Introducing START: The Service and Technology Academic Resource Team

About START....

The START initiative recognizes the leadership shown by youth and teachers in schools across America that have 1) developed innovative service-learning opportunities where students of all ages provide organized assistance and mentoring for teachers, students, and schools in the creation, maintenance and use of technology resources; and 2) developed service opportunities where students and teachers work together in meaningful ways to revitalize learning, schools and communities through the use of technology. START is a partnership between Microsoft and the Corporation for National and Community Service, and includes five innovative national student technology programs and six school sites.

START is a project of:

Corporation for
NATIONAL &
COMMUNITY
SERVICE ★★★

Microsoft
Partners in Learning

About the Urban Technology Project….

www.cisphl.org

Located in the heart of North Philadelphia, the Urban Technology Project (UrbanTech) is a highly innovative service-learning initiative, dedicated to providing Philadelphia youth with opportunities for meaningful access to technology. Students participate in intensive hands-on learning and then use their expertise to develop service-learning activities that facilitate access to technology for their peers, other community members, local schools, and nonprofit agencies.
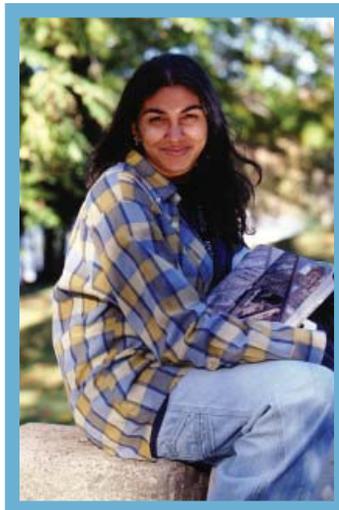
One important component of UrbanTech is the establishment of a student-run center for recycling and refurbishing computers that provides students with a broad range of service-learning experiences, including business administration, the technical aspects of computer recycling, and the provision of technical support in the community. Refurbished computers are placed in area classrooms and nonprofit community agencies that would not otherwise be able to afford this equipment.

Introducing START School Site: Parkway West High School
Philadelphia, PA

The Urban-Tech Program (UTP) at Parkway West High School engages 150 urban high school youth in technology support internships and service-learning activities. The project is designed as a "cascading mentoring framework," in which higher education students and UTP staff (including AmeriCorps, AmeriCorps VISTA members and Digital Service Fellows), mentor and support Parkway West High School students, who in turn serve as mentors and tutors to urban youth in four surrounding elementary and middle schools.

With the support of the Urban Technology Project, Parkway West High School is enhancing student technology experiences in the existing service-learning

model in powerful ways. These enhancements include:

- **Development of a Student Help Desk:** Parkway West seniors are taught to troubleshoot hardware and software computer issues, fix problems, and prevent future issues so that they can provide direct technical support to staff and students at Parkway West and a partner middle school, Middle Years Alternative. Technology supported by this model includes, but is not limited to, PCs, PC Labs, Mac labs, Interactive whiteboards, printers and digital media equipment.

- **Development of "Guides by the Side":** Parkway West student experts are trained to provide project-based digital media support in K-8 classrooms. Approximately, eighty 10th-grade students participate in this program. Students develop lesson plans to deliver to K-8 partner school classes, provide in-class support to K-8 school classrooms, work one-on-one with students in the areas of literacy, math and reading, and create "legacy projects" to address community and school technology needs, such as tech manuals for teachers and school Web sites.

START is a project of: Corporation for NATIONAL & COMMUNITY SERVICE

Microsoft Partners in Learning

About MOUSE….

MOUSE Squads prepare and support students in establishing and managing leading edge technical support help desks in their schools. Founded in 1997, MOUSE has a visible and positive impact in more than 200 locations in the United States, including New York City, Chicago, California, Texas and Connecticut. In partnership with Microsoft, the MOUSE Help Desk curriculum is accessible in more than 58 countries worldwide. Research confirms the impact of MOUSE:

- MOUSE Squad members become better students: 89% indicate attending school more regularly and being more motivated to do better in school.

- MOUSE prepares students for success in the 21st Century: 92% indicate they are better prepared for college.

