FY 2011 Evaluation Annual Performance Report

Submitted by
Office of Educational
Innovation and Evaluation
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Kan-ed Fiscal Year 2011 Evaluation
Annual Performance Report
(July 1, 2010 - June 30, 2011)

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This report provides summary information of the evaluation activities for Kan-ed that were conducted between July 1, 2010 and June 30, 2011. The data collection methods and analyses are reported and compiled with the data collection instruments in the attached appendices so that essential information is easily accessible. The accomplishments for Fiscal Year 2011 are bulleted below.

FISCAL YEAR 2011 ACCOMPLISHMENTS

- Developed the Invoices and Reimbursements database, including new automated imports for access bills and optic-core support, and reports to assist with E-Rate reimbursements.
- Assisted with Governor's Broadband Task Force activities.
- Updated an interactive online form to conduct Annual Member Record Update.
- Completed Annual Member Record Update and imported changes in Kan-ed Membership Database.
- Completed Annual Membership Verification to verify eligibility of members in preparation for the 2011 Kansas Legislative Session.
- Coordinated the collection of Letter of Agency (LOA) and CIPA compliance (form 479) forms from Kan-ed members for Kan-ed E-Rate application.
- Developed fillable forms in Microsoft Word and Adobe Acrobat Professional for the Enhancing Technology Grant Program and documented award results.
- Created a dashboard for the Kan-ed website that displays live membership and connectivity statistics.
- Conducted a case study of two high usage Kan-ed service areas.
- Conducted a follow-up data collection with additional contacts obtained through the case study, and compiled the data.
- Developed and administered the K-12 Impact Story Collection Survey.
- Prepared 29 impact stories.
- Made updates to the impact story website to include a search function that facilitates finding impact stories by region, constituent group, service type, or keyword.
- Compiled data from surveys gathering feedback about the Kan-ed 2.0 connection process and usage of and satisfaction with Kan-ed network and other member services, for K-12 members and Library members separately.
- Prepared E-Rate training feedback form to administer to workshop participants and compiled feedback obtained.
- Provided feedback and updated data for documents prepared by Kan-ed staff for the legislature and other organizations.
- Updated formatting of legislative data sheets and impact statement sheets for 2011 Kansas Legislative Session.
- Developed legislator-specific data sheets that were distributed during the 2011 Kansas Legislative Session.
- Provided requested data during the 2011 Kansas Legislative Session.

- Attended and documented two legislative hearings on House Bill 2390, related to the elimination of Kan-ed, held on March 29 and 30, 2011, to help prepare for any potential data requests that may have resulted from the hearings.
- Updated the online administrative interface to the site survey form used as the primary means of tracking information related to Kan-ed 2.0 connected sites. Added Section 6 to site survey process.
- Continued to document and refine site information per Kan-ed member.
- Developed a site survey record update.
- Documented status of Kan-ed member connections to Kan-ed 2.0.
- Documented usage of Kan-ed Live Tutor services in Fiscal Year 2011.
- Coordinated the 2011 KAP Subsidy program for members connecting through a Kan-ed Authorized Provider (KAP).
- Documented E-Rate hotline usage by Kan-ed members.
- Provided requested data and updates and attended required meetings.

Project Description

The Kan-ed Act was signed into law on April 21, 2001. Through the Kan-ed Act, the Kansas Board of Regents (KBOR) was charged with providing a "broadband technology-based network to which schools, libraries and hospitals may connect for broadband Internet access and intranet access for distance learning."

Kan-ed provides a private statewide network to which members connect for videoconferencing, distance learning, training, professional development, and virtual meetings. An enhanced version of this network, Kan-ed 2.0, was launched in Fiscal Year 2009. In addition, Kan-ed provides access to Educational and Research Databases; an authenticated portal called the Empowered Desktop that consolidates a variety of teaching and learning applications in one location; Live Tutor/Homework Kansas, which connects students of all ages with professional tutors seven days a week; E-Rate consulting services; and EMResource, a trauma diversion and resource tracking system that has been used in Kansas to address trauma care, emergency preparedness, and statewide communication. Additionally, Kan-ed provides grant funding for private network access and videoconferencing equipment.

The Executive Director of Kan-ed contracted with the Office of Educational Innovation and Evaluation (OEIE) during Fiscal Year 2011 to serve as the external evaluator of Kan-ed. OEIE has served Kan-ed in this capacity since 2003. As demonstrated in the bullets above, a wide variety of evaluation and coordination tasks were performed by OEIE from July 1, 2010 through June 30, 2011. A brief summary of each activity is included on the following pages; complete results are reported and data collection instruments are included in the attached appendices.

Kan-ed 2.0 Connect Program Update

OEIE continually tracks which members are connected to the Kan-ed network to keep this information up-to-date in the Kan-ed Membership Database and for reporting to Kan-ed staff and stakeholders. As of June 15, 2011, a total of 599 sites are directly connected to the Kan-ed 2.0 network, and 99 sites are in the process of being connected. Each Kan-ed member may have multiple sites connected to the network; these 599 sites correspond to 451 unique Kan-ed members, and the 99 in process sites correspond to 58 unique Kan-ed members that currently do not have any existing connections. In a continued effort to provide a more user-friendly and centralized means of tracking data about Kan-ed 2.0 connections, OEIE made a few changes to the site survey in Fiscal Year 2011. The site survey is an online form filled out by each site wanting to connect to the Kan-ed 2.0 network. The breakdown of currently connected members is displayed by constituent group and region, along with a list of connected and in process members and a description of the updates made to the site survey interface, in Appendix 1.

Membership Update

Kan-ed membership is tracked on a continual basis by OEIE. In addition, OEIE conducts an annual Membership Verification during which the eligibility of members is verified based on the Kan-ed legislative statute. The current Kan-ed membership is 883 members, as of June 15, 2011. Previously noted in the 2010 Kan-ed Evaluation Annual Performance Report, Kan-ed declared that all organizations eligible for membership are considered members; this decision was based on a review of the Kan-ed statute and determination that membership had exceeded the 75% threshold indicated in the statute. Prior to this determination, Kan-ed reported two membership groups, members and potential members, or most recently active members and newly assigned members. Current membership numbers are summarized by region and constituent group, and the results from the Fiscal Year 2011 Membership Verification are presented, in Appendix 2.

2010 Member Record Update

An annual Member Record Update is conducted by OEIE to verify and update contact information for each Kan-ed member organization's Kan-ed contacts. The contacts serve as the primary contacts for any Kan-ed related communication to that member organization. These contacts are updated on an annual basis due to frequent changes in positions and/or their contact information. The 2010 Member Record Update process was conducted using an interactive online form. The update was completed by 844 Kan-ed members; 507 of these members (60%) required changes to their contact information. A complete description of the process and results of the 2010 Member Record Update is included in Appendix 3.

Case Study Report

To supplement impact data collections, OEIE conducted a case study of two case locations in which there are high levels of usage of Kan-ed network and content services. OEIE interviewed a total of 55 individuals within eight urban Kan-ed member organizations (in Wichita) and eight rural member or affiliate organizations (in Lane/Finney counties). Site visits were conducted, and information was elicited about usage of services, impact of services, partnerships developed from usage of services, satisfaction with services, challenges encountered with services, and service needs. Responses were analyzed for themes; these themes may be useful to Kan-ed as it makes decisions about marketing and provision of services for its constituent groups. This data also was used to create several impact stories that may be used with legislators during the legislative session. A complete description of the process and results of the case study is located in Appendix 4.

Impact Stories

During evaluative data collections, OEIE requests that participants share examples of how Kan-ed grants and services have had an impact on their organizations. During Fiscal Year 2011, OEIE gathered such examples of impact through the case study (Appendix 4), interviews, and surveys (e.g., the K-12 Impact Story Collection Survey). When participants shared examples of impact that were particularly detailed and relevant to illustrate the impact of the Kan-ed initiative, their responses were formatted into one-page stories. The evaluation team developed 29 impact stories related to connectivity and the Kan-ed network, the Empowered Desktop, the Educational and Research Databases, and Live Tutor/Homework Kansas. Eight of these stories were included in the December 2010 Biannual Evaluation Report. A summary of these impact stories, including the procedure and results of the K-12 Impact Story Collection Survey, is included in Appendix 5.

Enhancing Technology Grant Program

Members with a current connection to the Kan-ed 2.0 network and Kan-ed members that, by December 13, 2010, had scheduled a date to establish a connection to the Kan-ed network were eligible to apply in Round 1 of the 2011 Enhancing Technology Grant Program. The intent of the grant program was to expand and enhance the infrastructure for networked video services that Kan-ed members use to connect and collaborate over the Kan-ed 2.0 network by providing funding for H.323 videoconferencing equipment. Grant funds totaling $592,654.34 were awarded to 37 members, with awards ranging from $5,067 to $20,000. A summary of the grant program, including the list of grant awardees, is located in Appendix 6.

Kan-ed Authorized Provider (KAP) Subsidy Program

OEIE coordinated the 2011 Kan-ed 2.0 Member Subsidy Program for members connecting to the Kan-ed 2.0 network through a Kan-ed Authorized Provider (KAP). Under the program, funds are available for actual monthly costs up to and no greater than $229.87 for a 1.5 megabit (T-1) circuit or $186.26 for a 3 megabit (3mb) circuit. A total of 70 sites submitted subsidy forms and required bills to the program. After review by Kan-ed staff, all 70 sites were approved for the subsidy. Subsidy funds to be awarded total $152,504.86, with subsidy amounts ranging from $587.76 to $2,758.44. At the time of this report, these sites have already received or will soon receive subsidy funds from Kan-ed through this program. A full description of the program and the results can be found in Appendix 7.

Live Tutor Services and Usage

Kan-ed Live Tutor, also referred to as Homework Kansas and tutor.com, is an online tutoring service provided for students in Kindergarten through 12th grade, college, and adult learners through four centers: Student Center, College Center, Adult Education & Career Center, and ProofPoint™ Writing Center. Tutoring assistance is provided to learners in both English and Spanish. In addition to providing one-on-one online assistance in real time with a certified tutor through Live Homework Help® (of Tutor.com, Inc.), Kan-ed Live Tutor also provides the SkillsCenter™ Resource Library. The SkillsCenter™ Resource Library maintains a database of thousands of tutorials, study guides, worksheets, samples of standardized tests, college entrance practice tests, and graduate school entrance practice tests. Kan-ed began funding the Live Tutor service in Fiscal Year 2010. As documentation of the impact of this Kan-ed funded service, a summary of the Kan-ed Live Tutor usage during Fiscal Year 2011 (July 2010 through May 2011) is located in Appendix 8.

E-Rate Consultant Services Summary

To maximize the impact of federal E-Rate funds in Kansas, Kan-ed provides E-Rate support services to Kan-ed members by contracting the services of BTU Consultants. BTU Consultants provides year-round training, outreach, and *E-Rate Hotline* support to Kan-ed members as they apply for E-Rate funding. In November 2010, a post E-Rate training feedback form was administered to measure participants' experiences at the training sessions. Feedback indicates that the workshops continue to meet the needs of the participating Kan-ed members applying for E-Rate funds. Additionally, in June 2011, OEIE analyzed all calls logged to the *E-Rate Hotline*. A summary of the E-Rate services provided during Fiscal Year 2011 (July 2010 through May 2011) is included in Appendix 9.

Kan-ed 2.0 Connection Process and Impact Surveys Summary

OEIE annually collects feedback about the impact of Kan-ed services on its membership. Periodically, information is collected regarding members' usage of, and satisfaction with, Kan-ed services. In spring 2010, OEIE developed and administered surveys to K-12 and Library sites to gather feedback about the Kan-ed 2.0 connection process and the impact of network and other member services. Data from these surveys were analyzed and reported in full in the December 2010 Biannual Evaluation Report. A summary of the surveys, including highlights of the results, can be found in Appendix 10.

2011 Legislative Session

The 2011 Legislative Session began January 10, 2011. During this session, Fiscal Year 2012 funding for Kan-ed was approved at $6 million from the Kansas Universal Service Fund (KUSF), a reduction of $4 million. In preparation for the Legislative Session, OEIE provided Kan-ed with House and Senate legislator-specific data sheets and impact statement sheets, as well as impact stories organized by service type, region, and constituent group on the Kan-ed website. Additionally, throughout the legislative session, OEIE provided data to Kan-ed staff to support their testimony and respond to legislator questions. Descriptions of the legislative tools, a list of data requests, and a summary of the session's legislative action specific to Kan-ed are located in Appendix 11.

Evaluation Snapshot: Fiscal Years 2004-2011

Evaluation has played a key role in Kan-ed since its inception. Evaluation activities to date include: creating and maintaining essential databases, generating and revising forms and protocols for data collection, and conducting research on issues relevant to the Kan-ed initiative. To facilitate easy access to the volumes of information collected over the past eight years, an "Evaluation Snapshot" was developed in fall 2007 that indexes evaluation activities by fiscal year. Tables providing a summary of the evaluation activities implemented throughout the Kan-ed initiative beginning with FY 2011 and continuing back to the beginning of its evaluation in FY 2004 are included in Appendix 12.

APPENDICES

APPENDIX 1

Kan-ed 2.0 Connect Program Update

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Background

In 2008, Kan-ed contracted with AT&T to provide an Advanced Virtual Private Network (AVPN), called Kan-ed 2.0. The Kan-ed 2.0 network allows members to have one integrated connection to receive both commercial Internet and private network connectivity to Kan-ed 2.0 for video conferencing. The new network was introduced to Kan-ed members in March 2008 through an email from the Kan-ed Executive Director.

In fall 2008, the Office of Educational Innovation and Evaluation (OEIE) began working with Kan-ed and Network Operations Center (NOC) staff to develop a streamlined process for connecting members to the Kan-ed 2.0 network. Members were invited to participate in the Kan-ed 2.0 Connect Program in December 2008. For a full description of the process, see Appendix 1 of the Fiscal Year 2009 Kan-ed Evaluation Annual Performance Report.

Results

OEIE developed an online administrative interface to the online site survey forms that are required to be completed by members prior to connection to the Kan-ed 2.0 network. A detailed explanation with screenshots of the online administrative interface can be found in Appendix 1 of the Fiscal Year 2010 Kan-ed Evaluation Annual Performance Report. The connection numbers reported below are the result of ongoing use of this online interface by NOC staff, the Kan-ed Network Access Manager, and OEIE to ensure accuracy of the numbers.

As of June 15, 2011, a total of 599 sites are directly connected to the Kan-ed 2.0 network, and 99 sites are in process of being connected. “In process” status indicates that the member has begun the process to connect to Kan-ed 2.0 but either has not made the final decisions necessary to complete their connection (e.g., what connection speed they need, which Internet Service Provider they plan to use, or whether or not they even plan on connecting) or has not yet been connected via AT&T or a Kan-ed Authorized Provider (KAP). Each Kan-ed member can have multiple sites connected to the network; these 599 connected sites correspond to 451 unique Kan-ed members, and the 99 in process sites correspond to 58 unique Kan-ed members that do not have any existing connections. It is important to note that many members have only one direct connection to the Kan-ed network, yet all of their sites may be connected to Kan-ed through the use of a local area network (LAN) or wide area network (WAN). Sites connected indirectly through a LAN or WAN are not captured in the figures reported above. The 451 members with a direct connection to the network and the 58 members in process represent a total of 1,619 active sites that are either connected already or have the potential to have access to Kan-ed 2.0 through their member’s LAN or WAN.

The current breakdown of the connected and in process members is displayed by constituent group and region in the table on page 2. Currently, there are 883 Kan-ed members. Of the total membership, connections to the Kan-ed 2.0 network have been established by 81% of the Higher Education members, 56% of the Hospital members, 67% of the K-12 members, and 46% of the Library members. The total number of connected members has increased from 292 connected

members on Kan-ed 1.0, as last reported in the December 2008 Biannual Evaluation Report, to 451 connected members on Kan-ed 2.0. A current list of connected and in process members begins on page 3.

Kan-ed 2.0 Connections as of June 15, 2011								
Constituent Group	**Region**							
	Central	North Central	North East	North West	South Central	South East	South West	TOTAL
Higher Education								
2.0 Connected Members	4	5	10	2	11	6	3	41
2.0 In Process Members*	0	0	1	0	1	0	0	2
Total Potential for 2.0	4	5	11	2	12	6	3	43
Total Kan-ed Members	6	6	13	2	16	7	3	53
Percent	67%	83%	85%	100%	75%	86%	100%	81%
Hospitals								
2.0 Connected Members	13	7	9	11	11	5	17	73
2.0 In Process Members*	3	1	2	0	2	3	1	12
Total Potential for 2.0	16	8	11	11	13	8	18	85
Total Kan-ed Members	22	15	36	11	31	16	22	153
Percent	73%	53%	31%	100%	42%	50%	82%	56%
K-12								
2.0 Connected Members	24	25	37	13	50	30	28	207
2.0 In Process Members*	3	1	5	1	6	4	0	20
Total Potential for 2.0	27	26	42	14	56	34	28	227
Total Kan-ed Members	42	34	71	21	79	49	43	339
Percent	64%	76%	59%	67%	71%	69%	65%	67%
Libraries								
2.0 Connected Members	3	38	40	3	4	12	30	130
2.0 In Process Members*	11	0	1	5	0	6	1	24
Total Potential for 2.0	14	38	41	8	4	18	31	154
Total Kan-ed Members	56	41	49	22	76	56	38	338
Percent	25%	93%	84%	36%	5%	32%	82%	46%
Total Kan-ed Members	**126**	**96**	**169**	**56**	**202**	**128**	**106**	**883**
Total Connected Members	44	75	96	29	76	53	78	451
Total In Process Members*	17	2	9	6	9	13	2	58
Percent of Members Connected	35%	78%	57%	52%	38%	41%	74%	51%
Percent of Members In Process	13%	2%	5%	11%	4%	10%	2%	7%
Percent Connected or In Process	48%	80%	62%	63%	42%	52%	75%	58%

*In Process status indicates that the member has begun the process to connect to Kan-ed 2.0 but either has not made the final decisions necessary to complete their connection (e.g., what connection speed they need, which Internet Service Provider they plan to use, or whether or not they even plan on connecting) or has not yet been connected via AT&T or a Kan-ed Authorized Provider (KAP).

Kan-ed 2.0 "Connected" and "In Process" Members

* indicates members that are 'in process'

Abilene Public Library
Abilene USD 435
Allen County Community College
Altoona-Midway USD 387*
Americus Township Library
Andover USD 385
Anthony Medical Center
Anthony-Harper USD 361
ANW Special Ed Cooperative #603
Argonia Public Schools USD 359
Arkansas City USD 470
Arma City Library
Ashland City Library
Ashland Health Center
Ashland USD 220
Atchison County Community Schools USD 377
Atchison Public Library
Atchison Public Schools USD 409*
Attica USD 511
Auburn Washburn USD 437
Axtell Public Library
B&B USD 451
Baker University
Baldwin City Public Library
Baldwin City USD 348
Barber County North USD 254
Barnard Library*
Barnes Reading Room (Public Library)
Barnes USD 223
Barton County Community College
Basehor Community Library
Basehor-Linwood School Dist USD 458
Beattie Public Library
Beck-Bookman Library
Belle Plaine USD 357
Benedictine College
Bern Community Library
Bethany College*
Bethel College
Bird City Library*
Bison Community Library*
Blue Rapids Public Library
Blue Valley USD 384
Bob Wilson Memorial-Grant County Hospital
Bonner Springs City Library
Brewster USD 314
Bronson Public Library
Bucklin Public Library
Bucklin USD 459
Buhler USD 313
Burlingame Community Library
Burlingame Public School USD 454
Burlington USD 244
Burnley Memorial Library
Burns Public Library
Burrton USD 369
Butler Community College
Caldwell USD 360
Caney City Library
Canton-Galva USD 419*
Carbondale City Library
Cedar Vale USD 285
Central Christian College of Kansas
Central Heights USD 288
Central Kansas Library System
Central Plains USD 112
Central USD 462
Centralia Community Library
Centre USD 397
Chanute Public Library
Chanute Public Schools USD 413
Chapman Public Library
Chapman USD 473
Chase County USD 284
Chase-Raymond USD 401
Chautauqua County Community USD 286*
Cheney USD 268
Cherokee USD 247
Cherryvale-Thayer USD 447
Cheyenne County Hospital
Cheylin USD 103
Children's Mercy South
Cimarron City Library, Gray County
Cimarron-Ensign USD 102
Circle USD 375

Citizens Medical Center
Clara Barton Hospital
Clay Center Carnegie Library
Clay County Medical Center*
Clay County USD 379
Clifton Public Library
Cloud County Community College
Cloud County Health Center
Coffey County Hospital
Coffey County Library
Coffeyville Community College
Coffeyville Public Library*
Coffeyville Regional Medical Center*
Coffeyville USD 445
Colby Community College
Coldwater-Wilmore Regional Library
Comanche County USD 300
Community HealthCare System Inc Hospital-Onaga
Community Memorial Healthcare
Concordia USD 333
Conway Springs USD 356
Copeland USD 476
Corning City Library
Council Grove Public Library
Cowley County Community College
Crest USD 479
dba F.W. Huston Medical Center (Jefferson County Memorial Hospital)
Decatur County Hospital
Deerfield USD 216
Delaware Township Library
Dexter USD 471
Diocese of Kansas City
Diocese of Salina
Diocese of Wichita
Dodge City Community College
Dodge City USD 443
Doniphan West USD 111
Donnelly College
Dorothy Bramlage Public Library
Douglass Public Schools USD 396
Dudley Township Public Library
Durham-Hillsboro-Lehigh USD 410
Dwight Public Library
Education Services and Staff Development Association of Central Kansas (ESSDACK) #622
Edwards County Hospital
Effingham Community Library
El Dorado USD 490
Ellinwood District Hospital*
Ellinwood Public Schools USD 355*
Ell-Saline USD 307
Ellsworth County Medical Center
Ellsworth USD 327
Elm Creek Township Library
Elmendaro Township Library
Emporia Public Library
Emporia State University
Enterprise Public Library
Erie City Public Library*
Erie-Galesburg USD 101
Eudora Public Library
Eudora Unified School District USD 491
F. Lee Doctor Library [Agra City Library]*
Fairfield USD 310
Flint Hills Technical College
Flinthills USD 492
Florence Public Library
Ford City Library
Formoso Public Library*
Fort Hays State University
Fort Scott Community College
Fowler Public Library
Fowler USD 225
Frankfort City Library
Fredonia Regional Hospital
Fredonia USD 484
Frontenac Public Schools USD 249
Galena USD 499
Garden City Community College
Garden City USD 457
Garnett USD 365*
Girard USD 248
Goddard USD 265
Goessel Public Library
Goessel USD 411*
Golden Plains USD 316
Goodland Regional Medical Center
Gove City Library*

Gove County Medical Center
Graham County Hospital
Graham County USD 281
Graves Memorial Library
Great Bend USD 428
Great Plains of Ottawa County, Inc.
Greeley County Health Services
Greeley County Library
Greeley County Schools USD 200
Grenola Public Library*
Grinnell Public Schools USD 291
Grisell Memorial Hospital District #1
Halstead USD 440
Hamilton County Hospital
Hamilton County Library*
Hamilton USD 390
Hanover Hospital
Hanover Public Library
Hanston City Library
Harper Hospital District #5
Haskell Indian Nations University *
Haskell Township Library
Haven Public Schools USD 312
Hays Medical Center, Inc.
Hays Public Library
Healy Public Schools USD 468
Herington Municipal Hospital
Herington Public Library
Herington USD 487
Hesston College
Hiawatha Community Hospital*
Hiawatha USD 415
Highland Community College
Hillsboro Community Hospital
Hillsboro Public Library
Hodgeman County Health Center
Holcomb USD 363
Holton Community Hospital
Holton USD 336
Hope Community Library
Horton Community Hospital
Horton Public Library
Hospital District #1 of Rice County
Hugoton Public Schools USD 210
Humboldt Public Library
Hutchinson Community College
Hutchinson Public Schools USD 308*
Independence Community College
Independence Public Library
Independence USD 446
Ingalls USD 477
Inman USD 448
Iola Public Library*
Jamestown City Library*
Jayhawk USD 346
Jefferson County North USD 339
Jefferson West USD 340
Jetmore Public Library
Jetmore USD 227
Jewell County Hospital
Jewell Public Library*
Johnson County Community College
Kansas City Kansas Community College
Kansas State School for the Blind
Kansas State School for the Deaf
Kansas State University
Kansas Wesleyan University
Kaw Valley USD 321
Kearny County Hospital
Kearny County Library
Kickapoo Nation Schools
Kingman Community Hospital (Ninnescah Valley Health Systems, Inc.)
Kingman-Norwich USD 331
Kinsley Public Library
Kinsley-Offerle USD 347
Kiowa County Library
Kiowa County Memorial Hospital
Kiowa County USD 422
Kismet Public Library
Kismet-Plains USD 483
Labette County USD 506*
Labette Health*
LaCrosse USD 395
Lakin USD 215
Lane County Hospital
Lane County Library
Lang Memorial Library*
Lansing Community Library
Lansing USD 469*
Larned State Hospital
Lawrence USD 497

Lebo-Waverly USD 243
Lenora Public Library*
Leonardville City Library
LeRoy-Gridley USD 245
Liberal Memorial Library
Library District #1, Doniphan County*
Library District #1, Lyon Co.
Library District #2 Linn County
Lincoln Carnegie Library
Lincoln USD 298
Lindsborg Community Hospital
Linn County Library Dist #1
Linwood Community Library Dist #1
Little River USD 444
Logan County Hospital
Logan USD 326
Louisburg USD 416
Louisburg/Library District #1, Miami Co
Lyndon Carnegie Library
Lyndon USD 421
Lyons USD 405
Macksville USD 351*
Madison-Virgil USD 386
Maize USD 266
Manhattan Area Technical College
Manhattan Public Library
Mankato City Library*
Marais des Cygnes Valley USD 456
Marion City Library
Marion-Florence USD 408
Marmaton Valley USD 256
Mary Cotton Public Library
Marysville Public Library
McLouth Public Library
McLouth USD 342*
McPherson College
Meade District Hospital/Artesian Valley Health System
Meade Public Library
Meade USD 226
Meadowlark Library
Medicine Lodge Memorial Hospital*
Memorial Health System (Hospital District #1 Dickinson)
Memorial Hospital, Inc.
Mercy Hospital (Moundridge)*
Meriden Community Library
Mill Creek Valley USD 329
Minimally Invasive Surgical Hospital
Minneola City Library
Minneola District Hospital
Minneola USD 219
Mission Valley USD 330
Mitchell County Hospital
Montezuma Township Library
Montezuma USD 371
Moore Family Library
Morrill Public Library
Morris County Hospital
Morris County USD 417
Morton County Public Library
Mulvane USD 263
Nemaha Valley Community Hospital
Nemaha Valley Schools USD 442
Neodesha USD 461
Neosho County Community College
Neosho Memorial Regional Medical Center
Ness City Public Library
Ness City USD 303
Ness County Hospital District #2*
Newton Public Library
Nickerson USD 309
North Jackson USD 335
North Lyon County USD 251
North Ottawa County USD 239
Northeast Kansas Education Service Center #608 (Keystone Learning Services)
Northeast Kansas Library System
Northeast USD 246
Northwest Kansas Educational Service Center #602
Northwest Kansas Library System
Northwest Kansas Technical College
Norton Community Schools USD 211*
Norton County Hospital
Nortonville Public Library
Oakley USD 274
Oberlin USD 294
Onaga-Havensville-Wheaton USD 322
Osage City Public Library
Osawatomie Public Library
Osawatomie USD 367*

Osborne County Memorial Hospital*
Osborne County USD 392
Oskaloosa Public Library
Oskaloosa Public Schools USD 341
Oswego Community Hospital
Oswego USD 504
Otis Community Library*
Otis-Bison USD 403
Ottawa Library
Ottawa University
Overbrook Public Library
Oxford USD 358
Palco USD 269
Paola Free Library
Paradise USD 399
Pawnee Heights USD 496
Peabody Township Library
Peabody-Burns USD 398
Perry Public Schools USD 343
Phillips County Hospital
Pioneer Memorial Library
Piper-Kansas City USD 203
Pittsburg Public Library
Pittsburg State University
Pittsburg USD 250
Plains Community Library
Plainville USD 270
Pleasanton USD 344
Pottawatomie Wabaunsee Regional Library
Prairie Hills USD 113
Prairie View USD 362
Pratt Community College
Pratt Regional Medical Center
Pratt USD 382
Prescott City Library*
Pretty Prairie USD 311
Protection Township Library
Quinter Public Schools USD 293
Ransom Memorial Hospital*
Ransom Public Library
Rawlins County Health Center
Remington-Whitewater USD 206
Renwick USD 267
Republic County Hospital
Richmond Public Library
Riley City Library
Riverside USD 114
Riverton USD 404
Rock Creek USD 323
Rock Hills USD 107
Rolla USD 217
Rose Hill Public Schools USD 394
Rossville Community Library
Royal Valley USD 337
Rural Vista USD 481
Rush County Memorial Hospital*
Russell County USD 407
Russell Regional Hospital
Sabetha Community Hospital
Santa Fe Trail USD 434
Satanta District Hospital
Scott County Hospital
Scott County USD 466
Seaman USD 345
Sedan City Hospital
Sedgwick Public Schools USD 439*
Selden Public Library*
Seneca Free Library
Seward County Community College
Sharon Springs Public Library*
Sheridan County Health Complex
Silver Lake Library
Silver Lake USD 372
Smith County Memorial Hospital
Smoky Hill/ Central Kansas Education Service Center #629
Smoky Valley USD 400
Solomon Public Library
Solomon USD 393
South Barber USD 255
South Brown County USD 430
South Central Kansas Education Service Center #628
South Central Kansas Library System
South Central Kansas Special Education Cooperative #605*
South Haven USD 509
Southeast Kansas Education Service Center #609 at Greenbush
Southeast Kansas Library System*
Southeast of Saline USD 306
Southern Cloud USD 334

Southern Lyon County USD 252
Southwest Kansas Library System
Southwest Medical Center
Southwest Plains Regional Service Center #626
Southwestern College
Spearville Township Library
Spearville USD 381
St Francis Community Schools USD 297
St John-Hudson USD 350*
St. Catherine Hospital
St. Francis Health Center
St. Rose Ambulatory and Surgical Center
Stafford County Hospital
Stanton County Health Care Facility
Stanton County Library
Stevens County Library
Stockton USD 271*
Stormont-Vail Healthcare Inc.
Sublette USD 374
Sumner County Educational Services Interlocal #619
Sunshine City Library*
Sylvan Grove Public Library*
Sylvan Grove USD 299
Tabor College
Technology Excellence in Education Network (TEEN) #632
Three Lakes Educational Cooperative #620
Thunder Ridge USD 110
Tonganoxie Public Library
Trego County Lemke Memorial Hospital
Triplains USD 275
Troy Public Schools USD 429
Twin Valley USD 240*
Udall USD 463
Ulysses USD 214
Uniontown USD 235
University of Kansas
University of Saint Mary
Utica Public Library
Valley Center Public Schools USD 262
Valley Falls USD 338
Valley Heights USD 498
Vermillion Public Library
Vermillion USD 380
Via Christi Hospital
Victoria USD 432
Wamego Public Library
Washburn University
Washington County Schools USD 108
Washington Public Library
Waterville Public Library
Wellington Christian Academy
Wellington USD 353
Wellsville City Library
Wellsville USD 289*
Weskan USD 242
Wesley Medical Center
Wetmore Public Library
Wheatland USD 292
White City Public Library
Wichita Area Technical College
Wichita County Health Center
Wichita Public Library
Wichita State University
Wichita USD 259
Williamsburg Community Library
Wilson Medical Center*
Winchester Public Library
Winfield USD 465
Woodson USD 366
Yates Center Public Library

Site Survey Updates

For the initial 2008 rollout of the new Kan-ed 2.0 network, OEIE worked with Kan-ed and the NOC to develop an online site survey to collect information from each site wanting to connect. More information about, and a copy of, the online site survey form can be found in Appendix 1 of the Fiscal Year 2009 Evaluation Annual Performance Report. This form continues to be utilized as a means of tracking information related to connected sites. This section describes updates that were made to the site survey interface in Fiscal Year 2011.

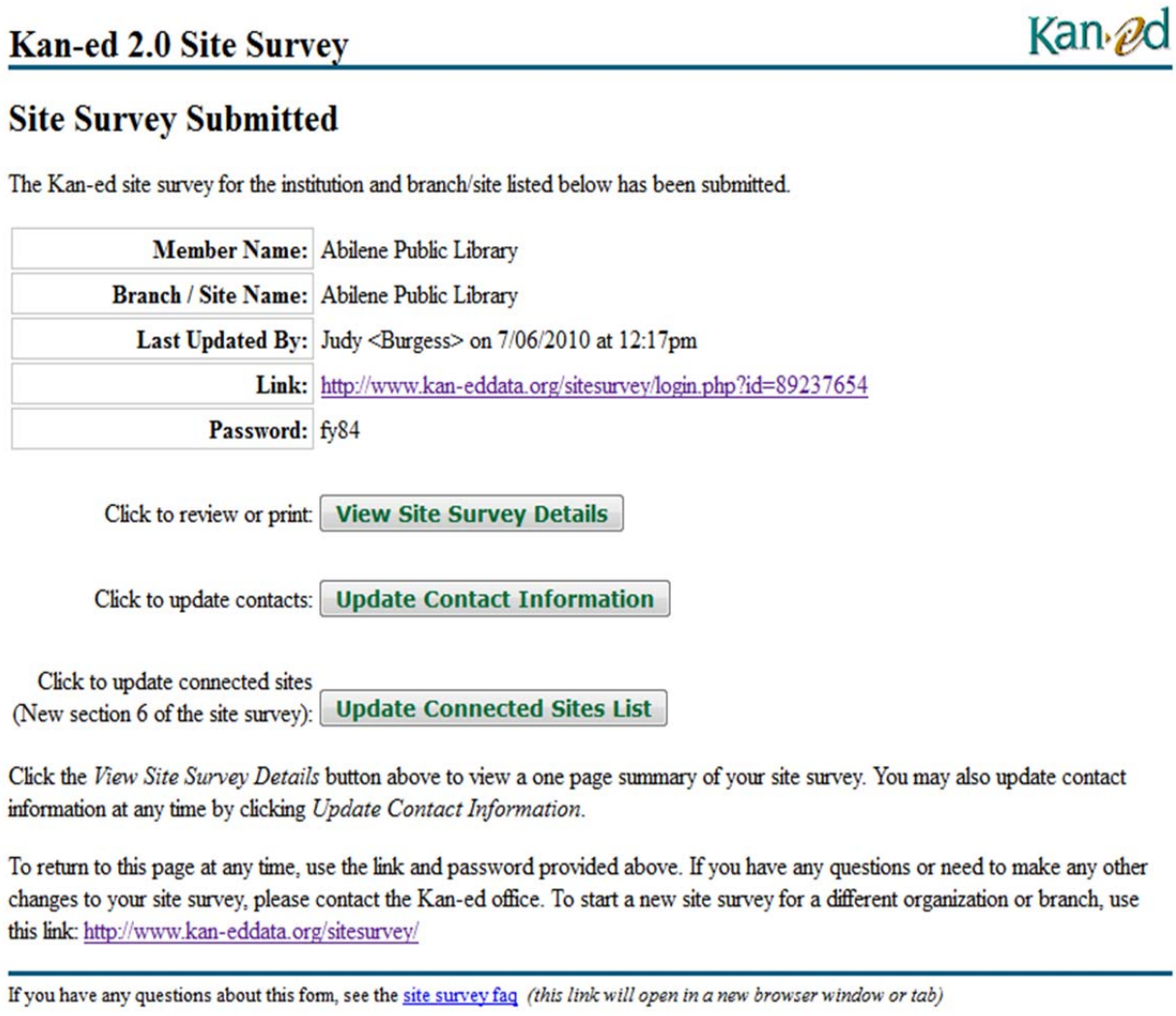
In 2010, OEIE re-designed the administrative interface to the site survey to provide a more user-friendly and centralized means of ongoing tracking. Both Kan-ed and NOC staff now can update site and connection information directly in the online site surveys. In Fiscal Year 2011, OEIE made a few additional changes in a continued effort to provide a user-friendly and centralized means of tracking data. Because all site survey data are linked to the Kan-ed Membership Database, these updates are immediately available for queries and reports. The administrative interface is located at: http://www.kan-eddata.org/sitesurvey/admin/ and requires a unique username and password for each individual. Changes made to this interface in 2011 include:

1. The ability to view all recent changes made directly to a site survey on a single page has been added by including a *Show Recent Changes* button at the top of the *Manage Site Surveys* screen. Any changes made in review or edit mode are now automatically tracked in a separate database table. This table contains information about when the data was changed, who changed it, and what was changed, including the pre and post values. Prior to this addition, changes made to a site survey were not recorded other than by comments being added in the *Detailed Notes* section of each site survey. Below is a partial screenshot that shows the main management screen with the addition of the *Show Recent Changes* button.

2. Previously, a service initiation form was required to be completed before a site survey could be started by a member or site. In fall 2010, the service initiation form was removed from the connection process to simplify the steps required to become connected.

Changes also were made to the Site Survey screen accessed by Kan-ed members. These changes include:

1. The Site Survey has been updated to allow members the ability to directly update contact information in a submitted site survey. Previously, members who had submitted a site survey were not allowed to access the site survey to make edits. The only way to make changes to a site survey was to contact Kan-ed staff, who would then make the changes as requested. It seemed appropriate to modify the screen to allow members to edit the contacts section of the site survey because Kan-ed staff were most frequently contacted with requests to change this type of information. The screenshot below displays the *Update Contact Information* button. When members click this button, they are taken to a screen where they can update site survey contacts and submit changes.



Kan-ed 2.0 Site Survey

Kan-ed

Site Survey Submitted

The Kan-ed site survey for the institution and branch/site listed below has been submitted.

Member Name:	Abilene Public Library
Branch / Site Name:	Abilene Public Library
Last Updated By:	Judy <Burgess> on 7/06/2010 at 12:17pm
Link:	http://www.kan-eddata.org/sitesurvey/login.php?id=89237654
Password:	fy84

Click to review or print: **View Site Survey Details**

Click to update contacts: **Update Contact Information**

Click to update connected sites (New section 6 of the site survey): **Update Connected Sites List**

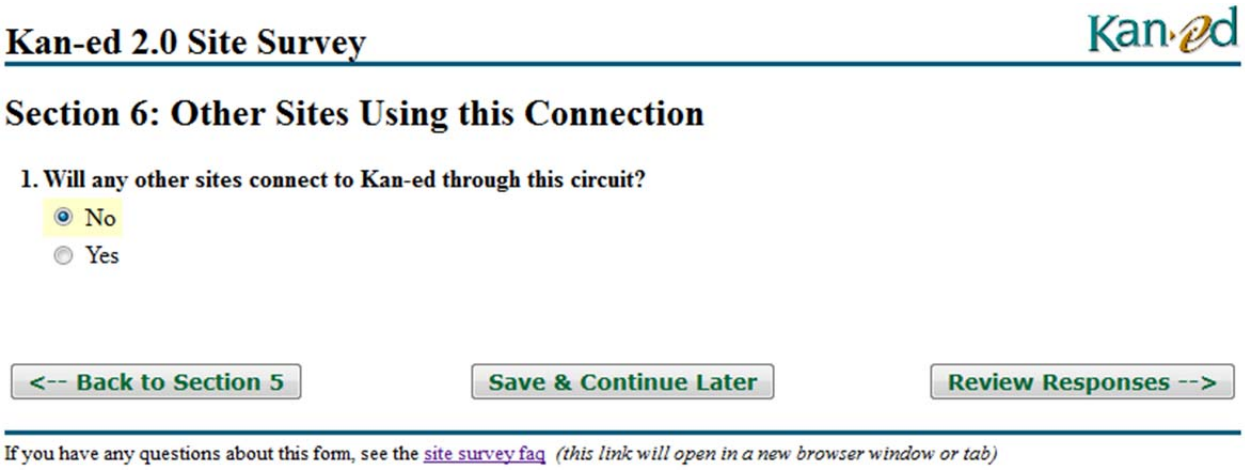
Click the *View Site Survey Details* button above to view a one page summary of your site survey. You may also update contact information at any time by clicking *Update Contact Information*.

To return to this page at any time, use the link and password provided above. If you have any questions or need to make any other changes to your site survey, please contact the Kan-ed office. To start a new site survey for a different organization or branch, use this link: http://www.kan-eddata.org/sitesurvey/

If you have any questions about this form, see the site survey faq *(this link will open in a new browser window or tab)*

2. A new section of the site survey (*Section 6*) was developed to facilitate more accurate tracking of the total number of sites having access to the Kan-ed network. This section can be accessed through the *Update Connected Sites List* button shown in the screenshot on the previous page. The goal of this new section is to collect information about every site having access to the Kan-ed network, even if connecting indirectly through a LAN or WAN. For example, a school district may have a single circuit and connect multiple buildings through that circuit. To date, only sites with direct connections have been tracked. This new section will facilitate collecting basic information about each of the indirectly connected sites as well. In addition to providing a more accurate picture of total network usage, this information also will aid Kan-ed and NOC staff in supporting members and all their connected sites. Section 6 is in the final stages of testing and will launch pending approval from Kan-ed staff.

   The section starts with a Yes/No question about whether other sites will be connecting through the circuit, as shown in the screenshot below.



   If "No" is selected, members may proceed by submitting the site survey. If "Yes" is selected, the member then has the opportunity to add to the list of connected sites any sites in the Kan-ed Membership Database that are not already known to be connected, as demonstrated in the screenshot on the following page.

