% to 50%) as a result of using the computer.

**Comments:**

- *Yes, my son is more enthusiastic and his typing has improved.*
- *Her work is much neater.*
- *Not really, my daughter is already a good student.*
- *They [son and daughter] are more interested and their participation has increased.*
- *Yes, there has been a slight improvement. She gets her homework done and takes it to school on a floppy disk.*
- *She is more confident in what she does on the computer.*
- *Her GPA came up a lot this quarter.*
- *She will do more than is required which makes doing the work from home easier.*
- *Dramatically, her report card reflected the change.*

**Graph 8 Question 7a: Is your computer connected to the Internet?**

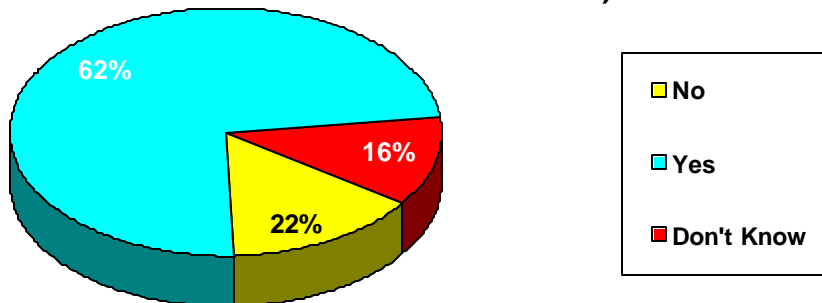
**N=80**



Last year's survey indicated that 48% of the computers were connected to the Internet. Similarly, of the 80 parents or guardians contacted this year, 46% confirmed a connection to the Internet. Most respondents stated that their Internet connection was made with a dial-up Internet Service Provider (see Graph 9), although two respondents indicated they were connected to DSL (Digital Service Line).

**Graph 9 Question 7b: If yes, did you purchase the Internet through the program (OTX-West and California.com)?**

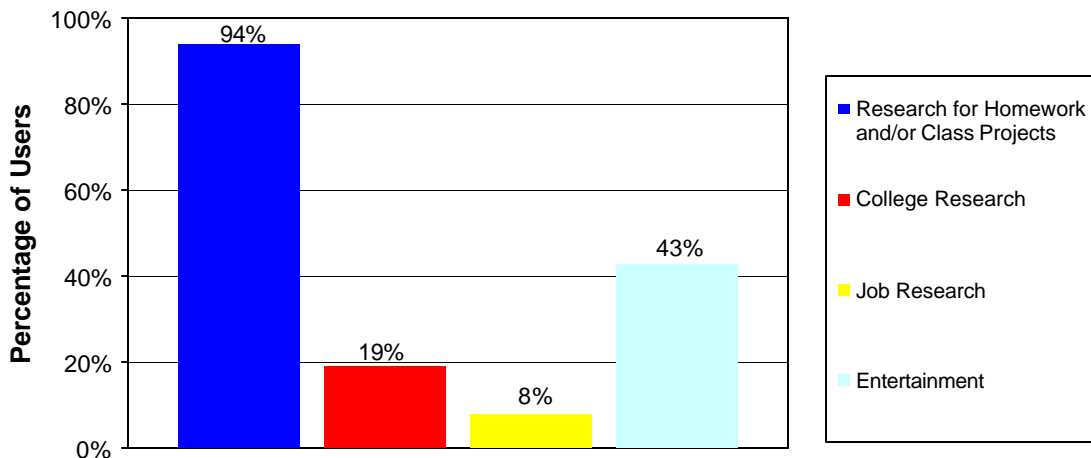
**N=37**



Of the 37 survey takers that are connected to the Internet, 62% obtained that connection through the discounted rates of OTX-West and California.com (\$42 charge for six months of dial-up service). Overall, most respondents were satisfied with the services provided by California.com; however, those customers who experienced problems with the Internet were the most outspoken with their comments:

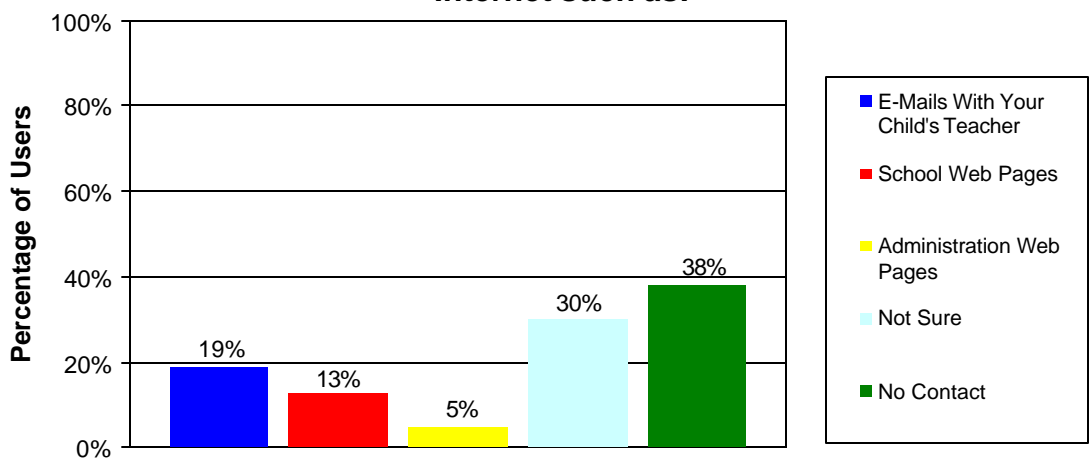
- *I paid \$42 to connect for the Internet and it doesn't work – and I can't get it to work.*
- *Sometimes I have trouble connecting (to California.com), but most of the time it works fine.*
- *I tried to connect to the Internet but I've had nothing but trouble. I've called the company (California.com) and they don't call back.*

**Graph 10 Question 7c: Does anyone in your family use the Internet for: N=\*37**



Of the 37 respondents whose computers were connected to the Internet, 94% use it for researching class projects and/or homework, 19 % research colleges, 8% research the job market, and 43% stated that they use the Internet for entertainment purposes. (\*Some respondents indicated they used the Internet for more than one activity.)

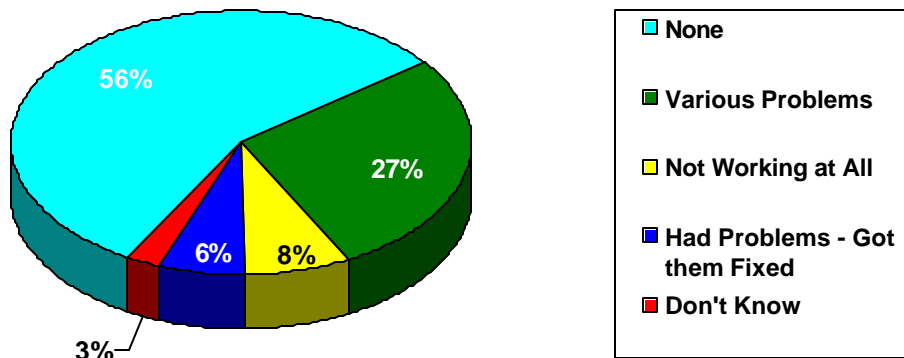
**Graph 11 Question 8: Have you or anyone in your family had any additional contact with the school through use of the Internet such as: N=\*37**



Of the 37 respondents whose computers were connected to the Internet, 19% used it to e-mail their teacher, 13% visited their school’s website, 5% contacted an OUSD administrator, and 30% were not sure if their computer was utilized for any of those activities. Thirty-eight percent stated they knew of no additional contact with the school using their computer. (\*Some respondents indicated they used the Internet for more than one activity.)