- MOUSE supports teachers and the use of technology to enhance learning.

- MOUSE addresses the critical technology support need in schools: 72% of faculty advisors report MOUSE addresses the school's most significant technical problems. MOUSE saves schools $19,000/year in technology support costs.

Introducing START School Site: Lower East Side Preparatory Academy, M515
New York, NY

The Lower East Side Preparatory Academy (LESP) is a high school based in the Chinatown district of New York City. LESP is a transfer school serving students from the ages of 17-21, with at least 10 credits and two passed Regents Exams. LESP provides support and structure for students who are "over-age and under-credited."

The LESP MOUSE Squad is run by Chinese students whose second language is English. Since 2004, the LESP MOUSE Squad has provided innovative support for the school and its assortment of Palm handheld computers, mobile labs and standard equipment. Luquan Wang has served as the MOUSE Squad Coordinator for three years and has grown the Squad to over 25 members.

Each year, Luquan expands the reach and effectiveness of her MOUSE Squad, creating strong ties between students' leadership role inside the school and their creative and purposeful involvement with the surrounding community. In Luquan's words, "Students readily identify with their peers who have little

to no in-depth exposure to technology in their daily lives." LESP MOUSE Squad students routinely tutor their peers in the basics of computing and work in teams to provide custom Professional Development courses to faculty on evenings and weekends.

Community building is very much a part of the fabric of Ms. Wang's MOUSE Squad. The leadership role they play in their community hangs proudly on the school's façade with a traditional Chinese dragon emblem, designed and produced by MOUSE Squad students.

START is a project of:

About Students Working to Advance Technology (SWAT)…

www.swatweb.net

Since its inception in 1997, SWAT Teams have taken a leading national role in supporting teachers and students with technology needs in their schools and communities. There are hundreds of SWAT Team programs at the elementary, middle, and high school levels throughout the United States and internationally.

A SWAT Team is directed by a motivated teacher, and is comprised of any number of students who wish to form a structured group to advance the technology program at their school. The students increase their level of technical skills, while also assisting other students, teachers and the community with computer skills. SWAT Team training and activities are in alignment with the National Education Technology Standards.

Students are required to fill out a job application and interview to be on the SWAT Team. Examples of specialized roles performed by SWAT Team members include developing and maintaining school Web sites; helping teachers do Internet research; creating school media crews; assisting communities through community service; becoming computer buddies for peers and younger students; and maintaining school computers.

Introducing START School Sites:

Forest Park High School
Woodbridge, VA

In 2002, Forest Park High School was invited to serve as the pilot high school in the Virginia Student Training and Refurbishment Program, a statewide initiative to introduce Virginia's students to the field of IT repair. In its leadership role, Forest Park offers a fully integrated service-learning model including a rich IT curriculum, hands-on training to refurbish and recycle used computers, and a full spectrum of community service opportunities to meet the IT needs of the school's community.

One of the keystones of the Forest Park strategy is the "Bridging the Gap" project, a community technology literacy project that connects students who may lack the financial resources with technology and learning. Students who are members of the SWAT Team receive donated computers from area businesses. The students refurbish the computers and donate them in turn to elementary, middle and high school students who need computers. Over the past three years, 650 computers have been refurbished by 60 SWAT Team students.

E. Garner Magnet Middle School
Garner, NC

The East Garner Magnet Middle School SWAT Team was formed in the Fall semester of 2007. The Team's mission is to promote student leadership training, address technology competencies, and provide outreach to the community through parental involvement, corporate support, and student community service. The SWAT Program is a vibrant part of East Garner's International Baccalaureate Program, which was recently named an International Baccalaureate Program School of Excellence.

Students apply and interview for the SWAT Team, and are accepted based on the level of academics, interest and skills. All of the students are required to partake in community service projects. Some of the achievements of the SWAT Team include training the library's patrons on using Microsoft Office, designing Web sites for teachers, assisting teachers with Internet research, and videotaping news broadcasts.