Kan-ed 2.0 Site Survey

Kan-ed

Section 6: Other Sites Using this Connection

1. Will any other sites connect to Kan-ed through this circuit?

- ○ No
- ◉ Yes

2. Use the following drop-down boxes to add sites that will have the ability to connect to Kan-ed through this circuit. For example, list all other sites in a school district, branches in a library system, or hospital sites that are connected via an internal WAN or LAN. For each site that is added, please complete a short 1-page contact sheet using the details button.

Choose a Kan-ed Member: Manhattan-Ogden USD 383 ▾ **Choose a Site:** -- No Non-connected Sites* -- ▾ [Add to List]

** All this member's sites are either listed below or have their own site survey.*

The following list of sites connect to Kan-ed through this circuit. Generally this is via an internal WAN or LAN network.

#	Member & Site Name	Actions
1.	Manhattan-Ogden USD 383 - Amanda Arnold Elementary School	Details Remove
2.	Manhattan-Ogden USD 383 - Bluemont Elementary School	Details Remove
3.	Manhattan-Ogden USD 383 - Dwight D. Eisenhower Middle School	Details Remove
4.	Manhattan-Ogden USD 383 - Frank V. Bergman Elementary School	Details Remove
5.	Manhattan-Ogden USD 383 - Head Start Manhattan	Details Remove
6.	Manhattan-Ogden USD 383 - Lee Elementary School	Details Remove
7.	Manhattan-Ogden USD 383 - Manhattan High School West/East Campus	Details Remove
8.	Manhattan-Ogden USD 383 - Manhattan-Ogden USD 383 District Office	Details Remove
9.	Manhattan-Ogden USD 383 - Marlatt Elementary School	Details Remove
10.	Manhattan-Ogden USD 383 - Northview Elementary School	Details Remove
11.	Manhattan-Ogden USD 383 - Ogden Elementary School	Details Remove
12.	Manhattan-Ogden USD 383 - Susan B. Anthony Middle School	Details Remove
13.	Manhattan-Ogden USD 383 - Theodore Roosevelt Elementary School	Details Remove
14.	Manhattan-Ogden USD 383 - Woodrow Wilson Elementary School	Details Remove

Batch actions: [Remove all Sites]

3. Please list any other sites that may be connected to Kan-ed through this circuit but are not available in the drop-down lists above.

[<-- Back to Section 5] [Save & Continue Later] [Review Responses -->]

If you have any questions about this form, see the site survey faq *(this link will open in a new browser window or tab)*

Finally, details such as video capabilities and a contact can be provided for each site listed. The following screenshot displays this specific screen.

Kan-ed 2.0 Site Survey

Kan-ed

Section 6 Detail: Video Contact & Network Information

Please complete as much of this information as possible for the site listed below.

Member: **Manhattan-Ogden USD 383**
Site: **Amanda Arnold Elementary School**

1. Video Contact - Please provide contact information for an individual at this site who would be familiar with video conferencing equipment located there.

Title:	
First Name:	
Last Name:	
Address 1:	
Address 2:	
City:	
State:	
Zip Code:	
Phone #:	
Email Address:	

2. Does this site (shown above) currently have real-time video hardware installed?

- ○ No
- ○ Yes

Number of "cart" OR single-codec integrated systems:

Complete the following table indicating the number and software version of each category/brand of video system.

Brand	# of Devices	Software Version
Lifesize - High Definition		
Polycom - Standard Definition		
Polycom - High Definition (HDX Series)		
Tandberg - Standard Definition		
Tandberg - High Definition		

Number of "full mesh" rooms:

Codec Software Version:

Controller Software Version:

3. Does this site have plans to expand the number of installed real-time video devices in the next 12 months?

- ○ Yes, we plan to add codecs to our real-time video capabilities.
- ○ No, we plan to keep real-time video offerings as they are now.
- ○ No, we plan to decommission some real-time video codecs with no plans to replace them.
- ○ No, we plan to move from full mesh systems to single codecs (thus decreasing the number of codecs).

Save Details & Return to Section 6

If you have any questions about this form, see the site survey faq *(this link will open in a new browser window or tab)*

APPENDIX 2

Membership Update

June 2011 Membership Update

As of June 15, 2011, the current Kan-ed membership is 883 members. As previously noted in the Fiscal Year 2010 Kan-ed Evaluation Annual Performance Report, Kan-ed has declared that all organizations eligible for membership are now considered to be members; this decision was based on a review of the Kan-ed statute and determination that membership has surpassed the 75% threshold indicated in the statute.

For the purposes of this report, all Kan-ed members are discussed as one category, regardless of what their membership status has been in previous reports. In previous reports, the two membership groups were referred to as members and potential members, and most recently as active members and newly assigned members. The table below displays the current membership numbers by constituent group and region. Membership updates are summarized below by constituent group and detailed in the Membership Verification beginning on page 2.

Higher Education: There were no changes to the Higher Education membership between June 2010 and June 2011.

Hospital: Hospital membership decreased by two organizations as a result of consolidations since June 2010.

K-12: K-12 membership decreased by five organizations as a result of consolidations and closures since June 2010.

Library: There were no changes to the Library membership between June 2010 and June 2011.

Kan-ed Membership as of June 15, 2011								
Constituent Group	**Region**							
	Central	North Central	North East	North West	South Central	South East	South West	TOTAL
Higher Education	6	6	13	2	16	7	3	53
Hospitals	22	15	36	11	31	16	22	153
K-12	42	34	71	21	79	49	43	339
Libraries	56	41	49	22	76	56	38	338
Total	**126**	**96**	**169**	**56**	**202**	**128**	**106**	**883**

Fiscal Year 2011 Membership Verification

An annual Kan-ed Membership Verification is conducted each year to confirm the eligibility status, based on Kansas statute, of each member in the Kan-ed database. A mid-year membership verification was conducted in December 2010 for the purpose of updating membership numbers in preparation for the 2011 Kansas Legislative Session. Please note that all current membership numbers included in this report are as of June 15, 2011.

For each constituent group, the following information is provided:

1. Legislative definition of constituent group. Please note that in Kansas statute, the term "school" encompasses both Higher Education and K-12 institutions.
2. Interpretation of the statute by representatives within the constituent group.
3. Official listing of institutions for each constituent group obtained from the agencies that govern or license each, which was utilized as the resource for the verification process.
4. Description of the verification process utilized, including detailed results obtained at each step during verification.

Higher Education

Definition of Higher Education

"School", as defined in Senate Substitute for House Bill 2035, means: any community college, technical college, area vocational school, area vocational-technical school, or Kansas educational institution, as defined in K.S.A. 2000 Supp. 74-32,120 and amendments thereto.

Interpretation of Statute by Representatives from the Board of Regents

An entity must fall into one of the following classifications and be accredited by the North Central Association to be eligible for Kan-ed membership:

1. Kansas Board of Regents Universities
2. Private Postsecondary Colleges and Universities
3. Municipal University
4. Community Colleges, Technical Colleges, and Area Technical Schools

Resource

Kansas Educational Directory 2010-11, published by the Kansas State Department of Education

Process

Higher education members listed in the Kan-ed database were verified against lists of Kansas Board of Regents Universities; Private Postsecondary Colleges and Universities; Municipal Universities; and Community Colleges, Technical Colleges, and Area Technical Schools reported in the *Kansas Educational Directory 2010-11*.

Result:

- There were no updates to the higher education membership.

Hospitals

Definition of Hospital

Senate Substitute for House Bill 2035 defines "Hospital" as a "licensed hospital, as defined in K.S.A. 65-425 and amendments thereto."

Interpretation of Statute by Representatives from the Kansas Hospital Association

Representatives from the Kansas Hospital Association interpreted the Kan-ed Statute and KSA 65-425 as: hospital is defined as "general hospital", "critical access hospital", or "special hospital". These categories of hospitals are directly linked to how they are licensed with the Kansas Department of Health and Environment (KDHE) Bureau of Health Facilities. In summer 2006, this definition was expanded by Kan-ed staff to include additional categories of hospitals licensed by KDHE, including Psychiatric Hospitals and Mental Retardation Hospitals. In addition, private psychiatric hospitals licensed by Social and Rehabilitation Services (SRS) also are included in the expanded definition.

Resource

The *Directory of Hospitals and Medical Care Facilities,* December 1, 2010 version, published by the Kansas Department of Health and Environment Bureau of Health Facilities, was used for verification. This directory can be obtained in hard copy from the KDHE Bureau of Health Facilities and also is available online at the following link: http://www.kdhe.state.ks.us/bhfr/fac_list/index.html. The KDHE updates the website as there are changes in license status.

Process

Hospital members listed in the Kan-ed database were verified against the list of "General", "Critical Access", and "Special" hospitals reported in the *Directory of Hospitals and Medical Care Facilities*.

Result:

- The following institutions became sites under a member hospital since the June 2010 verification. Sites are distinct locations within a member, such as satellite hospital locations, library branches, higher education campuses, and K-12 school buildings.
    - Via Christi Regional Medical Center-Transplant was determined to be a site under Via Christi Hospital
    - Mt. Carmel Regional Medical Center was renamed to Via Christi-Pittsburg in 2010 and was determined to be a site under Via Christi Hospital

K-12

Definition of K-12

"School", as defined in Senate Substitute for House Bill 2035, means: any unified school district, school district interlocal cooperative, school district cooperative, and/or nonpublic school accredited by the State Board of Education.

Interpretation of Statute

An entity must fall into one of the following classifications and/or be accredited by the State Board of Education to be eligible for Kan-ed membership:

1. Unified school districts
2. Accredited non-public elementary and secondary schools
3. Interlocals
4. Service centers
5. Interactive Distance Learning (IDL) centers (those that are associated with USDs, Cooperatives, and service centers were not counted as individual members)
6. Special Purpose Schools (accredited only)

Resource

Kansas Educational Directory 2010-11, published by the Kansas State Department of Education

Process

K-12 members listed in the Kan-ed database were verified against the list of K-12 organizations reported in the *Kansas Educational Directory 2010-11*.

Result:

- The following member institutions were removed from the Kan-ed membership database:
    - Lorraine USD 328 (consolidated with USD 354 to form Central Plains USD 112)
    - Claflin USD 354 (consolidated with USD 328 to form Central Plains USD 112)
    - Axtell USD 488 (consolidated with USD 441 to form Prairie Hills USD 113)
    - Sabetha USD 441 (consolidated with USD 488 to form Prairie Hills USD 113)
    - Elwood USD 486 (consolidated with USD 406 to form Riverside USD 114)
    - Wathena USD 406 (consolidated with USD 486 to form Riverside USD 114)
    - West Solomon Valley Schools USD 213 (dissolved prior to 2010-11 school year)
    - Horizon Academy Schools (no longer eligible for Kan-ed membership, as they are not accredited by the State Board of Education)

- The following member institutions were added to the Kan-ed membership database:
    - Central Plains USD 112
    - Prairie Hills USD 113
    - Riverside USD 114

Libraries

Definition of Library

"Library", as defined in Senate Substitute for House Bill 2035, means:

1. the State Library
2. any public library established and operating under the laws of this state
3. any regional system of cooperating libraries, as defined in K.S.A. 75-2548, and amendments thereto. K.S.A. 75-2548 further defines "regional system of cooperating libraries" as two or more libraries cooperating in a system approved by the state commission and officially designated as a regional system of cooperating libraries under this act."

Interpretation of Statute

The following definition of a legally established public library was obtained from the State Library of Kansas. Libraries listed in the *Directory of Public Libraries in Kansas* (available in a printable PDF version at the link provided below) are classified as a legally established City/Class (C/1, C/2, C/3), County (Co), District (D), Regional (R), or Township (T) library. The only exception is the Kansas City Public Library that is legally established under the Kansas City Public School District USD 500. This clarified definition does not recognize libraries classified as "Club" or "Endowed" Public Libraries.

Resource

The *Directory of Public Libraries in Kansas*, July 30, 2010 version, published by the Kansas State Library was used for verification. This directory can be obtained online by selecting the printable PDF version of the directory available at the following link: http://skyways2.lib.ks.us/kld. The Kansas State Library updates the PDF version as changes occur.

Process

The library members listed in the Kan-ed database were verified against the list of libraries reported in the *Directory of Public Libraries in Kansas*.

Result:

- There were no updates to the library membership.

APPENDIX 3

2010 Member Record Update

2010 Member Record Update

Purpose

A Kan-ed Member Record Update (Record Update) is conducted each year by the Office of Educational Innovation and Evaluation (OEIE). The Record Update ensures that the Kan-ed Membership Database, which houses information relating to Kan-ed members, remains accurate. This accuracy is critical as Kan-ed strives to communicate effectively with its membership.

The purpose of the Record Update is to verify and update contact information for each member organization's four Kan-ed contacts along with site information for each member. The Administrative Contact serves as the individual who has decision-making authority, typically the Superintendent, Director, Chief Information Officer, President, Chief Executive Officer, or other high ranking official. The Technical Contact serves as an individual who is considered the highest level authority on technical issues, typically the Director of Information Technology, Chief Security Officer, or other technical staff member. The Content & Services Contact serves as an individual who should be knowledgeable about the types of content and services that the organization uses on a regular basis, typically the Director of Curriculum and Instruction, Associate Superintendent, Director of Information and Media Services, or Librarian. The Communications Contact serves as an individual whom Kan-ed could contact regularly with general Kan-ed announcements, events, and updates, including future Record Updates. Kan-ed contacts are updated on an annual basis due to frequent changes in contacts and/or their contact information. The results of the 2010 Record Update are summarized in this section.

Methodology

The 2010 Record Update was conducted in fall 2010. OEIE staff used the process developed in 2009, through which each Kan-ed member could update their contact information by accessing a pre-populated online form through a specific web link. Each member could access the link to verify and make changes to their contact information. In addition, all member sites were listed on the form with contact information and a drop-down list that allowed an indication of whether or not each site was able to access the Kan-ed 2.0 network. An example of the online form can be found on pages 7-9 of this section.

As of October 11, 2010, immediately preceding the update, there were 884 Kan-ed members. Of the 884 members included in the update, there were 53 higher education institutions, 154 hospitals, 339 K-12 organizations, and 338 libraries. The Communications Contact for each Kan-ed member was contacted via email and asked to confirm their organization's contact information. The expectation was that the Communications Contact would be able to verify information and submit the updates. They also could then forward the specific web link to other individuals to verify information as necessary. Contacts were asked to verify and/or update their organization's contact information as well as their website address. Alternate e-mail addresses were located, if possible, for all undeliverable emails. Reminder emails were sent periodically to those who had not yet replied. Samples of the initial and reminder emails are included beginning on page 4. If repeated efforts to reach a contact by email were unsuccessful, then contact by telephone was attempted.

As Kan-ed members submitted their record updates, OEIE staff verified the updates. All verified updated information was imported into the Kan-ed Membership Database in December 2010.

Results of the Record Update

Of the 884 Kan-ed members included in the record update, contact information for 844 members was verified and/or updated, for a response rate of 95%. Contacts at 18 libraries, 12 hospitals, nine K-12 organizations, and one higher education institution could not be reached to verify contact information after several attempts via email and telephone. At the time of this report, these contacts still have not been verified.

Member Record Update Response Rate (Disaggregated by Constituent Group)					
	Higher Education	**Hospitals**	**K-12**	**Libraries**	**Total**
Update Not Completed[1]	**1 (2%)**	**12 (8%)**	**9 (3%)**	**18 (5%)**	**40 (5%)**
Completed Database Update	52 (98%)	142 (92%)	330 (97%)	320 (95%)	844 (95%)

[1] Indicates that one or more contacts (administrative, technical, communications, or content and services) at an organization could not be reached to verify contact information.
Percentages are based on the total numbers of each constituent group or total membership that were contacted for the update.

Of the 844 members that completed the record update, one or more changes were made for 507 members (60%), while no changes were required for 337 members (40%). A total of 2,900 changes were imported into the Kan-ed database in December 2010. Only 10% of these changes were related to updating site contact information or connection status, which is far below last year's percentage of changes made to this information (48%). The table below displays the Record Update results by constituent group.

2010 Database Update of Membership Records Results (Disaggregated by Constituent Group)					
	Higher Education	**Hospitals**	**K-12**	**Libraries**	**Total**
No changes required	14 (27%)	44 (31%)	108 (33%)	171 (53%)	337 (40%)
One or more changes	38 (73%)	98 (69%)	222 (67%)	149 (47%)	507 (60%)

Percentages are based on the total numbers of each constituent group or total membership that completed the update.

The trends below were observed during the update process. Percentages have been rounded for ease in reporting, so percentages may not sum exactly to the total percent.

- This year's update indicates that one or more changes were necessary for 507 Kan-ed members (60%).

- Higher percentages of higher education (73%), hospital (69%), and K-12 (67%) members required updates compared to libraries (47%).

- Of the 2,794 member level changes, which excludes 106 site level changes, 24% were updated email addresses, 23% were updated contact names, 19% were updated titles, 13% were updated phone numbers, and 12% were updated fax numbers. There also were nine organization name updates (less than 1%) and 50 organization website address updates (2%).

2010 Kan-ed Database Update of Membership Records
Email Correspondence

Initial email sent to Kan-ed Communications contacts (October 11, 2010)

Subject: 2010 Kan-ed Member Record Update

Dear <Communications Contact name>,

Kan-ed has begun the annual process of verifying and updating contact information for its membership and has asked our office, the Office of Educational Innovation and Evaluation (OEIE), to gather this information. It is important that Kan-ed has accurate contact information for its members in order to communicate effectively regarding upcoming initiatives, legislative updates, funding opportunities, and provided services. We are trying to collect all updates by **October 29, 2010**.

At the link provided below, you will find an online form containing the contact information Kan-ed currently has on file for **<organization name>** along with specific instructions for completing the form. Using this link and instructions, please update and/or verify your organization's contact and connection information. As will be mentioned in the form, you may submit updates related to information you are knowledgeable about and forward this link on to another individual to verify any remaining information if necessary.

<Record Update Web Link>

If you have any questions about this process or would prefer to update this information by phone, feel free to contact Sarah Bradford at OEIE (785-532-5677, kaned@k-state.edu).

Thank you for updating your organization's contact information. We appreciate your time!
Kan-ed Research Team

Reminder email sent to Kan-ed Communications contacts (October 19, 2010)

Subject: Reminder: Incomplete 2010 Kan-ed Member Record Update

Dear <Communications Contact name>,

This is a friendly reminder to please complete the 2010 Kan-ed Member Record Update. If you are receiving this message it is because you have either not begun your record update or it is incomplete. Once you've completed a section, **please be sure to address the confirmation drop-down by selecting whether the section has been verified, updated, or is still awaiting verification.** If any section is still awaiting verification you will continue to receive reminder emails.

As the original message stated, Kan-ed has begun the annual process of verifying and updating contact information for its membership and has asked our office, the Office of Educational Innovation and Evaluation (OEIE), to gather this information. It is important that Kan-ed has accurate contact information for its members in order to communicate effectively regarding upcoming initiatives, legislative updates, funding opportunities, and provided services. We are trying to collect all updates by **October 29, 2010**.

At the link provided below, you will find an online form containing the contact information Kan-ed currently has on file for **<organization name>** along with specific instructions for completing the form. Using this link and instructions, please update and/or verify your organization's contact and connection information. As will be mentioned in the form, you may submit updates related to information you are knowledgeable about and forward this link on to another individual to verify any remaining information if necessary.

<Record Update Web Link>

If you have any questions about this process or would prefer to update this information by phone, feel free to contact Sarah Bradford at OEIE (785-532-5677, kaned@k-state.edu).

Thank you for updating your organization's contact information. We appreciate your time!
Kan-ed Research Team

Final reminder email sent to Kan-ed Communications contacts (October 27, 2010)

Subject: Reminder: Incomplete 2010 Kan-ed Member Record Update

Dear <Communications Contact name>,

This is a friendly reminder to please complete the 2010 Kan-ed Member Record Update. If you are receiving this message it is because you have either not begun your record update or it is incomplete. Once you've completed a section, **please be sure to address the confirmation drop-down by selecting whether the section has been verified, updated, or is still awaiting verification.** If any section is still awaiting verification you will continue to receive reminder emails.

As the original message stated, Kan-ed has begun the annual process of verifying and updating contact information for its membership and has asked our office, the Office of Educational Innovation and Evaluation (OEIE), to gather this information. It is important that Kan-ed has accurate contact information for its members in order to communicate effectively regarding upcoming initiatives, legislative updates, funding opportunities, and provided services. We are trying to collect all updates by **October 29, 2010**. **If we do not receive your completed update by the deadline we will contact you via telephone to conduct the update.**

At the link provided below, you will find an online form containing the contact information Kan-ed currently has on file for **<organization name>** along with specific instructions for completing the form. Using this link and instructions, please update and/or verify your organization's contact and connection information. As will be mentioned in the form, you may submit updates related to information you are knowledgeable about and forward this link on to another individual to verify any remaining information if necessary.

<Record Update Web Link>

If you have any questions about this process or would prefer to update this information by phone, feel free to contact Sarah Bradford at OEIE (785-532-5677, kaned@k-state.edu).

Thank you for updating your organization's contact information. We appreciate your time!
Kan-ed Research Team

2010 Kan-ed Member Record Update

Kan-ed has begun the annual process of verifying and updating contact information for its membership and has asked our office, the Office of Educational Innovation and Evaluation (OEIE), to gather this information. It is important that Kan-ed has accurate contact information for its members in order to communicate effectively regarding upcoming initiatives, legislative updates, funding opportunities, and provided services.

Please provide your name, title/position and email address. This will be used if we have any specific questions related to any updates provided via this form.

Your Name (first & last):	
Your Title/Position:	
Your Email Address:	

The following information is what Kan-ed currently has on file for your organization. **Please make updates to address missing or inaccurate information.** For any changes you wish to make to the information, please delete the incorrect information and insert the correct information in its place. Once you've completed a section, **please be sure to address the confirmation drop-down by selecting whether the section has been verified, updated, or is still awaiting verification.** You may submit updates and forward this link on to another individual to verify other information if necessary.

Member Name & Address - This is your primary address and general contact information. For school districts, this is generally the district office. For hospitals, libraries, higher education institutions and other educational organizations, it is generally the primary location or campus.

Member Name:	Randall Public Library
Physical Address:	107 Main St
Mailing Address:	PO Box 101
City, State:	Randall , KS
Zip Code:	66963-0101
Phone #:	785-739-2331 *(format: 000-000-0000)*
Fax #:	785-739-2331 *(format: 000-000-0000)*
Web Site:	None
Please confirm this section has been verified or updated	Awaiting Verification

Administrative Contact - This is someone who has decision-making authority within your organization. It is typically a Superintendent, Director, Chief Information Officer, President, Chief Executive Officer or some other high ranking official.

Position Title:	Librarian
First Name:	Lynell
Last Name:	Sheahan
Phone #:	785-739-2331 (work) 785-739-2211 (hom *(format: 000-000-0000)*
Fax #:	785-739-2331 *(format: 000-000-0000)*
Email Address:	ranlib@nckcn.com
Please confirm this section has been verified or updated	Awaiting Verification

Technical Contact - This individual is considered the highest level authority on technical issues at your site. It is typically the Director of Information Technology, Chief Security Officer, or other technical staff member.

Position Title:	Librarian

First Name:	Lynell
Last Name:	Sheahan
Phone #:	785-739-2331 (work) 785-739-2211 (hom *(format: 000-000-0000)*
Fax #:	785-739-2331 *(format: 000-000-0000)*
Email Address:	ranlib@nckcn.com
Please confirm this section has been verified or updated	Awaiting Verification

Content & Service Contact - This person should be knowledgeable about the types of content and services that the organization uses on a regular basis. This person is typically the Director of Curriculum and Instruction, Associate Superintendent, Director of Information and Media Services or Librarian.

Position Title:	Librarian
First Name:	Lynell
Last Name:	Sheahan
Phone #:	785-739-2331 (work) 785-739-2211 (hom *(format: 000-000-0000)*
Fax #:	785-739-2331 *(format: 000-000-0000)*
Email Address:	ranlib@nckcn.com
Please confirm this section has been verified or updated	Awaiting Verification

Communications Contact - This individual is someone whom Kan-ed could contact regularly with general Kan-ed announcements, events, and updates.

Position Title:	Librarian
First Name:	Lynell
Last Name:	Sheahan
Phone #:	785-739-2331 (work) 785-739-2211 (hom *(format: 000-000-0000)*
Fax #:	785-739-2331 *(format: 000-000-0000)*
Email Address:	ranlib@nckcn.com
Please confirm this section has been verified or updated	Awaiting Verification

Below is a list of all sites that are associated with your member record. In order to help secure on-going funding for the Kan-ed initiative, it is important to have accurate information about member sites and their use of the Kan-ed 2.0 network. **The Kan-ed 2.0 network is an advanced virtual private network through which member sites can transmit and receive videoconferences or interactive distance learning and access Internet2.** Please scan through the list below and make any updates to existing sites. Specifically, **please mark whether or not each site has access to the Kan-ed 2.0 network.** IMPORTANT: A site may be directly connected to the Kan-ed 2.0 network or have access through a LAN/WAN. This will help greatly in Kan-ed's ability to report on overall network usage. Again, you may wish to forward this link on to another individual (e.g. technology support person) to verify Kan-ed 2.0 connectivity information. Also, if any sites are missing or no longer exist, please make a note in the comment box provided at the bottom of this list.

Site/Building Name	Administrative Contact Title	Administrative Contact Name	Email Address	Can Access Kan-ed 2.0?
Randall Public Library	Librarian	Lynell Sheahan	ranlib@nckcn.com	No

If there are new sites to add or existing sites that have closed, please list them in the box below, including the date the change took place.

Please confirm these sites and their connectivity to Kan-ed 2.0 has been verified or updated	**Awaiting Verification**

If you have any other general comments about this update, please share them here:

In preparation for the upcoming **2011 Legislative Session**, we would greatly appreciate it if you would share any statements or stories about how Kan-ed funding or services have impacted your organization in the box below. If there are additional contacts at your organization that may have a story to share, please leave their contact information as well.

Submit Record Update

If you have any questions about this form, please contact Sarah Bradford at kaned@k-state.edu or by calling 785-532-5677.

APPENDIX 4

Case Study Report

Kan-ed Case Study Report

Overview

To supplement impact data collections, the Office of Educational Innovation and Evaluation (OEIE) conducted a case study of two case locations in which there are high levels of usage of Kan-ed network and content services. OEIE interviewed a total of 55 individuals within eight urban Kan-ed member organizations (in Wichita) and eight rural member or affiliate organizations (in Lane/Finney counties). Site visits were conducted, and information was elicited about usage of services, impact of services, partnerships developed from usage of services, satisfaction with services, challenges encountered with services, and service needs. Responses were analyzed for themes. These themes may be useful to Kan-ed as it makes decisions about marketing and providing services for its constituent groups.

This report provides further details about the purpose and procedure immediately below. Beginning on page 5 is the *Results* section, which details participating organizations and service usage. Next, results of themes compiled across the two case locations are on pages 8 to 11. Full results of the urban (Wichita) themes along with supporting quotes are provided on pages 12 to 38, and full results of the rural themes and supporting quotes are provided on pages 39 to 72. The report wraps up with a *Discussion* of the two cases beginning on page 73 and *Next Steps* on page 74. Impact stories created from information collected during the case study are presented in Appendix 5 of this Fiscal Year 2011 Evaluation Annual Performance Report as well as in the December 2010 Biannual Evaluation Report.

Purpose

Kan-ed contracts annually with OEIE to collect evidence of the impact of the Kan-ed network and member services on its membership. One way that OEIE has traditionally collected impact data is through telephone interviews with the top users of Kan-ed funded services (e.g., Empowered Desktop, Educational and Research Databases, EMResource, Connectivity) and grant programs (e.g., Enhancing Technology Grant Program). Data collected through these interviews have been incorporated into impact stories and statements shared with Kansas legislators for the purpose of providing evidence of the impact of Kan-ed services on constituents served in the state of Kansas.

Given that impact stories have been well received and appreciated, OEIE augmented the traditional impact data collections with a case study model to provide additional evidence of impact (Stake, 1995; Yin, 2003). A case study involves in-depth research with one or a small group of entities to identify underlying reasons for their behavior (in this case, the behavior studied is usage of Kan-ed services). A case study presents descriptions of the behaviors or activities occurring in a specific location and contributing factors (e.g., facilitators, barriers). A comparative case study (Yin, 2003) using cases and non-cases was proposed to collect in-depth information related to usage of Kan-ed services in high usage areas (case) as well as low usage (non-case) areas.

This research is based on the theoretical assumption that certain facilitators are present (or barriers absent) in some locations to allow these locations to engage in high usage of Kan-ed funded services; further, certain barriers must be present (or facilitators absent) at locations with low usage of Kan-ed funded services. Comparing information gathered from the cases conducted in high and low usage areas may assist in identifying reasons that Kan-ed services are being used in some areas and not being used in other areas. This in-depth investigation allows the provision of information that may be used to target marketing efforts to non-users.

Described below is the procedure used for the case study data collection with the two high usage case locations during fall 2010, results of these high usage cases, and potential next steps in regard to the procedure that could be pursued in fall 2011 with non-case locations.

Procedure

In fall 2010, OEIE began conducting the comparative case study by selecting and studying two cases in high Kan-ed service usage areas. The cases in high usage areas were conducted with Kan-ed members and affiliates who make frequent use of the Kan-ed 2.0 network and other member services. One case was explored in an urban area (Wichita), and one was in a rural area (Lane and Finney counties in southwest Kansas).

Selection Criteria

OEIE aggregated existing Kan-ed service usage data to identify prime locations in which to conduct the case study. Locations for the two cases studied in fall 2010 were selected based on four criteria. These selection criteria are described below.

1. Connection Status – OEIE selected locations in which members are connected to the Kan-ed 2.0 network.
2. Service Usage Level – OEIE selected locations in which members frequently use multiple Kan-ed funded services.
3. Clustering of Multiple Constituents with Similar Service Usage Levels – Geographic areas that contain clusters of multiple constituent groups (K-12, Higher Education, Libraries, Hospitals) were selected.
4. Proximity to an ELMeR Library – Locations near an ELMeR Library were selected. ELMeR stands for Enhanced Library Meeting Rooms; these rooms were established with grants from Kan-ed and contain high definition videoconferencing equipment.

Preliminary selection of the case locations was accomplished with use of a geographic information system (GIS) map that indicated numbers of members with connections to Kan-ed 2.0 by each constituent group for each county in the state, along with locations of ELMeR sites that are connected to Kan-ed 2.0. This map can be found in the December 2010 Biannual Evaluation Report. Supplementary data that was considered in the selection of the two cases included member level usage statistics from Empowered Desktop, Educational and Research Databases, Renovo Scheduler, and EMResource, and county level usage statistics from Live Tutor/Homework Kansas.

After selection of potential case locations, approval for these locations was obtained from the Kan-ed Executive Director before OEIE contacted members to request visits and interviews. Wichita and Lane/Finney counties were selected as the locations for the high usage cases.

Data Collection Strategies

In preparation for contacting members within the two case locations, OEIE conducted background research and compiled area profiles for each location. General area profiles included information such as history, local attractions, demographics, education, libraries, healthcare, economics, employment, agriculture, and crime. Kan-ed Membership Profiles contained information about each of the Kan-ed member organizations within that area, including membership, connection, and usage data, as well as information from past data collections. This background information served to give OEIE broad overviews of the areas before contacting the locations and allowed for tailored email invitations requesting participation in the study. Samples of the email invitation and confirmation email are located on pages 76-77 of this report.

OEIE sent tailored email invitations requesting in-person interviews to nine Wichita area Kan-ed members on September 24, 2010. The email invitation was sent to the Kan-ed administrative contact, with all other Kan-ed contacts for the member copied on that email. Through email and telephone exchanges, nine interviews were scheduled with representatives at eight organizations for October 26-28, 2010. Sample interview questions were sent along with confirmation emails specifying the interview time and location. These questions can be found on page 78 of this report.

An email invitation also was sent to nine Kan-ed members in Lane/Finney counties on October 5, 2010. Through email and telephone exchanges, 10 interviews were scheduled with representatives at eight organizations for November 1 and 2, 2010 in Lane/Finney counties. These contacts also received a copy of the interview questions along with their confirmation email.

Data collection strategies included site visits to each case location. OEIE traveled to the case locations to gather information about the impact of Kan-ed services within the settings in which they are used. During the site visits, OEIE visited with representatives of each constituent group to learn more about their Kan-ed service usage. Tours of facilities were pursued when possible.

Data also were collected through in-person, video, and telephone interviews, which were conducted individually or in group settings. In-person interviews were requested originally, but video or telephone interviews were conducted when in-person interviews were not possible during the site visit date range. Organizations were offered the options of scheduling single or multiple individual interviews, or they could schedule a group interview for all representatives in their organization who were interested in participating.

A list of questions was provided to each interviewee when the interview was scheduled; these questions are located on page 78. This list was intended to give interviewees an idea of the focus of the interview so they could prepare, but it was not followed like a formal interview protocol during the interviews. Instead, the interviews flowed more like conversations in which member

representatives of the organizations were able to discuss the organization's experiences with Kan-ed services. Therefore, not all questions were covered during all interviews. OEIE requested that interviewees share information related to the impact of the Kan-ed network, including how Kan-ed 2.0 and other services are used, how frequently the services are used, if and how the Kan-ed member has been able to expand partnerships due to usage of Kan-ed 2.0 and other services, the types of partnerships/connections the Kan-ed member has been able to form due to usage of Kan-ed services (e.g., working with other constituent groups, local government, the city, and other stakeholders), enhancement of the community (e.g., economic development) and beyond.

During the course of interviews, new contacts were mentioned, and their contact information was collected. These new contacts were later sent email invitations to participate in telephone interviews as well. Responses from new contacts within the participating member organizations were included in analysis, and information gained through these new contacts also was included in impact stories when applicable.

Results

Participants

Eight Wichita area organizations, representing all four Kan-ed constituent groups, including 31 individuals, participated. These organizations are listed in the table below along with their constituent group type and the data collection activity in which their representatives participated.

Data Collection Conducted in Participating Wichita Organizations		
Participating Organization	**Constituent Group**	**Data Collection Type***
Newman University (NU)	Higher Ed	1 Individual Phone Interview
Wichita State University (WSU)	Higher Ed	2 Individual Phone Interviews
Wichita Area Technical College (WATC)	Higher Ed	1 Group In-Person Interview (6)
Wesley Medical Center (WMC)	Hospital	1 Individual Phone Interview
Wichita USD 259 (USD 259)	K-12	1 Group In-Person Interview (7)
South Central Kansas Education Service Center #628 (SCKESC)	K-12	1 Group In-Person Interview (5)
South Central Kansas Distance Learning Network (SCKDLN)	K-12	1 Group Video Interview (2)
Wichita Public Library (WPL)	Library	1 Group In-Person Interview (6) 1 Individual Telephone Interview
*Number in parentheses indicates how many individuals participated in the group interview.		

Eight Lane/Finney counties organizations, representing all four Kan-ed constituent groups, including 24 individuals, participated. These organizations are listed in the table below along with their constituent group type and the data collection activity in which their representatives participated.

Data Collection Conducted in Participating Lane/Finney Counties Organizations		
Participating Organization	**Constituent Group**	**Data Collection Type***
Garden City Community College (GCCC)	Higher Ed	2 Individual In-Person Interviews 2 Individual Phone Interviews
Pioneer Health Network (PHN)**	Hospital	1 Group In-Person Interview (2)
St. Catherine Hospital (SCH)	Hospital	1 Group In-Person Interview (3)
Lane County Hospital (LCH)	Hospital	1 Group In-Person Interview (3)
Garden City USD 457 (USD 457)	K-12	1 Group Video Interview (4) 2 Individual Phone Interviews
Southwest Plains Regional Service Center #626 (SWPRSC)	K-12	1 Group Video Interview (2) 1 Group Phone Interview (same 2)
Lee Richardson Zoo (Zoo)	K-12	1 Individual In-Person Interview 1 Individual Phone Interview
Lane County Library (LCL)	Library	1 Group In-Person Interview (2)
*Number in parentheses indicates how many individuals participated in the group interview. ** PHN is not a Kan-ed member, but it facilitates use of the network for several Kan-ed member hospitals.		

Services Used

Wichita area participants utilize all of the Kan-ed services. Some participating organizations utilize several services. For example, USD 259 uses eight services, WPL uses seven services, and WSU, WATC, and SCKESC each use six services. On the other hand, WMC uses two services. The service most frequently in use is Internet/Kan-ed 2.0, which is used by all participating organizations. The services used next frequently are Video/Interactive Distance Learning (IDL), Renovo Scheduler, and Network Operations Center (NOC) Tech Support, which are used by all participants except WMC. The service used least frequently is EMResource, which understandably is used by only the one participating hospital, WMC. The table below presents the Kan-ed services in use at each participating organization at the time of the interviews in fall 2010.

Services Used by Wichita Participants									
Organization	**Video/ IDL***	**Renovo Scheduler**	**NOC Tech Support**	**Internet/ 2.0**	**Ed Databases***	**Empowered Desktop**	**Live Tutor***	**E-Rate****	**EM Resource****
NU	Yes	Yes	Yes	Yes	Yes	-	?	-	-
WSU	Yes	Yes	Yes	Yes	Yes	Yes	?	-	-
WATC	Yes	Yes	Yes	Yes	Yes	-	Yes	-	-
WMC	?	No	No	Yes	?	-	?	No	Yes
USD 259	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	-
SCKESC	Yes	Yes	Yes	Yes	?	Yes	?	Yes	-
SCKDLN	Yes	Yes	Yes	Yes	?	Yes	?	No	-
WPL	Yes	Yes	Yes	Yes	Yes	-	Yes	Yes	-

*Wichita is a high usage area of Live Tutor/Homework Kansas; however, given that usage is recorded by zip code instead of at the organization level, it is impossible to identify the organizations using it if participants did not report using the service. Further, usage data is not available for all databases. Usage of video was determined based on self-reports of interviewees or reports from the NOC about use of Renovo Scheduler to schedule video sessions.
**E-Rate consultant services are only available to K-12, Library, and Hospital constituents, and EMResource is only available to hospitals.

Participants from Lane/Finney counties utilize all of the Kan-ed services as well. Some participating organizations utilize several services. Similarly to Wichita, the public school district (USD 457) uses eight services, and the public library (LCL) uses seven services. The SWPRSC also uses seven services. The organization utilizing the fewest services was PHN, which is understandable because it is not a Kan-ed member by statute and its focus is on using video for continuing education in hospitals; however, they use four Kan-ed services. The services most frequently in use are Internet/Kan-ed 2.0, Video/IDL, Renovo Scheduler, and NOC Tech Support, which are used by all participants. The services reportedly used least frequently are those services focused on specific constituents, like EMResource, Empowered Desktop, E-Rate, and Live Tutor/Homework Kansas. The table below presents the Kan-ed services in use at each participating organization at the time of the interviews in fall 2010.

Services Used by Lane/Finney Counties Participants									
Organization	**Video/ IDL***	**Renovo Scheduler**	**NOC Tech Support**	**Internet/ 2.0**	**Ed Databases***	**Empowered Desktop**	**Live Tutor***	**E-Rate****	**EM Resource****
GCCC	Yes	Yes	Yes	Yes	Yes	-	?	-	-
PHN	Yes	Yes	Yes	Yes	No	-	No	-	-
SCH	Yes	Yes	Yes	Yes	No	-	?	No	Yes
LCH	Yes	Yes	Yes	Yes	No	-	?	No	Yes
USD 457	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	-
SWPRSC	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	-
Zoo	Yes	Yes	Yes	Yes	No	-	No	-	-
LCL	Yes	Yes	Yes	Yes	Yes	-	Yes	Yes	-

*The Lane/Finney counties area is a high usage area of Live Tutor/Homework Kansas; however, given that usage is recorded by zip code instead of at the organization level, it is impossible to identify the organizations using it if participants did not report using the service. Further, usage data is not available for all databases. Usage of video was determined based on self-reports of interviewees or reports from the NOC about use of Renovo Scheduler to schedule video sessions.

**E-Rate consultant services are only available to K-12, Library, and Hospital constituents, and EMResource is only available to hospitals.

Interview Themes Compiled From Both Cases

All interviews sought to gain feedback about the following topics: Kan-ed service impact, partnerships developed as a result of the network, satisfaction with services, challenges with services, and service needs. Data related to these topics were analyzed for themes; this was done separately for Wichita and Lane/Finney counties. Immediately below is a highlight of results that consists of a compilation of themes from the two cases. Full results of themes and supporting quotes from Wichita are located on pages 12-38, and themes and supporting quotes from Lane/Finney counties are located on pages 39-72.

When reading the results, please note that the number in parentheses following each theme represents how many organizations shared comments related to the theme, not how many individuals shared such comments. If multiple individuals within an organization shared comments in relation to the same theme, those comments were only counted once for that theme. As a reminder, a total of 16 organizations participated in the study, including eight urban and eight rural organizations.

It is important to note that because questions were asked in an open-ended format, some of the organizations that did not provide statements in support of these themes may still be experiencing these impacts, challenges, etc. The findings merely reflect responses obtained during our conversations. We did not present interviewees' with themes and ask them to indicate which their organization was experiencing, so these numbers cannot be interpreted as the total actual number out of the 16 participating organizations that would be in support of each theme.

Also, please remember that the urban distinction represents Wichita organizations, and the rural distinction refers to organizations in Lane/Finney counties.

Impact - Themes Compiled From Both Cases

Interviewees were asked to share their perceptions of the impact of the Kan-ed network. Interviewees reflected on the impact of Kan-ed services on their organization, their community, the state of Kansas, and beyond. Responses were coded into themes. Impact themes emerging from the two cases are presented in the bullets below.