**Graph 12 Question 9: What problems have you faced with your computer?**

**N=80**



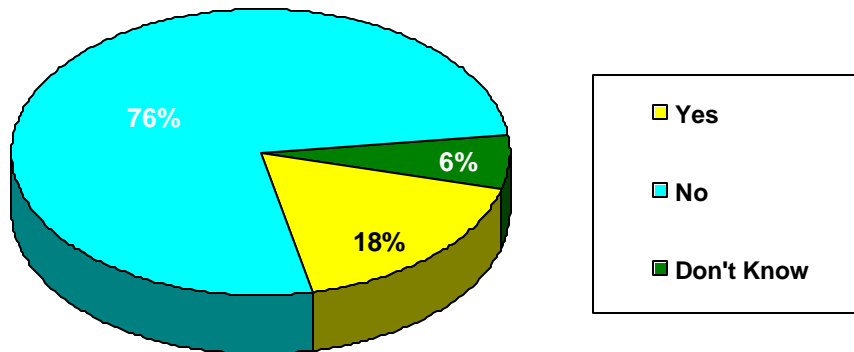
More than half (56%) of the respondents experienced no problems with their computer system. However, 41% identified some type of hardware, virus, or software problem with their computer. Various problems were cited and included the modem, monitor, printer, mouse, and the lack of a CD-ROM drive. Three respondents believed their computer had a virus and wanted help with its removal. All respondents with computer problems received the phone number of OTX-West from the survey administrators.

**Comments:**

- *My mouse isn't moving. I think it [the computer] has a virus.*
- *When I click on Page Setup it doesn't work. Other than that, it works fine.*
- *The on/off button didn't work so we took it to the place that gives them out and exchanged it. We've had no trouble since then.*
- *Took one back last week and exchanged it because it was freezing; so far so good.*
- *It's essential that the computers have a bigger hard drive for the newer programs.*
- *The computer is only good for games. The printer does not work.*
- *It was working when we got it but now it's not. A family relative is a computer technician and will try to fix it.*
- *We had problems at first but were able to get them resolved.*

**Graph 13 Question 10a: Did you go to OTX-West for weekly technical support?**

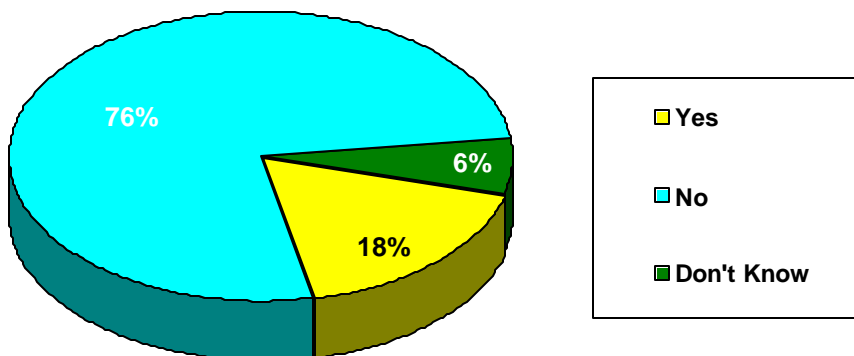
**N=80**



This year, 18% of the computer recipients had gone to OTX-West for technical support. This figure doubled the amount when compared to last year (18% to 9%). Also, many of the recipients received the phone number and/or new address of OTX-West with the intention of going there at a later date.

**Graph 14 Question 10b: Did the recipient of the computer volunteer at OTX-West?**

**N=80**



During the 2003-2004 school year, OTX-West offered the students the opportunity to earn community service credit towards graduation or additional computer equipment (i.e., speakers, monitors, CD-ROMs) by volunteering on Wednesdays from 2:30 p.m. until 4:30 p.m. Eighteen percent of the parents or guardians stated that either they or the students have volunteered at OTX-West. Students performed most of the volunteer duties at OTX-West; however, one mother stated, "My kids are busy with sports after school. I do the volunteer work in our family." Thus far, she has earned a printer and speakers for her efforts.