START is a project of: Corporation for NATIONAL & COMMUNITY SERVICE ★★★   Microsoft Partners in Learning

About C·R·E·A·T·E for Mississippi...

www.create4ms.org

The C·R·E·A·T·E for Mississippi project was designed to better prepare students and teachers for life in the 21st century through seamless integration of technology into instruction. The project has developed a "School Mentor Model" for technology integration that contains the elements identified through research as crucial for stimulating technology use in the classroom and enhancing student performance. The School Mentor Model is a working model for onsite, ongoing technology professional development, "just-in-time" support for technology use, and technology-infused curriculum modules.

The C·R·E·A·T·E for Mississippi project is one of the projects maintained by the Center for Educational Training and Technology at Mississippi State University. Currently, 32 Mississippi school districts participate in C·R·E·A·T·E.

Introducing START School Site: Tupelo Middle School
Tupelo, MS

Tupelo Middle School (TMS) started its student tech team, Excel Technology, in 2000 under the leadership of the C·R·E·A·T·E for Mississippi Project, and today has six classes with a total of 56 students. Students maintain and service computers for teachers, install software, ghost machines, set up new equipment, develop PowerPoint presentations, and work on special projects for the school. TMS will become a one-to-one student to computer school in 2010-2011. The Excel Tech classes will have a major role in setting up and maintaining these 1,140 student laptops.

Teachers at TMS depend on Excel Tech teams to keep their computers working and help them prepare instructional materials in digital formats. In addition, they see the importance of these skills for the students' futures. One Tech Prep teacher stated: "The Excel Tech class imaged our computers for us so we could use them within a week of receiving them. Our students only had to miss working at their stations for a short period of time, which made them happy."

TMS's Excel Tech students have a long history of community service. Some of their achievements include:

- The program received a grant to purchase computers for Traceway Retirement Center. The Excel Tech students taught senior citizens to email, write letters using Microsoft Word, and send electronic greeting cards to family members.

- Students raised money and assembled four computers for Lawhon Elementary School, and presented them to the school for Christmas.

- TMS's Information Communication Technology Classes received an Association of Excellence in Education Grant to design and print pamphlets for non-profit agencies in Lee County.

- Pierce Street Elementary School and TMS partnered to utilize technology to improve reading. Pierce Street students wrote paragraphs and emailed them to TMS students. TMS students edited the paragraphs and returned them to the students.

When Excel Tech students are not assisting others, they work to learn new technology skills. This year's 8th grade Excel Tech students are building and programming robots.

About GenYES….

GenYES, a program of Generation YES, is an innovative and research-based program designed to teach and empower students to solve technology problems in their schools and communities, and to infuse technology into the curriculum in every K-12 classroom. GenYES began as a federal Technology Innovation Challenge Grant in the Olympia school district in Washington State in 1996. The program has spread to hundreds of schools throughout the country and around the world.

GenYES has:

- Proven results - The GenYES model has been implemented in over 1,200 schools for 13 years in 47 states and around the world--and continues to expand.

- An exemplary model - The U.S. Department of Education's Expert Panel on Educational Technology rating of "exemplary," the highest award given.

- The support of scientific research - GenYES is one of the most well-researched educational technology programs.

- Student empowerment - The GenYES model involves students as equal partners.

- Alignment with NETS standards – Curriculum and activities are in alignment with the National Education Technology Standards.

Introducing START School Site: Winston Churchill Middle School
Carmichael, CA

For the last three years Churchill Middle School has worked closely with Generation YES to develop a program in which Churchill GenYES students work with teachers to:

- Assist with basic computer hardware issues

- Install and assist with software needs

- Resolve networking dilemmas

- Create and implement content-specific lessons that include student and staff use of technology

Students are partnered with teachers to create and implement content specific lessons that include student and staff use of technology. GenYES students learn how to use applications and Web 2.0 sites that can then be used to enhance their partner teacher's lesson plans and units. After the students master these technology skills, they meet with their partner teachers and demonstrate how the technology tools work. The student and partner teacher then work together to combine the content and technology to

create powerful lesson plans. Students have opportunities to actually teach, or team-teach, the lessons they help design.

Students are trained on basic computer software, hardware, and networking issues. Each student is provided a district email address. When a teacher needs assistance they email one of the students. If the issue cannot be solved by a student, the student assists the teacher in completing the district's online tech support help request.