- **Access to resources that otherwise would not be available**
  (14 organizations: 8 urban, 6 rural)
- **Convenience/Saves time** (12 organizations: 8 urban, 4 rural)
- **Creates learning opportunities** (12 organizations: 4 urban, 8 rural)
- **Saves money** (6 organizations: 2 urban, 4 rural)
- **Increases organizations' area of influence** (7 rural organizations)
- **Provides a good connection for communication** (5 rural organizations)

- **Provides a high quality network connection** (4 urban organizations)

The first four bulleted themes were mentioned by representatives at both urban and rural organizations. Kan-ed impacts both urban and rural organizations by providing them access to resources that otherwise would not be available (14); members spoke of both the network and content services. Further, Kan-ed was noted to increase the convenience of employees' jobs and save them time (12); for example, it removes the need to drive to meetings that are a distance away and provides access to databases with full-text articles, eliminating libraries' and higher education institutions' need to provide paper journals. Kan-ed also is recognized for creating learning opportunities (12), such as allowing K-12 students to attend virtual field trips over the video network and allowing higher education institutions to share courses over the network. Kan-ed services also are saving members money (6), such as travel costs and hard copy subscriptions to journals. In addition, rural organizations shared that Kan-ed increases the area of influence for member organizations (7), allowing them to reach out to more organizations, and it provides a good connection for communication (5). Urban organizations shared that Kan-ed provides a high quality network connection (4). While both urban and rural organizations spoke of the connection over video, the rural focus was on making connections for communication, while comments at urban locations focused on the quality of the connection.

Partnerships - Themes Compiled From Both Cases

Interviews also included a question about the development of partnerships due to usage of Kan-ed services. Representatives at participating organizations described existing partnerships that were further facilitated due to Kan-ed services as well as new partnerships that developed with access to Kan-ed services. Responses were coded into themes. Partnership themes emerging from the two cases are presented in the bullets below. Please note that these numbers represent the number of organizations that reported these types of partnerships rather than the total number of partnerships reported.

- **Partnerships between Kan-ed members within the same constituent group**
  (10 organizations: 4 urban, 6 rural)

- **Partnerships between Kan-ed members in different constituent groups**
  (7 organizations: 4 urban, 3 rural)

- **Partnerships between Kan-ed members and outside organizations**
  (10 organizations: 3 urban, 7 rural)

Representatives at organizations in both case locations indicated that partnerships exist among Kan-ed members, within and between constituent groups, as well as between Kan-ed members and outside organizations, including community groups and other agencies. The most organizations reported partnerships within the same constituent group (10) and with outside organizations (10); these types of partnerships were more frequently reported by rural organizations than urban organizations. For example, hospitals partner with each other for continuing education opportunities, and higher education institutions partner with each other to increase distance course offerings and to work on collaborative research projects. As examples of

making connections with outside organizations, some K-12 organizations partner with school districts in other states and internationally, and libraries allow community members to use Kan-ed services. Examples of Kan-ed members partnering across constituent groups include libraries making contact with K-12 organizations to increase awareness of Kan-ed services and K-12 organizations partnering with higher education institutions to offer career programs for students.

Satisfaction with Kan-ed - Themes Compiled From Both Cases

Kan-ed members that participated in interviews appear to be satisfied overall with Kan-ed services. Members spoke of satisfaction with various aspects of Kan-ed. Themes are presented in the bullets below.

- **Satisfaction with Network Operations Center (NOC)**
  (8 organizations: 4 urban, 4 rural)
- **Satisfaction with Kan-ed network** (6 organizations: 4 urban, 2 rural)
- **Satisfaction with other aspects of Kan-ed** (6 organizations: 4 urban, 2 rural)

When asked about their satisfaction, members most frequently replied with comments about their satisfaction with the NOC (8) because they are able to resolve problems that arise when making a video connection. Also, members are satisfied with the Kan-ed network, which allows the high quality connection and removes the need for as much travel. Further, members are satisfied with other aspects of Kan-ed (6), including other services like E-Rate, Educational and Research Databases, EMResource, and the Kan-ed newsletter. All of these themes were supported by statements of representatives at both urban and rural locations.

Challenges - Themes Compiled From Both Cases

Participants were asked to describe any challenges they have experienced related to use of Kan-ed services. Responses related to challenges experienced in the past and current challenges. Responses were grouped into themes, which are presented in the bullets below.

- **Limitations of network services available** (11 organizations: 4 urban, 7 rural)
- **Limitations within organizations** (9 organizations: 3 urban, 6 rural)
- **Lack of communication about services** (8 organizations: 4 urban, 4 rural)
- **Limitations of content resources available** (5 organizations: 4 urban, 1 rural)

Challenges most frequently described were related to limitations of network services (11). These responses typically related to past or current problems in making video connections or working with Kan-ed service providers. Many fewer organizations reported challenges related to use of content services (5); some of these comments related to the disappearance of some resources like the EBSCO database and limitations of the availability of online tutoring. Several organizations commented that there are issues with lack of communication about services (8). In other words,

they believe that it would be beneficial for Kan-ed to communicate more about the available services and how to use them. Many challenges also were related to internal issues within the organizations (9), such as lack of manpower to fully use services, outdated equipment, or space limitations. All of these themes were supported by statements of representatives at both urban and rural locations.

Needs - Themes Compiled From Both Cases

Closely related to the topic of challenges, interviewees at the Kan-ed member organizations brought up needs that they wanted to share with Kan-ed staff in hopes that the needs can be met. Comments related to needs were analyzed for themes, which are presented in the bullets below.

- **Increased convenience of network service usage** (8 organizations: 4 urban, 4 rural)
- **Additional communication from Kan-ed** (6 organizations: 3 urban, 3 rural)
- **Training** (6 organizations: 3 urban, 3 rural)
- **Additional statewide software application purchases**
  (6 organizations: 4 urban, 2 rural)

All themes were mentioned by both urban and rural organizations. Most frequently cited was the need for increased convenience of network service usage (8). For example, organizations requested a virtual library of educational programs that members can access online and faster Internet speeds. Another need is for additional communication from Kan-ed (6). Members would like additional communication about service usage within their organizations, like how much their students or patrons are utilizing the Live Tutor/Homework Kansas service, as well as more marketing of Kan-ed services and the educational programs available over the network. Member organizations also shared that they need more training (6), such as receiving information on what services are available and how their organizations can use the services, including training demonstrations at their locations for staff members. Many organizations offered specific suggestions for statewide software purchases (6); some of these would allow videoconferencing at the desktop level instead of using a specific room or cart.

Wichita – Impact

Each urban organization was asked to describe the impact of Kan-ed services on their organization. Their responses were grouped into themes. Themes and supporting quotes are presented below. The number in parentheses following each theme represents how many of the urban organizations shared comments related to the theme.

- **Provides access to resources that otherwise would not be available** (8 organizations)
- **Convenience/Saves time** (8 organizations)
- **Provides a high quality network connection** (4 organizations)
- **Creates learning opportunities** (4 organizations)
- **Saves money** (2 organizations)

One of the most frequently mentioned themes is that **Kan-ed provides access to resources that otherwise would not be available**. Representatives of all eight participating organizations made comments in support of this theme. The impact appeared most significant for the K-12 organizations. Some described that their organization would no longer exist without Kan-ed. Others spoke of various resources provided by Kan-ed, including the Empowered Desktop, the Educational and Research Databases, and E-Rate Consultant Services. Some K-12 representatives stated,

> "If we didn't have this [Kan-ed] network, we wouldn't be. The whole reason that [we're] here is because all of these schools have gotten together and said we need to make use of this technology so that we can share resources."
>
> "Kan-ed rocks our world as educators! It provides us resources that are relevant to our students! Lessons that are educational, evaluated by educators, aligned to state standards, listed by Lexile, and identified by several languages! If I have a Hispanic student that needs support in math, I can find a resource to help him! Please continue to fund this valuable resource!"
>
> "We really, really value Kan-ed. It is very important to continue subsidizing and providing the portal because the resources that are there…our schools, especially our smaller schools, could never ever afford them. Even netTrekker d.i. or the Gale [databases]."
>
> "I always participate in the yearly E-Rate meetings, which is a big benefit. I represent a lot of our school districts, so that's impacting not just [our organization] but up to 20 other school districts with information that I get. I use the E-Rate help desk, with the company that [Kan-ed] contracted with. It's great. It's a great process. I'm always learning things every year from it. [Kan-ed has] always been very helpful on the E-Rate side."

"I would love to see legislators come in and look at the state E-Rate meeting that Kan-ed hosts, and look at all the people around the room, and look at a dollar amount of how much money Kan-ed is helping us save our districts - in the millions of dollars. That can tell you right there, just by having [Kan-ed] help us and show us all these new things and all the forms and helpful little tips and tricks, look at how much money that's helping save districts, saving kids, saving communities, saving jobs. E-Rate affects everyone across the state, and all districts are participating in it, and Kan-ed is helping and touching each one of those districts."

Representatives from higher education organizations shared statements about the Educational and Research Databases and Live Tutor/Homework Kansas.

"The Kan-ed database service has a tremendous impact. The InfoTrac databases that you offer and the Nursing and Allied Health databases… If our EBSCO host databases don't have an article in full-text, they can go to [Kan-ed] databases and probably find it. The Nursing and Allied Health database is excellent because of all the full-text articles it has; that really impacts our nurses. I would say that our students really have become accustomed to these databases that Kan-ed offers, especially the ones with full-text. Without these databases, we could never offer them anything equivalent. Our students, especially those in health sciences, train at [our institution] but they go to work in hospitals and other medical institutions all across the state, and having resources that facilitate their training, like the Kan-ed databases, is really good for the whole state of Kansas. That's how important it is to us. There are a lot of states that don't have this opportunity like we do, and I really appreciate that."

"As we go through decreased funding from the state, having to pass along the burden to our students, the services through Kan-ed become even more important, because we need to be able to provide the level of services the student is expecting, and it continues to increase. [There is a need for] keeping that funding there or even increasing it so that we can do more, because our budgets generally stay the same or decrease, but yet we're still asked to do the same services if not better for our students. Just make [legislators] aware of how cutting possibly one thing from the Kan-ed system would impact an entire college service area. It's making our state a better state to live in."

"It's providing an active service to our state, and it's really…in education, it's a unifying force. I think it would be tragic to cut the funding for Kan-ed. I think we need to grow this from the first or second grade level, and that you could get a whole lot more value, probably quadruple your value, with just a little bit more investment."

"I think Homework Kansas is definitely a great thing for students. I do new student orientations and online orientation, and I cover things in our portal, as well as how to get to the learning management system and use it, and I always talk about Homework Kansas. You would not believe the number of students that are like, 'What? I have this, it's free and it's because of the state of Kansas?' I think a lot of people are becoming more aware of Homework Kansas, and I would tell the legislator, 'Please, keep those Kan-ed services like Homework Kansas available for the students, and the databases, and our connectivity.'"

Library representatives commented on Live Tutor/Homework Kansas and the Educational and Research Databases, sharing,

> "I refer people to Homework Kansas frequently over the phone and especially with math, because it's very difficult to do that over the phone. It seems to work particularly well. I've referred people that I know, and they have high praises for it. It's a great, great service."
>
> "The Kan-ed databases are just critical to us. We could not begin to offer that kind of content ourselves."
>
> "There are instances where students really do need in-depth research, and smaller facilities are just not able to support that scope in the collection. Kan-ed databases have been very valuable to be able to help somebody on-site without referring them elsewhere."
>
> "As a reference person, databases give so many more options than we used to have - either go to the print or try to find a computer, which in this building is difficult because of just the sheer numbers. The databases are available remotely now."
>
> "We have people here who are very good at putting job seekers in contact with really specific information on areas of interest. The Learning Express product [offers] lots of tutoring on doing things like preparing résumés and cover letters. It's important, I think, for these people because we have many really skilled aircraft workers here who have never touched a keyboard in their lives. They need not only to prepare their materials, they need a facility where they can get a free email account and actually send their résumé to an employer."
>
> "We probably refer people to Learning Express as a general reference every day because we have people that want GED books and SAT books, all those exam books that are hard for us to maintain. Since the employment situation in our community has taken a downturn, it's even escalated the use of those exam prep services."

A hospital representative shared the impact of the Kan-ed sponsored EMResource as a system to communicate hospital bed availability and other emergency situations such as AMBER Alerts. This hospital representative stated,

> "We are able to notify everyone if we're on diversion [not accepting patients] just by putting it into the [EMResource] system. It alerts everyone in our region and throughout the state. We know when other hospitals are on diversion and for what reason; we are able to know if there's a hospital that happens to be having construction issues or internalized safety issues in their center. It's just a daily look at the world to try to figure out, especially during the flu season, who is full and who isn't, and what you can expect…like if Susan B. Allen [Memorial Hospital] in El Dorado was full, could we expect a lot of patients from that area that they couldn't handle? Or, if we were full, could we move patients over to the Susan B. Allen area? Up until we had this, it meant us making multiple phone calls and trying to figure out where those beds were available."

> "AMBER alerts, I think, is another area…In the past you would look at the news and you'd know it was an AMBER Alert, but now [with EMResource] you get a little more specific information, especially for emergency rooms to be on the lookout for the children. Our security officers know to look out for children or cars or whatever it is. Then, they let you know when the AMBER Alert's done, if they've found the child or whatever happened."

Another strong theme, mentioned by representatives at all eight organizations, is that **Kan-ed services are convenient, providing time savings**.

Representatives at higher education organizations shared about the convenience provided by Kan-ed videoconferencing services and the Educational and Research Databases.

> "I know faculty appreciate not having to drive, to travel. For us, [using videoconferencing] saves about 5 hours of our day. It is very handy."

> "It's certainly a convenience. We've used [video] when there are meetings or things going on at our individual institutions that [we] can't get out of; [we] can hop on the video. It allows us to get other things done in that time when we would be driving."

> "And it increases productivity, because, again, you don't have that travel time."

> "We don't have to subscribe to paper journals, which are difficult to keep track of anyway. I think it has a very positive impact on us."

Representatives at K-12 organizations also spoke of the convenience of videoconferencing and the related Renovo Scheduler system and NOC support staff, as well as the Empowered Desktop as a one-stop shop. Representatives of K-12 organizations shared,

> "It saves our administrators from driving to Topeka, and they just love it. We have a cart sitting in one of our conference rooms, and through Renovo they can set up as many schools as they want [to attend the meeting over video]. They can go into the conference room and hear what's being said and ask questions without having to drive to Topeka like they used to. They really like that aspect of it."

> "I would have a hard time connecting the classes I have without the use of the Renovo Scheduler. It is so easy. Whether I'm at home or at work, I can hop on the computer and look up a class and see what the problem is. If I need to, I can call the 800 number for the NOC, and they can take care of it. It makes life a whole lot easier. Without Kan-ed, I don't think I could do any of that stuff."

> "[Without the Kan-ed services], I would be tied to a computer 99% of the time, because a lot of times I travel between my schools. Even at the KSDE [Kansas State Department of Education] conference, I was away from my computer half the time, and I knew if there was a problem, even if I can't go to it on my computer, I can call the [NOC] help desk, tell them what it is, even if I know how to fix it I can tell them, 'Please do this for me. I'm away from my computer' and they can do it really quickly. Or if I'm driving between districts, and I do that a lot."

> "We are able to present at national conferences from here through our IDL connections. We've done that numerous times. That goes outside of Kansas; that goes everywhere. We've done that in Washington D.C. a year ago, and then we did it in Austin last year. We've actually been in San Antonio live and connected back here for the conference, so that [a staff member] actually presented [through video]. We have that capability again this December in Savannah. AESA is one of them that has been most frequent, that's the Association for Education Service Agencies."

> "Equitable access to resources is provided to students and staff statewide. Districts cannot afford to provide quality online resources and pay licensing fees when it is more economical to look at the state as a whole. There is efficient use of placing resources, "one stop shopping" on the [Empowered Desktop] portal, and it can be accessed from anywhere."

Library representatives shared a similar sentiment about the convenience of videoconferencing being that it saves them from traveling to meetings, but they also commented on the convenience of the databases putting information at their fingertips, especially full-text articles. Comments included:

> "I mentioned content, but the content is no good without the access to it. The transition is from the good ole' green bound readers guide to using the power of a computer data mining program for students and people to get to information in periodicals that may not even be on the newsstands yet. That's just kind of a librarian's dream come true."

> "I was doing a program a couple of weeks ago for a parent group of Head Start. I had a certain mindset of what I thought they were going to ask about, and we had one woman who wanted to know about full-text databases. It wasn't the question I thought they would have been asking about. She was taking college classes, and she wanted to get access from home, and she was really pushing on the full-text. It wasn't the right forum publicly to ask which database she was looking for. She kept saying "Are they full-text?" She really wanted to be able to get the articles right from home. It seems to be reaching farther than I would have expected. I would have expected more questions about parenting and kids rather than that, but they're using [the databases], and we have it."

A hospital representative cited three ways that EMResource provides convenience in terms of time savings, sharing,

> "It removes the necessity to make the initial phone calls [to check bed availability]. I guess it's just common courtesy to call and say, 'We're full, I noticed that you have beds...' It gives us a direction on who to call."

> "We use it a lot. We use it to identify times when you're really, really busy, and things are happening and you're putting it into that system, or you're getting information out of that system. Later, when you're filling out after-action reports, how long did it take us to do things, there's just a wealth of information out there."

> "I get notices from [EMResource] on my pager, so I know when things are happening across the state, and I don't have to be at the computer. Like when a nursing home up in St. Francis had their fire, I got an alert that they were under regional support to try to move patients from that nursing home to other nursing homes. There's a myriad of ways that it can be very beneficial, just as a communication system."

The next theme related to impact is that **Kan-ed provides a high quality video connection**. This theme was mentioned by representatives at four organizations, spanning three constituent groups, including Higher Education, K-12, and Library.

Higher education representatives mentioned the quality of the connection as well as the NOC support service for troubleshooting connection problems. Representatives stated,

> "I've had a good experience using videoconferencing. It saves a lot of driving time, and the picture quality is good, and the audio is pretty good, depending on who's talking and how close they are to the mic and how loud they talk. My experience has been very positive as far as connection quality."

> "I think the NOC has done a better job of setting up the support email and stuff. Initially, when I first started, you would call [one NOC staff member] directly, and if she wasn't available, you might have to wait a little bit. It seems like they've done a better job of getting that to multiple people, so somebody should be there to help you. The connections always seem good, and they've always been very helpful with that. I would just say that they've been very helpful, they're very easy to work with, and there have been a few times where we've had issues at the last minute on a direct call and they've very quickly gotten the two sites connected and saved the meeting. Very helpful."

K-12 representatives remarked on the increase in bandwidth for Kan-ed members across the state, stating,

> "For districts, the leveraging of the bandwidth was a huge deal. That's what allowed a lot of our districts to expand. It was Kan-ed leveraging that price so that they could afford the bandwidth."

> "The bridge allows a lot of things for us that we might not normally be able to do. When you buy equipment, certain units have the capability of connecting multiple units in an MCU [multipoint control unit], or if you do buy new equipment it's an additional charge, sometimes several thousand dollars to get an MCU to host multiple sites. The Kan-ed bridge allows us to connect to multiple points without having to buy that additional equipment in all the schools. Also, we don't have to host that bandwidth for it, because I can tell you right now, our schools cannot… sometimes we'll have meetings with my facilitators for those 10, 12 sites connected, and there's no way in the world that my sites would have the bandwidth to support that. That's a huge bonus for us."

A library representative spoke about the Kan-ed network providing connections throughout the state, but also remarked on the necessity of continuing to help fund that access.

> "Public libraries are the great connectors to the citizens. That only works as long as the library has the network capacity to connect to that. I think one of the nice things about Kan-ed is it's helped stretch that network out into parts of the state where there weren't providers. That's never been an issue for Wichita. Wichita's had providers from early on. Wichita doesn't always have affordable providers. I think it's really important that as we talk about the future of Kan-ed, we don't overlook the fact that just because the providers are there, that's not going to be the solution if the libraries don't have the means to fund that access."

Another theme of Kan-ed impact mentioned by participating organizations was that the **Kan-ed network creates learning opportunities**. This theme received comments from four organizations, spanning the K-12 and Library constituent groups.

K-12 representatives spoke extensively of the educational opportunities provided through video that exist for instructors and students. One representative remarked, "Especially right now, in this budget crunch time, I would have schools that wouldn't exist anymore without Kan-ed. For sure." Representatives also shared the following comments:

> "Now we went to the single point Polycoms in each room, but it's high def. If we're going to connect more than two sites together, we use the MCU [multipoint control unit] so we can spread that out. What that's allowed us to do is split up the bandwidth and have a part over in the Spanish teacher's room, one here in the library, and one over here in the regular classroom. A lot of schools have 2, 3, 4 carts or systems, so they can be teaching multiple classes rather than having one dedicated classroom. They can put these carts out in the regular classrooms, so it doesn't restrict them as much on how many classes they can offer at one time."

> "[Our organization] also teaches classes during the day and into the evening between our Arkansas City location and our Mulvane location. A lot of our classes are between those two, and every now and then we have some that include high school students, but they are college level classes. We've had several students who graduated with an Associate's degree the same year that they graduated from high school. Now that's not all because of IDL. They did take some classes in-house at the high school, but they've also used the IDL system, and they've gotten the majority of their credits that they need to graduate. They had to work really hard to do it, but we have had several students do that."

> "A lot of the students [our organizations] gets from surrounding schools have had IDL in their schools; that's just a way of life. They couldn't get their high school diploma without IDL, so they walk in and it's no big deal. They like it. Younger and younger they're doing it, and I think the more they're getting used to it by the time they're even in high school and they've already done several things as elementary students and middle school students so their comfort level…they're used to the technology. Nowadays they grow up with technology, so it doesn't bother them."

> "When they switched from the Polycom MGC [multipoint and gateway conferencing] to the Codian bridge, I do like a lot of its features. It deciphers better when you go out of state and run into different types of equipment and bridges. They've got a feature where you can record a class and then there's a spot on the Internet where you go to access it. I've used that a lot, especially with new teachers that are totally new to teaching over IDL this year. I am able to record a class so that they can look at their own class and see how the students see it. Also, at the A PLUS network, there's a teacher that we use for Spanish that has been on for a couple years and is very good, and I asked him for permission to record one of his classes, and he agreed. He uses the technology really well, so I can have that as an example for those new teachers as well, so they can see how their class looks and then look at one with [a teacher] that's very good with the technology and interactive with his students."

K-12 representatives described their efforts at spreading the word about Kan-ed services to their faculty and staff, including broadcasting sessions over a local cable station, as well as making distance connections with other schools outside of Kansas.

> "We do a monthly TV show called Tech Focus, and [a staff member] does a little segment focused on the Internet. She's going to do a whole bunch of segments on Kan-ed. It's on channel 20, so Derby and Valley Center and the surrounding communities will all see it. It's the school district's cable channel that is open to anyone who subscribes to cable in the Wichita area. So that could have a much broader impact."

> "My point of view is that the Kan-ed backbone piece, the Renovo and that, really does build learning communities. Students are actually able to break the barriers of concrete walls and leave the district. These days with budget cuts and new laws going into place about car seats and field trips, it allows the students to actually travel where they've maybe never been able to travel before."

> "One of the things many of our teachers will talk about, especially at the high ESL [English as a Second Language] schools, is that many of those students' idea of travelling is going to Walmart on maybe the west side of town. They don't realize that once you leave Wichita, there's wheat fields, and there's mountains…and so by [making connections with other schools], students actually realize that students in New York, other than their accents, are no different than they are. I think that piece has been very beneficial to our district. We learn that through the ePals program a lot. We hear that a lot from teachers."

K-12 representatives gave very high praise to Kan-ed for expanding educational opportunities for students in Kansas.

> "Kan-ed has leveled the playing field for all students…all teachers...and all districts. It has allowed our teachers to go global with the use of the Kan-ed backbone. Teachers and students can break down the barriers of concrete walls, time, and distance. With the use of IDL, students can experience the 21st Century."

> "Kan-ed is a valuable tool to both small and large districts. For educational resources, distance learning will become more and more important as funds tighten and a very remarkable tool to expand learning past the everyday classroom."
>
> "Invaluable service, provided global educational opportunity for our students, creates jobs in Kansas, provides resources not available to most districts, connects Kansas kids together, allows students to take courses not normally available, virtual field trips visit anywhere in world/space, allows for conferences across the globe."

K-12 representatives shared their perspectives on the increased educational opportunities allowed through the Kan-ed network. One member stated, "It gives kids that normally wouldn't have access to certain technologies or certain learning opportunities access to those things. It can open up a window they might not even know was there." Others also shared:

> "It's only because of access to [distance] classes in very rural isolated areas that all children can have something of a comparable educational experience. Small rural areas in Kansas don't have the resources, geographically, to expose kids to the kind of things that you can do if not for the availability of connections and services from Kan-ed. If we're at all concerned about those small traditional Kansas towns surviving, we have to find a way for kids to be able to access those amenities that don't come with their hometowns. Today's kids are so attuned to electronic connections as opposed to face-to-face that they just accept it. It's the adults that can't figure it out."
>
> "The reality is that Kan-ed and distance learning with videoconferencing has allowed us to get the foreign language teachers from China and Puerto Rico in front of kids."
>
> "There are only two kids in Cedarvale, Kansas enrolled in Mandarin Chinese, but at the same time, those two kids can be taking Mandarin Chinese with 12 kids in Bonner Springs, so to speak. Students are some 150 miles apart, and they're taking the same class at the same time from a teacher who isn't even in the room. These are opportunities for the very small, remote schools. We have a good number of schools who don't have the staff or the funds, and they couldn't hire a Mandarin teacher, even if they were available, because they don't have enough enrollment to sustain it. This is an affordable option for them. It is only through videoconferencing and the online piece that is going to allow kids in Argonia, Kansas to have the same opportunities as kids in the suburban areas around Wichita, Topeka, or Kansas City."
>
> "If I didn't have the Renovo Scheduler and the bridge to help me, we'd only have one room that we can make multiple connections from. Otherwise, we would have to be point-to-point at all times. This has given us the possibility of connecting with more kids using the Renovo system and using the bridge to make all those connections. We wouldn't be able to get all the Chinese and the Spanish classes out there that we get. And we don't have to have a Renovo in-house, which is big dollars, which is what a lot of school districts have to have."

The library has been using the Kan-ed network to connect branches for training purposes.

> "We've been talking about videoconferencing for staff training when we do webinars. If it's two or three people, they can use the computer on a desktop. If it's this size auditorium, then we can project it. If it's 10 or 12 people, we actually use the monitor that is with the videoconferencing to do the webinar because it is wonderful. We connect to the Internet through a portable computer and just use that. I think also just the low cost of participating in the webinar and free training [has an impact]."

Kan-ed also is impacting member organizations by **saving them money**. Representatives at two of the urban organizations, including Library and Higher Education constituents, offered support for this theme. They shared the following comments.

> "I think as an administrator and as kind of the steward of the dollars in the institution, the videoconferencing ability to connect our staff in around the state where they can be here for an hour meeting and not drive five hours for one hour [meetings], which used to be the case, really helps to stretch our thin staff and it helps us manage our budget." (Library)

> "We're saving a lot of travel dollars because of the videoconferencing, using the Renovo Scheduler to connect the different sites, especially through the MCU [multipoint control unit] when you have 10 sites together that want to connect. Even though there is the additional funding you have to have to have those services, in the long run I think it's saving money as well, because it's the travel time." (Higher Education)

Wichita – Partnerships

Although a general question about impact was asked during the interviews, a more specific impact question was included related to the development of partnerships due to usage of Kan-ed services. Participating organizations described existing partnerships that were further facilitated due to Kan-ed services as well as new partnerships that developed with access to Kan-ed services. These partnerships exist among Kan-ed members as well as between Kan-ed members and outside organizations, including community groups and other agencies. Themes include:

- **Partnerships between Kan-ed members within the same constituent group** (4 organizations)
- **Partnerships between Kan-ed members in different constituent groups** (4 organizations)
- **Partnerships between Kan-ed members and outside organizations** (3 organizations)

First, Kan-ed members are making **connections with other Kan-ed members in the same constituent group**. Representatives at four organizations shared such partnerships, including Higher Education and K-12 constituents.

Higher education representatives reported using video to connect with other higher education entities for courses, collaborative research projects, and meetings. Representatives stated,

> "I work with a group from K-State called TELENET. They have their own bridge. They do classes, and we host those for them down here, so we just use their bridge. They do meetings and for-credit classes. There's a marketing class, there's a grant-writing class…This semester for the first time, we're doing a qualitative research class. A lot of times, it's former Kansas State undergraduates, or maybe they started their degree at Kansas State and this is helping them finish up. They also have a register of deeds class, where local county clerks will come here and learn about different subjects."

> "K-State Agronomy for meetings. We're currently using it for an EPSCoR grant team. There are two EPSCoR grant groups that use them here on campus to meet on a monthly basis. That's with K-State, KU, and Wichita State."

> "Pitt State, Fort Hays, and Wichita State probably use [video for meetings] the most, just because they are the farthest out. Seems like KU, K-State, Emporia State, KU Med are all close enough that they tend to drive [to Topeka for Regents meetings]. We would go occasionally, but primarily we would videoconference, and I assume that service was set up by Brad through the KBOR offices just as a convenience to the CIOs in Fort Hays, and Pitt State, and Wichita State, that would have a longer distance to drive."

> "Wichita State University and Cowley [County Community College] are connected. We have classes 4 nights a week between WSU, and some of the nights Butler [Community College] is involved, and then one of our locations in Ark City. I do use the Renovo Scheduler and schedule those. It's WSU's PET program, a teacher education program. We connect those three higher education institutions together for that. A lot of the students are paras in schools already, and they're working on getting their teacher's certificate. Some of them are traditional WSU students. We have several students in Ark City that have gone through two years at Cowley and then they're just finishing up with WSU, but they can do it in Ark City rather than driving 50, 60 miles up to WSU to take classes up there."

> "Cowley at Cowley's Winfield location is affiliated with Pratt. We actually have Pratt teachers at our location, and they do use the IDL network to share some things back and forth between the Winfield Cowley center and Pratt."

> "The SHRM [Society for Human Resource Management] classes…that's an HR organization where we provide training for them. That training has gone out to Liberal and Garden City, and we did dialogue with Colby for that…all of that is growing…we'd like to get some more 2 plus 2s going with other schools. Some of those things are in preliminary stages."

Many connections are being made between K-12 organizations. Due to the availability of the high quality Kan-ed network, they are able to share resources and provide learning opportunities that normally would not be available to Kansas children. Representatives shared,

"We work a lot with all the other networks in Kansas. The A PLUS Network we've done a lot of Spanish with, we pull a lot of Spanish from there. Previously we've worked with the TEEN network [Technology Excellence in Education Network] and the I-CAN [North Central Kansas Educational Interactive Television Consortium], so we do a lot of trading that way as well. When I'm at the KSDE meeting or conference, I was with the KAIDE [Kansas Association for Interactive Distance Education] group, which I'm a member of, we talk all the time about classes as well."

"What we do is first look at our own network schools and say, we can pull this from here, these three classes with that teacher. Then you run into needs, like you run out of spots available for Spanish, then I've got to go to other networks and find some openings. It's the same with all networks; we fill our own first and they do the same thing, then they offer to us and all the networks, we have these spots available for these classes, then we trade a lot of the times. We send Art to the I-CAN network; they're always in need of Art. We're always in need of Spanish. It changes year-to-year, what our needs are. Actually, there was one Spanish class that I wasn't able to fill, and I network a lot with people out-of-state, and we are receiving one Spanish class from Texas."

"We actually have 27 school districts in our membership. There are a few others in our area that will come in."

"[Our Chinese instructor] actually connects once a week with middle school and has taught 2 or 3 different middle schools at one time or another."

"We connect over Kan-ed regularly with service center directors and some staff collaboration. Service center directors meet eight or nine times a year, and more often than not one or more of us are on videoconference. We connect with the commissioner of education, the directors do, with Dr. DeBacker sitting at KSDE."

"Some of our partnerships are more collaborative partnerships…with Bueller, Kansas. We had a relationship between Louverture and Buhler, Kansas, which was very interesting…I think for them to see what an urban school district looks like. Price-Harris [Communications Magnet Elementary School] built a relationship with a group in New York, and it started out as a simple project, but it built into more of a collaborative project throughout the years, sharing books, kind of like a Reading Rainbow type of thing where they'd partner and read books together."

Some Kan-ed members are making **connections with other members in different constituent groups**. Four organizations shared examples of such partnerships, including Higher Education, K-12, and Library constituents. For example, a higher education institution partners with hospitals using the Kan-ed network. A higher education representative stated,

"Select classes are being broadcast back and forth between campuses. We are wanting to enlarge that endeavor, though, to reach out to other areas of the state for our program development. In continuing ed, I know we're dialoguing right now with St. Francis Hospital on receiving CMA updates and program related content in particular to our

healthcare programs through the Kan-ed network. Those are thankfully a growing area of the school."

A K-12 organization connects with hospitals to provide training opportunities.

> "We connect to KU Med Center for their training updates. Wesley Medical Center has done some things with us. With KU Med and Wesley, most of it's been continuing ed. It's nurses, school nurses sometimes are coming in, counselors, psych therapists of one sort or another. They are getting continuing education, updating them on the newest, greatest, latest things. They contact us and reserve a room, and they schedule everything through Kan-ed for all the connections. We're just here to make sure our equipment works properly and offer them a room. We have had them come in and use our facility to broadcast from one time last year. Wesley sent somebody here and used one of our rooms to broadcast out."

A K-12 organization described a special program that they have developed to partner with higher education and K-12 organizations. A representative shared,

> "We call it *Connecting Kansas Kids with Kansas Colleges*. We contacted the local 2-year and 4-year universities and colleges here in Kansas and had them either come in-house to our building or send via IDL from their facilities to speak about whatever topic we were focusing on. Butler County Community College has been a huge participant. They had their criminal justice person come in. He was hilarious. It's their opportunity to talk to the kids about their field and to encourage them in pursuing that field starting in high school and describe the classes needed to set the grounds for whatever they want to do with their life. We're getting ready to do our third year. We also have done this with nontraditional occupations; having the welders come in and talk to the girls about welding and auto mechanics, and men about nursing. We've had a lot of fun connecting with Pratt Community College. Hutchinson and Wichita Area Technical College have also come in. Most of the time they do not come to our facility. I know Hutch, Pratt, Butler, they all have their own facilities, so they broadcast from their schools. We go ahead and program it to connect to one of our rooms so that we can make sure everything's going okay and monitor it."

> "It's growing. It's just a full day of a variety of colleges and tech schools. We set up the schedule. We notify the schools. They essentially give the information to the kids, and the kids can pick and choose during the day to come in and listen to a session. My goal is that we will get so big that at some point we're going to have to identify which schools are going to be live and which are going to be 'view only.' That would be our goal, to get that big, to really expand far beyond our own membership area, to take it statewide potentially. We could do this outside the borders of Kansas. There's no reason not to."

The library is partnering with K-12 organizations to help students and teachers understand the resources that are available through Kan-ed. One representative shared,

> "I'm at the public library, and I know that schools have limited resources. We have the resources on our website that can be useful for you to share with your students. I tell them you've got to have our public library card and a Kansas Library Card for some of these places. We go through that. We talk about that. I show them our website, show them our online resources. We go to the Kansas Library Card, how to get it, how to use it. What kind of resources are on here. Okay here we go; these are the ones that I think your students will find the most useful. I go through the Gale stuff, and I primarily focus on the magazines."

> "I also push Homework Kansas every chance I get. If I have kids coming in to get a card, I tell them 'You know what, I've got this really neat resource here and you're a captive audience so I'm going to show it to you.' I do. I love to promote it. We don't have a whole lot of traffic coming in, but I will stop to chat to students about the resources that they can use."

Besides partnerships between Kan-ed members, **Kan-ed members also are making connections with other groups that are not members of Kan-ed.** Three organizations shared examples of such partnerships, including Higher Education, Library, and K-12 constituents. For example, a higher education institution is making access to the databases open to the public, and many community members make use of its library resources. A higher education representative shared,

> "We have students from the high schools that come in and use our databases. The schools have student tours [of the library] where the tour guides tell the students about our databases. We have a lot of community people coming and logging in as guests, using our computers."

The library also is opening up their Kan-ed resources, including videoconferencing, to outside groups.

> "The videoconferencing started out slowly. As people learned about it, the use did grow. We've involved ourselves with some groups where we haven't had much interaction before and there's a lot of internal like the State Talking Books Library. They use that as a tool for their statewide meeting rather than doing the travel. There are several groups that also come in and use it regularly. There's a group called Kansas Partners for Asset Development that uses it quite frequently. There is SRS [Social and Rehabilitation Services]… KDHE [Kansas Department of Health and Environment] was using a lot… A foundation group uses it… Talking Books… Kansas Library Association meetings. We've done a teen program, did a videoconference from Kansas City."

> "There are all sorts of training opportunities that are available through it that we sometimes take part in. We are very pleased with the fact that we have those things to offer. Library to library first, then organizations, and then there have been some governmental agencies that have used it. We always had a partnership with the Workforce Alliance of South Central Kansas. The added Learning Express features are something that we're using."

A K-12 organization shared about making connections with school districts in other states to provide them with educational classes and programs.

> "[Our Chinese instructor] taught a class of 2nd graders last year in Oregon. This year, it's 3rd, 4th, 5th, and 6th. She also connected regularly with a group of students for a language club every afternoon, the New Jersey Asian Club. Polycom has made some connections for us. The Chinese classes in Oregon are the result of some conversations I had with a service center person in Oregon, because he and I are both directors of a flat grant."

> "Arkansas has called us, Texas has called us. We don't always connect, but we do have the possibilities. Based on the nature of what we are, relationships that we have typically are going to run through a service center, either directly or indirectly. It might be that we're connecting or talking to a school in another state, but it probably was somewhat coordinated by a service agency in their area as well, because a lot of flat grants, in particular, were service agencies."

Wichita - Satisfaction with Kan-ed

Kan-ed members that participated in interviews appear to be satisfied overall with Kan-ed services. Themes include:

- **Satisfaction with Kan-ed network** (4 organizations)
- **Satisfaction with the Network Operations Center (NOC)** (4 organizations)
- **Satisfied with other aspects of Kan-ed** (4 organizations)

When asked about their satisfaction, members replied that they were **satisfied with the Kan-ed network**. This is true of representatives at four organizations interviewed, spanning the Higher Education, K-12, and Library constituent groups.

> "I know [meeting attendees] appreciate not having to drive, to travel. It's usually one of those things where if you don't hear anything, they're happy. You don't hear anything unless something bad is happening. They seem to be satisfied for the most part." (Higher Education)

> "I think it works reasonably well. If it didn't, I would drive more. My experience has been very positive as far as connection quality. Sound quality is iffy, but I don't think there's much you can do when people mumble." (Higher Education)

> "I'd overall say that I'm very happy with the network." (K-12)

> "There seems to be improvements on a general basis, each year or at least every other year something seems to be improved or tweaked. It's not just static and staying the same, which is good because technology changes and they need to change with it." (K-12)

"We are very pleased with the fact that we have those things [video and databases] to offer." (Library)

Also in response to the question about their satisfaction with Kan-ed, some representatives described **satisfaction with the Kan-ed Network Operations Center (NOC)**, stating that they have resolved any issues that had come up. Representatives at four organizations shared such comments, including those in the K-12 and Higher Education constituent groups.

"Yeah, connection's usually fine, and usually they've helped me troubleshoot a lot of problems. There have been situations where it's just me at another site and we're trying to do point-to-point, for whatever reason we couldn't make it work, and we used the NOC to make a connection." (Higher Education)

"The support from the Network Operations Center has been great. They're very helpful, very quick at getting back with me with questions, if I need to know how to do something in Renovo, or if I'm having an issue with the connection site, I call the NOC, and it's great support." (Higher Education)

"[NOC staff] and the Help Desk have been wonderful because they can help me…things that I haven't run into before they probably have, or have an idea about, and they can walk me through troubleshooting. I've gained so much from them." (K-12)

"I know [NOC staff] is always sending us emails, letting us know when they're updating things, and that they're keeping us informed as to any updates, telling us how the new product works. So, they're very helpful. I know I've worked with [NOC staff] a lot if we're having issues with a class, like one time [an instructor] lost audio. I was able to call them, and they were able to pinpoint it to our room, that it wasn't something with the far site. That's the one thing I love about dealing with them is they get right in there. They connect to a room, if they can't hear we know it's something on our end, and then we can troubleshoot it from there." (K-12)

Some organizations also mentioned **satisfaction with other aspects of Kan-ed**, such as services like EMResouce and the Educational and Research Databases. Four organizations shared comments, including an organization in each of the constituent groups. The library comment included in the section above relating to satisfaction with the Kan-ed network also referred to the databases. Other comments include:

"I'm pretty happy with it. EMResource is one of those systems that's always there; you know you can count on it. I'm happy with it." (Hospital)

"I am very satisfied, and I haven't heard any complaints. Those [databases] pretty well cover our needs. We subscribe to some specialized databases here that probably wouldn't be good for the whole state." (Higher Education)

"I use Renovo Scheduler. I know they updated it this summer, and it's awesome. It's much more user-friendly." (K-12)

Wichita – Challenges

Although interviewees were generally satisfied with Kan-ed overall, they were asked to describe any challenges they are facing related to usage of Kan-ed services. Themes include:

- **Limitations of network services available** (4 organizations)
- **Limitations of content resources available** (4 organizations)
- **Lack of communication about services** (4 organizations)
- **Limitations within organizations** (3 organizations)

The Kan-ed members that were interviewed reported **challenges related to network services**. Comments to this effect were made by representatives at four organizations, including some within the Higher Education, K-12, and Library constituent groups.