**Question 11: Are there any other comments you would like to make about the Take-Home Computer Program?**

- *Good second computer. I'm pleased with the typing program to help learn the skill.*
- *I [Grandmother] didn't know what a computer was used for, but my grandson knows how to do everything.*
- *I think it's an excellent program.*
- *Like my computer. I'll like it better once I connect to the Internet.*
- *It's a great program. They gave me a good computer; it's just a little slow.*
- *Yes, very beneficial. My son has been teaching his younger siblings how to use the computer.*
- *So far, the program has been great.*
- *The computer I got has only been good for games—the printer does not work.*
- *Excellent program.*
- *The program is very essential for my kids. The computer needs a bigger hard drive for today's larger programs.*
- *I like the program. It has helped me to learn computers.*
- *Great program. Keep it going.*
- *I love it...it's a good thing!*
- *It's a good program. The program should be in the middle schools. Computers are going to be used all the time in the future. They should even have it in the elementary schools. I have a 5-year old grandson who is trying to learn how to use a computer.*
- *I think it's a great program.*
- *I think it's great to give kids a chance to own a computer of their own and be able to use it.*
- *No comment. The only thing I was wondering about was the mouse and the virus.*
- *Love the program. I have more time to volunteer than my son. I think it's a great opportunity to earn more equipment for my family.*
- *The program gives more opportunities for students when you get a free computer.*
- *Yes, I think everybody in the school district should have a computer.*
- *I think it is a great, very worthwhile program. Hope and pray that they will be able to keep the program going. It's just great!*
- *Very good program...very worthwhile.*
- *Yes...sure...very beneficial program.*
- *It's a good program for people that can't afford a computer.*
- *It's an excellent program that helps the student in Oakland.*
- *Helpful program for the kids!*
- *It really helps...it's a really good program.*
- *I went to the class, went to the interview, and took home the computer. I tried to connect to the Internet and it never worked. I think there is a piece missing. I called and left messages and never got a call back. Now it's just sitting in a box.*
- *I think it's a good program.*
- *I think it's a good program and I hope more people get involved in it.*
- *Kids are way ahead of their parents with computers. Parents need to learn computers and learn technology. Good way to get started.*

### Community Partnerships

A strength of the project was the quality and quantity of linkages the staff developed with educational partners in the community. These partners provided in-kind resources and their efforts lead to the long-term sustainability of the project's efforts. These partners provided valuable assistance related to professional development, technology and curriculum support. The following are brief descriptions of some of the larger partnerships who participated in the monthly workshops during the five years of the project:

*The Martin Luther King Jr. Papers Project (MLK Project), Stanford University:* The King Papers Project is a major research effort to assemble and disseminate historical information concerning Martin Luther King, Jr. and the social movements in which he participated. Urban Dream teachers collaborated with the King Papers Project to develop curriculum for secondary teachers.

The curriculum "There Was a Certain Type of Fire That No Water Could Put Out" was created and refined through these efforts. Collaborations between OUSD teachers and Stanford students resulted in units developed in web page format. Examples are the "Music of the Civil Rights Movement" and Urban Economics." Students at Stanford got real time exposure to urban classrooms and teachers got rich resource sets to use with their students.

*The Center for Latin American Studies (CLAS):* California Heritage and the Center for Latin American Studies assisted individual teachers with the development of curriculum related to Latin America. Cal Heritage staff visited classrooms to display their resources that are available to teachers and students. Both Cal Heritage and CLAS, in collaboration with project and district staff, developed web-based curriculum resources.

*California Heritage, (Cal Heritage):* The California Heritage Collection is an online archive of over 28,000 digital images and manuscripts documenting California's history and culture. This project is a collaborative effort between the Berkeley Library, University of California, Berkeley and the San Francisco and Oakland Unified School Districts. The goals of the California Heritage Collection are to: a) promote the integration of the Internet and primary sources into K-12 curriculum; and b) create web-based lesson plans. The web-based lesson plans that resulted from the individual school projects included units on farm workers and the United Farm Workers movement. Teachers worked with librarians to learn to use the restricted collections and correct procedures surrounding copyright issues.

*U.C. Berkeley "Connecting Students to the World" (CSTW):* Connecting Students to the World is an educational program developed and produced by the Institute of International Studies at the University of California, Berkeley. The program uses the Internet and the World Wide Web to further collaboration between the university and K-12 educators. At the heart of the program is "Conversations with History", which features interviews with distinguished men and women from all over the world who talk about their lives and their work. This project has an updated website and has added new interviews, model lessons, and planning guides for both teachers and students.