A higher education representative stated, "When there are multiple institutions connected through the system, it does get a little crazy when people are trying to talk at the same time and the video is jumping."

A K-12 representative described temporary challenges related to Kan-ed network upgrades, although they also stated that since the upgrade to Kan-ed 2.0, they had not experienced further challenges. One interviewee shared a statement about the difficulty of getting accustomed to the new network,

> "I know we struggled last year, and I think it's worked out for the best, when Kan-ed and KanREN standardized the video backbone. We'd already dealt with our previous Internet provider, trying to train them on how to actually configure the system to work with the IDL equipment. Then, Kan-ed rolled out the standardization of the backbone. I think we struggled at least for three or four months, and we had classes going on…it was a slow go. Of course having started our program, this is the same old same old, just something that I had to deal with. I think this year, we haven't had any technical issues. We're using Cox connecting us to the backbone, and Cox is with it, and I haven't had any of this issue that I've had in the past."

A K-12 representative also experienced challenges due to having to find a new local provider because their previous provider was not a Kan-ed Authorized Provider (KAP). They stated,

> "We were forced to change providers. It wasn't our choice; it was Kan-ed's choice. We went through a lot of long, hard dialogue between Kan-ed and [our previous service provider]. We sat for hours in meetings trying to get them to play nicely together. We had them reconfigure big juniper boxes to handle this as Kan-ed wanted it, and then when Kan-ed redid their network and put it up for bid with AT&T, they changed all the backhaul connectivity. [Our previous provider] was someone they chose not to do business with. After even all that work, and we finally got everything where it worked

and all that, Kan-ed walked away and said, 'No, we're going to do this.' To sit in the middle between that was just, service-level wise, the most painful thing for all of us."

Another K-12 representative also mentioned the challenges of only working with Kan-ed approved service providers, stating,

"If a service provider doesn't want to be a KAP that wants to jump on board with Kan-ed, well we're out of luck. Luckily, our service provider, that's who we're tied into, wants to be. But for some districts, their service provider isn't, they don't want to be a KAP, so they're up in the air. I know you can't make everybody play nice, but that's [a challenge]."

Another challenge mentioned by a K-12 representative relates to service offered by AT&T, Kan-ed's partner for the network. One representative stated,

"There have been issues with all of us contacting AT&T. I know that's who we've all partnered with. There's not one person that we can go to that can guide us in the right direction. It's not even a troubleshooting part; it's trying to get districts set up with E-Rate. They call one person, 'Well, I'm not your representative.' They call another, 'well, nope.' It's kind of a run-around. We've been given, 'here's a number you call.' You call that and, 'Well, I can't help you out.' Districts get a little frustrated, which I can understand. Here, AT&T, AT&T, AT&T, it's pushed at them a little bit and then, well, okay, don't leave us hanging."

Another comment offered about Kan-ed network services by a K-12 representative was:

"It's very frustrating. What you've done is added another layer of finger-pointing. I go back to the folks at Kan-ed, who are capable of seeing beginning to end, and therefore, given enough time and enough information, they can help us to narrow it down, whereas we as the in-house user, might never have been able to diagnose the problem. But my question is, why should we have to? But we do."

A K-12 representative expressed a concern with bandwidth limitations, simply stating, "Bandwidth. More bandwidth. Everybody needs more bandwidth." They clarified that more bandwidth was needed across the state for all members.

A library representative also shared that bandwidth in some branch locations is lacking due to delays in making connections to the Kan-ed 2.0 network,

"I would actually say our bandwidth is not wonderful in our branch locations, but it's what we can afford, even with Kan-ed subsidies. Part of the problem is we've tried to connect all of the branches to 2.0, and we're apparently stuck in a waiting queue where we've been since June [2010]. There seem to be really significant delays for people who want to connect to the network. Actually we use a KAP provider, and we did all the paper work; we're just still waiting."

A library representative shared that the organization has video capability but finds it a challenge to identify locations to connect with. One representative stated,

> "We've come into a couple of road blocks through that protocol H.323 from the Polycom. People think when they hear video, they'll be able to Skype in from anywhere, and then when it gets right down to it, it's hard to find remote locations that will use the protocol. In fact, there have been some city departments that were interested in doing some interviewing from various locations, and they couldn't find a remote site that was compatible."

Some member organizations' representatives described **limitations of the content services currently offered by Kan-ed**. These comments spanned four organizations, within three constituent groups (Hospital, K-12, and Higher Education).

A hospital representative spoke of the limitations of EMResource:

> "One of the things that it does give us is bed availability. What it doesn't give us is other resource availability, which I think would be wonderful, whether that's in the same program or a separate program. Things like ventilator capability, medications…what resources we have available…how many spine boards, or how many EMS units. If we get down to the point of not having enough EMS chassis on the street for emergencies, and I'm thinking along the lines of, there's just a huge resource pool that you need to have in those kinds of situations to be able to figure that out. When we were starting up this whole [system] and looking at this program we thought even at that time, is there a way to have resources outside of just beds?"

A K-12 organization also shared challenges related to several content services, including Empowered Desktop, Live Tutor/Homework Kansas, and Educational and Research Databases. ePals, an Empowered Desktop application, is believed to be a great application, but it is not reliable. They also have experienced frustration related to inability to access Live Tutor/Homework Kansas. Further, they are unhappy with the loss of the EBSCO database and the lack of input the school was able to have in decisions regarding the purchase of database licenses. There also are issues with accessing Kan-ed content services, with the login process. They described,

> "ePals is probably one of my all-time favorites, but ePals is one of those that we cross our fingers and say, "Please, I hope it's working today." The connection between the kids in ePals has not worked well, and it hasn't worked well this year either. If you create a new account or a new account is created in Kan-ed, the next day, if it's a student account, it should be in ePals and be connected. We had some nightmares with it, and this year already again. People have a tendency not to want to use it because of that. ePals is awesome. It's the connection between Kan-ed and ePals that's not awesome. ePals is incredible."

> "We're very interested in [Live Tutor/Homework Kansas]. [It is challenging] because of the time-out, because of the kids getting frustrated and the teachers getting frustrated when they direct kids to that. Our feedback from that has been that they get frustrated

with the timing issue. We were ready to push it pretty strong. We were real excited about it, and we kept communicating it and then the feedback was that it was taking too long, and keep in mind we have 50,000 students. We have a very high need."

"I would like to see them make sure, since we are the largest district in Kansas, and we are one of their very highest users, that someone from this district, whether it be one of our IT people or myself, is placed on the selection committee to have some say or some kind of buy-in on the applications. I would say one or two people, at least. Because there are only 2 of us from public schools that served on it, with all the academics, all the public libraries, and all that, when I was up there advocating for EBSCO, which we did get it for one year. I think we need to have some representation and to be a part of that selection process. I'm very glad that we got Gale, and I'm sorry to see EBSCO go, because we'd had it forever and a day."

"Making it easier for people to actually get into Kan-ed resources, or logging in. We're looking at automating that process. They can then log in much easier and don't have to remember a separate username and password."

A higher education representative also mentioned challenges with students accessing Kan-ed services. They described concerns with out-of-state students accessing Live Tutor/Homework Kansas.

"In my understanding, in order to access it, they need to have a Kansas Library Card or a Kansas IP address, so those [out-of-state students]…I don't know how they would access it. And those students, that are our students then, are somewhat roadblocked from utilizing that, even though they're affiliated with a Kansas school. If they had a single sign-on, from Firefly to that, from our portal to Homework Kansas where they could sign in that way, and it could pass the IP and that wouldn't be an issue. Right now they do access it from our portal, just because that's how we make it available to them, but there's not any sign-on process, which is great. They can just click and log in."

A K-12 representative expressed concern with an application being removed from the Empowered Desktop, stating,

"I think there was something else in the original as well, that for one reason or another has been removed, and I know it only as BAIP. They were formative assessments. Test prep. Since those have been eliminated, and I know it was state department and Kan-ed somehow, I think it was accessed on Kan-ed…anyway, it's no longer there, but it was one of those things that caused people to really get on that Empowered Desktop."

Some organizations mentioned challenges with Kan-ed's **communication with members about services**. Four organizations shared this type of challenge, including K-12, Higher Education, and Library constituents.

K-12 representatives made comments about decreased marketing of the Kan-ed program, remarking,

> "It seems like going around the state, those first couple of years when [former Kan-ed director] was running it, there was a real strong marketing effort, and now you don't hear a lot about it as far as that's concerned. I don't know whether that's because things are mature now and there is no need for that. Going to the MACE conference and some of those conferences, it isn't spoken about as much as it once was. Some say it's gotten quiet, as far as central marketing. Maybe there's a reason for that. When you have a new product, you market it and you get it out there. Maybe now that everybody's using it or involved with it, you back off and you save that money for other things."

> "Every year I go to the Kan-ed conference, and I think…who I see there are the techs…I think the information is to the techs, but then the techs don't give it out to the teachers. We have a good representation of our area there, but everyone back home doesn't get the information. Dissemination is not happening."

Other organizations echoed that their staff are not aware of all that Kan-ed has to offer. As a higher education representative simply put it, they "don't know usage of services."

A library representative was concerned about the rebranding of Live Tutor/Homework Kansas, and stated,

> "I think it's very unfortunate that Kan-ed chose to rebrand Homework Kansas, because I think that was something that the State Library had done to really try and make people aware. Now that it's not called Homework Kansas, it's called Kan-ed Live Tutor or whatever it is, I think it's much more difficult for people to realize what it is. It's unfortunate the name changed, because people were just getting used to what it was and knew what we were talking about when we sent them there. Now there's a little more education to get them there. It's a great, great service."

Other challenges were less related to Kan-ed, and more related to **internal challenges within organizations**. Three organizations shared internal challenges, including those in the Library, Hospital, and K-12 constituent groups. For example, organizations may lack equipment and need to identify ways of marketing its own services.

Library representatives expressed several challenges related to limitations of patrons' use of the video connection, bandwidth, and content. They described,

> "We have a little bit of a hole in the service, because we have that extremely concentrated videoconferencing and we have the wonderful bandwidth that [Kan-ed] provides. I had a woman a couple of weeks ago who needed to do a web cam interview. We don't have web cams. We don't have cameras that we can set up on the computer. She was interviewing for the Peace Corps, and I thought it was wonderful, but I couldn't help her because we just don't have cameras. Our bandwidth is just wonderful. We can do it. It's a matter of keeping up with what it is that people are using. We've had discussions about adding Skype to our services, but that's as far as we've gotten. When people think videoconferencing, they think Skype. If we were enabled to contact our customers in a mass fashion through Skype, then I could see some programming opportunities and things of that nature."

> "People that come in to look at their Blackboard for the Wichita State class or their Butler County class, either they don't have a computer or for whatever reason they come here a lot to do that. We could use a lot more computers and a lot faster computers."
>
> "Patrons frequently need [database] access for a time that is longer than we can comfortably provide because we are trying to serve so many people that we actually restrict use of our stations to two one-hour sessions."
>
> "My feeling is the videoconferencing equipment that we have is so advanced and useful for libraries that it is hard to get people to realize that we even have it. I think that it could be used far more than it is. We have tried to spread the word and people are interested. I tell people that we have it and their mouths drop open."

A hospital representative shared challenges with their staff's responses to the EMResource system.

> "The only thing that we have a challenge with is our own staff. An [EMResource] alert goes off and somebody will go in and hit the button without knowing what they're doing just to shut off the alert system. We've had to really crack down on our staff not to do that, because it sometimes is a bed alert. They really need accurate information and they go in and shut it off. That's probably the only challenge. It's had more positives than that one little negative."

Also, a K-12 representative shared that they had experiences with a few instructors and students not wanting to participate in IDL classes. At the same time, there are many teachers and students that like to participate in IDL classes. They shared,

> "I have one teacher right now that's frustrated because of one incident with one facilitator, but she doesn't want to teach on IDL anymore. She's a very organized teacher, and I think she just feels a little too scattered because she has two different classes and she's working with four different schools. I've had other teachers who are technophobes, and they just don't like [teaching over IDL]. They don't give it a chance. I probably need to do more training to help them along the way, but some people fight with it and it's amazing that some semesters you don't hear anything from an instructor and the same semester you can hear, every time that they connect, there's some kind of a problem. The technology just makes them really uptight, so they get nervous sometimes. Those are the kinds that we need to do more training."
>
> "I have had students walk into my room, and I haven't heard it so much lately, because of the newer technology, but I've had students walk into my room and say, 'I didn't sign up for this crap, I'm leaving.' And they'll go change their class so they're not in an IDL class. Different people feel differently about that. Some are like, 'I'm really nervous about sitting here in front of a TV,' and that bothers them. A lot more of the students we get from surrounding schools who have had IDL in their schools, that's just a way of life. They couldn't get their high school diploma without IDL and so they walk in, and it's no big deal. They like it."

Wichita – Needs

Closely related to the topic of challenges, interviewees at the Kan-ed member organizations brought up needs that they wanted to share with Kan-ed staff in hopes that the needs can be met. Themes of needs most frequently centered on:

- **Additional statewide software application purchases** (4 organizations)
- **Increased convenience of network service usage** (4 organizations)
- **Additional communication from Kan-ed** (3 organizations)
- **Training** (3 organizations)

Some of the organizations mentioned ways that Kan-ed services could be expanded with **more statewide purchases of software applications**. This theme was supported by statements from four organizations within the Higher Education and Library constituent groups.

> "A lot of our staff and faculty like using Kan-ed, especially the videoconferencing. It's pretty solid. They can connect to other institutions, but we'd like to have that capability in basically every room, every desktop. Maybe it's because we're not as familiar with the product; I don't know if there are product offerings that they can bring it down to the desktop, because if that doesn't happen we've got to think of other ways to videoconference on a point-to-point, desktop-to-desktop, conference room-to-conference room. It kind of goes beyond just the education function. I think that it's one of those things, you've already spent the dollar to put the infrastructure in, let's spend the nickel to really make it every classroom and every conference room, and every office that has Kan-ed videoconferencing. If we could have an enterprise purchase of GoToMeeting for all Kan-ed participants that we could use at a person-to-person level, it would be very effective. With a product like GoToMeeting or WebEx or Skype or something like that, then you would have the standardized webinar format every time." (Higher Education)
>
> "We have the Polycom units in conference rooms or in larger spaces, and generally for meetings, it's just me or me and one other person possibly, so it would be fabulous if I could connect with just my desktop machine, which has a camera on it. I've talked with the folks at the NOC about that a little bit, but I really haven't pursued it too much." (Higher Education)
>
> "I use Kan-ed for some things, for some rooms, but then I have to provide a separate videoconferencing software support for other functions of the college, and I think it would be simpler and easier if we all used the same videoconferencing product for that. It would save a lot of travel dollars if we could connect all the institutions in Kansas, all the way down to the conference room. We could save a little money." (Higher Education)
>
> "With Blackboard buying out Angel, we'll eventually all be on some product of Blackboard. It's in transition right now. I would like to see a statewide adoption

program of Blackboard, eventually, when they get to a unified product, because that's one that we'll all probably have to buy into, more than likely. I think that some people are leaning toward maybe going to Moodle, but because we're all spending money for licenses right now, that's pretty pricey." (Higher Education)

"Another suggestion is ePortfolio. If there's a way that we could have a statewide ePortfolio system…I know in Wisconsin, you get ePortfolio as a state purchase; you get an ePortfolio when you're born, and you have that your whole life. It follows you through your elementary school, secondary school, any post-secondary, and it just goes with you your whole life. I know that ePortfolio would probably have to be managed by Kan-ed, but if we had that for our students and just to market yourself career-wise in Kansas." (Higher Education)

"We've talked to Kan-ed in the past about seeing if we could integrate Muse, Fed rate, Renovo to schedule video. It's a unified communication platform, all of our phones, instant message, we even have live videoconferencing between the desktops within a Microsoft Office communicator, and that's kind of the future. Everybody's going to unified communications. We buy one trunk out from the college, and then every computer is its own telephone or its own instant messenger. It could be its own videoconference thing. The problem is, when we connect to other people that don't have Office communicator, it can be problematic." (Higher Education)

"Anything [databases] from the American Chemical Society would be nice. We can't even afford to subscribe to it. I really like the ABI/INFORM, that's one we used to have." (Higher Education)

"I'm just going to say that is a place where you could really help out schools and libraries if you could find a way to facilitate sharing. The commercial companies, of course, are all interested in their own private platforms. It would be possible to have some kind of way to make e-books more accessible to library patrons, to students. There is an incredible amount of information and content that is out of copyright." (Library)

Another theme related the need for **increased convenience of network usage**. This theme was supported by statements from four organizations within the K-12 and Library constituents.

"An adequate bandwidth for our needs so that we don't have to worry about packeting or our Internet service being less than adequate. If there was a way to combine the secure Kan-ed side and the open typically Internet side for a school district, where anybody could interchange…That would be helpful, because honestly, we have the 10 megs but it might sit idle, and I can't access it for the other side. That's kind of a waste, isn't it? If we're sending out at full tilt…and as a matter of fact, we don't send out full power to much of anybody because they can't accept it." (K-12)

"I know a lot of this is federal regulations and what have you, but why the heck can't we just talk on the cloud, and be done with it? All this hanky panky, go up the road five miles and then go underground for somebody else and then back up above ground, or

back in the light of day…I know it's all regs, but it sure creates some problems for a few of us." (K-12)

"One of the things that the schools are looking for in the future is more accessibility to bandwidth. They were just asking at the last superintendent's meeting, what can we do in rural Kansas to get more high-speed Internet? Because it used to be, all of our schools had what we called a full-mesh room where we could connect three or four different sites together and each one of them was used in 768. Well, now we're all using the high definition." (K-12)

"When people think videoconferencing, they think Skype. If we were enabled to contact our customers in a mass fashion through Skype, then I could see some programming opportunities and things of that nature for now." (Library)

"Maintain a very stable network and do not disrupt end users by changing NOCs." (K-12)

Another theme revolved around the need for Kan-ed to **communicate additional information** to members. Such statements were provided by three organizations, in three constituent groups (Library, K-12, and Higher Education).

Some institutions would like more data available related to usage of services at their organization. A library would like to know more patron usage information, and a higher education institution would like to know about Live Tutor/Homework Kansas usage.

"It's very difficult for me to talk to a legislator about how well products are used locally if we can't get the data. We get usage reports for most of the products. There are some that we believe are very heavily used, and I've not been able to get how many requests came from [our organization] in March." (Library)

"One thing that we'd like to know is how many of our students are even utilizing Live Tutor, because to my knowledge there's not any way to track that, because it just goes by IP address. I don't believe that it asks what institution the student is enrolled at. That might be a feature, though, to track it by school instead of by zip code, because our Wichita zip codes are huge. We have Butler, we have Cowley, we have Hutch coming in on the west side, and Pratt on the west side, so really just having a Wichita zip code is not indicative of that institution. Does it also have out-of-state tracking?" (Higher Education)

A higher education representative, also speaking about Live Tutor/Homework Kansas, provided suggestions for improving communications related to the service. They stated,

"The thing that we've run across with the online tutoring is that it says on the flyer, K through 12, then it says college, then it says GED. What I've found is whenever I've talked to students about it, they've said, 'Oh, but is says K though 12.' I'm like, 'Yeah but it's college also.' They're hesitant to use it because they think, 'I must not be very

smart since this is for K through 12 also.' If there's a way that we can be mindful of that so that when we promote it to students, it's not seen as an insult." (WATC)

A K-12 representative suggested that it would be beneficial if there would be a communication channel for the state to promote programs available over the network.

"If there were some way for us to advertise this statewide… I don't know if Kan-ed has any kind of a component that would [do that]. This is something for all kids. This isn't just because it's south central Kansas or because it's the TEEN network. It's for kids. The whole idea of this mantra of career readiness now is huge. Honestly, kids really have no clue what's available. They have no idea the variety and the depth and breadth of what's out there. Maybe it will only intrigue one kid, but that's one kid that didn't even know about it."

Some organizations conveyed that their staff was in need of **training related to the services Kan-ed provides**. These comments came from three organizations in the Higher Education and K-12 constituent groups.

"One of the disappointments I had was that we seem to be focused on getting that last rancher connectivity to broadband versus training everybody on how to use all these systems. We're from an urban area, and we have a lot of lower socioeconomic students that still come to us not knowing how to use email. They can have broadband pass by them every day, and we're their first interaction with technology for that. So, training needs to be the next focus of Kan-ed and broadband lines." (Higher Education)

"I think for us, it's finding time to sit down and look at what all the different products are, and how we could use them. What would probably be useful to us is to have somebody come demo all the Kan-ed products for some of our faculty and staff. If they could send somebody down, I think that it would be more beneficial. We could bring in key players here, [and it would be] more beneficial than at the conference, because only a couple of us really go to the conference." (Higher Education)

"Another thing that might be helpful too, even after somebody demos it, is if you have a portfolio of videos on how to use each of the products, kind of a master's demo that's a 20 minute link. You get more credibility if you have somebody from the field that says, 'this is how we do it in our school,' and they demo the product, and then now you've got a point of contact." (Higher Education)

"Probably three years ago, we hosted the Kan-ed Boot Camp. We had 125 people here, ready to get with it. When they left here, they were ready to use it, and it was great. We haven't had anything like that in three years, and I think if we did something like that again down here that we would have a lot of people participate because we have a lot of new teachers, a lot of teachers right out of college that aren't as familiar with it. I think if we could host something or do something, we would see a big increase [in usage of Kan-ed services]. Training for the Desktop would be a big one." (K-12)

> "One thing we discussed at KSDE is that we'd like to pull together a state teachers training. They all have the same issues I do, the new teachers, old teachers fight with the equipment, or they love it. You have the one's that'll fight with it, so you try to be as accommodating as you can and work through all the little issues. Usually they are just little issues, to me. Maybe not to them. It's things that they can easily work through once they open up and allow themselves to." (K-12)

In addition to these "needs" themes, Kan-ed staff also could consider the issues reported as challenges, as additional member needs are reflected there, including:

- Expanding the selection of local providers
- A reliable contact person at AT&T
- Additional bandwidth
- Centralized marketing of H.323 video locations and their programming
- More critical information about hospitals' resources in EMResource
- Better functioning of applications on Empowered Desktop (i.e., ePals)
- Increased hours on Live Tutor/Homework Kansas
- Member input into services offered (e.g., database and Empowered Desktop applications)
- Easier login process to access Kan-ed services
- More dissemination of information about Kan-ed services
- Additional technology equipment (e.g., more and faster computers, cameras)

Lane/Finney Counties – Impact

Each rural organization was asked to describe the impact of Kan-ed services on their organization. Their responses were grouped into themes. Themes and supporting quotes are presented below. The number in parentheses following each theme represents how many of the rural organizations shared comments related to the theme.

- **Creates learning opportunities** (8 organizations)
- **Increases area of influence for member organizations** (7 organizations)
- **Provides access to resources that otherwise would not be available** (6 organizations)
- **Provides a good connection for communication** (5 organizations)
- **Saves money** (4 organizations)
- **Convenience/Time Savings** (4 organizations)

The theme with the highest frequency of responses was that **Kan-ed creates learning opportunities**. Statements in support of this theme were mentioned by representatives at all eight organizations.

Hospital representatives spoke of the continuing medical education learning opportunities created by the Kan-ed network.

> "Every Wednesday morning from February through May and from September through right before Thanksgiving, we have a program for continuing education for doctors and the nurses if they want to attend. We broadcast out to any facility in southwest Kansas or even some in northern Kansas that want to dial into the Kan-ed bridge and take advantage of our continuing education. Out here in western Kansas, we're the only one offering the service for them to get continuing education and not have to travel. Sometimes we'll have five other sites. Sometimes we'll have ten or twelve. It's really neat."

> "Great Bend comes in all the time with us. It's been great. Because of [ITV], we can disperse our education to anybody who wants it. In western Kansas, that's a good deal for them not to have to travel a long distance. It's been wonderful. I'm not the only one who uses it. The business office uses the Kan-ed network in the same manner I do. They bring programs in on various financial things they have to learn. Nursing uses it as well. It's quite a few other people."

> "We very much like the [video] system. For a rural area, it's wonderful. I just can't emphasize enough what a service Kan-ed provides for a rural area. You have physicians in Lakin or in Dighton who are covered. The physicians really can't travel to get education. They can do online things, but to see a real live person with real life case studies, that's a great service to them."

"It's just like the Wednesday morning CME [continuing medical education]. There are a ton of topics that probably our practitioners wouldn't drive to go see for an hour. Those topics may not be available when they go to the continuing ed seminars that they go to get their physician hours. There's a lot of interesting topics that I'd sit in on, some because they are things I wouldn't normally see. The potential, I think, is even more than the reality of it. The potential is that if there is an ITV connection in Pakistan and there is a physician giving a lecture there and we hear about it, and we want to connect, we could. If they've got a connection and we've got a connection and they're both connected to the Internet, we can dial each other up. Has that happened? Maybe once or twice."

"I feel like I get a lot more out of [meetings] because I'm not tired when I try to get up at five in the morning and drive for three hours. You're actually listening a little bit better. You're comfortable in your own little area."

"It's the ability to reach more at one time here in the same building. They get to hear the information firsthand versus us relaying the information to them. They get to hear the specialist. Sometimes two, three people can hear the same thing and get something else out of it, and then we can educate."

"It's actually St. Catherine Hospital's program. They have a program every Wednesday morning, and it goes from Labor Day until Thanksgiving in the fall and every spring from the end of January until May. Every Wednesday morning they bring in a physician or a pharmacist. It's usually a physician to do a topic. They have a CME committee that gets together quarterly and decides which topics from the evaluation that physicians are looking for. They also look at our ITV sites and what they're suggesting."

"The other nice thing about [video] is that you can come here live. Videoconferencing for a whole day program with the different topics and maybe one topic is focusing on nursing and the other one is dietary. Instead of them coming for the whole thing or traveling for just an hour session, they can just go into the [video] room during that time. Then, they can go back to work."

"Our total participants since 2006 is close to 10,000. We are meeting the education mission of the network. We do a wide variety of [programs]; it's not just nursing and physicians. We do environmental services, human relations, customer service, dietary…"

K-12 entities are making use of the Kan-ed network for educational opportunities as well. For example, one K-12 organization is connecting with many school districts in Kansas, across the country, and even internationally.

"Most of these programs are kind of self contained; they are very similar to the ones we actually give in person at the zoo. The only difference is they don't get to touch the animals like they would if they came to the zoo. The programs last usually forty-five minutes, or thirty minutes for younger groups."

"We get evaluations for the programs, and they're always very positive. The teachers really enjoy it and feel that it has value for their students; we try to align our programs with standards at least here in Kansas so they know that it's a quality program. The teachers can look at the programs that are available and make sure it's something they feel fits their needs for their state standards or their classroom requirements or whatever it is they're trying to do."

"Distance learning alone in 2009 reached 11,937 people. That would include all of the programs that I gave last year to teachers and students. That is just distance learning. As far as programming in 2007, distance learning reached 9,207 students. In 2008, 6,779. In 2009, almost 12,000 people reached."

Another K-12 organization is connecting school districts over the Kan-ed network to provide rural students more educational opportunities. They also have found ways to incorporate the Educational and Research Databases into their programs.

"Being able to reach and connect with another network through Kan-ed is really important. Actually four classes on my daily schedule utilize Kan-ed to some degree. That's pretty good on a seven hour day."

"Our executive director just completed her doctorate. She used EBSCO databases for much of her research. She's always looking for a good resource for research-based information as she's creating new workshops and new programs. That's why we were shopping around. Several of the consultants go out to do workshops, create workshops, work in districts and then also present them here at [our organization]. Having access to a reliable database is important to us as we work with our schools, create programs for our schools."

One K-12 organization uses several applications on the Empowered Desktop to increase educational opportunities for its students. Its representatives spoke about Test Builder, Discovery Education, and Financial Foundations for Kansas Kids.

"[Test Builder] It's been a valuable resource to have that available because it is just set up so much the way the state assessments are set up. I can walk through it with my students and do things aloud and model for them. I can give them a paper pencil copy so that they can work right along with me. Keep track and see what the real test is going to be like."

"Personally, I think Test Builder has really prepared students for the state assessment, and we've done really well in the math portion of the state assessment. I think it's because of that and some other things that we do. I really think that helps a lot."

"I've been using Discovery Education for several years for 1st, 2nd, and 3rd grade. It has all levels, and it's really easy to use and find what you need. It's mainly videos and video clips. Some of them have teachers' guides that go along with them or activity pages for the students. They have Magic School Bus videos and Reading Rainbow videos. If we're studying life cycles, they'll have a video about the life cycle of a

butterfly or studying landforms; we watch the video about different land forms. Our children don't have a lot of background knowledge. A lot of them are from lower income ESL [English as a Second Language] families and so it's a great opportunity for us to introduce them to things and places that they've never experienced before."

"The Financial Foundations for Kansas Kids has been able to impact my students because economics is so far beyond what they have been exposed to in the past. They don't have a lot of experience with money. It's a great way to bring it down to their level and let them see from a kid's point of view how economics can impact their lives and make it fun and entertaining at the same time. They can then relate to the children in the video and think, 'okay I am a consumer and I can save, and I could be a producer and provide a service.'"

A library provides distance learning opportunities through their ELMeR room for local school children and community members. Further, the library system uses the Kan-ed network for training rural library staff on a new state system.

"Once a year we do a class with third graders. Students come down here and [Zoo employees] provide a program for them. There's no way these kids would have a bus trip to that zoo. With the budget cuts, our schools have done away with all field trips."

"Through distant interactive learning, they did a Green Week. Also, we had 3rd, 4th, 5th, and 6th graders here, and they did a hook up with Greensburg; the principal. He talked about the day the tornado happened. He had pictures of it, and then how they've rebuilt Greensburg, what their school looks like. The kids were able to ask him questions, and they just had tons of questions to ask. Tornados are so fascinating to kids. It was really a neat experience for the kids. It was a neat time. That was free that week, and then also that week with Garden City, they did a program on rainforests. Our kids wouldn't have had a chance to really experience that at all. Another library, they had quilts. They were able to view the quilts. When they were talking about green quilting, it was how you recycle materials such as even the matting and how the materials that were used for the quilting was recycling; going green with your quilting."

"Our staff is doing training right now on the new state system, and if we didn't have the bandwidth [possible through Kan-ed], you just wouldn't be able to do it."

A higher education institution also uses the network to create educational opportunities, by offering courses through IDL that students would not have access to in a classroom.

"It gives many students, who in the future are going to be very productive citizens, the chance to have this knowledge by taking this class. Without it [IDL], they wouldn't have access locally to any advanced math class at all because enrollment would be only like five kids. There would not be enough."

Another theme that frequently emerged is that **Kan-ed services are allowing an increased area of influence for its member organizations**. Comments related to this theme were shared by representatives at seven organizations, spanning all four constituent groups.

"We're seeing our sphere of influence is getting larger because we offer quality service to all our people. You don't have to come to our emergency room and sit two and a half hours and wait to get seen. I mean, it's going to be about 30 seconds. Directly or indirectly, ITV impacts every employee here." (Hospital)

"Yes, a lot of people appreciate it. They can see content which is a PowerPoint. They can see the speaker. They can hear the speaker. If we bring somebody into us, it's the same way. It's great. Without Kan-ed, we could not reach the places we reach. I guess I should add that we've had KU Medical Center up there call our screen. We're very far reaching." (Hospital)

"We reach out way beyond our borders. We actually go into Oklahoma and all over the state. Actually Okeene, Oklahoma is tuning in for all our CME programs now. They're really excited about it. They heard about it through our software. We have risk management software that a lot of hospitals use. They hear about what we're doing just with us talking to them about things that we as a network do. I'd say we probably have a total of 50 hospitals that have tuned in for something at one time or another, 16 [area hospitals] plus many others." (Hospital)

"It's becoming more and more popular. There are a lot of people that are starting to use this videoconferencing; people in town hear that we have that capability and they want to have a meeting with somebody." (Higher Education)

"[Video] opens up a lot of avenues where we might not be able to fill up the class if we didn't have it. It just literally opens up Garden City to the whole western side of the state for sure, eastern Colorado, where that would not be an option." (Higher Education)

"I think we have had more people use our facility because of being able to provide programs. A lot of times it's bringing them in, so it's impacted those people that aren't the typical library users. The readers, they realize that the library provides more than just books. These services have greatly increased what the library can offer to the community. They're seen especially in this community as a resource." (Library)

"Garden City is in the middle of southwest Kansas; it's kind of just isolated and out there, but distance learning has really put us on the map. People across the United States, the country, and even world know about our programs because of distance learning." (K-12)

"We had kind of reached a plateau with program numbers of who was traveling here for a program. If they all want to come in the spring, there's only so many days in the week and only so many hours in a day. We sort of had a limit as to what we could handle, so this is something that helps us to spread our tour calendar out across the year regardless of weather. You can do these programs; you don't have cancelations for weather at any rate. It's a nice steady way to be able to level out the field of when you can present. I think in that sense, it's really good, because it's allowed us to reach a lot more people with our message, and kind of put Garden City on the map. It's a good thing for us, and I think it's nice to have that partnership with Kan-ed." (K-12)

"Probably my favorite programs are the ones to the children's hospitals. These children have some pretty serious illnesses, and not even all of them are able to come to the actual room, so they give the students the option to watch from their individual rooms and phone in with questions. It is always fun to do those because not only am I educating, but maybe helping a little bit at the same time. Helping them forget a little bit while I show them these really cool animals." (K-12)

"[Kan-ed is] allowing us to connect outside of our area. Certainly MidAmerica Nazarene in Olathe is way outside of our area. That is really important, that way we can make everything work. I think this is really only the beginning of year two of this grant, and I know one of the things that we want to do is create some content area [groups]. Like all the math teachers in these six districts and all the science teachers, we want to give them opportunities these next few years to meet on a regular basis and network with each other. They're all in very small schools; often they're the only one. This is going to provide some important networking opportunities." (K-12)

Another theme that emerged from interviewees' statements of impact was that **Kan-ed provides access to resources that otherwise would not be available**. Six organizations shared statements related to this theme, including Hospital, K-12, and Library constituents.

Hospital representatives shared that regular continuing medical education for rural physicians is made possible through Kan-ed. Without Kan-ed, these opportunities would not exist.

"If the whole thing went away, we would have to have a different way to connect to the Internet. There's a lot of grant money involved with the Kan-ed project, and we have to judiciously use every dollar that we can. Financially, it would really, really hurt us in a lot of ways [if Kan-ed was not available]. I think that the fact that it has become so ingrained in everything we do, and maybe we're a little blasé because it is, but that's the main reason it has to stay. It is part of our lifeblood in ways you can't even think about. I don't understand how other hospitals don't do it. There are aspects of it that we're not using yet. There are aspects of it that the schools use, that as an educator I could use if I wanted to."

"It is mostly continuing medical education, our CME program. That is for doctors and nurses and any other medical personnel. We have a center for children and families; they have used it before to connect with people in eastern Kansas. I know they have done several outside meetings with KU. With CME, there are smaller hospitals that connect to us, so I know that if something goes away on that end, they will not have the resources to get CME… It's hard enough for us to get doctors out here, let alone much smaller like Lakin. We're talking small towns with family physicians who really don't have any coverage. If they go somewhere for a meeting, there's nobody to treat the patients. It would impact the services we could provide for other people. We charge a very nominal fee for them for an hour of education. It's great for them. We hear all the time how much it's appreciated."

"They used to fly these docs in from KU or Wichita, and that's pretty pricey. Now they're broadcasting some of these programs from KU Med Center and from Wesley

Medical Center. Actually this semester, we've connected with Pocatello, Idaho, Kentucky, and Nebraska for some the programs. CHI, which is St. Catherine Hospital's umbrella organization, "Catholic Health Initiatives" has a wide number of resources available to them. Those speakers are coming through the CHI bridge, connecting with the Kan-ed bridge and bringing in education from Kentucky and Nebraska. We're just really excited about what we're doing with this because it's opening doors for them that they wouldn't have otherwise had. We had an attorney from CHI present on Stark Law a few weeks ago, and they wouldn't have had a resource anywhere around here that would have been able to provide that education for them."

"Kan-ed is probably the reason why [our organization] is still in existence as an organization. Because of the ability of our folks to get together, share ideas, share resources, get education, and network; that's our purpose. Kan-ed has provided the means to do that."

K-12 representatives also spoke of the resources available through Kan-ed that they stated would otherwise not be available.

"One of the things I think makes the Desktop the resource it is, it's like a one-stop shop. Teachers know where to go to find things. It provides us with those Gale databases, for not just our students, but teachers who are working on their own research. If that went away, they would have to find different resources to use. I think that there's that piece that's pretty powerful for our users. When you teach elementary children, if we only have to take them to one location on the web, it really speeds up the instruction process. You don't have so much downtime trying to get kids into where they need to be on the Internet. The Gale Jr. database and the netTrekker d.i. are huge resources for teaching our kids good research skills. If those were gone, that would definitely impact that instruction. I would say the biggest impact would be through the research, the databases, and the ease of use for our kids to get to those pieces."

"I think the Kan-ed resources have had a pretty profound impact because there are many of those services that we would not be able to afford if Kan-ed didn't provide them. There's no way we could afford to do Test Builder, the Gale/Cengage databases, the United Streaming, the Atomic Learning, or the netTrekker d.i. There's no way we could afford to pay for all of that. In our district, it would come down to, if the Kan-ed resources went away, we'd have to live within our means, and we'd have to select which of those resources we want to keep and which we are going to do without, because we would not have a place to go get the dollars to pay for that on our own."

"The one-stop shop kind of thing, that's very important to us, to have one place to launch things. Quite honestly, we could probably do that ourselves; we could create our own webpage to do that, but the Empowered Desktop has been a good resource for us because they've created that environment as well and we might as well use it because it's available as opposed to trying to build our own. They have more features built into it, things like the Backpack. Even if we only have a handful of people using them, the features are there; we make those things available, and if people choose to use them it's

a benefit for them and we don't have to try to create that and go to the expense of creating and supporting that on our own."

"I know we're a special situation, but we appreciate the Kan-ed network so much because without them we wouldn't be able to do nearly as much as we do. Just being able to reach out to all these different schools and be able to accommodate them, and the NOC has been great. We really enjoy and really appreciate it because we know we are a unique situation. We really do just appreciate being a part of this network and that we're able to reach so many people because of it."

Library representatives also commented on resources available through Kan-ed that otherwise would not be available.

"They count on [the librarian] as a resource directing them to what's there. A lot of people stop in here in the day time to check Internet, to check their email, and check things that they need, because they know that they have decent Internet here at the library. It's a resource for the schools, like with their teachers, to maintain their accreditation. They don't have any budget for travel, and they don't get reimbursed for a lot of things anymore. They come and take classes here in the videoconferencing room to keep up that accreditation. I think that's only going to grow as resources get tighter and more people find out that it's available."

"We can get anything you want. Isn't that so powerful a statement? With the bandwidth and the equipment and the databases and all this stuff, you don't have to be big to be able to provide those same things. It's a great equalizer."

"Without Kan-ed, we wouldn't probably be able to exist. We wouldn't have a lot of what we have now. We wouldn't be able to provide *anything…* besides what's just in the library. We wouldn't be able to be outside that world, the library world. It'd just be what's in here. I worry about that funding all the time, because what am I going to do if I don't have the funding from the ELMeR room. I don't know if it's going to be equipment that's hanging on the wall to look at and not be used. I worry about that a lot."

"In most cases, if we didn't have the subsidized Internet or the free Internet, some of our libraries would have Internet that they can't afford even with E-Rate. They would definitely be taking a step backwards in what they can offer. When you see a little tiny town, much smaller than this and a young mom, she's got the baby in the carrier; she's at the computer in the library, she's got a little home-based business and she's using the computer in the library to conduct her business. She's placing her online orders, she's doing her correspondence. She's doing it all in the library because they have high speed Internet, and she can't get that in her home unless she's paying a bunch of money."

"One library had a patron, and she had a health condition. It was something that was pretty rare. She was having a hard time finding anything about it. You go to the Internet, and you don't know what you're getting. [The librarian] showed her how to use the databases and search. She was so grateful to get quality information about this

disease that was impacting her life that was fairly rare. She felt good about the information that she got from the databases. That's in a small, small town with limited resources. She was one who would dig it out, and she felt good about getting those things to help her understand."

Organizations report that Kan-ed **provides a good connection for communication**. This theme was reported by five organizations, including Hospital, K-12, and Library constituents.

"At all levels, we connect doctors, practitioners, we connect environmental services, we offer labs, we offer dietaries for that self-serve from the state. We're able to meet a lot of great people." (Hospital)

"I used to have a different regional-wide president for board meetings. We were able to connect by ITV and pull them in and were able to have a meeting with them at a different site, but they were part of the meeting. I think that it's sometimes hard to put a dollar figure on that. They didn't miss the meeting. We couldn't be two places at once. We were able to connect. I don't know how you put a dollar figure on some of the knowledge, time, and ability to communicate." (Hospital)

"The director of Mercy will attend a meeting, and then she'll take information down to her staff. We have two or three people in environmental services attend a meeting and they take that to their staff." (Hospital)

"Another success story is the roundtables for them to communicate with each other on a quarterly basis. Before, they were having to drive to Garden City to get together to talk to their peers about surveys or whatever is going on in the dietary world, or whatever is going on in the departmental services, or the nurses, or whoever that group might be. But now with the interactive television, they can drive in if they want to. It's another way for our hospitals to network and discuss common concerns and problems, share ideas and successes. That's what we're all about. I guarantee you that these groups wouldn't be meeting. We might be having phone calls, but we can't afford a conference line, so we couldn't be doing conference calls; it just wouldn't happen. To me that's a huge success story, at least for our network." (Hospital)

"It allows our students to be connected to the rest of the state, to the rest of the world. I think that's a real advantage. Being out here in southwest Kansas, we especially appreciate Kan-ed, not having big urban centers close by where you can get in your car and go drive and do this or buy that. We're maybe a little bit more dependent on technology to keep us connected to the rest of the world. Obviously, we like that maybe little bit slower pace or more rural type of lifestyle, which isn't to say we're small town; we just have a different population base. I really appreciate that, but I also appreciate having those connections to what's going on around the world. I think that's probably a benefit for our students. If our students are using Kan-ed to reach out to other places, we're using it to promote Kansas in other places." (K-12)

"Either way you look at it, Kansas is benefitting whether it's our students here in the southwest or any place else in the state that have the opportunity to go get a program

from NASA, or get a program from a drilling rig on the east coast, or something in California. I think it gives them those opportunities to reach out and learn what's out there without ever having to leave the classroom. I think the kids are as thrilled by the technology when you get them on there and they first realize they're on TV. They're like 'hey it's me,' and they'll wave to themselves and they'll see themselves waving back, then they realize that person is talking to them. It's not just a TV where you turn it on and it's a passive one way type of thing; that person is actually answering their question, can see them, can call their name, can ask a question of them. That's a real mindblower to a lot of them. I'm sure that's probably getting to the point where the more students have experienced it, it's not as big of a deal, but I know when I would do the programs myself, they'd be so excited about that part of it that we almost couldn't do the program because they were just so excited about that person is talking to me. That made it fun for them, they just really enjoyed it. It's a great connection both into Kansas and out of Kansas. I think it's a good use of funds for education and economically in just promoting our state." (K-12)

"We feel pretty isolated out here in western Kansas, especially when we see how well connected our service centers are on the eastern side of the state. If we did not have this type of connection, we would have no connection with many of our legislators. Dale Dennis is not going to drive out here every month and give us an update. The state department people are not going to keep us informed of testing changes. We can actually have a group of people sit down and ask them questions face-to-face and have that conversation, with everything from No Child Left Behind to school finances. We've got to have our connection. A lot of times we feel like we're the last ones to hear about changes that are going on. I don't know how often our director goes to Topeka, but I know it's surely cut down on the number of times per month we drive to Topeka. It gives us much quicker, cleaner access." (K-12)

"We really are closer to three other state capitals than our own. Without communication lines like the Kan-ed network, we're sunk. In fact, yesterday, the meeting we had, I connected virtually. It's about six and a half hours one way. To drive thirteen hours for an hour and a half meeting just makes no sense time or money wise. I'm getting older, so it just wipes me out if I try to do that. We just really feel Kan-ed and the connection it provides us is just incredibly valuable." (K-12)

"We started using the Kan-ed network for basic communication, but we've started using the technology for teacher networking. We've paired up a veteran science teacher in one school, and she's working with three brand new science teachers in another one of our districts. That is working very well. We've sent about eight science teachers to the NSTA [National Science Teachers Association] conference in Kansas City last month. They went with the charge that when they returned they will videoconference with other science teachers in our grant, sharing information that they learned." (K-12)

"In our small schools, it's difficult for us to provide teachers in all those critical subjects. The distance education piece allows a huge amount of equity for our students to get those things they need. I would tell a legislator, one of the reasons they should support Kan-ed is because it touches virtually all of their constituents. We're not just

talking about education, we're talking about public libraries that use it marvelously well, we're talking about hospitals that have their own networks within Kan-ed. Really, I think you'd be hard-pressed to identify a citizen who wasn't touched in some positive way by Kan-ed, by the services that can be provided. We've just scratched the surface of that, too. Really, there's no end to what can be done through Kan-ed, by creating a true statewide network." (K-12)

"We have daily classes in which we use the Kan-ed backbone. We have videoconferences nearly every day. We do everything that has to do with communication and then our online instruction piece too. We couldn't live without it." (K-12)

"We don't want libraries to have to decide between books and Internet. That's where we are right now. If we didn't have that basic level, at least that T-1, because for at least a third of our libraries that was a huge step. That was a huge step to have that. That's what connects them to the resources. That's what connects to other people, to other peers, to programming, to even have reliable email and to go on. So much of reporting has become strictly on the Internet. Even people, the little old librarians that have been there for years and years and years who you never thought would touch a computer, because we can help them and they have that good connection, they're doing it." (Library)

Kan-ed services also are impacting member organizations by **saving money**, including costs for travel and Internet connections. Comments related to this theme were mentioned by four organizations, including Hospital, K-12, and Library constituents.

"When I sent two people to a meeting in Wichita, Topeka, we're over seven hundred and fifty dollars. People don't understand that. Who does your work, who keeps up with CQI [Continuous Quality Improvement] and the other nine hats she wears, he wears, I wear? If somebody's on vacation, we don't put two of us on vacation at the same time. We've got bare minimum, so they don't get that up there with suits saying you got to do this to be able to do this. *No*! It doesn't work in reality out here in Kansas. We'd be paying a lot out in mileage and then people meeting." (Hospital)

"Our hospitals' education budgets have been completely cut. In order to meet and receive CME instruction, this is a salvation for them. We partner with St. Catherine. They provide CME and nursing credit for our nurses and our doctors that attend free of charge. It's just a really good situation for our people. Thirty dollars and you can pack twenty-five people in a room and get free continuing education, not travel anywhere; it's a no-brainer. It's been a big cost saver for our hospitals." (Hospital)

"We did a formula a few years ago on how much four staff members at Johnson, if they attended in person versus ITV, how much they would save for a four hour program in gas mileage, time away from work, somebody to cover their shift while they were gone. I don't remember the dollar amount but that was one hospital, one class. If you multiply that times your list [of classes], the benefit there is pretty obvious; it's financial." (Hospital)

"The time away…For people away, the nurses have to hire somebody else to cover their shift…The two hours on the road that's being lost, then if they're out they have to have someone covering their shift. That's nothing, what about Wichita or Topeka if they have to go there; you're talking a few hundred dollars each time somebody leaves a facility for a program. I think in healthcare alone in our area, if we were to come up with those numbers, it'd be hundreds of thousands of dollars." (Hospital)

"I'm just trying to think about what it would cost to replace the services Kan-ed offers to us. It would be hard, especially with the NOC and the bridge, we'd get on Renovo and log in, okay this is when we want to do a program. If we were to have to pay for the equipment, that would be one thing, get a grant to do that, but then the technical support to run it, there's no way. If nobody's out here, and if we trained somebody, what happens if they're on vacation? So the customer support that they give us helped us; it's just invaluable." (Hospital)

"I think in general, they [legislators] complain whenever they have to come up with ten million dollars to fund Kan-ed, but really from what they spend on other things… I think that Kan-ed is the best value for the taxpayer's dollar. The taxpayers are getting a bargain. Basically the state and federal money that comes into Kan-ed helps taxpayers to support IDL and continuing education. I think the local taxpayers would have to come up with more money to support their hospital without Kan-ed." (Hospital)

"Cost was an issue when we had to go through DISC because there was a cost feature there that could get pretty hefty. It allows us to participate in statewide initiatives. For a couple of years, maybe three years, our [organization] was the virtual wing of the state assessment conference. Kan-ed is accessibility. It's a cost feature, too. As our schools tighten their belts, they are looking for more ways they can use technology to save on travel costs. In addition to the challenges of distance, now with the economic downturn, it's even more important in terms of communication because it just costs a lot to travel." (K-12)

"Before Kan-ed started subsidizing the Internet, before the T-1s, we paid more for our Internet. Then once they did the free T-1s and the subsidized 3 meg, our provider cut us a deal that made it better for us to stay with them rather than go to AT&T. We would have *never* got that deal. It helped us. We're still glad we did, because I think we have better service. We haven't had any interruptions since we've been on our 3 meg. If we have to go back to people paying for their own Internet, we will definitely take a huge step backwards. We talked about bandwidth and the need to go higher, but we don't want to go backwards." (Library)

Kan-ed services also provide member organizations with **convenience in terms of time savings**. This theme was mentioned by four organizations, including Hospital, Higher Education, and K-12 constituents.

"We're Little Kansas, we have minimum staff that have 'many, many hats.' Every time you send someone out of town to a meeting, even if it's a three hour meeting in Garden City, the day's shot. Plus, departments are adversely affected because somebody's gone

from that department. We don't have any fluff here. Keeping staff in the building and not having to travel is a major impact. When you live in rural, you don't have to travel both ways. We're more apt to bring a group together versus maybe I can let one department go. This way [with video], I can have environmental services run in here for 30-40 minutes for a CME or an in-service. I can have many more people hit from different departments. Take environmental services, there's no way we can send even half the department to a meeting or an education. For an hour, they can all come in here and see things they would never get to see here." (Hospital)

"They say, you know, just go to a meeting. Why can't you come to Topeka for the day? That's the best one. And I'm saying, "Do you guys understand that's five and a half hours one way?" You don't go that day; you get up the night before, get a hotel room, or, it's generally like the half day, then the next day." (Hospital)

"There for a while, I was trying to really be aware of people's time. Whenever we had a [face-to-face] meeting, I'd fill it up, cram it with agenda items or we just wouldn't have a meeting. I got to the point where then people were missing just visiting with people. Really that's where you get a lot of your ideas, when you have time before the meeting or after and throw things around, and talk to people and find out who's doing what, what problems they are having. We just never had time for that. The ITV just takes the pressure off because they don't have to worry about driving two hours or an hour to get here." (Hospital)

"There are people that recognize that benefit [of the Polycom], and they love it. The former director of nursing, now the Dean of Technical Education, was on some committee that comes out of Topeka. She, once a month for a long time, was participating in that by sitting in using the Polycom here as opposed to driving all the way over to Topeka. They like using it. I think if it did go away… it would be missed. It would be hardship because things like driving to Topeka… that's a long way to drive for a meeting." (Higher Education)

"It's a good thing, if you want to talk to someone across the country and you don't have time to either meet up, drive, or whatever you're doing. For instance, my supervisor had a couple of meetings, I'm not sure where they're at but I just know I've booked a couple meetings for them because they want to have a video session. They still get that face to face conversation." (Higher Education)

"Many educators, many schools feel pretty isolated out here in western Kansas from our eastern half of the state. I don't know about your feelings, but from people in Manhattan I've heard Salina is as far west as they've ever been. We really appreciate being able to connect once a week or however often we need to, to the people in Topeka. We feel like we miss out on so much because we're a five hour drive." (K-12)

"With the economic downturn, our school budgets are very, very limited so they're not able to travel into our workshops. This year at [our organization], we've designated different modes of delivery on our workshops. Of course, face to face is our standard, but we also offer IDL connections on a number of them, and then we even offer

GoToMeeting. We do a series of workshops helping teachers to prepare for the ESOL [English for Speakers of Other Languages] practice test. We typically do those on Saturdays. We've had schools that choose to connect their teachers to those via IDL rather than having to travel. It'd be just about 200 miles from my home there and back on a Saturday and then teach for six hours. We're going to connect virtually. It lets us be more efficient with our time, our gasoline, wear and tear on the body." (K-12)

Lane/Finney Counties – Partnerships

Although interviewees were asked generally about the impact of Kan-ed services on their organization, they also were specifically asked to speak about the formation or expansion of partnerships that the Kan-ed network has made possible. They spoke of partnerships with other Kan-ed members as well as partnerships with organizations outside of the Kan-ed network. Themes include:

- **Partnerships between Kan-ed members within the same constituent group** (6 organizations)
- **Partnerships between Kan-ed members in different constituent groups** (3 organizations)
- **Partnerships between Kan-ed members and outside organizations** (7 organizations)

Many organizations that participated in interviews spoke of **connections with other Kan-ed members in the same constituent group**. This was true of six organizations, including those in all four constituent groups. Hospital organizations mentioned connecting with other hospital member organizations for continuing medical education.

"We receive continuing education on video. Number one would be St. Catherine Hospital in Garden City for the Wednesday morning CME program that they have in the fall and spring; it breaks for the summer. We connect with Hays Medical Center for continuing education. Due to the fact that PHN has embraced ITV a hundred percent, Kan-ed enhances the quality of what we have."

"St. Catherine has been a great partner too. They provide nursing credit free of charge for all of the stuff that we do, and the physician credit as well. That's not just for our members, it's for anyone."

The library organization reported partnering with the Salina Public Library to receive educational programming for patrons and students in the local school district.

"Right now, Salina Public Library provides programming twice a month. We always hook up with them twice a month. Example, last month they did one on résumé writing. A senior class came to that on résumé writing. A lot of them are computer type classes, like doing even audio books and more. They've done that. They've done Microsoft programming. Patrons come in and bring their laptops in. He provides handouts. We'd make the copies of all the handouts. Then they're able to access whatever he's talking

about and use their laptops as he's talking about it. Besides having that TV screen, you can also see it in front of you. It's always easier when you do it yourself on the computer and then go home and try to do it. So, for sure we use it that twice a month."

Higher education institutions' employees also partner with other higher education institutions to share classes and programs or to connect for meetings.

"I think there are five schools that are automatically connected to the ITV. I know there's a high school class in there Monday through Friday, a Spanish class or something. For videoconferencing, I've used it just recently for the Osher Lifelong Learning. It's through KU, and we have a partnership with them. Our Polycom unit is just a big TV on a stand. We roll it in here and project it onto the big screen, so it's a lot bigger. Whoever is speaking at KU pops up, and they can see them."

"With any Polycom, it's usually a meeting people here are attending. They want to have a meeting with someone across the state or its KSDE contacting me for a meeting that they want to contact with people here on campus. The reason I say KSDE is because they usually do at least once a month have a meeting of some sort. KBOR sometimes has meetings. I think they have CEO briefings that they do with our president. We charge, just like KSDE, we have a non-profit price and we have a profit price, and they're always usually non-profit. It's $25 per four hour segments."

"We have students taking Calc II, but the teacher is at Dodge [City Community College]. That teacher at Dodge has three colleges at the same time; his class and then Garden [GCCC] and Liberal [Seward County Community College]. For advanced math classes, I use this in my Calc III class, basically to be in contact with a couple of students in Liberal that are taking this class. Enrollment is really low on this one, so we just combine two or three colleges together. Five here and two in the room, a very small class."

"Here in our building, we have one Polycom unit that we use for the partnership with Seward County Community College for their Respiratory Therapy Program. I work with the Title VI grant here. The Title VI grant has helped facilitate a lot of our work with the partnership for the respiratory therapy program. It would not exist without Seward because they are the originators of that program. They had this program in place before they even branched out into a partnership. They go through all of the accreditation. They do all the footwork just like we would do here for our nursing program. They are entirely responsible for the running, the accrediting, and curriculum development for that program. We started the partnership so students that were not close to Liberal could do this program through the Polycom and not have to travel. They wouldn't have to go to Liberal everyday for both classroom, lab, and clinical. For the most part, they are Garden City students or very close to Garden City. Once they're in the program, they're technically not our student anymore. They are a Seward County Community College student and are just sitting on our campus to get the lecture material. Prior to them being accepted into the program, they are still considered our students though because they're taking general education classes with us."

> "We currently offer a twelve month paramedic class. We use the videoconferencing for the first four months. We have eleven students this year. I had generally seven here with me and four over video from three different locations. Liberal, Satanta, and Colby. Last year they had students from Colorado."

K-12 organizations connect with other K-12 organizations to offer educational programs.

> "Yeah, most of them [programs] do occur outside of Kansas, but there have been several Kansas programs as well. I've done Southeast High School in Wichita, Kansas. We also had Hadley Middle School, and I've connected with them in Wichita, Kansas. Chase High School in Chase, Kansas. Dighton Grade School, in Dighton, Kansas."

> "The Lee Richardson Zoo in Garden City provided a lot of programming for our schools."

Kan-ed members also are **connecting with Kan-ed members in different constituent groups**. These partnerships were described by three organizations, including those in the K-12 and Hospital constituent groups. For example, K-12 organizations described partnerships with higher education organizations.

> "[Our organization] is partnering with MidAmerica Nazarene University out of Olathe. We're doing a lot of things together, and I was really pleased. That's part of the grant. In fact, we're just now starting. We're all hooked up in Olathe, and so we're setting up our meetings that I'll have with the folks on campus there."

> "We also have been involved in a grant project with the University of Kansas specifically to bring ESL endorsement classes to our teachers. This grant is titled KanTell. It stands for Kansas Teachers of English Language Learners. It was specifically written into the grant that we would be using the distance learning technologies because the professors at the University of Kansas and the students are out here. We've had two groups of teachers go through this. This is providing an ESL endorsement program for teachers. Now I'm working with the final cadre of students. There are about 23 in there now, and they will be finishing with the practicum in the fall of 2011. We use the distance technology."

> "So many times we get great young teachers out of KU, K-State, Wichita State. They come out here, and they love teaching. But they're young; they miss the excitement of a larger city and so we lose them. Or they have a boyfriend or girlfriend back where they were going to school. When they both graduate, they leave. We're also working on growing our own, identifying those exemplary students who have an interest and would be good teachers. We also have excellent para-professionals that we're looking at. That is the main piece of the partnership. We need to draw these schools closer together, so we put Polycom units in each of the six schools, and of course we have them here. Put one up at MidAmerica, and we're starting out by using them for communication and it's a pretty regular thing. This last couple months, I've had almost once a week some kind of a meeting directly related to the grant using that technology."

> "Our primary use for IDL is professional development for our staff. It was when we were part of the HSPN [High Southwest Plains Network]. We still have relationships with Fort Hays, with Newman, with K-State, and I believe with Emporia. We've done IDL courses for all those institutions. Right now we do [them] mostly with Newman; [it] is probably our biggest, and K-State's probably second."

A hospital organization also partners with a higher education institution for continuing education programs.

> "[We] partner with GCCC. We've partnered with them on some programs. Their paramedic program, we've had them do some educational programs."

The Kan-ed organizations that were interviewed also mentioned **partnerships they had established with other organizations that are not Kan-ed members**. These partnerships were mentioned by seven organizations, including those in all four constituent groups. For example, the hospital members described partnerships they had created in relation to their continuing education programs.

> "[We partner with] Eagle Med. It's a flight chopper. They do a lot of education. The other would be the Southwest Regional Trauma Council that had been, up until recently, we had been providing monthly continuing education."

> "We also collaborated with Lincoln, Nebraska this year. They have a network as well. That was something we hadn't done before. They gave the program that our people attended. We actually dialed in. We actually were able to see Lincoln, Nebraska instead of the people in front of my room. They were somewhere else. They came into us, plus the surrounding areas. [They received] medical education. We have also used that equipment to bring in a speaker from Kentucky."

> "ServSafe, we partner with the extension office, we partner with Blue Cross on a diabetes program. We have a lot of partnerships that make this work really well. KDHE, we connect with them a lot and they just stay in Topeka, they present from there and it's awesome. The connection, they're not on Kan-ed, so the connection sometimes isn't as good as we'd like. KHA [Kansas Hospital Association], they have a room that they let us use for presenters from the eastern half of the state to go to and present to us. We're able to bring things in that we wouldn't otherwise be able to do, and letting us leave our hometown."

> "There's the trauma council up in northwest Kansas that's using it, there's a network up there Med-Op, but they're not the ones that are sponsoring the education that I'm hearing about. They've started participating in our programs, and they've thought if we get ITV systems, why don't we just do some things up here? Northeast Kansas, Stormont Vail, HINK [Health Innovations Network of Kansas], that's the name of their network. They're doing stuff. They're patterning theirs after ours pretty much."

> "We partnered with the Department of Aging as well. They had a grant so all of our employees that were in long-term care facilities got the program and manual free of

charge. We try to find every resource we can to provide this education at the least possible cost. There's already so much going on in the state, in each of hospitals and each of our communities, that we just encourage people to share it, because we've got this resource here. The state folks, they do all these programs for us, they can't charge. We get those basically, they don't have to travel out here, we get the information, KDHE has done a lot of programs for us."

"All the people that we've partnered with, there's probably twenty. There's KDHE, there's Blue Cross, there's K-State…Kan Code…It's just a long list."

A higher education institution has made links with community groups to connect these groups to higher education programs.

"Through Finney County Senior Citizens building or office here, basically if you're a Finney County resident and senior citizen, you get in for free. We have a contract with the Senior Center. These are three day classes, and they're from 2:00 to 4:00 normally. This will be our third class to offer. First one was in person, so wasn't on Polycom, but then these other two are over the Polycom unit. The second class was the Cowboy Culture of Kansas. The other class is Old Soldiers Never Die: Civil War Veterans the Settling of Kansas. That one still has two Mondays to go, and it will be done. It was November 1, 8, and 15. I think we've had really good turnout. We send out reminder cards and let them know that the class is happening. We consider it as a personal nourishment class that we offer through our business and community department."

"Prior to the respiratory therapy partnership, the guys that work over in the emergency medical services program do a lot, and they started this several years ago. They've got a site over in Ray, Colorado that they broadcast to. I think they also broadcast over to Pratt for their paramedic program, which is a two-year associate degree program. I also think that there are probably more sites that they broadcast to; they are very big. They love doing this. By the nature of that field, a lot of the students that are going into the paramedic program are already working for an EMS service somewhere as an EMT. With them already working in that capacity, usually those types of services where you work four days on, four days off or something like that. It's really hard for them to enroll in a traditional format class where they have to be on campus three nights or one night a week or if they are coming during the day, a day class. The EMS department really loves using that Polycom because they are able to accommodate more students that way that are working full-time out in the field."

Some K-12 organizations reported connections that help them share educational programs with organizations located outside of Kansas.

"Even though we love to do Kansas programs, most of our requests do come from outside of Kansas. I would say about 90% of them, maybe go as far as 95% of our programs are outside of Kansas. Our most impressive ones did Mexico. I think it was earlier this year like early January, and then we did the UK in either May or June, that was our farthest one. We do Canada quite regularly. We have done 30 something of the 50 states. They were school children, the Mexico one was Kindergarten, I believe, and

the UK was a group of Pre-K, who actually did surprisingly well. The UK school was one that frequently connects long distance, so they had everything set up in a way that it was sufficient for the Pre-K to participate."

"We're creating networks among content teachers. Just last week, we had eight science teachers come to a science conference in Kansas City, and they know that the next step is that they're going to share their experience with other science teachers in our grant. We have a science teacher at one school do a little in-service for brand new science teachers at another. We're finding more and more opportunities. One teacher's sister works at Kellogg in Grand Rapids. They did a videoconference class. We're really only limited by our imagination. People are starting to see that, 'Oh wow. We could do that,' We're expanding that piece a lot more, too."

"Another example I have to throw in, because I'm thinking of Garden City, the young man that was the original ITV coordinator presenter at Garden City Zoo is now at the educational department at NASA in Houston. He does some excellent videoconferences for students. He was a good participant in our statewide interactive distance learning organization; KAIDE. He participated, and then he went up to Houston. Now, we all access NASA through him, which is a pretty cool deal."

The library also reported partnerships with organizations that come in to use their video room.

"We are hooked up with the Kansas Works Department of Commerce, so if they need to do job interviews or want to do anything like that, they have to check to make sure our equipment was compatible with each other and we could hook up, so we've done that. The library has connected with the Kansas Cooperative Commission for a public hearing. They wanted to raise the rates of electricity for the rural areas. Scott County, Lane County, and Ness County all came here and we hooked up [by video] with them at Topeka. If people objected, that was their time to speak. People could testify."

Lane/Finney Counties – Satisfaction with Kan-ed

When representatives from the organizations were asked about their satisfaction with Kan-ed, they most frequently spoke of their satisfaction with the NOC and Kan-ed network. Themes are presented in the bullets below.

- **Satisfaction with the Network Operations Center (NOC)** (4 organizations)
- **Satisfaction with the Kan-ed network** (2 organizations)
- **Satisfaction with other aspects of Kan-ed** (2 organizations)

Several organizations spoke of their **satisfaction with the NOC**. Four organizations spanning the Hospital and K-12 constituent groups provided these comments.

"Whether there was a connection problem or whatever, you just get on the phone and boom, it's fixed. They'll answer any question I've got. If we've got a problem, even if

it's not necessarily their problem, they jump on it. The Kan-ed staff is absolutely incredible." (Hospital)

"Yeah, they are excellent. They are so patient, especially when I first started because when I first started I didn't have anybody to personally show me how to use the system. I had no previous distance learning experience. All I had were written directions to go by. They were so patient and helpful and answered so many questions." (K-12)

"I feel like they keep us well informed. The NOC is very good about alerting us about when they'll be upgrading something. If they're having some problems, they'll let us know, and not only when they identify the problem, but when it's resolved we'll get a resolution email, which I think is very important. I like that communication." (K-12)

"How can we live without the NOC? I would personally love to say the service we get from the NOC is extraordinary. They're very courteous and prompt. They're just really good to work with. They don't laugh at my questions. When we're setting up an unusual connection, they're really good to test with us and provide guidance and that kind of thing. I give them high rating. I only have the very best things to say about the NOC." (K-12)

"That's where the NOC comes in because we have glitches almost every program with these huge [video sessions]. [NOC staff members] know to look out for our stuff. If we had to pay them by each call, we just couldn't afford it, really. They're just so helpful; even if it's not a Kan-ed hospital that somebody wants to connect up with us, they're so willing to troubleshoot with them and see if there's a problem; they're just very, very good. There's never a 'well I'm busy or have other priorities.' They've been very good. I just want to compliment them, and if there's any need for resources there, I would encourage it. If they went away, we wouldn't be able to do this, no way." (Hospital)

Two organizations also commented on their satisfaction with **the Kan-ed network**.

"Yes. We partner a lot. I love it when it comes out of the Kan-ed office because it's such a good connection. It's awesome. We never have any glitches. Kan-ed 2.0 was a big milestone. I think that helped because before, people would have the Kan-ed connection but then they'd have to go elsewhere for their Internet or anything else. Now, they can go to one place for all their telecommunications needs." (Hospital)

"We just completely redid the system about three months ago. They came in and rewired and did a bunch of stuff. It's actually very good, I can't complain." (Higher Education)

Two K-12 organizations commented on **other aspects of Kan-ed**, including the E-Rate service and the Kan-ed newsletter.

"As far as the E-Rate consultants, we use them pretty extensively and are very pleased that Kan-ed offers that service." (K-12)

> "I also noticed that just this fall Kan-d staff started putting out a newsletter that I think is real important to kind of keep us all informed, keep the communication lines going. I feel real positive about that. I really don't have any negative thoughts or things that I wish they were doing more of. Staying connected through the KAIDE organization is important to me too. I know Kan-ed supports our website, and some of those things are important also." (K-12)

Lane/Finney Counties – Challenges

The organizations in Lane/Finney counties mentioned some challenges they have encountered when using Kan-ed services. These themes include:

- **Limitations of network services** (7 organizations)
- **Lack of communication about services** (4 organizations)
- **Limitations of content resources** (1 organization)
- **Limitations within organizations** (6 organizations)
    - **Manpower** (4 organizations)
    - **Technology equipment** (3 organizations)
    - **Lack of technology training** (2 organizations)
    - **Space limitations** (1 organization)

Some challenges centered on a theme of **limitations of network services**. This type of challenge was reported by seven organizations, spanning all four constituent groups.

A hospital organization mentioned that member hospitals have a concern with the video quality available through one of the Kan-ed Authorized Providers (KAP). They shared that, although Kan-ed has tried to address the issue, there continues to be a problem.

> "One of the major glitches with our hospitals is there's one of our KAPs that's not meeting the [standard]; the quality of their video is not what it needs to be. They're a 2.0 provider, but the quality's bad, and Kan-ed and KanREN have done their best to work with them. We've gotten nowhere. It's not Kan-ed's fault by any means. It's frustrating for us because we're not the customer. There's nothing we can do about it other than receive evaluations saying that the video quality was poor. The audio's fine. It's been going on for over a year now."

A higher education institution also expressed challenges related to making a quality video connection in the past, although it is no longer a concern at this point. Another representative mentioned concerns with a delay in the audio when conducting a class over video.

> "The only thing that was an issue at the beginning of the year was with the Internet connection. It seemed like the ground wire here at the college wasn't big enough to send all the video and audio plus all the stuff that was going on in the college at the same time. On some days, there were some in the lecture that said we cannot hear you or we cannot see you. After the first month, everything went just perfect, so no problems at all."

> "No, they've actually all said it generally comes across very clear. I don't even know if it's an issue, but there's just that slight delay. It's probably a second but there's times that I'll ask a question of one of them and get no response, and then try to fill silence I'll try to further explain or re-ask and then they're starting to answer because they had just gotten the initial question. If they don't stay muted on that end, we do get some feedback, I can hear myself talking back."

On the day the interview was conducted with one K-12 organization, there was an issue with the video quality, although they stated that it was generally a better connection.

> "Quite honestly, the conference we're doing with you today, probably about every 10 seconds, the image from your end, for us, freezes, and that's probably the worst I've seen. I probably do three or four a year, maybe five or six in a normal year, but I probably haven't done one of these for six months. The quality we're getting today is a little lower than what I've seen in the past."

Another K-12 organization also mentioned past problems with the network connection.

> "The couple of times that we've had to call support, one time I can remember we were not getting the KSDE website. There was a conflict between Cox and Kan-ed. That did take a couple days to clear up, so that was kind of frustrating."

> "One time we had some schools having trouble getting to our curriculum server. It turned out to be a router conflict somewhere up in that area. That took a couple days to trace routes do all those type of things to figure out where that problem was. That one was between Pioneer and Kan-ed."

One K-12 organization has issues with the network connection in terms of dialing out to non-Kan-ed entities.

> "The only thing that has been a barrier, and I don't know if this is the network or just some way we are set up, we are unable to dial out unless it is to another school that is connected to Kan-ed, and other schools cannot dial directly into our studio. We have tried many test connections in the past where we had a teacher or school try to dial directly into our studio and skip the bridge, and it is not possible, so I don't know if it's the way we're set up or if it is something that Kan-ed does in general, but that would probably be our biggest challenge."

Library representatives described that they had problems with their network connection due to having to switch from their local provider when Kan-ed changed its network structure.

"We did go down when there was a change in the Kan-ed structure. Our local Internet provider decided not to be a Kan-ed provider [KAP] because they were going to lose money on it. We had to go to a T-1 line or two T-1 lines. That's actually slower than what we had before, 3.5 up and down. We're at three up and 1.75 or 1.8. Truthfully, 3.0 usually runs 2.75 or 2.8. It just depends on what's going on. The thing that scares me is the T-1 connections. It's through AT&T. AT&T has no monetary interest in Lane County. They don't have a phone service here, and if T-1 lines go down, knock on wood, I don't know where we're going to be. A couple of times, we've had a problem with people on the line. By the time I figured out who to call, Kan-ed was already on it, so apparently they're monitoring it and they know. If that continues, we'll be fine. AT&T doesn't care about Dighton, Kansas. Our local service did a really good job, but economically, we had to turn it over. [Our previous local provider was] S&T, a very progressive, small company. When they bought the Dighton Lane County telephone exchange, the first thing they did was put fiber optics in every single corner of the county. We got fantastic service. They're very, very, very proactive and very progressive. We'd like to use them, but we can't."

"[Our organization] just doesn't have the resources to go to the 3meg. We have a few libraries that did go ahead and do that. But for the most part, we have a lot of libraries that connected up to the T-1, and it's not adequate. For most of our libraries, it isn't even offered by their local. I'd say for two thirds of our libraries in the southwest, T-1 is not sufficient. The other third, it's *so much better* than what they had and it should last them for a very long time. The bandwidth is probably the biggest barrier we're facing right now."

A library representative shared details about the cost, time, and hassle associated with interacting with the NOC during service interruptions.

"If there is an issue, we'll go out, we'll do whatever we can over the phone. If we still can't get it resolved, we'll go out [to the library site]. We do the things the NOC asked us to do, but after you've made one visit and you're asked to go two, three, four times to that same library… we didn't sign up to be the ISP. We signed up as the technical person. If we were in a situation where we actually were paying the provider, at a point we'd say look you need to come out. We always get in that triangle thing where the NOC has to look and say, 'is it something with the equipment, something local?' We have to be their eyes and legs for that. They can't call out the provider unless they know it's not their equipment. The provider says 'it's not on our end.' We go around with that; we've had three or four libraries, and we have one library that was down for almost three weeks. *No Internet at all*. We went back and forth and back and forth, they sent us out to do this, then they sent us out to do that, then they send a new piece of equipment and we installed that. At what point should it no longer be our responsibility? I think they did not provide for that in their equation. We're being asked to do more than I think we should be asked. In fact, we had one library, they asked us to go rewire. We didn't wire to begin with because we don't wire. Some systems may do that, we don't have the people… We don't really have the time to get to that level. We always tell the library, if you need wiring done it has to be somebody that you hire.

We'll help you find somebody, but we don't do that. At this particular library after replacing the equipment and replacing the lines, doing testing, they wanted us to run new lines and I said I can't. As it turned out I think in that case, the issue was with the provider. Our furthest away library is two and a half hours one way. We drive our own vehicles, and we get paid mileage. Our system has to pay us the mileage to go out, so we always try to combine…if we're coming out for a visit here, we've several things to do or we may stop at another library; like I have a computer in the back of my car, if I get done in time here today I will stop at another because we try and make those miles go as far as we can. But when they're asking us to go out trips, it's costing our system our time. But we're here to provide services for our libraries. It's also charging mileage that our system has to pay. That eats into our mileage budget. There's definitely time and money impact on us that we had no idea that was going to be a part of this."

"I had a couple of little issues like with the NOC and how that works. I don't know if they're aware that these issues exist, because basically we work with the NOC. We don't work directly with Kan-ed on them. I don't know if they're even aware how big of an issue it is at times. I've had times where I've had to sit and escalate it, say, 'I want to talk to whosoever and how are you putting pressure on AT&T to come out?' because you never talk to the Kan-ed people."

Another challenge is due to **lack of communication about Kan-ed services**. People are reporting that they are unaware what services are available. This theme was mentioned by four organizations, including Higher Education, K-12, and Hospital constituents.

"I think it's still something that not a lot of people on our campus know about, but the people that are aware of what the Polycom is and what it can do connecting with other people. I think if we could make more people aware, it would be *very* valuable. The people that use it, they do like it." (Higher Education)

"Some of these other research databases and other things, I know there's probably some out there for healthcare. Really we just have not, we've been so busy with the ITV we really haven't explored that. So that's probably something we should know more about and tell our members about it, because they kind of lean upon us to inform them about Kan-ed." (Hospital)

"I think one of our concerns or questions is I'm not sure we fully understand what we can do, what we're getting. Most of the time, I'm pretty sure we don't clearly understand what we could do and exactly what Kan-ed has to offer." (K-12)

"There's a huge potential to use it better, to get more people using it, and to expand our uses of it. I think the two reasons why we don't see that happening are one, a lack of understanding of what we really can do with it, and then two, the whole communication piece with Kan-ed." (K-12)

"I'm just not aware of all that's available, I guess. I need to go through there and look a little bit more." (K-12)

"To me I think the Empowered Desktop is a fantastic tool. I just do not see schools using it enough. I'm almost to the point of telling many of our small schools that I'll set it up for them and get them going, if the teachers would just use it for the practice tests, especially if they use the Test Builder 5, then for the ePals email for students, to the drop box, to having a list of great websites to share with students or other teachers, and those type of things. We preach it I know at a lot of our workshops, but the choir is not listening. I don't know how else to change that." (K-12)

"But they've [teachers] never seen the Empowered Desktop because nobody's set it up. The information got to the principal of the building, the principal of the building may or may not have given it to their technology coordinator, and that's probably where it ended. Distance is a problem, but right now dollars are a problem. We have many schools where teachers cannot leave the district for workshops. If they leave, they not only have to pay for their day, but their transportation and a substitute." (K-12)

"I feel really good about Kan-ed, it was a dream, a vision, and it took a lot of work to make it a reality. It may not look exactly like we thought it would, but I think it's serving a very important function in the state of Kansas. To me the biggest problem is we're not fully utilizing the potential. I think that's something that we can do, each of us wherever we are, is to find new ways to utilize the services. I know that's a huge issue every year in the legislature, how much of this is being used. It's significant to us." (K-12)

Another theme was related to **challenges with the content services**, but this challenge was only reported by one K-12 organization.

"Probably the most used service would be the Learning Station Test Builder. However, we've seen the usage in that decline this year because it's been redesigned, and they're pretty frustrated with that. The problem with that redesign, and this is from teachers and then from my perspective as well, is that we weren't given any information. When I did my initial training this year, we taught them the way…it hadn't shown up any differently, it was what we expected. They were trained on how to create those tests, then they'd go back to their classroom and they'd wait a little bit, they got on it, and their questions don't appear any longer. They had no idea where to go and find those. Well, they were there, but it wasn't intuitive to them that that's where to go to select those, and so that was really frustrating. We had a lot of people that had some issues with that. The functionality of it works better this year, in terms of class loads, the kids' names that are loading, but that didn't help a teacher who couldn't find the question banks to create the test, and then go on to assign them to her kids. It was a new layout, and I think we saw people giving up and looking at something different until they had a handle on it. Also, we had a couple weeks where I think we couldn't find our old tests. Teachers had stuff in the past, and it took a while for them to redirect all that so they could actually use their stuff from previous years. That was a major concern because stuff was already set up, they go in to use it, even though the format's different they knew their tests should still be the same, and again, there's no record of anything they've ever built. Mid-August was really not the best time to do that change. June or July would have been a much better time."

"I think there are two reasons Backpack's not used so much here. One is I think teachers maybe aren't clear on how it works. The kids would put something in their Backpack, take it home, work on it, they would hit save, but it didn't actually save it back into the Backpack, so kids were losing things. Maybe a teacher didn't understand what happened, so they may be encouraged them to use a jump drive. I think the second reason it's not used here as much as maybe in other districts is we have a large population that does not have access to the Internet at home, so they have no use for it. For those that do, and that are savvy enough…a lot of high school kids particularly, will use it to get their stuff home and put it back, but it's not normally a teacher-directed thing, and teachers don't typically use it for their work to go back and forth. It's easier to email it."

"I was very unhappy with Kan-ed this year. They used to provide EBSCO as the research databases. I heard a rumor that they were no longer going to do that. I heard that in May or June, I believe. I tried a couple of times to contact Kan-ed. I didn't get messages returned. The first written communication that I got that those research databases, EBSCO, was not going to be provided was in July this summer. Well, we have teachers who left in May expecting those resources were going to be available when they came back in August. That undermines incredibly the potential for use, because if our teachers have invested their time and effort in getting things to work and then all of a sudden somebody pulls the rug out from under them and they're not available, or not working when they need them, it make these guys' job of being a cheerleader and getting people to use technology out there very, very difficult, if not impossible. I don't know if I dropped the ball there and Kan-ed told everybody sooner than that, but the first time it really became apparent to me was in July. If we'd had dollars available, we probably would have tried to purchase EBSCO on our own. That, to me, is a problem. Although we're all partners in it, I think K-12 is probably the greatest user of Kan-ed. I think we probably have more K-12 students and staff members than any of the other areas. If you want to measure impact, the quickest way to get impact is to do something in the K-12 area."

"One teacher shared the other day that she is struggling to find other people to hook up with for classes [for ePals]. She's still searching and trying, but she's found it kind of problematic to find another school outside of the U.S., and she shared that it might be because she started so late. A lot of people already have communications set up with other people so trying to find an age-appropriate group to communicate with has been a little bit of a struggle for her."

"Occasionally when they update something [on Empowered Desktop], I am not aware of it until I go in, and then I can't find what I was looking for. Every once in awhile, a website will be down. Generally, like with Discovery Education, I'll download the videos beforehand so that I have them available and don't have to worry about streaming them."

"Test Builder is not user-friendly anymore at all. I can go in just fine and find the questions and do that. It's how to assign it that's kind of difficult. It's really strange. I finally figured it out. I've written it down. It's not an easy process. It's not user-friendly

like it used to be. It's gotten more difficult. I was hoping maybe they would work on that. Make it a little bit more user-friendly."

Other themes were related to **internal issues within the rural organizations**. One theme mentioned by the rural organizations is that they **lack the manpower** to use services as they would like. This reason was cited by four organizations, spanning the Hospital, K-12, and Library constituent groups.

Hospital representatives spoke of a lack of manpower reducing the programming available through the video network. This organization tends to be limited to coordinating video sessions rather than developing their own, which they would love to do. One representative stated,

"She does great for what she can do, but I'd like to see her more out there developing programs, making new connections, developing things rather than just maintaining. My push is, let's get some more money in so we can hire somebody else to do the maintaining of the paperwork and everything else. I think that's when we're going to see the second generation of all this happen, be able to reach out and do a lot more. Right now it's great, but it could be so much better."

Another hospital organization cited lack of manpower as the reason they do not monitor EMResource constantly or have the video room widely available to community groups. One representative shared,

"We'd like to bring in some public [to the programs over video]. Some of [the programs] are good that you'll be able to open up, but we just don't have the ability sometimes, or the staff to man it. You're not going to turn that over to a person from the community. I mean, it's an expensive unit."

"[EMResource] is not on 24/7. Primarily, the reason that it's not on 24/7 is we don't really have anybody that can monitor it. We've tried Nursing, but we have a high turnover of staff, so we use a lot of agency people. I have it set up that I get text message notifications, I get email notifications. If something goes down, I'll get on a computer somewhere, and I'll respond to it. But, just to have it open to be open, we don't do that. I realize that's not what people want, but we just don't do it. It's a manpower thing."