*The Core Literature Study Group (Core Lit):* The Core Literature Study Group is an organization of teachers that meet to develop curriculum and materials for the teaching of a specific title from the core literature list. The goal of the meetings is to publish curriculum projects on the Urban Dreams web site. Two Fremont High School teachers, Emily Filloy and Deborah Juarez, coordinated the group. Emily Filloy later worked on a full-time basis for Urban Dreams.

*Bay Area Writing Project (BAWP):* The Bay Area Writing Project is a collaborative program of the University of California at Berkeley and Bay Area schools, dedicated to improving writing and the teaching of writing at all grade levels and in all disciplines. The project includes an expanding network of exemplary classroom teachers, kindergarten through university, who, throughout the summer and school year, conducted professional development programs for teachers and administrators.

*World Affairs Council (WAC) Human Rights Series:* The World Affairs Council Education Program provides teachers with international studies resources and information. Innovative methods for implementing related classroom curriculum are discussed at the workshops and programs which include seminar series, school district projects, scholarships for both teachers and students, institutes, a Resource Center, and the Colloquy newsletter. Work with this project began during the 2000 Summer Institute and continued throughout the duration.

*“Negotiating Unresolved World History Problems”* - A joint project of The Contemporary World History Project & The World Affairs Council. The Contemporary World History Project (CWHP) operates at two levels – a multiyear knowledge and skill development program for participating teachers plus a computer assisted, intergenerational negotiation simulation for students. The project’s overall purpose is the development of high school teachers’ knowledge and instructional skills relating to world history. Participating teachers were supported with curriculum resource materials, an e-mail communication network, and regular coaching in the application of the project content and instructional practice in their own classrooms.

*The Oakland Technology Exchange (OTX):* The Oakland Technology Exchange (OTX) recycles computer technology for the Oakland Public Schools. Even more importantly, it provides high school students with incentives to stay in school and learn skills necessary to succeed in the 21st century. OTX recycles computers for use by Tech students at home and on their way to college. Students and staff learned about and recycled computers that were 'obsolete' by current business standards and earned credits (“Tech Bucks”) that were redeemable for take-home computers. Computers that were recycled in the program were used in school labs and classrooms.

*Marcus A. Foster Educational Institute (MAFEI):* In 1973 Oakland Schools' Superintendent Marcus Foster founded an organization to raise discretionary funds to nurture creative initiatives in the public schools. The Marcus A. Foster Educational Institute is uniting educators, parents, business and civic leaders in the effort to reform public education. The Institute is working for and with a multicultural community to address the broad range of educational needs through various programs and supporting endeavors.

#### *Component 4: Access to Technology*

##### Placement of Technology into Classrooms

A major reason for the development of the Urban Dreams project was the lack of technology access by students within the classroom. The vast majority of students in the target secondary schools attended classrooms that did not have computer technology or access to the Internet. Similarly, the teachers in those classrooms rarely used computer technology for instructional purposes.

Urban Dreams made a significant impact on the access to technology by both students and parents during the five years of the project. Many students and their parents accessed technology on a regular basis as a direct result of this project. The project accomplished this by: a) the placement of technology into secondary social studies and English classrooms; and b) the placement of refurbished computers into the homes of students who attended those same classrooms.

A major activity of the Urban Dreams project has been the building of infrastructure including wiring classrooms for the Internet, purchase of computers and software and the placement of the technology within each of the more than 150 classrooms used by Urban Dreams teachers. This undertaking was accomplished through a joint effort between district, school site, and project staff. The district made extensive use of state and local funds to support this effort.

As a result of this undertaking, all of the classrooms of participating teachers currently have high speed Internet access, a laptop computer, 5 desktop computers, software, a VCR and a large presentation monitor. In addition, Urban Dreams provided each school site with two class sets of "Alpha Smarts" keyboards and two projectors for classroom presentations. Urban Dreams and district staff continue to provide ongoing technical assistance.