A K-12 organization spoke to manpower being the reason that some small schools are not utilizing the Empowered Desktop. One person stated,

"The [underutilization of the] Kan-ed Empowered Desktop is probably due to just the lack of the school having somebody who will take control of it and keep it up to date. They'll get a person in there who's excited about it or who likes to use it and doesn't mind setting it up, and then that technology person changes or the principal changes. They do not have the resource person to set up the teacher or keep the teacher set up and the students set up. I promote the Empowered Desktop amongst our consultants. Of course, we're not really a school, but we try to incorporate them into our workshops

whenever we can… I think it's because the schools just do not have anybody to administrate that program."

The library also described not having enough manpower to fully utilize the video room.

"There's no doubt in my mind that the room could be used more if [there was more staff]. [The librarian] is the only full-time person. The demands on her time… she has to go in and set it up, make sure they're okay with using it, or where she needs to stay in the room while the program is going on. It does put a terrible demand on her time, plus trying to find programs. I think she's done an excellent job in finding programs, but still there's so much more. We could use that room so much. We could keep that room going all the time if you knew where you can get programs and if you had someone to help with that. Then another area is the tech. We have three regional tech people and we stay on the road almost all the time. [The librarian] can call and ask us for some assistance, but it's not like having somebody on site. That's the tradeoff, when you're small I think there are more connections with the community than with some of the larger libraries, but you don't have as many resources. That's an issue with staff and budget. There used to be a page on the Kan-ed site that identified resources for programming, and that's no longer there. It's hard to just go out and find the stuff on your own, especially for people, the small libraries that don't have dedicated staff."

Another theme internal to the organizations is related to **problems with the technology equipment**. For example, representatives at a higher education institution shared,

"With Polycom, I miss any feature that has the camera follow you when you move…It's not following me. I don't know, they tell me that it's like a tag that the camera is going to follow as you move. Also, the unit that we were using last year and the year before was an old unit. I think it must've had some issues. Half of the time, I had to call IT. Sometime near the end of the last school year, the instructors there at Seward County [Community College] had written for a Perkins Grant to replace all of their Polycom units, so everybody had the same type of machine. I think now that they have done that, I hardly ever have the students come and get me and say we're having difficulties. I would assume, since I haven't had any complaints from them in awhile, that they're happy."

"I know that if for some reason it's not working, then the students have to go to Seward, which is only an hour away. I just know that part, but I think there have been some issues in the past that they've just had to go to Liberal instead of having it over Polycom."

"The respiratory therapy program there in Seward had their advisory committee meeting a week and a half ago, and I got the minutes back from that last week. A comment that students that attended that meeting, which granted, it turns out none of the Garden City students attended that meeting, but there were students from the other outreach site in Dodge. Since we all have the same equipment, I am just going to make an assumption that the students here might have the same feeling as the students over in Dodge. I guess the mics that are over in Seward are too sensitive. The outreach sites are

hearing an awful lot of stuff. When the instructor's lecturing, it's not like they mute all the students and not mute the instructor. They had a complaint about that. I don't know conversely if the other side, students felt like maybe the one little mic that we have that the students set on the table with them here was picking up enough when this site was speaking."

One hospital organization had their Polycom break, although Kan-ed assisted them to get a replacement the next day. They described,

"Our Polycom died, blew up. I called Kan-ed because I couldn't remember who to call. Within an hour, I had phone calls from whoever supplies our Polycom, saying they'd have a unit here the next day. I went, 'Yeah, right. (*chuckle*) Overnight doesn't exist in Dighton, Kansas.' It was here the next day. (*laughing*) It was five o' clock the next day. Overnight doesn't exist in Dighton. Especially, this came from New Jersey, New York, somewhere."

The library also had to replace equipment, stating, "Our equipment got hot, and we had to have it all replaced. Thank God we were under that maintenance agreement."

A hospital and K-12 organization have both encountered challenges with videoconferencing from the connecting institutions' **lack of technology training**.

"People put on the evaluations [for the programs] that we should have connected earlier so that the troubleshooting could have been done. We connect at least 30 minutes before every program so that we can troubleshoot. You're only as strong as your weakest link, and you never can foresee what's going to happen when you actually have 24 on the line at once. You can test point-to-point. You can test on the bridge with them. Everything's working fine, but when you bring 25 other facilities into the mix, it's just, oh man." (Hospital)

"We always perform a test connection before programs to make sure teachers are comfortable with how to use the bridge, and probably our hardest thing is that a lot of the people I work with, when I get a program request, I will get a request from usually a distance learning coordinator, who organizes the events for the school, and then when it comes to the actual connection it's just the teacher that is trying to do it. So sometimes there are issues with being able to select the correct conference on the bridge." (K-12)

Another challenge is **space limitations**. A hospital organization shared,

"We have four places in the hospital where we have ITV connections where we can roll that around. The problem is one of them is in the big ER. The second is in our big long-term care dining room, and the problem with that is that is almost [always] being used by our long-term care residents. The third is a room that we had set up as a kind of an alternative place to visit, but because of considerations that we don't have a lot places to meet, it's been being used for something else. Basically, we have this one room [to use ITV]. If there's another meeting in here [we can't use it]; it has nothing to do with the

ITV, it's just our own logistical problem. We have a scheduling problem because we have two or three things going on."

Lane/Finney Counties – Needs

Related to challenges, during the course of interviews, the organizations expressed existing needs that they hope that Kan-ed may be able to address. Themes include:

- **Increased convenience of network service usage** (4 organizations)
- **Increased communication from Kan-ed** (3 organizations)
- **More training** (3 organizations**)**
- **Additional statewide software application purchases** (2 organizations)

Some organizations mentioned ways that Kan-ed could **increase the convenience of using the video network.** This theme was supported by representatives at four organizations, including the Hospital, K-12, and Higher Education constituent groups.

A hospital organization cited a need for a virtual library of educational programs that member organizations can access.

> "Something I've been wanting for a long time is the archiving. When we do a program, they have the option where you can record it. That works pretty easily really, if there's a program we have on there… But for us to do anything with that, we have to download it and cut off the front end of it because we connect early, if there's some on the end, cut that out. On a computer to do video, it just takes a lot of time, very time-consuming for that. They've got a place I think you can post out there, Kan-ed said we can do like a directory, so if our members would miss a program for some reason, they could go into a video library on the bridge or wherever and view these things, and not miss the education. Another possibility was we have a resource library here. I would prefer just to have it virtual rather than on a CD or DVD. It happens a lot that these folks can't make it to these programs, and they'll say did you record it? I say 'we can record it and here's the instructions for downloading it from the bridge.' But I don't think it's a real user-friendly platform."

A K-12 organization stated that it would be appreciated to have an ongoing list of organizations' services and programming.

> "I know one of the things that hasn't been realized, and I'm not sure that it's a realistic expectation, is that we talked a lot about creating the clearinghouse of services, like classes, when they were offered, and how many spaces there were. We tried in our KAIDE organization, but that is something that just never came together. I'm not sure that it was a realistic expectation as far as everyone's timeline. It seems as though we're able to communicate through some of our subgroups, like the KAIDE group, and share what resources we have. I think we need to be very available, too, to schools that come

on to distance learning, don't have a network, and want to know more about what to do. I hope that we have a strong presence. I think that our KAIDE group needs to be sure to do that."

A hospital requested faster Internet speeds.

"Yes, we do [want faster connection speed]. Cost-wise, we're at what we felt we could afford."

A higher education IDL instructor mentioned equipment that could increase the convenience of student participation in online courses.

"The AVerPen, have you seen those ones? These are a kind of pens that are wireless, as soon as they write on the table it shows on the screen. Is there any way that the students, wherever they are in like Liberal, they can have those pens so when they write it shows up on my computer? Because some of the times when we check the homework or do something in class, only the ones that are with me in class can go to the board and do it, but if they have those pens, they can do it over there and it's going to show up over on this screen. I think with tablet pc one of these you can write on them and adjust."

Some of the organizations shared that they would benefit from **better communication and dissemination of information** from Kan-ed. These comments came from three organizations, including K-12, Library, and Hospital constituents. The idea is that if the constituents are more aware of what is possible with Kan-ed services, that these services would be more fully utilized.

A representative from a hospital shared,

"There needs to be more communication from Kan-ed about what is available and possible. I'm a full-time IT guy, and most of the hospitals don't have that. We do a monthly EMT meeting, a southwest Kansas EMS meeting. All seventeen counties have EMS services and it's all on ITV. But a lot of the services have gone to their local hospital and, 'Well you don't know how to do that. It's too much trouble; we don't have anybody that can turn that on.' That's all that has to happen; you turn it on and it just happens. I think there's education that has to take place. I think there's publicity that has to take place. I'm the Kan-ed preacher of western Kansas, Kan-ed ITV. When you get an email about a meeting, I say, 'Is this available ITV?' There are a lot of counties in western Kansas that *even* the hospitals don't have a clue what they could be doing."

A K-12 organization would like to be better informed about changes to Kan-ed services farther in advance so they can prepare their teachers for the changes.

"Kan-ed needs to make decisions…that decision [to take away EBSCO] should have been announced, in my opinion, close to a year ahead of time. If not, at least by the start of the second semester last year. I don't think, this is a personal opinion from my days on the user advisory council, I'm not sure that the other members of that council understand the issues that affect schools like the K-12 people do. Probably like I don't

understand the hospital people's perspective and the higher ed, I'm not sure that they get that."

The library would like a centralized list of distance programming available that provides more detailed information about the quality of the programs. They shared that Kan-ed provided a list or schedule of programs at one time but that a list is no longer being made available.

> "They can give you a list, but you don't know what type of class it is, if somebody's used it and what was good about it or if it wasn't worth the time…I want to know, so when I go to the teachers and they tell me what they're studying that week, then I have an idea of what's out there. There is that kind of list, but you don't know if people have tried it, or if the connection was good. Some say they don't cost, but you don't really know. I would like a little help there because I don't know. They're like with NASA or there are all kinds of things like that. You don't know how that all works."

> "It was nice that Kan-ed put it together because they would have the contacts throughout the state just to kind of keep this thing going. They had a resource page, and it's gone now. We can't get to it."

On a related topic, some interviewees expressed interest in Kan-ed **making training available** for its services and related technology equipment. This theme was mentioned by three organizations, including Hospital, K-12, and Library constituents.

> "We could use some kind of demo or something maybe offered. I'm just wondering if there is some help there [to provide information on what is available through Kan-ed besides ITV]." (Hospital)

> "It's not quite institutionalized yet. It's out there, and if we didn't have it we'd miss it, but we really don't understand totally yet how to make it work for us. If we really want to make an impact, Kan-ed is going to have to provide people on the ground that can come out and take people by the hand and show them, this is what you can do. This is what it's going to take to make this work, to help, maybe to listen to them and understand their needs, and here's what Kan-ed can do for you and here's how we can help you set that up, because we've got lots more going on in our district with instructional technology today. We have two people who are out there helping people every day. If we didn't have that, we wouldn't get teachers doing ePals; we wouldn't get teachers doing the things they're doing. I don't think Kan-ed's any different." (K-12)

> "Any training, anything like that would help. I know our librarian, who has retired, she used to kind of give us a little training on it [Empowered Desktop]. She used it a lot more than what we did. That always helped refresh our memories too." (K-12)

> "None of our libraries use Internet2 because basically we don't know what to do with it. We don't really know how to connect to it or what to do with it. I think that's a big area that we need some help from Kan-ed to know. If we can get to it, then please help us." (Library)

"I think if there was some sort of guidelines to help people who set these things up, that here's what you need to be aware of. Because when we did that training, they talked about the microphones for the videoconferencing equipment, the ones that look like saucers, those are so sensitive. You can sit in the middle of the room, and it picks up the entire room. There should be some etiquette rules when we take these classes; mic equipment is setup that it is muted at connection. A lot of the libraries don't, so you hear a lot of things that you probably shouldn't hear. They don't realize that, also that camera kind of swings to whatever person is talking, it kind of goes to that. They don't understand that they really should have it muted the whole time until he asks for questions. I don't think a lot of people understand that. That's why I don't let people just go in and be in that room. So I can kind of control to where they can talk and not talk, that type of thing, especially with kids." (Library)

"I've met [the new E-Rate person at Kan-ed], and I'm waiting for him to get really geared up to start. I'm hoping that they will do some training on technology plans. The state is also looking at making a requirement for libraries to have a technology plan even if they don't have one for E-Rate. It'll be interesting to see how the state evolves their tech plan requirements because the one for E-Rate is limited, and we in the system try to make it more than just an exercise in E-Rate application. It'd be nice to have some more input on that process." (Library)

Two organizations suggested additional **statewide purchases of software applications**. A K-12 organization described dissatisfaction with content subscriptions they are paying for and hopes that Kan-ed could make a statewide purchase of a similar subscription.

"We are spending some of our dollars for content subscriptions on Discovery Ed or United Streaming. Our costs went up substantially this year. We're not very happy with that company right now, but I think there's a lot of demand for that type of a product. That's one that we're going to have to evaluate whether or not we can afford to continue. [It would be great] if that was something that Kan-ed could license and provide on a statewide basis and it becomes more cost-effective because of the numbers. I know there are other districts, when we started doing United Streaming four or five years ago, that were interested and maybe even envious that we were doing it and they couldn't afford to do it at the time. I think that's a component, that having good quality educational oriented video…Yeah, there's the YouTubes you can go out to, and there are more sites you can get quality video from, but I guess in my mind, at this point, it's not a whole lot different than the netTrekker idea that those sites are already screened and appropriate and high quality…netTrekker and Google versus YouTube and some kind of a United Streaming type site…certainly not advocating for United Streaming, as a matter of fact, it'd be great if there's something else out there because I don't think those folks are real good business partners. But, we may not have a choice, because they may be the best resource out there."

The library suggested a statewide purchase of GoToMeeting.

"All of the regional library systems have some sort of web conferencing and of course it takes bandwidth to successfully do web conferencing. That would be an excellent way

for anybody who wanted to communicate. If we have a big screen TV or a projector or something to bring people into a room or even from multiple locations to do the web conferencing. It's not necessarily video. We just bought the GoTo products. We have GoToMeeting and GoToWebinar."

In addition to the needs that were specifically mentioned by interviewees, Kan-ed may also consider other needs related to the challenges mentioned in the previous section, such as:

- Providing more technology equipment grant programs
- Providing more Internet subsidies to make higher speed connections more affordable
- Working with more local providers
- Providing local troubleshooting support

Discussion

To enhance collection of impact data, OEIE began conducting a comparative case study to explore two cases in high usage areas. High usage was defined in terms of usage of the Kan-ed 2.0 network and other member services. The evaluation team visited the Wichita area for its urban high usage case and Lane/Finney counties in western Kansas for the rural high usage case. Data was collected through individual and group interviews conducted in-person, by video, or by telephone. The study of these two cases resulted in the collection of evidence of network impact that could be incorporated into impact stories and statements that may be shared with legislators during the Kansas Legislative Session; impact stories resulting from the case study can be found in Appendix 5 of this report as well as Appendix 5 of the December 2010 Biannual Evaluation Report.

Interviews included discussion of usage, impact, and satisfaction with Kan-ed services as well as challenges and needs related to Kan-ed services. Emerging themes for each of these topics were presented for the urban and rural locations together as it is interesting to note similarities between these locations in their responses about Kan-ed services. The Wichita and Lane/Finney counties responses were analyzed separately, and those detailed results including themes and supporting quotes also were presented to provide Kan-ed staff with a fuller context of the findings.

Representatives within Kan-ed member organizations in both the urban and rural locations appear to be satisfied and appreciative of Kan-ed services overall. The services most frequently discussed when asked about satisfaction with Kan-ed services were related to the video network. Participants who use video were highly complementary of the NOC; they are seen as offering great support by being attentive to members' needs and were referred to as invaluable and extraordinary. The Renovo Scheduler also was mentioned as reliable and convenient.

Kan-ed services are reportedly having a big impact throughout Kansas. Kan-ed services impact goes beyond the four constituent groups, providing valuable resources for community members, including K-12 students, college students, parents, teachers, working professionals, and retired individuals. Kan-ed services impact a range of ages, from young children to senior citizens. The video connections are expanding educational opportunities in communities. Interviewees remarked that without Kan-ed, they would not be able to provide similar resources and services, such as the high quality video connection and content services (e.g., databases). Another impact in both urban and rural settings is increased convenience and savings in terms of time and money. Rural members also enjoy the fact that Kan-ed services increase their area of influence and create a good connection for increased communication, something that is very important to rural communities.

The Kan-ed video network is facilitating many connections and partnerships. Connections are being made over video between multiple Kan-ed member organizations (within and between constituent groups), between Kan-ed members and the community, and between community members in distant communities in Kansas, out-of-state, and internationally. Connections are expanding educational opportunities for all groups and community members.

Rural and urban organizations mentioned challenges that had been experienced with the network services, although some had already been resolved. Some urban and rural organizations mentioned challenges related to specific content services, such as ePals. Both locations remarked that there was a lack of communication about Kan-ed services to members. Also, both locations reported experiencing challenges that are internal to their organizations (e.g., staff, equipment, space) that limit use of Kan-ed services.

Interviewees mentioned that they have additional needs that they hope Kan-ed can meet. Members in both urban and rural settings would like more training and demos available for Kan-ed content and network services. Some members are not fully aware of the activities that are possible with Kan-ed services, and this training would help overcome this barrier to service usage. Interviewees also would appreciate more communication about what Kan-ed has to offer, such as through the listserv and the Kan-ed website. They also provided suggestions for ways to make use of the network more convenient and expressed interest in additional statewide software application purchases.

Next Steps

Potential next steps related to the Kan-ed case study are summarized in the following bullets:

- Upon approval by the Kan-ed Executive Director, OEIE could continue with the comparative case study by identifying and studying two non-case locations in low usage areas with Kan-ed members who are not connected to the Kan-ed 2.0 network and do not frequently use other Kan-ed services. As with the cases conducted in fall 2010, one of these non-cases would be in a rural area and one in an urban area. Data for these cases may be collected through site visits, if possible, or by telephone. As with the high usage cases, data could be aggregated for each of these two low usage cases separately to conduct a within-case analysis.

- With the collection of additional data, the data could be further aggregated using pre-determined indicators (impact, partnerships, challenges, etc.) in a cross-case analysis to assist in identifying themes in responses from the constituents in high and low Kan-ed service usage locations.

- This procedure could be replicated in numerous locations in future years. Studying additional high usage case locations would maximize the potential for impact stories that may be distributed to legislators during legislative session.

References

Stake, R. (1995). *The Art of Case Study Research*. Thousand Oaks, CA: Sage Publications.

Yin, R. K. (2003). *Applications of Case Study Research (2nd Edition)*. Thousand Oaks, CA: Sage Publications.

Fall 2010 Kan-ed Case Study Email Correspondence

Email sent to Kan-ed contacts (October 2010)

Subject: Request for Interview about Kan-ed Services

Hello <Kan-ed contact names>,

Congratulations! Based on our records, it appears that your community is utilizing several Kan-ed services, and we are interested in learning more. Our office, the Office of Educational Innovation and Evaluation, serves as the external evaluators for Kan-ed. In this capacity, we periodically collect information from Kan-ed members related to the impact of the Kan-ed network and other services as well as challenges members may be experiencing related to the Kan-ed network.

<Tailored Paragraph about member history and service usage specific to the organization>

On September 24, we sent you an email to inform you that we are planning a trip to your area to connect with individuals representing each of the Kan-ed constituent groups (K-12, Higher Ed, Hospitals, Libraries) who use Kan-ed services. We plan to visit your area on **October 26-28**. We are contacting you to request your help in identifying individuals in your organization who use Kan-ed services frequently that may be interested in visiting with us to discuss their experiences using Kan-ed services.

Please respond to this email with the following information:

1. If you frequently use Kan-ed services, please respond to this email with three time blocks (i.e., Tuesday, October 26 at 2-5pm) during these date ranges that you would be available to meet with us about your usage of Kan-ed services. When we receive your response, we will send you a confirmation email along with a list of interview questions. We expect the interview will take less than an hour. We are happy to schedule individual interviews or group interviews, whichever is more convenient for individuals within your organization.
2. Please also include the contact information of any other individuals in your organization that use Kan-ed services frequently, so that we also may contact them to describe our upcoming visit and schedule a meeting with them.
3. Please list any partnerships that have developed between your organization and other Kan-ed members (K-12 districts, Higher Ed institutions, Hospitals, Libraries) or other entities (community groups or organizations) due to availability and usage of Kan-ed services.

Feel free to forward this message on to those in your organization that use Kan-ed services to allow them to respond to us directly.

Kan-ed relies on its members to provide feedback on the grant programs and services it provides in order to report back to legislators and receive continued funding for these services and programs. This also will provide an opportunity to share any challenges that members may be having with the network. We would greatly appreciate your response to this request. **We would**

like to get responses by Monday, October 11, 2010. If it would be more convenient for you to provide this information by phone, please let us know a convenient time to call you, or our number is provided below. If we do not hear from you by Monday, we will contact you by phone to try to gather this information.

Thank you so much for your time and consideration. We look forward to hearing from you!

Sincerely,

Kan-ed Research Team
785-532-5266

Confirmation email sent to Kan-ed contacts (October 2010)

Subject: Confirmation for Interview about Kan-ed Services

Hello <Interviewee Name>,

We would like to confirm the time of <Time of interview> on <Date of interview> for our interview related to your usage of Kan-ed services. We appreciate your willingness to meet with us, and we will be respectful of your time. We will plan to meet you at <Time, date, and location of interview>. We will call <Telephone number>, if it is necessary to reach you by phone. Please let us know if this location is correct and if we need to know any additional directions to find you on [Date of interview]. If you need to get in contact with us prior to our interview, please feel free to email or you can reach us at 785-532-5677.

Attached is a sample of interview questions that we are interested in discussing with you. We look forward to meeting with you.

Thank you!

Kan-ed Research Team

Sample Interview Questions Provided to Case Study Interviewees

Connection

- Who are you connected through (ISP or AT&T)? Please describe the availability and quality of support services.
- Please describe the reason you connected to the Kan-ed 2.0 network.

Usage

- Are you using any Kan-ed network services? Which services do you use? (videoconferencing, interactive distance learning - IDL, Renovo Scheduler, Network Operations Center –NOC, Internet2 – *list as appropriate to constituent*)
- Are you using any other Kan-ed member services? Which services do you use? (Empowered Desktop, Educational and Research Databases, EMResource, E-Rate Consultant Services, Homework Kansas/Live Tutor – *list as appropriate to constituent*)
- In what ways do you use the Kan-ed 2.0 network and services?
- How frequently do you use each of the services (daily, weekly)?
- How long have you been using the services (months, years)?
- Generally, how satisfied are you with the Kan-ed services?
- Please describe any factors that facilitate, or that you think would facilitate, your usage of the Kan-ed 2.0 network and other services.
- Please describe any barriers or challenges you have encountered related to using the Kan-ed 2.0 network or other services. Please describe any reasons you may not be using some of the Kan-ed services.

Awareness

- How did you become aware of the Kan-ed services you use?
- Had you heard of any of the other Kan-ed services before (the services you don't use)?
- Are you aware of how other organizations are using Kan-ed services?

Impact

- Approximately how many people in your organization are impacted by Kan-ed services? How many individuals use Kan-ed services?
- How has the use of Kan-ed services impacted your organization? What are you able to do because of the Kan-ed services that you were unable to do before you had access? (please consider impact on - *list stakeholders appropriate to constituent group* - Students? Teachers? Parents? Patients? Healthcare staff? Community? Library Patrons?)
- Can you describe any specific stories of success? What reactions have you observed?
- Have any new partnerships developed due to your connection to Kan-ed 2.0 and the services available (e.g., connecting with others through videoconferencing, such as other Kan-ed members, local government, private corporations)?

Wrap Up

- Do you have any additional comments that the previous questions did not address?
- Please provide the names of any other individuals at your organization that you think would be interested in discussing Kan-ed 2.0 and other services with us.

APPENDIX 5

Impact Stories

Impact Stories

Overview

During the course of evaluative data collections, the Office of Educational Innovation and Evaluation (OEIE) requests that respondents share examples of how Kan-ed grants and services have had an impact on their organization. During the Fiscal Year 2011 evaluation period, OEIE gathered such examples of impact related to connectivity and the Kan-ed network, the Empowered Desktop, the Educational and Research Databases, and Live Tutor/Homework Kansas through surveys and through interviews conducted by phone, video, and in-person.

When survey respondents and interviewees share examples of impact that are particularly detailed and relevant to illustrate the impact of the Kan-ed initiative, the responses are formatted into impact stories. These stories are one-page editorial style articles that describe the impact of Kan-ed, either on one specific member (i.e., a school district, library, etc.), multiple members within a constituent group, or a partnership between members of different constituent groups. The purposes for creating these impact stories are to:

1) document the impact of Kan-ed services on its constituents

2) create eye-catching articles that can be distributed to legislators and other stakeholders to encourage their continued support for Kan-ed funding

3) educate Kan-ed members on ways to incorporate services by sharing how other members are using Kan-ed services

The majority of impact stories in Fiscal Year 2011 were collected during two evaluative activities: the case study and a K-12 Impact Story Collection Survey. The case study is reported in detail in Appendix 4, and the K-12 Impact Story Collection Survey is briefly described immediately below. Following that, the 29 impact stories created during Fiscal Year 2011 are listed, organized by service type, on pages 2-3, and the formatted impact stories that were not already included in the December 2010 Biannual Evaluation Report are presented following page 3. The last part of this section, beginning on page 25, contains the full K-12 Impact Story Collection Survey results, a copy of the email that was sent to survey contacts, and a copy of the survey.

K-12 Impact Story Collection Survey

The K-12 Impact Story Collection Survey was sent to contacts in the K-12 constituent group that were recommended by other K-12 members via the Kan-ed 2.0 Connection Process and Impact Survey described in Appendix 10 of this report. An email survey invitation was sent to 130 K-12 contacts, and 27 completed the survey.

The majority of respondents (81%) indicated that their school used the Empowered Desktop. Further, 48% of the respondents indicated their school used the Educational and Research Databases and Live Tutor/Homework Kansas. Please turn to the section beginning on page 25 for a full account of the responses to this survey and a copy of the survey. Please note that the

appearance of the survey is not fully illustrative of the interactive version that the survey recipients received (i.e., the survey received is much easier to read, has clearly defined page breaks, etc).

Results

In Fiscal Year 2011, 29 impact stories were developed. Eight impact stories were included in the December 2010 Biannual Evaluation Report; six of these were gathered from the case study. The remaining 21 stories are included in this report; twelve stories were gathered from the case study and nine stories were developed from responses to the K-12 Impact Story Collection Survey. The impact stories describe activities occurring within and between member organizations in the four constituent groups. As mentioned, the stories not previously included in the December 2010 Biannual Evaluation Report are located after page 3. All stories included in this and in previous reports are available on the Kan-ed website.

Titles of the impact stories developed throughout Fiscal Year 2011 are presented below, separated into categories based on the main Kan-ed service mentioned in the story: Connectivity and the Kan-ed Network, Empowered Desktop, Educational and Research Databases, and Live Tutor/Homework Kansas. Some stories contain references to more than one of these categories; in these cases, the story is listed in the predominant category with subsequent categories included in parentheses. Impact stories that appeared in the December 2010 Biannual Evaluation Report are marked by an asterisk.

Connectivity and the Kan-ed Network

Thirteen (13) stories collected during the case study

- *Addressing the Need for Continuing Medical Education Using Kan-ed*
- *IDL Network Facilitates Resource Sharing by School Districts*
- *Kan-ed Funded Service Facilitates Emergency Communications*
- *Kan-ed Network Provides a Transmission System for Student and Teacher Learning*
- *Kan-ed Services Make Healthcare Continuing Education Feasible and Cost-Effective*
- *Meeting Student Expectations with Kan-ed Services* (also refers to the Educational and Research Databases and Live Tutor/Homework Kansas)
- *Service Center Connects Kids with Kansas Colleges Through Kan-ed Network*
- *Students Learn Foreign Languages with IDL*
- *South West Kansas Community Colleges Share Courses on Kan-ed Network**
- *Kansas Universities Connect Through Kan-ed Video Network**
- *IDL Assists in Nursing Students' Learning**
- *KS Zoo Educates Kids Worldwide Thanks to Kan-ed**
- *Rural Community Relies on Public Library for Kan-ed Video Services**

Four (4) stories collected from the K-12 Impact Story Collection Survey

- *KU Medical Center Promoting Healthy Lifestyles in Rural Kansas Through Kan-ed Network*

- *Kan-ed Network IDL Enhances Positive Learning Environments*
- *IDL & Videoconferencing: Vital Services Used Daily*
- *Woodson Expands Education with Kan-ed Services*

Two (2) stories gathered from other data collection activities

- *Kan-ed Videoconferencing Helps Rural Hospital Staff Receive Needed Training**
- *Kansas Reads to Preschoolers Reaches Kids Across the State Through the Kan-ed Video Network**

Empowered Desktop

Two (2) stories collected during the case study

- *Customizing Teaching Strategies Through the Empowered Desktop*
- *School Uses Kan-ed Resources to Expand Learning* (also refers to the Educational and Research Databases)

Two (2) stories collected from the K-12 Impact Story Collection Survey

- *Kan-ed Services Enhance Students' Learning Experiences* (also refers to the Educational and Research Databases and Live Tutor/Homework Kansas)
- *Students Improve on State Assessments with the Help of Empowered Desktop*

Educational and Research Databases

Two (2) stories collected during the case study

- *Educational Growth and Career Preparation Promoted by Kan-ed Databases*
- *Taking Advantage of Kan-ed Databases*

Three (3) stories collected from the K-12 Impact Story Collection Survey

- *Databases Prove Useful for Bonner Springs* (also refers to Live Tutor/Homework Kansas)
- *Kan-ed Databases Help Schools with Limited Funds*
- *Kan-ed Services Enhance Teaching & Learning at Xavier Elementary* (also refers to the Empowered Desktop)

Live Tutor/Homework Kansas

One (1) story collected during the case study

- *Teachers in Rural Kansas Using Kan-ed Live Tutor as an Extension of the Classroom**

Addressing the Need for Continuing Medical Education Using Kan-ed

785-296-0843
kan-ed@ksbor.org
www.kan-ed.org

"I just can't emphasize enough what a service Kan-ed provides for a rural area... Without Kan-ed, we could not reach the places we reach."

ST. CATHERINE HOSPITAL

Joint Commission on Accreditation of Healthcare Organizations (JCAHO)-accredited health care center in Garden City, Kansas, with 132 acute beds

Kan-ed Member since:
September 18, 2002

PIONEER HEALTH NETWORK

Serves: 16 member hospitals

Kan-ed Affiliate since:
2003

LANE COUNTY HOSPITAL

Short-term acute care hospital in Dighton, Kansas with 17 acute beds and 21 nursing home beds

Kan-ed Member since:
May 20, 2003

Every Wednesday, nine months out of the year, St. Catherine Hospital and the Pioneer Health Network (PHN) provide continuing medical education (CME), through the Kan-ed 2.0 network, to physicians and nurses in Kansas. Sharon Rupp, CME Coordinator at St. Catherine, described the process, "We broadcast out to any facility in southwest Kansas or even some in northern Kansas that want to dial into the Kan-ed bridge and take advantage of our continuing education. Out here in western Kansas, we're the only one offering the service for them to get continuing education and not have to travel. Sometimes we'll have five other sites. Sometimes we'll have ten or twelve. It's really neat." According to the Kansas Board of Healing Arts, physicians need a minimum of 50 hours of CME training a year to keep their medical license current with the state of Kansas.

St. Catherine and PHN connect local physicians and nurses to CME resources across Kansas and the nation using the Kan-ed 2.0 network. Mary Adams, Executive Director of PHN, related, "Now they're broadcasting some of these programs from KU Med Center and from Wesley Medical Center. Actually this semester, we've connected with Pocatello, Idaho, Kentucky, and Nebraska for some of the programs. Our hospitals' education budgets have been completely cut. In order to meet and receive CME instruction, this is a salvation for them." Rupp shared, "Without [PHN], I couldn't do what I do outside of here [St. Catherine]. We could not reach the small, rural areas."

For example, Lane County Hospital in Dighton uses the Kan-ed network to regularly connect to PHN and St. Catherine's CME trainings. Donna McGowan, Lane County Hospital Administrator, shared, "Topeka is five-and-a-half hours one way from here. 'One day' in Topeka ends up being a day and a half for us. When I send two people to a meeting in Wichita or Topeka, it costs us over seven hundred and fifty dollars."

Not only does the Kan-ed 2.0 network provide physicians and nurses with CME courses and access to expertise outside of their field, such as attorneys to explain new healthcare laws, it also provides hospital administration with needed continuing education. Rupp shared, "The business office uses the Kan-ed network in the same manner I do. They bring programs in on various financial things they have to learn." Donna McGowan expressed, "It's the ability to reach more at one time here in the same building. They get to hear the information firsthand versus us relaying the information to them."

Rupp remarked on the impact of the Kan-ed connection on Kansas healthcare providers, "I just can't emphasize enough what a service Kan-ed provides for a rural area. We're talking small towns with family physicians who really don't have any coverage. If they go somewhere for a meeting, there's nobody to treat the patients. The physicians really can't travel to get education. They can do online things, but to see a real live person with real life case studies, that's a great service to them. Without Kan-ed, we could not reach the places we reach."

IDL Network Facilitates Resource Sharing by School Districts

The South Central Kansas Distance Learning Network (SCKDLN) has developed partnerships with Cowley County Community College and 18 Kansas school districts to deliver interactive distance learning (IDL) classes and special programs that connect outside institutions (e.g., zoos and museums) with the classroom over the Kan-ed network. SCKDLN also partners with other Kansas IDL providers like the TEEN network, the A PLUS network, and the I-CAN network, as well as out-of-state institutions, to deliver distance learning opportunities for Kansas students by sharing resources across geographic barriers.

785.296.0843
kan-ed@ksbor.org
http://www.kan-ed.org

The network provides 40 to 50 classes a semester, generally with 10 to 24 students enrolled in each class. Audra May, SCKDLN's Distance Learning Coordinator, meets with principals and counselors from participating schools to determine educational needs and develop schedules for IDL. May shared that "the bridge allows a lot of things for us that we might not normally be able to do" due to the bandwidth and multiple site hosting it provides. For example, access to IDL courses like foreign languages allows students to meet requirements of scholarships. She also described that the resources made available through the video bridge are used to train teachers and facilitators on how to use IDL effectively. May described the Kan-ed network as "a huge benefit" to Kansas schools because resources and qualified staff are sometimes scarce.

> ***"I would have schools that wouldn't exist anymore without Kan-ed."***

In addition to elementary, middle and high school level courses and special programs, SCKDLN offers college-level courses from Cowley. May coordinates with Bryan McChesney, Coordinator and ITV/Technology Specialist at Cowley, to make the courses available. McChesney said that some students "couldn't get their high school diploma without IDL." He also noted that being exposed to IDL in high school prepares students for interacting with and enjoying technology in their higher education careers. May noted that the Cowley courses offered over IDL have aided some students in graduating with Associate's degrees in the same year they graduate with their high school diploma.

Both May and McChesney indicated that supplementary Kan-ed services, such as the Network Operations Center (NOC) Help Desk, aid them in providing IDL to Kansas schools. May described using the NOC as a resource to connect and troubleshoot connections. McChesney also noted that the Renovo Scheduler service, which makes automatic video connections, "makes life a whole lot easier. Without Kan-ed, I don't think I could do any of that stuff." In addition, he noted that Kan-ed grants have helped fund the purchase of necessary IDL equipment.

IDL saves schools and the state money, in that it "isn't cheap, but it's cheaper than paying for a full-time teacher." May emphasized the importance of IDL for small and rural schools, saying, "Especially right now, in this budget crunch time, I would have schools that wouldn't exist anymore without Kan-ed."

South Central Kansas Distance Learning Network

Serves: 18 member school districts in Kansas

Kan-ed Affiliate since 2002

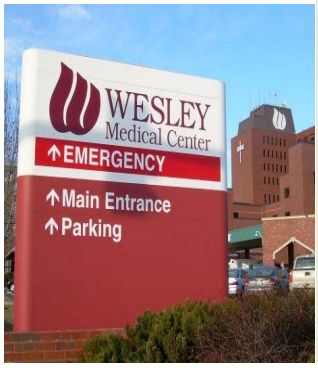
Kan-ed Funded Service Facilitates Emergency Communications

Since mid-2008, Wesley Medical Center, a Wichita-based hospital, has employed *EMResource*, a communications and resource management system funded by Kan-ed and made available to all the hospitals and health centers in Kansas. *EMResource* is a browser-based system that facilitates communications between medical response teams and healthcare providers by monitoring healthcare assets, emergency department capacity, and bed availability. *EMResource* creates a log of what has happened and what is currently happening in the network.

Diana Lippoldt, R.N. and Wesley Medical Center Director of Emergency and Trauma Services, and her staff use the Kan-ed sponsored service *EMResource* in daily communications with other medical facilities across the state of Kansas. Lippoldt shared, "We answer bed availability information on an every-morning basis. We use it to identify areas throughout our town and areas throughout the state where they may be having difficulty with bed population, or bed availability. Communication about bed availability between hospitals, communication about whether they're closed due to something. We can look at the entire region, the entire state."

Lippoldt reported that the main task that is carried out on the system is diverting patients to or from Wesley Medical Center. Lack of beds, construction issues, and safety risks at a particular location are some of the reasons why a hospital or clinic may not be able to accept patients. Lippoldt noted, "We use it to identify times when you're really, really busy, and things are happening and you're putting it into that system, or you're getting information out of that system. Later, when you're filling out after-action reports, how long did it take us to do things, there's just a wealth of information out there."

Another important service available through *EMResource* is AMBER Alert notifications. Through the *EMResource* network, healthcare professionals and hospital security are notified of missing children in the area. The hospital staff can view specific information concerning the alert, the situation, and the child.



Essentially, the system provides a direction on who to communicate with in critical situations, and the hospital staff is very satisfied with it, according to Lippoldt. She added, "*EMResource* is one of those systems that's always there; you know you can count on it."

785-296-0843
kan-ed@ksbor.org
http://www.kan-ed.org

Wesley Medical Center
Acute-care center in Wichita, Kansas, with 760 beds and 102 bassinets

Member since: May 15, 2008

"*EMResource* is one of those systems that's always there; you know you can count on it."

Kan-ed Network Provides a Transmission System for Student and Teacher Learning

"Without communication lines like the Kan-ed network, we're sunk," said Carol Swinney, Director of Distance Learning at Southwest Plains Regional Service Center (SWPRSC). The service center is a "hub" for schools and districts to communicate, improve student learning, and receive continuing education. Through the Kan-ed 2.0 network, SWPRSC can link teachers and students to each other, Kansas universities, and distance learning programs throughout the nation. "Distance is a problem, but right now dollars are a problem. We have many schools where teachers cannot leave the district for workshops. If they leave, they not only have to pay for their day, but their transportation and a substitute. Kan-ed is accessibility. It's a cost feature, too. As our schools tighten their belts, they're looking for more ways they can use technology to save on travel costs," explained Swinney.

Swinney shared how SWPRSC uses the Kan-ed 2.0 network, "We started using the Kan-ed network for basic communication, but we've started using the technology for teacher networking." Veteran teachers are paired and videoconference with new teachers in other schools to help the teachers acclimate to teaching in rural Kansas. SWPRSC also provides workshops, conferences, and meetings via videoconference over the Kan-ed network. In October 2010, eight science teachers went to the National Science Teachers Association conference in Kansas City. Upon returning, the teachers had a videoconference with other districts' science teachers to share information they learned. The Kan-ed network is helping to "draw these schools closer together. We're creating networks among content teachers. We're really only limited by our imagination," said Swinney.

SWPRSC has partnered with MidAmerica Nazarene University in Olathe for the Preparing Educators in Rural Kansas (PERK) grant that involves six southwest Kansas school districts: Copeland/Montezuma, Deerfield, Lakin, Rolla, Stanton County, and Sublette. The purpose of the grant is to help student teachers prepare to be sent out into western Kansas and rural communities. Swinney described how the Kan-ed network contributes to this project, "Kan-ed network is our transmission system with this grant. I know it's going to make us much more effective."

Kansas Teachers of English Language Learners (KANTELL), a collaborative professional development project, is another project where the Kan-ed network is providing a transmission system. For this project, SWPRSC has partnered with the University of Kansas (KU) to connect 22 participants in six locations, five sites in southwest Kansas and KU, so teachers in southwest Kansas can receive the graduate school credits required for KU's English as a Second Language endorsement program via IDL using the Kan-ed network.

SWPRSC utilizes the Kan-ed network to not only assist teachers in furthering their education but also to help students receive a comprehensive education by connecting them with teachers outside of the district and to programs like NASA's Digital Learning Network. Swinney shared, "In our small schools, it's difficult for us to provide teachers in all those critical subjects. The distance education piece allows a huge amount of equity for our students to get those things they need. Really, there's no end to what can be done through Kan-ed, by creating a true statewide network."

Southwest Plains Regional Service Center

Serves: 51 school districts and 3 community colleges

Kan-ed member since: September 5, 2002

"In our small schools, it's difficult for us to provide teachers in all those critical subjects. The distance education piece allows a huge amount of equity for our students to get those things they need. Really, there's no end to what can be done through Kan-ed, by creating a true statewide network."

Kan-ed Services Make Healthcare Continuing Education Feasible and Cost-Effective

The Pioneer Health Network (PHN) provides continuing medical education via Interactive Distance Learning (IDL) to Kansas hospitals and local communities through the use of the Kan-ed 2.0 network. Mary Adams, Executive Director of PHN, explained how Kan-ed impacts PHN, "Kan-ed is probably the reason why PHN is still in existence as an organization. Because of the ability of our folks to get together, share ideas, share resources, get education, and network; that's our purpose. Kan-ed has provided the means to do that."

PHN serves a network of 16 hospitals. With a growing list of partnerships with state agencies, higher education institutions, and those in the healthcare sector, PHN is building a web to help realize its focus on continuing education. Since 2006, PHN, with the help of the Kan-ed network, has had close to 10,000 participants for IDL programs, and at least 50 hospitals have connected to PHN programming. Adams related how IDL and the Kan-ed network make continuing education more feasible and cost-effective, "Thirty dollars and you can pack twenty-five people in a room and get free continuing education, not travel anywhere; it's a no-brainer. It's been a big cost saver for our hospitals."

Jason Friesen, PHN Director of Operations, shared his view on the benefits of Kan-ed services, "I think that Kan-ed is the best value for the taxpayer's dollar. The taxpayers are getting a bargain. Basically the state and federal money that comes into Kan-ed helps taxpayers to support IDL and continuing education. I think the local taxpayers would have to come up with more money to support their hospital without Kan-ed."

PHN uses the Kan-ed 2.0 network at least twice a week to connect hospitals for CME trainings or videoconferencing roundtables for hospital committees, departments, and administrators. PHN also utilizes the Kan-ed Renovo Scheduler to coordinate their programming schedule and the Network Operations Center for network support. Adams explained, "It's another way for our hospitals to network and discuss common concerns and problems, share ideas and successes. That's what we're all about. I guarantee you that these groups wouldn't be meeting. We might be having phone calls, but we can't afford a conference line, so we couldn't be doing conference calls; it just wouldn't happen. To me that's a huge success story, at least for our network."

Pioneer Health Network

Serves: 16 member hospitals

Kan-ed Affiliate since: 2003

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www.kan-ed.org

"Kan-ed is probably the reason why PHN is still in existence as an organization. Because of the ability of our folks to get together, share ideas, share resources, get education, and network; that's our purpose. Kan-ed has provided the means to do that."

Meeting Student Expectations with Kan-ed Services

WICHITA AREA TECHNICAL COLLEGE

Serves: 200,000+ students with over 90 programs of study

Member since: September 15, 2003

"As we go through decreased funding from the state, having to pass along the burden to our students, the services through Kan-ed become even more important, because we need to be able to provide the level of services the student is expecting."

"The Kan-ed databases that we have for the library, we wouldn't be able to afford those at the institution rate. There's no way. So for us, this is ideal, and for our students, too."

Wichita Area Technical College (WATC) uses a multitude of services provided by Kan-ed to provide learning opportunities to their students and to allow WATC to effectively allocate resources for student learning. These services include the Kan-ed sponsored Educational and Research Databases, the Kan-ed Live Tutor/Homework Kansas, Interactive Distance Learning (IDL), and videoconferencing.

The Kan-ed connection is necessary for low-income students who don't have Internet access at home. Rita Sevart, Library Director, said, "We have a lot of our students that come to us and use our computing services, especially at the Southside Education Center, because they have no other way to get to a computer. As we go through decreased funding from the state, having to pass along the burden to our students, the services through Kan-ed become even more important, because we need to be able to provide the level of services the student is expecting."

Kan-ed also allows WATC to connect students to learning opportunities on their different campuses through IDL. LeArta Watkins, Director of Distance Learning/ General Education, noted that "select classes are being broadcast back and forth between campuses. We are wanting to enlarge that endeavor, though, to reach out to other areas of the state for our program development." IDL also is being used to bring classes from other institutions to WATC students. Watkins said, "In continuing ed, I know we're dialoguing right now with St. Francis Hospital on receiving CMA updates and program related content in particular to our healthcare programs through the Kan-ed network." She added that distance learning provided through Kan-ed services is a "growing area of the school."

WATC trains classes on the use of Kan-ed sponsored databases. Watkins said, "The Kan-ed databases that we have for the library, we wouldn't be able to afford those at the institution rate. There's no way. So for us, this is ideal, and for our students, too." Access to the databases gives students more opportunities to research and to learn associated skills in a more comprehensive way than would be available without Kan-ed. Additionally, WATC is able to offer resources for job-seekers through the Kan-ed provided Learning Express database. Randy Roebuck, Executive Director of Technology/Institutional Effectiveness, noted, "We're here for those who need the training, basic computer skills, résumé skills, resources to help them find a job."

WATC students also use Live Tutor/Homework Kansas tutoring services to support their coursework. Watkins described how this service helps students and saves WATC money, "It wasn't until we started researching online tutoring options that we realized that we have this service already available." Jessica Ohman, Dean of Student Success, added, "I think Homework Kansas is definitely a great thing for students. I think a lot of people are becoming more aware of Homework Kansas, and I would tell the legislator, 'Please, keep those Kan-ed services like Homework Kansas available for the students'."

Videoconferencing via the Kan-ed network is another important service for WATC. Watkins commented, "We're saving a lot of travel dollars because of the videoconferencing. And it increases productivity, because again you don't have that travel time. It's making our state a better state to live in."

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Service Center Connects Kids with Kansas Colleges Through Kan-ed Network

South Central Kansas Education Service Center (SCKESC) is an interactive distance learning (IDL) network that utilizes the Kan-ed network to deliver special educational programs and for-credit coursework to its 27 member districts in Kansas and many out-of-state groups. Last year, SCKESC was averaging over five special programs a day through the Kan-ed network.

"Our special programs are one of our biggest components," stated Kay Highbarger, SCKESC Executive Director. Special programs have been created by SCKESC's staff of teachers from around Kansas and the world, who offer programs on topics ranging from languages to early literacy. SCKESC's programs are noted for their quality. Highbarger described, "Every time there's a special program, it has a built-in evaluation. We have a really good track record in terms of comments and evaluations on every program." Kansas school districts heavily utilize the educational opportunities made available by SCKESC.

Debbie Ives, SCKESC staff member who works with Virtual Learning and Career Programs, described another program offered through SCKESC that helps to expand the educational horizons of Kansas students. Ives explained, "We call it *Connecting Kansas Kids with Kansas Colleges*. We contacted the local 2-year and 4-year universities and colleges here in Kansas and had them either come in-house to our building or send via IDL from their facilities to speak about whatever topic we were focusing on. Butler County Community College has been a huge participant. They had their criminal justice person come in. He was hilarious. It's their opportunity to talk to the kids about their field and to encourage them in pursuing that field starting in high school and describe the classes needed to set the grounds for whatever they want to do with their life. We're getting ready to do our third year." She further shared, "We also have done this with nontraditional occupations; having the welders come in and talk to the girls about welding and auto mechanics, and to the men about nursing. We've had a lot of fun connecting with the Pratt Community College. Hutchinson and Wichita Area Technical College have also come in." SCKESC also has partnered with the Agriculture department at Kansas State University in this capacity.

Highbarger described that each year, the program grows to offer exposure to more opportunities for Kansas high school students. She expanded on Ives' description by stating, "It's just a full day of a variety of colleges and tech schools. We set up the schedule. We notify the schools. They essentially give the information to the kids, and the kids can pick and choose during the day to come in and listen to a session. My goal is that we will get so big that at some point we're going to have to identify which schools are going to be live and which are going to be 'view only.' That would be our goal, to get that big, to really expand far beyond our own membership area, to take it statewide potentially."

The reach of SCKESC's special programming also extends beyond Kansas schools. Highbarger noted that SCKESC has provided preschool through senior citizen level programs. SCKESC's services are sought out by organizations around the country and around the world. "We have sent special programs to nearly every state in the union, to Canada on several occasions, Australia one time, and England."

South Central Kansas Education Service Center

Serves: 27 member school districts in Kansas and others around the U.S. and the world

Member since: December 13, 2002

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"Every time there's a special program, it has a built-in evaluation. We have a really good track record in terms of comments and evaluations on every program."

Students Learn Foreign Languages with IDL

South Central Kansas Education Service Center (SCKESC) connects 27 school districts and other outside groups to special programs and for-credit classes in Spanish and Mandarin Chinese. Through the Kan-ed network, an educator from Puerto Rico and two teachers from China deliver language classes at the elementary, middle, and high school levels to locations around Kansas and other states. All nine of SCKESC's teaching studios have green screens, so educators can utilize special effects. All of these connections are made possible with the connection that Kan-ed provides for SCKESC and its affiliated school districts.

Tori Bohannon, SCKESC Technology Director, spoke about factors enabling the organization to provide such educational opportunities, stating, "For districts, the leveraging of the bandwidth was a huge deal. That's what allowed a lot of our districts to expand. It was Kan-ed leveraging that price so that they could afford the bandwidth." SCKESC also is affiliated with South Central Kansas Distance Learning Network, allowing them to provide even more student learning possibilities over interactive distance learning (IDL), especially for small or rural schools.

SCKESC Executive Director, Kay Highbarger, described the benefits offered to districts, "Students are some 150 miles apart, and they're taking the same class at the same time from a teacher who isn't even in the room. These are opportunities for the very small, remote schools. We have a good number of schools who don't have the staff or the funds, and they couldn't hire a Mandarin teacher, even if they were available, because they don't have enough enrollment to sustain it. This is an affordable option for them."

Highbarger went on to describe how the Kan-ed connection creates the opportunity for a comparable educational experience regardless of location within Kansas. "It is only through videoconferencing and the online piece that is going to allow kids in Argonia, Kansas, to have the same opportunities as kids in the suburban areas around Wichita, Topeka, or Kansas City. Small rural areas in Kansas don't have the resources, geographically, to expose kids to the kind of things that you can do if not for the availability of connections and services from Kan-ed. If we're at all concerned about those small traditional Kansas towns surviving, we have to find a way for kids to be able to access those amenities that don't come with their hometowns." Students not only learn new languages, but they also are exposed to a diversity of cultures because they are able to interact with teachers from around the world. Highbarger remarked, "The reality is that Kan-ed and distance learning with videoconferencing has allowed us to get the foreign language teachers from China and Puerto Rico in front of kids."

Students have responded positively to the IDL format. Highbarger stated, "Today's kids are so attuned to electronic connections as opposed to face-to-face that they just accept it." SCKESC has plans to expand the learning possibilities of IDL. "We want to be able to deliver three-dimensional learning objects to our classrooms for our Chinese classes and for our special programs. That will assist kids in learning better and faster and more completely."

"The reality is that Kan-ed and distance learning with videoconferencing has allowed us to get the foreign language teachers from China and Puerto Rico in front of kids."

South Central Kansas Educational Service Center

Serves: 27 member school districts in Kansas; and others around the U.S. and the world

Member since: December 13, 2002

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KU Medical Center Promoting Healthy Lifestyles In Rural Kansas Through Kan-ed Network

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The University of Kansas (KU) Medical Center in Kansas City, Kansas has been partnering with rural elementary schools in Kansas to teach children and their families about living healthier lives through good nutritional habits, physical activity, and health behavior modification. This national program, The Healthy Schools Project, targets elementary schools located in towns or counties with populations under 20,000 that have access to interactive videoconferencing. Atchison County Community Elementary School in Effingham participates in The Healthy Schools Project through use of their Interactive Distance Learning (IDL), a service provided by Kan-ed.

With grant assistance from Kan-ed, including funds for technology enhancement, Atchison County Community Schools USD 377 has been able to connect to the Kan-ed 2.0 network. This network enables them to provide IDL and videoconferencing in their schools. The partnership with KU Medical Center has assisted them in reinforcing one of their missions: "to prepare quality nutritious meals for students and staff and help educate the students so they develop healthier lifestyles." Through the use of Kan-ed services, this rural school district has been able to bring KU Medical Center and The Healthy Schools Project to their community.

Atchison County Community Schools USD 377

Serves: 650+ students; 90+ educators

Member since: August 29, 2002

Pam Liewer, USD 377 Elementary Physical Educator and School Wellness Chairperson, explained the process, "Weekly, our parents of overweight children come to meet over the Kan-ed network with the KU staff member and learn ways to intervene in their child's overweight problem." While the parents are speaking with the staff member of KU Medical Center, Liewer teaches the students "a kid-friendly lesson about nutrition and exercise." "At the end of the hour," Liewer added, "the kids go back to the IDL lab with their parents and we all sit down and have a reflection session about what was learned that evening."

"The KU Healthy Schools Project has been very successful," Liewer reported. "The students have gone home from our weekly meetings with a wealth of information regarding their health as well as their parents' health." Without access to IDL, the students, parents, and teachers in the Atchison County Community Schools would not have the opportunity to interact weekly and learn about how to implement and maintain healthy lifestyles with the professional staff at the KU Medical Center.

"The KU Healthy Schools Project has been very successful."

Kan-ed Network IDL Enhances Positive Learning Environments

Galena USD 499

Serves: 750+ students, 100+ educators

Member since: October 24, 2002

Galena USD 499, located in southeast Kansas, uses the Kan-ed network for Interactive Distance Learning (IDL). Teachers in the district use IDL as an extension of their own classrooms whenever possible, which allows the students learning opportunities and experiences they would not have without IDL.

Part of the academic vision for USD 499 is to provide the curriculum and resources necessary to meet the needs of all students. Through IDL services provided by Kan-ed, they are accomplishing just that. Ross Bailey, a K-2 Science and Title I Reading instructor, shared, "IDL lessons are used to further enhance a positive learning environment for all involved in our district."

"IDL has provided an opportunity to learn outside the box."

Bailey further commented, "IDL services have definitely been a technological motivation for our students and teachers to learn and teach in creative ways. Every [IDL] lesson I have been a part of has been a huge success. I am glad that I have the opportunity to be treated with such a service." Bailey also reported, "IDL has provided an opportunity to learn outside the box. It is an alternative way of teaching that allows teachers to break up the everyday routine. Also, it exposes students to the types of technology available to them for learning. I wish I could take advantage of it more often."

IDL allows teachers and students to connect across the state and nation to develop partnerships with people and organizations that would not have been possible without IDL; partnerships have formed with organizations like the Greenbush Interactive Distance Learning Network. Greenbush provides content-based academic programs that are aligned to Kansas standards to 44 districts and 104 interactive video classrooms. The classrooms range from elementary schools to community colleges and Regents universities. Bailey said, "I have developed partnerships with Greenbush and the faculty that help develop and teach the IDL lessons provided." These partnerships provide educational services and opportunities for USD 499 students.

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IDL & Videoconferencing: Vital Services Used Daily

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Southern Cloud USD 334

Serves: 250+ students, 50+ educators

Member since: November 20, 2003

Southern Cloud USD 334 utilizes Kan-ed sponsored services, such as Interactive Distance Learning (IDL) and videoconferencing, to expand the range of educational opportunities available to its students and to facilitate partnerships across its schools. Jenell Hughes, a Spanish teacher at Miltonvale High School, notes that these vital services are used daily in USD 334.

Videoconferencing is used to assist in communication between USD 334 member schools. According to Hughes, the availability of this Kan-ed sponsored service "saves a lot of time and miles for meetings between the schools in our district." In addition, USD 334 employs Kan-ed funded IDL capabilities to extend the spectrum of educational opportunities available to its students. Hughes explained, "We have students enrolled in college courses via IDL."

Kan-ed sponsored services not only help USD 334 communicate efficiently, but they also enrich the curricular choices the district can offer to its students.

"You can walk around our building every day and see Kan-ed services being utilized."

Girard USD 248 also uses the Kan-ed network to bring IDL opportunities to their students through IDL partnerships. Laura Eckler, Title I Coordinator for USD 248, shared, "We use IDL to enhance our science programming. This allows us to have access to science resources a small rural public school could not afford to provide."

The Kan-ed network assists USD 248 in partnering with the Greenbush Interactive Distance Learning Network; Greenbush provides content-based academic programs that are aligned to Kansas standards. Eckler related, "We have partnered with Greenbush to help provide science lessons through the IDL network. The network allows us to provide great science lessons and experiments without the cost of bussing our students to Greenbush."

"You can walk around our building every day and see Kan-ed services being utilized. We really need these services in light of budget cuts," Eckler added.

Girard USD 248

Serves: 1,000+ students, 100+ educators

Member since: October 24, 2002

Woodson Expands Education with Kan-ed Services

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Woodson USD 366, in southeast Kansas, utilizes Kan-ed funded services to expand the educational opportunities available to its more than 400 students. Students and educators in USD 366 use the Kan-ed Educational and Research Databases, Homework Kansas/Live Tutor, Empowered Desktop, and Interactive Distance Learning (IDL) to facilitate student learning and to offer curricular choices that would otherwise be inaccessible to the school district and its students and educators.

Collette Jacobs, a math and physics instructor at Yates Center High School, described how some of these services are used in USD 366. She stated, "The Kan-ed research databases are used by my physics students when writing term papers. Live Tutor is used by students on an individual basis. Empowered Desktop is used to access formative testing by math and English instructors." Jacobs explained that the Kan-ed portal "has allowed better preparation for state assessments."

IDL is used daily in USD 366 for both outgoing and incoming curricular programming. Jacobs provides distance physics instruction to students from Lyndon, Iola, and Moran simultaneously with her Yates Center classes in college algebra and trigonometry. According to Jacobs, at this "very rural" school district, which is an hour and a half from a major city, IDL "allows local opportunities to K-12 students who would not normally have access" to them. To this end, USD 366 has formed partnerships with Greenbush and Allen Community College to provide additional student learning opportunities over IDL. Jacobs explained, "IDL has allowed students to take classes like Chinese, psychology, physics, and other upper-level and dual credit courses" that would be unavailable without the support of the Kan-ed network and other resources.

Woodson USD 366

Serves: 400+ students, 70+ educators

Member since: October 24, 2002

"IDL has allowed students to take classes like Chinese, psychology, physics, and other upper-level and dual credit courses."

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Customizing Teaching Strategies Through the Empowered Desktop

The Kan-ed Empowered Desktop is a customizable web portal filled with applications and resources for Kansas teachers and students. Theresa Kraus, a math teacher with Pike Valley USD 426, explains, "The Empowered Desktop is personalized for our school, so the students know where to look for the available resources." A few of the applications available on Empowered Desktop are Backpack, a web-based file management system with Internet storage space and sharing capabilities; netTrekker d.i., an academic search engine with 180,000 educationally relevant websites that are aligned to state standards; Test Builder, an online environment for creating, delivering, and assessing practice tests for state assessments; and Financial Foundations for Kansas Kids, standards-based, interactive computer lessons on economic principles and personal financial literacy. School districts also have the ability to add applications to the Empowered Desktop, enabling all of their teachers and students access to these targeted resources.

Students are able to use the Backpack application to save files and then access them from any computer with an Internet connection. Rodney Clay, Technology Teacher at South Brown County USD 430's Everest Middle School, says, "The ability to use the Backpack has made file transferring for students much less of an issue. It also has freed up class time, as I would have to virus scan any storage device brought into the classroom."

Teaching how to research over the Internet can be a daunting task for teachers of any grade, but with the help of netTrekker d.i., teachers can be confident the information they and their students are accessing is relevant and accurate. "It's just an excellent resource; it's a quick place that I can get where I want to go. It's all compiled right there," explains Tamie Linenberger, Science and Social Studies Teacher for 4th, 5th, and 6th grades at Dighton USD 482. Grant Jones, a teacher with Haysville USD 261's Learning by Design Virtual Charter School, adds, "The Empowered Desktop has put a wide range of safe search possibilities at our students' fingertips. It makes project-based learning more streamlined."

"I love Kan-ed. I use the Test Builder on Empowered Desktop the most," states Christine Roitz, Middle School Math Teacher/Instructional Coach at Spring Hill Schools USD 230. Jenny Bjurstrom, 3rd grade teacher at Garden City USD 457's Garfield Elementary Schools, explains how teachers in her school use the Test Builder applications, "We've used Test Builder to create practice formatives that our students can practice for the state assessments, and also that we use to teach them the strategies and take them step-by-step through the testing process—how we want them to prepare for the real state assessments. It's been a valuable resource to have that available because it is just set up so much the way the state assessments are set up." Linenberger shares her thoughts on Test Builder, "With the science and the social studies there isn't as much out there for state assessment practice. You can find a billion examples for reading and math. Test Builder is my primary source for science and social studies examples."

Bjurstrom explains another application she uses regularly in her classroom, "I've also used the Financial Foundations for Kansas Kids with my economics lessons. The kids have really enjoyed it because it contains short video clips and is interactive. I project it onto my Smart Board and present it in front of the whole class. Whenever there's an activity piece, I use cooperative learning strategies and have them discuss their responses, and then we do the activity together as a class." Bjurstrom uses this cooperative learning strategy frequently with the Discovery Education application, an application USD 457 has added to the Empowered Desktop. "I use the Discovery Education a lot. I know a lot of other teachers in my building do as well. We use it generally for science and social studies to help build background and help illustrate the things that we're teaching in class as a supplemental resource," Bjurstrom explains.

Kan-ed's Empowered Desktop gives teachers and students a multitude of resources and applications that they can customize to enhance their teaching and learning strategies.

Spring Hill Schools USD 230

Serves: 2,500+ students, 250+ educators

Member Since: December 10, 2002

Haysville USD 261

Serves: 4,000+ students, 700+ educators

Member Since: October 10, 2002

Pike Valley USD 426

Serves: 250+ students, 35+ educators

Member Since: September 27, 2005

South Brown County USD 430

Serves: 600+ students, 95+ educators

Member Since: March 9, 2006

Garden City USD 457

Serves: 7,000+ students, 1,100+ educators

Member Since: November 11, 2002

Dighton USD 482

Serves: 250+ students, 65+ educators

Member Since: September 15, 2003

School Uses Kan-ed Resources to Expand Learning

Garden City USD 457 uses a variety of Kan-ed resources to improve student learning. The district uses network services, such as videoconferencing and Interactive Distance Learning (IDL), and content services, like the Kan-ed sponsored Educational and Research Databases, Live Tutor, and the Kan-ed Empowered Desktop. The Empowered Desktop allows access to applications such as the Test Builder that allows teachers to create formative assessments for core subjects, and the Education Backpack, a web-based file management system with access to Internet storage and sharing.

According to Layne Schiffelbein, Instructional Technology Facilitator at USD 457, the Empowered Desktop is used daily by many teachers in the district, from the elementary to the high school level. She shared, "One of the things I think makes the Desktop the resource it is, it's like a one-stop shop. Teachers know where to go to find things." The Kan-ed Empowered Desktop is frequently used by teachers collaborating on lessons. Schiffelbein noted, "It is a collaboration piece, they work together building activities with it, and one team will tell another team." Test Builder also is a popular application with the teachers, who enjoy the convenience it provides.

Schiffelbein also emphasized the impact of the availability of Gale/Cengage research databases, used across grade levels, for students' learning. She stated, "When you teach elementary children, if we only have to take them to one location on the web, it really speeds up the instruction process. The Gale Jr. database and the netTrekker d.i. are huge resources for teaching our kids good research skills." These Kan-ed-funded tools help students to develop skills that are useful throughout their educational careers.

In addition to facilitating student learning, Kan-ed resources also benefit teachers in the district. Teachers who are working on their own research are able to access the Gale/Cengage databases to further their educational projects. Additionally, IDL is used for staff professional development. USD 457 has established partnerships with Fort Hays State University, Newman University, Kansas State University, and Emporia State University to provide graduate-level courses for teachers two to three nights a week.

When asked about the impact that Kan-ed services have had on USD 457, Steve Karlin, Deputy Superintendent for USD 457, replied, "I think the Kan-ed resources have had a pretty profound impact because there are many of those services that we would not be able to afford if Kan-ed didn't provide them. There's no way we could afford to do Test Builder, the Gale/Cengage databases, the United Streaming, the Atomic Learning, or the netTrekker d.i." In this way, the availability of Kan-ed gives students, teachers, and staff access to services that enhance their educational experiences and provides tools for student learning and teacher professional growth that would otherwise be unavailable. Karlin shared, "If we didn't have Kan-ed, we would not be able to do some of the things we're doing in our district."

USD 457 also plans to explore further applications of Kan-ed resources in the K-12 educational setting. Karlin remarked, "There's a huge potential to use it better, to get more people using it, and to expand our uses of it."

Garden City USD 457

Serves:
7,500+ students,
600+ educators

Member since:
November 11, 2002

"If we didn't have Kan-ed, we would not be able to do some of the things we're doing in our district."

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Kan-ed Services Enhance Students' Learning Experiences

Kan-ed Annual Evaluation Report June 2011

Eureka USD 389

Serves: 650+ students, 100+ educators

Member since: September 16, 2002

Since 2002, Eureka USD 389, in southeast Kansas, has been using Kan-ed services to enhance and customize students' learning experiences as well as to aid teachers in evaluating and helping students meet state standards. To these ends, USD 389 utilizes the Kan-ed Empowered Desktop, the Kan-ed sponsored Educational and Research Databases, and Homework Kansas/Live Tutor.

Pam Collinge, a sixth grade teacher at Marshall Elementary, uses Kan-ed sponsored services, primarily Empowered Desktop, in her classes daily. Collinge stated, "The support the Empowered Desktop has provided the students and teachers in our building has allowed us to look forward to the proposed education reforms with confidence and excitement. We can see where our students are functioning and the steps we need to take to make improvements...I feel comfortable with moving toward teaching 21st century skills as long as I have the Empowered Desktop to rely on."

The Empowered Desktop has applications like Test Builder, Backpack, netTrekker d.i., and ePals. She uses the Test Builder application to create daily assignments "in which students construct responses to material that they have viewed or read online" and "to design formative tests so that I can see how students are progressing toward meeting the state standards." The Backpack allows her students to upload and save projects they are working on "and to keep an electronic portfolio of their work throughout the year." To assist her with supporting students at all ability levels, Collinge uses the netTrekker d.i. application; she said, "I can provide enrichment for the students that need it and remedial options for other students. The netTrekker d.i. has a read aloud feature that helps students pronounce words they are not familiar with." She uses the ePals email section when she wants her "students to take charge of their own learning. The projects are interesting, relate to problems that are prevalent in the world today, and allow students to communicate their thoughts safely through student forums."

The Empowered Desktop is an absolute lifeline to students whose districts could not afford to purchase all of the features any other way.

The Empowered Desktop offers links to other Kan-ed services such as the Educational and Research Databases and Homework Kansas/Live Tutor. Collinge also uses these services in her classes; she stated, "The World Book encyclopedia is a wonderful resource that students can access for a plethora of reasons. My students find it especially helpful when doing background research for their science fair projects." She further noted, "My students can access Homework Kansas through the Desktop if they need help when they are working on homework."

Collinge explained the impact of the Empowered Desktop, "The Empowered Desktop has completely changed the way I deliver lessons and assess student work...I rely on the Empowered Desktop resources more than textbooks. I think it is a revolutionary idea that has been made available to all Kansas students regardless of socioeconomic status. The Empowered Desktop is an absolute lifeline to students whose districts could not afford to purchase all of the features any other way."

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http://www.kan-ed.org

Students Improve on State Assessments with the Help of Empowered Desktop

Topeka Public Schools USD 501

Serves: 13,500+students, 2,000+ educators

Member since: April 19, 2004

Leavenworth USD 453

Serves: 3,500+ students, 850+ educators

Member since: November 13, 2002

Girard USD 248

Serves: 1,000+ students, 100+ educators

Member since: October 24, 2002

"We saw a strong correlation between use of Kan-ed formative assessments created with Test Builder and student success on the Kansas Reading and Math Assessments."

Laura Alexander, the Language Arts Department Chair and a teacher at Topeka Public Schools USD 501's Capital City School, described the use of Test Builder, one of the many applications in the Kan-ed Empowered Desktop. With Test Builder, teachers can create practice tests to monitor students' learning throughout the year in math, reading, and other subjects.

Using the Test Builder application, Alexander said, "we created formative assessments for all core content classes. We used the formative assessments to analyze strength of intervention as well as teaching tools for preparation of the Kansas State Assessments."

"By using Kan-ed formative assessments," Alexander continued, "we were able to make Adequate Yearly Progress for several years in reading and math. We saw a strong correlation between use of Kan-ed formative assessments created with Test Builder and student success on the Kansas Reading and Math Assessments."

Carla Herbert, Title I Math instructor at Leavenworth USD 453's Anthony Elementary School, also has used Test Builder to prepare her students for the Kansas assessments at the third and fourth grade levels. "I have started using them everyday," Herbert said about her test preparation worksheets created on Test Builder; "What we like the most is that the students are able to see what kinds of questions will be asked. They see a variety of answers that are not shown in textbooks."

USD 501 and USD 453 are not the only school districts using the Empowered Desktop to enhance their students' success on state assessments. Girard USD 248 also uses it "to generate lessons in reading and math that are based on state indicators," according to Laura Eckler, Title I Coordinator USD 248. She went on to say, "We now have a bank of questions to use to help prepare our students for state assessments. We really need these services in light of the budget cuts. Kansas teachers and students benefit daily from these services. I believe having this at the state level is the most cost effective way for schools to access this type of system."

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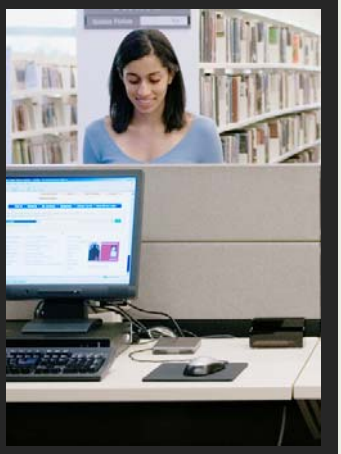
Educational Growth and Career Preparation Promoted by Kan-ed Databases

Wichita Public Library

Serves: 150,000+ patrons

Kan-ed member since: February 25, 2003

"The Kan-ed databases are just critical to us. We could not begin to offer that kind of content ourselves."



"There are instances where students really do need in-depth research, and smaller facilities are just not able to support that scope in the collection. Kan-ed databases have been very valuable to be able to help somebody on site without referring them elsewhere."

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At the Wichita Public Library, patrons at library locations and through their home computers have access to a plethora of Kan-ed services that enable the expansion of their education and employment opportunities. Through the Kan-ed sponsored Educational and Research Databases, primary, secondary, and post-secondary students can access full-text academic, scientific, and medical journals for required course research and Kansas and national assessment test preparation. Job seekers have access to the Learning Express database that has GED preparation, workplace skills training, and tutors to help write résumés and cover letters. Rex Cornelius, Wichita Public Library's Digital Services Manager, states, "The Kan-ed databases are just critical to us. We could not begin to offer that kind of content ourselves."

Carol Kotsch, Children's Librarian at Wichita Public Library's Evergreen Branch, notes, "One Kan-ed resource that heavily impacts Kansas students is access to academic journals through the Gale database. College professors are saying their students' research sources have to be certain kinds of magazines; they have to be from magazine databases, not stuff off the Internet. This is what the teachers at public schools want their students to have also." Jamie Prothro, Customer Service Manager of Wichita Public Library, describes, "There are instances where students really do need in-depth research, and smaller facilities are just not able to support on-site that scope in the collection. Kan-ed databases have been very valuable to be able to help somebody on-site without referring them elsewhere."

The databases are used by private, public, distance education, homeschool, and virtual school students. Amy Ramsey, Children's Center Manager at Wichita Public Library's Central Library, describes how nontraditional Kansas students benefit by Kan-ed services availability, "Learn Test, Learning Express for Home School, has the Kansas State standardized tests on there, so parents of homeschooled students know if their child is meeting those standards." Ken Warner, General Reference Librarian at Wichita Public Library's Central Library, comments, "There's been a dramatic increase of the research databases usage with online students and the virtual high schools. They utilize the electronic databases remotely a lot more frequently."

Community members also use the database resources sponsored by Kan-ed to gain workforce training and assistance in developing application materials. Warner notes, "Learning Express has had educational and vocational tests from the beginning. Within the last year, they have added resources for job seekers that are terrific." These added Learning Express features are something they're using in their partnership with the Workforce Alliance of South Central Kansas. Cornelius describes the tool, "The Learning Express product [offers] lots of tutoring on doing things like preparing résumés and cover letters." Julie Linneman, Programming/Outreach Manager at Wichita Public Library, says, "We have people that want GED books and SAT books, all those exam books that are hard for us to maintain. I bet we refer people to the Learning Express database on a daily basis." Warner says, "Since the employment situation in our community has taken a downturn, it's even escalated the use of those exam prep services."

Cornelius adds, "The content is no good without the access to it. The transition is from the good ole' green bound readers guide to using the power of a computer data mining program for students and people to get to information in periodicals that may not even be on the newsstands yet. That's just kind of a librarian's dream come true." Kan-ed is promoting this dream come true through the access it gives the Wichita Public Library to offer these educational growth opportunities to area students and job preparation resources for community members.

Taking Advantage of Kan-ed Databases

Kan-ed is truly putting Kansas communities on the fast track to the information age. With so much knowledge presently available in today's modern world, the use of databases by people of all walks of life has soared. Although available to the public, it is largely the students of Newman University (NU) that use the Kan-ed sponsored Educational and Research Databases in Dugan Library at NU, especially the nursing and health science students. Joseph Forte, NU's Director of Library Services, shared his sentiments on the Kan-ed sponsored Educational and Research Databases, "We don't have to subscribe to paper journals, which are difficult to keep track of anyway. I think it has a very positive impact on us."

According to Forte, the Kan-ed sponsored databases used daily by NU students and faculty are the Nursing and Allied Health database, ProQuest Nursing Journals, WorldBook Encyclopedia, InfoTrac, and the Gale/ Cengage databases. Forte shared, "The Kan-ed database service has a tremendous impact. The Nursing and Allied Health database is excellent because of all the full-text articles it has; that really impacts our nurses."

Not only are the Kan-ed sponsored databases impacting NU students, but they also are impacting local high school students and the public. Forte described, "We have students from the high schools that come in and use our databases. The schools also have student tours [of the library] where the tour guides tell the students about our databases. We have a lot of community people coming and logging in as guests, using our computers."

Forte sees the access to the Kan-ed sponsored databases as having endowed NU with resources that would otherwise be financially unattainable; he related, "I would say that our students really have become accustomed to these databases that Kan-ed offers, especially the ones with full-text. Without these databases, we could never offer them anything equivalent. Our students, especially those in health sciences, train at Newman University but they go to work in hospitals and other medical institutions all across the state, and having resources that facilitate their training like the Kan-ed databases is really good for the whole state of Kansas. That's how important it is to us."

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"Our students, especially those in health sciences, train at Newman University but they go to work in hospitals and other medical institutions all across the state, and having resources that facilitate their training like the Kan-ed databases is really good for the whole state of Kansas. That's how important it is to us."

Newman University

Serves:
2,500+ students,
1,500+ educators

Member since:
February 1, 2005

Kan-ed Annual Evaluation Report
June 2011

Databases Prove Useful for Bonner Springs

Bonner Springs USD 204

Serves: 2,000+ students
300+ educators

Member Since:
September 18, 2002

The Bonner Springs USD 204, in northeast Kansas, has been taking advantage of the Kan-ed Educational and Research Databases since 2002. The Kan-ed databases are comprised of Thomson Gale Literature Resource Center, ProQuest Nursing Journals, WorldBook Online, HeritageQuest, and other reliable sources of information. Debbi Maddy, the Library Media Specialist for Bonner Springs High School, commented, "The databases are an essential part of teaching our students the ethical use of information and how to validate information." She described that students can very easily access information through the Internet in this information rich society. However, the information obtained through Internet websites is not always accurate. Students need to learn that they cannot assume the information is correct and use it in their assignments. The Kan-ed databases offer a great alternative to Internet searching. Maddy continued, "Databases are a necessary tool as we prepare students for post-secondary education and training."

Maddy described another benefit of the online databases being that they are consistently updated to provide current information. Many schools have to use text resources such as books and magazines; however, they very quickly become outdated and are no longer accurate sources of information, so they need to be replaced frequently. This becomes a bigger problem because such text resources are typically very expensive. Maddy described, "The price of reference books and magazines is out of reach for many schools in Kansas. Budgets to provide print reference materials are just not available in many districts." The Kan-ed databases solve these problems.

A range of people at USD 204 are using the databases. "All of our students at the high school are impacted by Kan-ed services," said Maddy, "Before Kan-ed, we struggled to purchase databases." The students use them for research and to access content information to complete their assignments and projects on a daily basis. Maddy described, "We have students who are enrolled in Kansas City Kansas Community College, and the instructors come to our school to teach the classes during the school day. These students use our databases to complete their assignments." Use of the databases is not limited to the students; even teachers have found them useful. Maddy shared, "I also have teachers working on masters degrees, and in some cases their PhDs, using our Kan-ed databases."

Maddy described the necessity of Kan-ed services by stating, "Schools in Kansas are in a financial bind." Kan-ed offers resources Kansas school districts may have difficulty providing entirely on their own.

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"Databases are a necessary tool as we prepare students for post-secondary education and training."

KAN-ED DATABASES HELP SCHOOLS WITH LIMITED FUNDS

Macksville USD 351, located in south central Kansas, is able to use various resources provided through Kan-ed. According to Nelda Satterlee, K-12 Librarian for USD 351, teachers and students have found the Kan-ed Live Tutor/Homework Kansas and the Kan-ed sponsored Educational and Research Databases very useful. She shared about Kan-ed services, "It has something for everyone…"

As a librarian, it is Satterlee's job to find different sources of information for the students and teachers at USD 351. A problem faced by many schools in Kansas is that funding is limited for some programs and completely void for others. Satterlee described the situation at USD 351, "The fact that I am not allocated a budget anymore has starved the library for resources. Since my budget is absolutely zero, these Kan-ed databases are lifesavers. Through the Kan-ed databases, students have access to current information from magazines, newspapers, journals, and references that I no longer can provide in the library."

The databases provided by Kan-ed to its members include Gale/Cengage, ProQuest, HeritageQuest, and WorldBook Online. Students can access the databases for research and find current, accurate, reliable information for their assignments. Teachers also can access these databases, and some use it for ideas for projects and lesson planning. Satterlee shared, "The databases have been a great alternative [to print resources] as well as being a reliable source for information."

USD 351 also is taking advantage of another Kan-ed service called Live Tutor/Homework Kansas. This service provides professional online tutors that are available to assist students with math, science, social studies, spelling, proofreading, and résumé building; Spanish speaking tutors also are available. Students can access this service from any computer, whether at home, school, or the public library. Satterlee added, "Very few of our teaching staff actually live in Macksville, and our student body is pulled from several communities. When a student is having problems with homework, it can be difficult to reach the staff member with the appropriate knowledge. Homework Kansas is a great resource when this happens."

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"The fact that I am not allocated a budget anymore has starved the library for resources. Since my budget is absolutely zero, these Kan-ed databases are lifesavers."

Macksville USD 351

Serves: 250+ students, 50+ educators

Member since: August 30, 2004

Kan-ed Services Enhance Teaching & Learning at Xavier Elementary

Vera Daniels, sixth grade math teacher at Xavier Elementary School in Leavenworth, uses Kan-ed services weekly, primarily the Kan-ed Empowered Desktop and the Kan-ed sponsored Educational and Research Databases. The Empowered Desktop consolidates a variety of teaching and learning applications in one location, including applications such as Backpack, an online data storage application. Daniels commented, "The Backpack is a wonderful tool. I have students write and submit assignments. The assignments are graded and returned to the Backpack. Students are able to download and upload documents with ease, a critical skill in today's world."

The Educational and Research Databases provide an immense amount of reference material to Xavier's students and educators. The databases contain current and accurate information on a broad range of subjects and content areas; a few of the Kan-ed databases are Gale/Cengage, WorldBook Online, and HeritageQuest. For school districts to obtain the same amount of reference material, they would have to use a considerable amount of their budget in order to get the hard copy references. In the ever-changing realm of information, these hard copy reference materials would grow outdated and would need to be replaced frequently with up-to-date material.

Daniels said, "For our Science Fair projects, students have used the research sites to help find information necessary for the research portion of the projects. Science Fair projects are long-term. Students were able to use the resources available on Kan-ed to keep track of project parts, find information for research purposes, and submit and re-submit papers until they were acceptable. Kan-ed is a wonderful service that has greatly enhanced my teaching and my students' learning."

"Kan-ed is a wonderful service that has greatly enhanced my teaching and my students' learning."

Xavier Elementary School
Serves: 250+ students,
40+ educators
Member since:
September 26, 2003

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http://www.kan-ed.org

K-12 Impact Story Collection Survey Results

In the Kan-ed 2.0 Connection Process and Impact Survey (described in Appendix 10 of this report), OEIE included a section requesting that the respondent share names and contact information of any other individuals in their organization they think may have stories related to usage of the Kan-ed network and other services. In November 2010, the recommended K-12 contacts were sent the Kan-ed K-12 Impact Story Collection Survey via email. A copy of the survey email is located on page 32 of this section. A PDF version of the survey is included at the end of this report. Please note that the appearance of the survey is not fully illustrative of the interactive version that the survey recipients received (i.e., the survey received is much easier to read, has clearly defined page breaks, etc).

The table below presents the number of surveys distributed, the number of survey respondents, and the response rate by region.

Response Rates by Kan-ed Region			
Region	**Number of Surveys Distributed**	**Number of Survey Respondents**	**Response Rate**
Central	23	3	13%
North Central	7	1	14%
North East	35	11	34%
North West	5	0	0%
South Central	35	6	17%
South East	18	0	0%
South West	7	6	86%
Total	130	27	21%

The responses to this survey were analyzed to identify frequencies of responses. Several themes for each open-ended question became apparent during the analysis of the responses. The tables on the following pages list the themes that emerged for each question and the frequency at which they occurred in the respondents' comments. Responses that were particularly detailed and relevant were used as direct quotes in the impact stories found on the previous pages of this report.

First, respondents indicated which Kan-ed services are used in their school. They were given options, including network services and content services, and were instructed to select all options that apply. The content services were more frequently reported as used than the network services. Respondents most frequently indicated using Empowered Desktop (22), followed by the Educational and Research Databases (13) and Homework Kansas/Live Tutor (13). The table below presents the frequency at which respondents indicated using each of the Kan-ed services.

Which of the Kan-ed services listed below are used in your school?	
Responses	**Frequency**
Empowered Desktop—A portal that consolidates a variety of teaching and learning applications in one location for easy access. Geared toward K-12.	22
Educational and Research Databases—Databases that allow members to access critical research tools with a single login. Includes Heritage Quest and Nursing/Allied Health Journals, Chilton's Auto Repair, Literature Resource Center, OneFiles, and WorldBook Encyclopedia. Can be accessed with Empowered Desktop or Kansas Library Card.	13
Homework Kansas/Live Tutor—Service available to K-12, college students, adult GED students, and other adult learners. Professional tutors are available to assist with math, science, social studies, spelling, proofreading, and resume building.	13
Videoconferencing/Interactive Distance Learning (IDL)—Allows connected members to participate in video sessions for distance education, professional development, meetings, etc. Saves time and costs associated with travel otherwise required for meetings at long distance.	8
Renovo Scheduler—Optional tool that is used to automatically schedule videoconferencing and IDL sessions with others.	3
Network Operations Center (NOC)—Monitors and troubleshoots the Kan-ed network and provides technical assistance.	2
E-Rate Consultant Services—Provides trainings and telephone hotline support for members applying for federal E-Rate funding (K-12 schools and libraries).	1

Next, participants described how the Kan-ed services are used in their organizations. The most frequent responses related to using the Educational and Research Databases for academic research on projects and papers (14) and using the Empowered Desktop Test Builder application to create practice tests and worksheets to prepare for state assessments (11). Themes and frequencies of responses to this survey item are presented in the table below.

In what specific ways are these services used? If applicable, please provide specific details (e.g., which databases are used).	
Responses	**Frequency**
Educational and Research Databases used for academic research for projects and papers	14
Empowered Desktop application Test Builder used to create practice tests and worksheets to prepare for state assessments	11
Enhance core subjects: science, math, reading	8
Empowered Desktop application Backpack used for students to use as online storage they can access from school or home	5
Live Tutor/Homework Kansas used for tutoring help	5
Empowered Desktop application netTrekker d.i. used to support different student learning levels	3
Empowered Desktop application netTrekker d.i. used to prepare lesson plans	3
Empowered Desktop application ePALS used for connecting with other schools	2
To gain skills to prepare for opportunities later in life	2
Referred to limited budgets	2
*Other responses mentioned once included: using Educational and Research Databases to learn how to search for information (1), using the Educational and Research Databases to learn how to evaluate information for accuracy and validity (1), using the Backpack application to submit and return homework (1), and educator's continuing education (1) .	

In response to the third question, respondents indicated how frequently Kan-ed services are used in their schools. The most frequent responses were daily (12) and weekly (10). The table below shows the frequencies of the responses to this item.

How frequently are Kan-ed services used in your school (daily, weekly)?	
Responses	**Frequency**
Daily	12
Several Times a Week	2
Weekly	10
Monthly	4
*Other responses included: It depends on the time of year and the assigned projects (1), unknown (2).	

Respondents also indicated an approximate number of people that are impacted by Kan-ed services. They were instructed to consider faculty, students, and staff members. Responses were grouped into two categories: up to 100 people, and 101 - 500 people. Twelve respondents indicated that between 101 and 500 people are impacted by Kan-ed services. The following table presents the frequencies of responses for the two categories.

Approximately how many people (faculty, students, staff members) are impacted by Kan-ed services?	
Responses	**Frequency**
1-100 people	8
101-500 people	12
*Other responses included: All of the high school (1), All of the 8th grade (1), 50% of faculty and staff (1), more than 500 (1), unknown (3).	

Respondents next indicated the length of time that Kan-ed services have been used in their school. Themes were developed, and the most frequently indicated theme was that the school had used Kan-ed services between 1 and 5 years. The table below lists the themes and frequencies of the responses to this item.

How long have Kan-ed services been used in your school (months, years)?	
Responses	**Frequency**
Several years	2
1 to 5 years	15
6-10 years	4
More than 10 years	2
Soon after Kan-ed became available	2
*Other responses included: unknown (2).	

Then, respondents were asked to describe how Kan-ed services have impacted their school. They were instructed to consider things that can be done today with Kan-ed services that they were unable to do before those services were available. Responses were grouped into themes based on the service that was mentioned. The most frequently mentioned services were the Educational and Research Databases (8) and the Empowered Desktop's Test Builder application (7). Respondents' descriptions of how these services have impacted their schools were used as direct quotes in the impact stories on the previous pages. Themes and frequencies of the Kan-ed services mentioned in response to this item are included in the table on the following page.

Please describe how Kan-ed services have impacted your school. Consider things that your faculty, students and staff can do today with Kan-ed services that they were unable to do before the services were available.	
Kan-ed service that was described in responses	**Frequency**
Educational and Research Databases	8
Empowered Desktop's Test Builder application	7
Empowered Desktop's Backpack application	5
Interactive Distance Learning (IDL)	4
Live Tutor/Homework Kansas	3
Empowered Desktop's netTrekker d.i. application	2
*Other responses included: teachers' ability to create lesson plans (2); Kan-ed services in entirety (2).	

Participants also were asked to share specific success stories or experiences related to using Kan-ed services in their school. Two themes emerged. The most frequently indicated theme in these stories was that Kan-ed services assist students in reaching and excelling state standards and assessments (8). The second theme that arose was using IDL to reach more students and teachers (4). The following table shows the frequencies of the two themes and other responses that were mentioned once.

Please share any specific success stories or experiences related to usage of Kan-ed services in the school.	
Responses	**Frequency**
Assists students in reaching and excelling state standards and assessments	8
Using IDL to reach more students and teachers	4
*Other responses mentioned once included: students using Empowered Desktop for project management (1); teaching using IDL for continuing education and advanced degrees (1); saving time and money (1); helping students complete assignments (1); creating cooperation between school staff (1); elementary students find it hard to find databases with information for their age group (1).	

The survey also contained a question asking participants to describe partnerships that have developed with other entities due to usage of Kan-ed services. Three themes emerged, including educational service centers partnering with others for IDL courses (4) and higher education institutions partnering for IDL courses (3). The frequencies of these themes are located in the table below.

Please describe any partnerships that have developed with other entities in your area related to usage of Kan-ed services (e.g., students are enrolled in concurrent college courses via IDL).	
Responses	**Frequency**
Community Colleges or Universities for IDL courses	4
Educational Service Centers for IDL courses	3
Medical Centers for IDL courses	1
*Other responses included: none (3); unknown (3); not applicable to 3rd and 4th grade level (1)	

Participants were asked to share challenges encountered related to their schools' usage of Kan-ed services. The most frequently indicated theme is that there is not enough access to computers in their schools and classrooms to reach Kan-ed services (4). Themes and frequencies of responses to this item are presented in the table below.

Please share any challenges you have encountered related to your school's usage of Kan-ed services.	
Responses	**Frequency**
Not enough access to computers to reach Kan-ed services	4
Test Builder application not providing enough content in the format best suited to particular classes and/or tests	3
Teachers and students not knowing all of Kan-ed services and resources	3
IDL technical issues, such as sound or video quality	3
Compatibility issues between software versions and programs at home and at school	2
*Other responses included: Issues with student knowing how and remembering to upload saved files (1); computer technical issues (1); school district restrictions/access to resources (1); faster to search internet for research than use databases (1); navigation issues of Empowered Desktop (1)	

Finally, participants were given a space to share any additional comments they may have about Kan-ed services. The additional comments consisted most frequently of respondents stating that Kan-ed services are fulfilling schools' and students' needs when budgets are limited (4) and more information about the impact of Kan-ed services through success stories and usage statements (4). Themes of responses are presented in the table below, followed by a bulleted list of the additional comments that were not included in the impact stories on the previous pages of this report.

Please share any additional comments you may have about Kan-ed services that the previous questions did not address.	
Responses	**Frequency**
Kan-ed services fulfilling school/student needs when budgets are limited	4
Success stories and usage of Kan-ed services	4
Suggestions for improvement or constructive criticism of Kan-ed services	3
Appreciation for Kan-ed services	2
Call for continued support of Kan-ed services	2

- *Please consider providing an even playing field for all students in Kansas by purchasing quality databases for schools. These databases might not be the same the public libraries would choose. School use of databases is so much more extensive. We are looking for sources to support the state and national curriculum. Public libraries do not share this mission. Please, please, support education in Kansas. We need to offer all Kansas students a quality education.*

- *I would like to commend the person(s) responsible for creating the Empowered Desktop. I think it is a revolutionary idea that has been made available to all Kansas students regardless of socio-economic status.*
- *I have also attempted to use NetTrekker but have not been terribly successful at this time. Finally, I DO NOT like the way Test Builder was restructured over the summer and have found it less effective than it was last year.*
- *As a parent, I have had my daughter use the Homework Kansas (tutor service) for both math and science instruction. The tutors are extremely helpful and work with her to figure out the problem but not just give her the answer. We've had pretty good success with this and very seldom have to wait too long to get online.*
- *Need for more questions. Need for two-step problems. Need more DATA questions. There are lots of questions on the KS Assessment with this standard. I don't care if the problems are the same but with different numbers. PRACTICE!!!! PRACTICE!!!! PRACTICE!!!!!*
- *I am glad that I have the opportunity to be treated with such a service. I wish I could take advantage of it more often.*
- *Since funding for this type of thing is totally gone at the district and building level this service is so important. Please continue to support our schools! Thank you!!*
- *I'm hoping that we will not lose our access to this valuable service.*

K-12 Impact Story Collection Survey Email Announcement

Email to K-12 Kan-ed members for the K-12 Impact Story Collection Survey

Subject: Kan-ed Impact Stories Needed

Good morning **<contact name>**,

Kan-ed wants to hear from you! **[previous contact's name]** gave us your name as someone who could share a few stories about the impact of usage of Kan-ed funded network and member services. This information will be used to document information Kan-ed requires for its reports to the Kansas Legislature and other entities. Our office, the Office of Educational Innovation and Evaluation, is currently collecting information regarding the services described below.

Kan-ed **network** services:

- ***Videoconferencing/Interactive Distance Learning (IDL)*** – Allows connected members to participate in video sessions for distance education, professional development, meetings, etc. Saves time and costs associated with travel otherwise required for meetings at long distance.
- ***Renovo Scheduler*** – Optional tool that is used to automatically schedule videoconferencing and IDL sessions with others.
- ***Network Operations Center (NOC)*** – Monitors and troubleshoots the Kan-ed network and provides technical assistance.

Other Kan-ed **member** services:

- ***Empowered Desktop***- A portal that consolidates a variety of teaching and learning applications in one location for easy access. Geared toward K-12.
- ***Educational and Research Databases*** – Databases that allow members to access critical research tools with a single login. Includes Heritage Quest and Nursing/Allied Health Journals, Chilton's Auto Repair, Literature Resource Center, OneFiles, and WorldBook Encyclopedia. Can be accessed with the Kansas Library Card.
- ***E-Rate Consultant Services*** – Provides trainings and telephone hotline support for members applying for federal E-Rate funding (K-12 schools and libraries).
- ***Homework Kansas/Live Tutor*** – Service available to K-12, college students, adult GED students, and other adult learners. Professional tutors are available to assist with math, science, social studies, spelling, proofreading, and resume building.

Please **follow the link below to complete a survey to share your Kan-ed impact story**. Please remember that providing as many details as possible about your school's use and the impact of the services will greatly assist us in developing impact stories for Kansas legislators. Questions included in the survey are:

- Which of the Kan-ed services are used in your school?
- In what specific ways are these services used? If applicable, please provide specific details (e.g., which databases are used).
- How frequently are Kan-ed services used in your school (daily, weekly)?

- Approximately how many people (patrons, staff members) are impacted by Kan-ed services?
- How long have the Kan-ed services been used in your school (months, years)?
- Please describe how Kan-ed services have impacted your school. Consider things that your patrons or staff can do today with Kan-ed services that they were unable to do before they were available.
- Please share any specific success stories or experiences related to usage of Kan-ed services in the school.
- Please describe any partnerships that have developed with other entities in your area related to usage of Kan-ed services (e.g., library staff provides training in the schools related to the educational and research databases).
- Please share any challenges you have encountered related to your school's usage of Kan-ed services.
- Please share any additional comments you may have about Kan-ed services that the previous questions did not address.

We are trying to gather all of the impact stories by **Friday, December 10, 2010**. If you would prefer to answer these questions by telephone, please respond to this email and provide three times that work best for you (ex: 10:00 A.M. on Tuesday, November 30th) to participate in an interview. If you feel that another person in your district also would be able to share a story related to the impact of Kan-ed services, please respond to this email with their contact information, provide their contract information within the survey, or feel free to forward this email along to them.

Thank you in advance for providing this information. It is essential in documenting the impact of Kan-ed services. We look forward to hearing your story.

Sincerely,

Valerie York
Office of Educational Innovation and Evaluation
785-532-5266

Kan-ed K-12 Impact Story Collection Survey

Kan-ed wants to hear from you! We were notified that you may be someone who could share a few stories about the impact of Kan-ed funded network and member services. This information will be used to document information Kan-ed requires for its reports to the Kansas Legislature and other entities. Our office, the Office of Educational Innovation and Evaluation, is currently collecting information regarding the following services:

Kan-ed **network** services:

- Videoconferencing/Interactive Distance Learning (IDL)
- Renovo Scheduler
- Network Operations Center (NOC)

Other Kan-ed **member** services:

- Empowered Desktop
- Educational and Research Databases
- E-Rate Consultant Services
- Homework Kansas/Live Tutor

Please complete this survey to share your Kan-ed impact story. Please remember that providing as many details as possible about your school's use and the impact of the services will greatly assist us in developing impact stories for Kansas legislators. This survey should take approximately 10-15 minutes to complete. Participation is voluntary, and you can withdraw from participation at any time. Thank you in advance for your time!

Which of the Kan-ed services listed below are used in your school?

- **Videoconferencing/Interactive Distance Learning (IDL)** – Allows connected members to participate in video sessions for distance education, professional development, meetings, etc. Saves time and costs associated with travel otherwise required for meetings at long distance.
- **Renovo Scheduler** – Optional tool that is used to automatically schedule videoconferencing and IDL sessions with others.
- **Network Operations Center (NOC)** – Monitors and troubleshoots the Kan-ed network and provides technical assistance.
- **Empowered Desktop**- A portal that consolidates a variety of teaching and learning applications in one location for easy access. Geared toward K-12.
- **Educational and Research Databases** – Databases that allow members to access critical research tools with a single login. Includes Heritage Quest and Nursing/Allied Health Journals, Chilton's Auto Repair, Literature Resource Center, OneFiles, and WorldBook Encyclopedia. Can be accessed with Empowered Desktop or Kansas Library Card.
- **E-Rate Consultant Services** – Provides trainings and telephone hotline support for members applying for federal E-Rate funding (K-12 schools and libraries).
- **Homework Kansas/Live Tutor** – Service available to K-12, college students, adult GED students, and other adult learners. Professional tutors are available to assist with math, science, social studies, spelling, proofreading, and resume building.

In what specific ways are these services used? If applicable, please provide specific details (e.g., which databases are used).

How frequently are Kan-ed services used in your school (daily, weekly)?

Approximately how many people (faculty, students, staff members) are impacted by Kan-ed services?

How long have Kan-ed services been used in your school (months, years)?

Please describe how Kan-ed services have impacted your school. Consider things that your faculty, students and staff can do today with Kan-ed services that they were unable to do before the services were available.

Please share any specific success stories or experiences related to usage of Kan-ed services in the school.

Please describe any partnerships that have developed with other entities in your area related to usage of Kan-ed services (e.g., students are enrolled in concurrent college courses via IDL).

Please share any challenges you have encountered related to your school's usage of Kan-ed services.

Please share any additional comments you may have about Kan-ed services that the previous questions did not address.

Contact Information

As mentioned in the introduction, the information you share may be incorporated into "impact stories" that can be provided to Kansas legislators. We believe that these impact stories are much more powerful when they are tied to individuals and organizations. This way, the impact story can be provided to the legislator representing your region.

If you are willing to be identified by name and organization within an impact story that may be created based on the information you shared, please provide your name and position and the name of your organization below.

Your Name

Your Position/Title

Name of Your Organization

Your Contact Information (if you would like to be, or are willing to be, contacted for follow-up on your statements)

Please provide the names and contact information of other individuals in your organization that may have stories to share about usage and impact of Kan-ed services.

Thank you for your time and your commitment to helping Kan-ed collect impact data to share with Kansas legislators. If you have any questions about this survey, please contact Valerie York at the Office of Educational Innovation and Evaluation (OEIE) at kaned@ksu.edu. Thanks again!

APPENDIX 6

Enhancing Technology Grant Program

2011 Enhancing Technology Grant Program

Overview

All Kan-ed members with a current connection to the Kan-ed 2.0 network or Kan-ed members that, by December 13, 2010, had scheduled a date to establish a connection to the Kan-ed network were eligible to apply in Round 1 of the 2011 Enhancing Technology Grant Program. The intent of this grant program was to provide funding for H.323 videoconferencing equipment, to expand and enhance the infrastructure for networked video services that Kan-ed members utilize to connect and collaborate over the Kan-ed network. A total of $600,000 in grant funds was available in Round 1. The application window was from December 13, 2010 to January 21, 2011.

Process

The 2011 Enhancing Technology Grant Program was coordinated by Kan-ed staff with some early assistance from the Office of Educational Innovation and Evaluation (OEIE). On December 13, 2010, all eligible members were contacted with an email announcing the grant program and directing them to the online grant application on the Kan-ed website. See page 2 for the email announcement. Kan-ed received 84 applications requesting a total of approximately $1.3 million.

Each application was reviewed by an expert review panel. A point system was employed to rate each application on its budget (0-2 points), project description (0-2 points), and project management plan (0-3 points). Competitive points could be earned by including a cash match in the application (0-4 points). The Kan-ed Executive Director and staff then used a matrix of indicators to assist in ranking the scored applications to make a final decision. Kan-ed sought to distribute the number of awards evenly among both first time installations and projects that expand capacity for members currently utilizing the Kan-ed network to conduct a high volume of video sessions. Award recipients were notified of the awards on March 11, and the list of award recipients was posted on the Kan-ed website on March 18.

Kan-ed awarded grants to 37 members (44% of applications). Grant funds awarded totaled $592,654.34. Grants were awarded to each constituent group, including 28 K-12 school districts, five higher education institutions, two libraries, and two hospitals. Awards ranged from $5,067 to $20,000, with a median of $19,455.33. A document listing award recipients and award amounts is located following page 2. Awards may be used for technology or equipment that will be installed or used by June 30, 2012.

At a later date, after grant funds have been released and utilized, OEIE may conduct a grant follow-up to collect evidence of grant impact and awardees' experiences with the grant process. More details of this anticipated data collection would be included in subsequent reports.

2011 Enhancing Technology Grant Program Email Announcement

Email sent to Kan-ed contacts (December 13, 2010)

Dear Kan-ed Connected Member,

Kan-ed is excited to announce the 2011 Enhancing Technology Grant Program (ETGP). You are receiving this email invitation because our records indicate you are connected to Kan-ed 2.0 and thus are eligible to participate in the program. This program will provide funding for H.323 video conferencing equipment to expand and enhance the infrastructure for networked video services that Kan-ed members utilize to connect and collaborate over the Kan-ed network. Grants are available for members who wish to start up video programs as well as members who wish to expand current programs.

The solicitation materials and application form will be available on the Kan-ed website on the "Grant Resources" link.

The deadline for applications is Friday, January 21, 2011. If you have questions about the grant program or the application process, please e-mail Randy Stout at rstout@ksbor.org.

Completed applications also should be sent directly by email to Randy Stout.

Very best regards,

Randy

Randy Stout
R&D Coordinator, Kan-ed
Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, Kansas 66612-1368
tel.785.296.7033
fax.785.296.7052
rstout@ksbor.org

2011 Kan-ed Equipment Grant Awards

PROPOSAL#	KanedMemberName	Address	City	State	ZipCode	ContactName	ContactPositionTitle	GrantAmount	CashMatch	TotalBudget
108	Neosho County Community College	800 West 14th Steet	Chanute	KS	66720-2639	Kerry Ranabargar	Director of Technical Services	$16,472.00	$16,472.00	$32,944.00
104	Cowley County Community College	PO Box 1147	Arkansas City	KS	67005	Bryan McChesney	IDL Coordinator/Technology Specialist	$11,243.07	$11,243.07	$22,468.14
101	Allen County Community College	1801 North Cottonwood	Iola, KS	KS	66749	Doug Dunlap	Director of IT	$19,455.33	$15,644.93	$35,100.26
109	Pittsburg State University	1701 S. Broadway	Pittsburg	KS	66762	Dr. Brenda Frieden	Director, Center for Teaching, Learning, and	$20,000.00	$16,000.00	$36,000.00
161	USD 392 Osborne	234 W. Washington	Osborne	KS	67473	Keith Hall	Superintendent	$19,988.17	$27,602.70	$47,590.87
142	Pleasanton USD 344	309 W. 13th	Pleasanton	KS	66075	Travis Laver	Associate Superintendent	$18,565.48	$7,134.00	$25,699.48
148	USD 110 Thunder Ridge	128 S. Kansas, P.O. Box 188	Kensington	KS	66951-0188	Jeff Yoxall	Superintendent	$19,988.17	$27,602.70	$47,590.87
138	Northwest Kansas Educational Service Center	703 W. Second Street	Oakley	KS	67748	Daniel C. Thornton	Executive Director	$15,137.00	$23,000.00	$38,137.00
119	Chanute USD 413	315 Chanute 35 Parkway	Chanute	KS	66720	Kent Wire	Principal	$11,063.37	$4,168.70	$15,232.07
186	Pittsburg Public Library	308 N. Walnut	Pittsburg	KS	66762	Pat Clement	Director	$6,411.79	$5,129.55	$11,541.34
162	USD 399 Natoma - Paradise - Waldo	610 3rd Street - P.O. Box 100	Natoma	KS	67651-0100	Aaron Homburg	Superintendent	$19,988.17	$27,602.70	$47,590.87
140	Peabody Unified School District #398	506 Elm Street	Peabody	KS	66866	Brandi Hendrix	Executive Director	$12,000.42	$3,306.00	$15,306.42
150	USD 269 Palco	502 Ash, Drawer B	Palco	KS	67657	Dr. Kelly Arnberger	Superintendent	$19,988.17	$27,602.70	$47,590.87
156	USD 326 Logan	305 N. Sherman, P.O. Box 98	Logan	KS	67646-0098	Larry Lysell	Superintendent	$19,988.17	$27,602.70	$47,590.87
127	Hillsboro Unified School District #410	812 E. A Street	Hillsboro	KS	67063	Brandi Hendrix	Executive Director	$20,000.00	$14,576.98	$34,576.98
110	Seward County Community College/Area Technical Schoo	1801 N Kansas	Liberal	KS	67901	Douglas Browne	Dir. Multimedia Technology	$19,412.00	$14,107.00	$33,567.00
121	Copeland USD 476	Box 156	Copeland	KS	67837	Jay Zehr	Superintendent	$5,067.00	$3,378.00	$8,445.00
180	South Central Kansas Library System	321 N Main Street	South Hutchinson	KS	67505	Larry Papenfuss	Director of Information Technology	$20,000.00	$8,731.53	$28,731.53
126	Herington USD 487	19 North Broadway	Herington	KS	67449	Jon W. Utech	Director of Technology	$19,520.68	$9,631.98	$29,152.66
145	Southeast Kansas Education Service Center	947 W. 47 Hwy	Girard	KS	66743	Carol Woolbright	Distance Learning Director	$20,000.00	$7,469.00	$27,469.00
115	Central Heights USD 288	3521 Ellis Road	Richmond	KS	66080	Bob Stegner	Technology Director	$10,271.74	$2,526.00	$12,797.74
153	USD 281 Hill City	117 North 3rd	Hill City	KS	67642	Jim Hickel	Superintendent	$19,719.68	$35,057.19	$54,776.87
118	Centre Unified School District #397	2374 310th Street	Lost Springs	KS	66859	Brandi Hendrix	Executive Director	$12,000.42	$3,306.00	$15,306.42
135	Marion Unified School District #408	101 North Thorp	Marion	KS	66861	Brandi Hendrix	Executive Director	$12,000.42	$3,306.00	$15,306.42
168	Decatur County Hospital	810 W Columbia PO Box 268	Oberlin	KS	67749	Jim Sullivan	PO Manager	$6,966.08	$6,966.08	$13,932.16
144	Russell High School USD 407	565 State	Russell	KS	67665	Dave Couch	Superintendent	$20,000.00	$18,051.53	$38,051.53
157	USD 331 Kingman-Norwich	115 North Main St	Kingman	KS	67068	Dennis Albright	Technology Coordinator	$19,446.14	$5,150.00	$24,596.14
131	Lakin USD 215	1003 W. Kingman	Lakin	KS	67860	Kerry Lacock	Superintendent	$8,587.34	$2,975.40	$11,562.74
155	USD 293 Quinter	601 Gove, P.O. Box 540	Quinter	KS	67752	Tom Heiman	Superintendent	$19,663.96	$28,296.91	$47,960.87
151	USD 270 Plainville	111 West Mill Street	Plainville	KS	67663	Beth Reust	Superintendent	$19,988.17	$27,602.70	$47,590.87
137	Nemaha Valley USD 442	318 Main	Seneca	KS	66538	Patrick E. McKernan	Nemaha Valley High School Principal	$20,000.00	$21,342.10	$41,342.10
163	USD 490 El Dorado Public Schools	124 W. Central	El Dorado	KS	67042	Doug Jensen	Director of Technology	$7,801.00	$7,801.00	$15,602.00
120	Cheney USD 268	100 W 6th Street	Cheney	KS	67025	Richard Soash	Curriculum / Technology Director	$11,153.96	$6,692.37	$17,846.33
154	USD 292 Wheatland	2920 K-23 Hwy, P.O. Box 165	Grainfield	KS	67737	Gary Kraus	Superintendent	$19,988.17	$27,602.70	$47,590.87
130	Jefferson West, USD #340	601 E. Wyandotte	Meriden	KS	66512	Dr. Scott P. Myers	Superintendent of Schools	$11,000.00	$9,004.44	$20,004.44
166	Community HealthCare System, Inc. (CHCS)	120 West 8th Street	Onaga	KS	66521	Paul Zidek	IT Director	$20,000.00	$11,655.00	$31,655.00

APPENDIX 7

Kan-ed Authorized Provider (KAP) Subsidy Program

Kan-ed 2.0 Member Subsidy Program for Members Connecting through a Kan-ed Authorized Provider (KAP)

Purpose

Kan-ed is in the process of implementing the Kan-ed 2.0 Member Subsidy Program for members connecting to the Kan-ed 2.0 network through a Kan-ed Authorized Provider (KAP). KAPs are local telecom and cable entities that meet the industry technical and business standards. Kan-ed members that contract with a KAP are eligible to receive funding for broadband access based on the cost that Kan-ed could provide the service via the state contract. The Kan-ed 2.0 Member Subsidy Program provides members with the same amount of support that the member would receive if they used the Kan-ed service directly via the state contract. Under the program, funds are available for actual monthly costs up to and no greater than $229.87 for a 1.5 megabit (T-1) circuit or $186.26 for a 3 megabit (3mb) circuit. Higher connection speeds are not eligible for receipt of funds under this program. Kan-ed compensates members for each site that is connected to the Kan-ed 2.0 network through a KAP provider. Checks are prorated based on the actual connection date for the time period of July 1, 2010 through June 30, 2011.

Methodology

Kan-ed contracted with the Office of Educational Innovation and Evaluation (OEIE) to facilitate the subsidy program. In this role, OEIE initiated communication with eligible members to inform them of their eligibility and the steps necessary to receive the subsidy funds as well as notified Kan-ed staff of responding members.

At the end of April 2011, OEIE sent an email to the site contacts of the eligible sites connected to Kan-ed 2.0 through KAPs. A pre-populated form was attached to the email with information obtained from the site survey form that was completed by the site as a required step for connection to Kan-ed 2.0. The email requested that the site contact verify the information on the attached form, sign the form, and fax it to OEIE along with a copy of a KAP provider bill showing the cost for the connection to the Kan-ed 2.0 network.

After receiving the signed subsidy form and a copy of the KAP provider bill, OEIE sent a confirmation email to each site and alerted Kan-ed, who is responsible for verifying eligibility and disbursing funds to the sites. OEIE sent reminder emails to non-responding sites and copied new contacts when possible to increase the likelihood of receiving a response. Once all forms had been received, OEIE uploaded the signed subsidy forms into the Kan-ed Membership Database. Copies of the emails and subsidy forms OEIE sent to the site contacts are located on pages 3 to 5 of this report.

Results

Of the 78 sites that were sent communication regarding their eligibility for the subsidy program in spring 2011, 70 responded and sent back their completed form and required bill. The eight sites that did not submit their completed form and/or the required provider bill were contacted

several times to ensure they were aware of the subsidy program and to inform them their materials had yet to be received; no further submissions were received. After Kan-ed's review of submissions, all 70 of the responding sites were approved for the subsidy. Subsidy funds to be awarded total $152,504.86. Subsidy amounts range from $587.76 to $2,758.44; the average amount awarded to a site is $2,178.64. At the time of this report, disbursement of the awards had begun. Thus, the 70 sites have already received or will soon receive subsidy funds from Kan-ed through this program.

2011 KAP Subsidy Program Email Announcement

E-mail to Kan-ed members connected through a Kan-ed Authorized Provider

Subject: Notice of Eligibility for Kan-ed 2.0 Member Subsidy Program

Dear <site contact name>,

Thank you for connecting to the Kan-ed 2.0 network. Kan-ed is gathering the necessary information to conduct the Kan-ed 2.0 Member Subsidy Program for FY2011. All Kan-ed members connected to the Kan-ed 2.0 network through a Kan-ed Authorized Provider (KAP) are eligible to apply for this subsidy program. Under the program, funds are available for actual costs up to and no greater than $229.87 for a 1.5 megabit (T1) circuit or $186.26 for a 3 megabit circuit per month. Higher connection speeds are not eligible for this program. Kan-ed will provide funds to members for each site that is connected to the Kan-ed 2.0 network. Checks will be prorated based on the actual connection date for the time period of July 1, 2010 through June 30, 2011.

According to the Site Survey submitted by **Member Name: <member name>, Site Name: <site name>**, you are using <KAP name> as your KAP. In order to receive funds through this program, please verify that the information on the attached form is correct and sign the form. Additionally, please attach a copy of your most recent KAP bill that your organization has received showing your monthly cost for the connection to the Kan-ed 2.0 network.

All signed forms and bill copies must be received by Monday, May 9th, 2011. Please return both the signed subsidy form and the copy of your most recent KAP bill by faxing these documents to **(888) 625-7890**. If you do not have access to a fax machine, please contact Sarah Bradford (contact information below) to make arrangements to submit the forms. After we receive both the signed subsidy form and a copy of the KAP bill from your organization, we will send you a confirmation email and will then disburse a check to your institution.

If you have any questions, please contact one of the individuals listed below.

- Logistics: Sarah Bradford, 785-532-5677 or sbradfor@ksu.edu
- Payment Status and Technical questions: Chrisy Madden, 785-296-2238 or cmadden@ksbor.org

Sincerely,

Bradley S. Williams, M.S.
CIO & Kan-ed Executive Director
Kansas Board of Regents

Kan-ed Member Subsidy Program for Members Connecting through a KAP

Using information verified from the Kan-ed Authorized Provider and from the Site Survey **«MemberName», «SiteName»** provided to Kan-ed for the Kan-ed 2.0 connection process, the fields below have been pre-populated. In order to receive funds through the Kan-ed Member Subsidy program for this site, please verify that the information is correct, sign and return this form to Kan-ed by fax, **(888) 625-7890**, along with a copy of your most recent provider bill. If you do not have access to a fax machine, please contact Sarah Bradford at (785) 532-5677 to make other arrangements to submit this form. Upon receipt and verification of this form, your Kan-ed funds will be processed and sent to your Kan-ed administrative contact listed below.

Member name: **«MemberName»**

Kan-ed administrative contact: **«MAdminContactFirstName» «AdminContactLastName»**

FEIN: **«FEIN»**

Connected site name: **«SiteName»**

Site Address: **«SiteMailingAddress»**

City/State/Zip: **«SiteCity», «BillingState» «SiteZip»**

Phone Number: **«SitePhone»**

Site Contact Name: **«SiteAdminContact»**

Site Contact E-mail Address: **«SiteEmail»**

Kan-ed Authorized Provider (KAP): **«ServiceProviderName»**

Connection Speed: **«ConnectionSpeed»**

The Kan-ed Member Subsidy Program for members connecting through a KAP may be used only for the payment of fees to pay for connection to the Kan-ed 2.0 network. The Subsidy Program is conducted by Kan-ed at the end of the fiscal year.

By signing below, I hereby attest that the Kan-ed funds will be used as stated in the form for expenses as submitted to Kan-ed by my agency. Further, by accepting these funds, our institution agrees that in the event that our institution decides to change the connection speed of a site, we will inform Kan-ed immediately and return funds in excess of our connection costs.

Name of Entity: _____ Signature: _____

Date: _____ Print Name: _____

Title: _____

E-mail to Kan-ed members connected through a Kan-ed Authorized Provider who sent in signed forms and KAP bill

Subject: Confirmation: Kan-ed 2.0 Member Subsidy Program

Dear <site contact>:

Thank you for returning your signed Kan-ed 2.0 Member Subsidy Program form for <site name>, along with a copy of your most recent Kan-ed Authorized Provider (KAP) bill. As was stated in the initial email, checks will be prorated based on the actual connection date for the time period of July 1, 2010 through June 30, 2011. Kan-ed is currently reviewing your submission and will contact you with any questions.

If you have any questions, please contact one of the individuals listed below.

- Logistics: Sarah Bradford, 785-532-5677 or sbradfor@ksu.edu
- Payment Status and Technical questions: Chrisy Madden, 785-296-2238 or cmadden@ksbor.org

Sincerely,

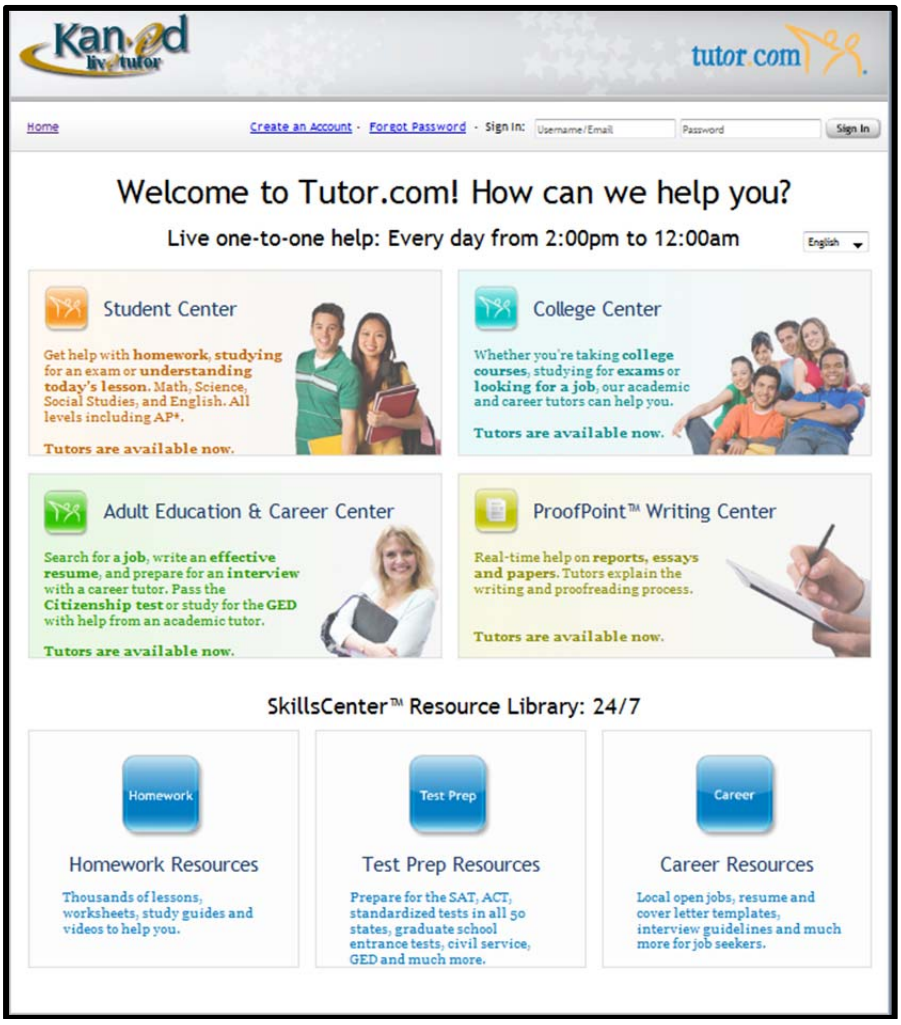
Bradley S. Williams, M.S.
CIO & Kan-ed Executive Director
Kansas Board of Regents

APPENDIX 8

Live Tutor Services and Usage

Kan-ed Live Tutor Services
2011 Documentation of Usage

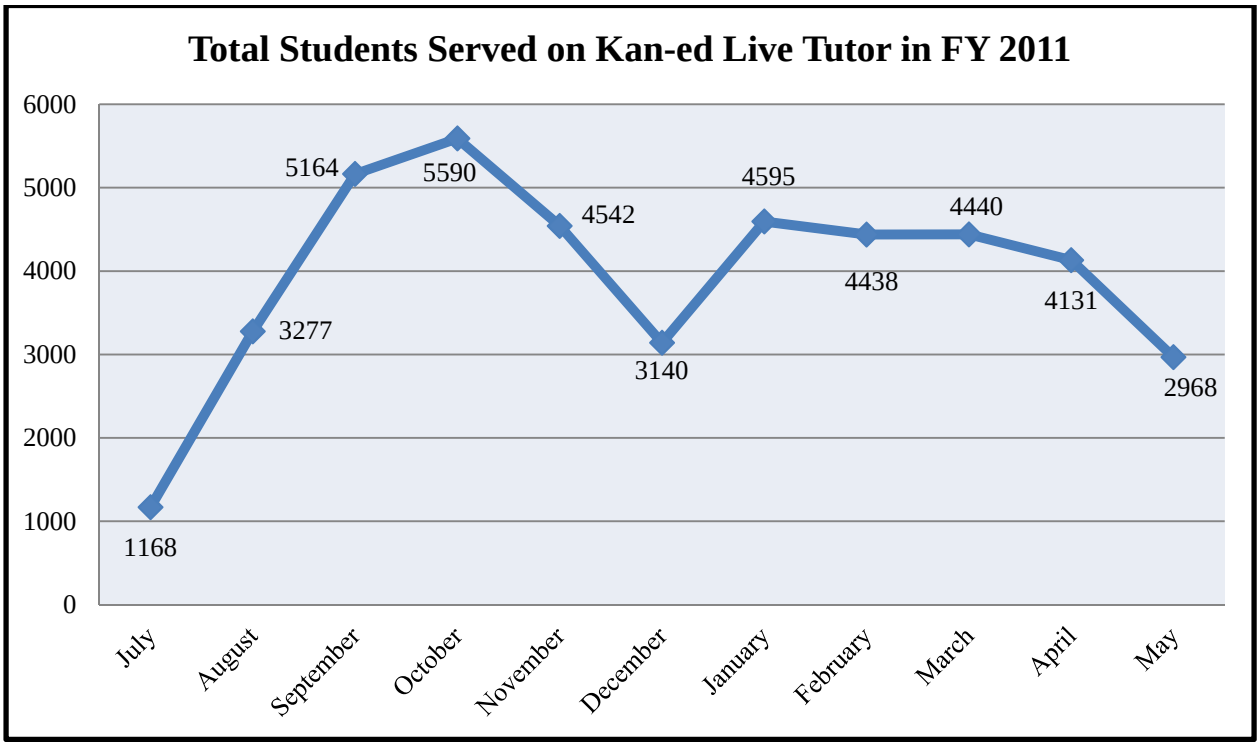
Kan-ed Live Tutor, also referred to as Homework Kansas and tutor.com, is an online tutoring service provided for students in Kindergarten through 12th grade, college introductory students, adult GED students, and other adult learners through four centers: Student Center, College Center, Adult Education & Career Center, and ProofPoint™ Writing Center. In addition to providing this one-on-one online assistance in real time with a certified tutor through Live Homework Help® (of Tutor.com, Inc.), Kan-ed Live Tutor also provides the SkillsCenter™ Resource Library. The SkillsCenter™ Resource Library maintains a database of thousands of tutorials, study guides, worksheets, samples of standardized tests, college entrance practice tests, and graduate school entrance practice tests. The SkillsCenter™ Resource Library is available around-the-clock, while the Live Homework Help® is available every day from 2:00 p.m. to 11:59 p.m. for learners whose primary language is English and from 2:00 p.m. through 11:00 p.m. for learners whose primary language is Spanish. Kan-ed Live Tutor can be accessed via the Kan-ed homepage (www.kan-ed.org). A screenshot of the initial interface for Kan-ed Live Tutor is below.



Kan-ed began funding the Live Tutor service in Fiscal Year 2010. As documentation of the impact of this Kan-ed service in its second funded year, a summary of the Kan-ed Live Tutor usage during Fiscal Year 2011 (July 2010 through May 2011) is provided in this section of the report. The data reported in this section were collected through the Live Tutor service. The Office of Educational Innovation and Evaluation (OEIE) obtained monthly usage reports through Kan-ed staff. This data has not been verified by OEIE.

Kan-ed Live Tutor Usage

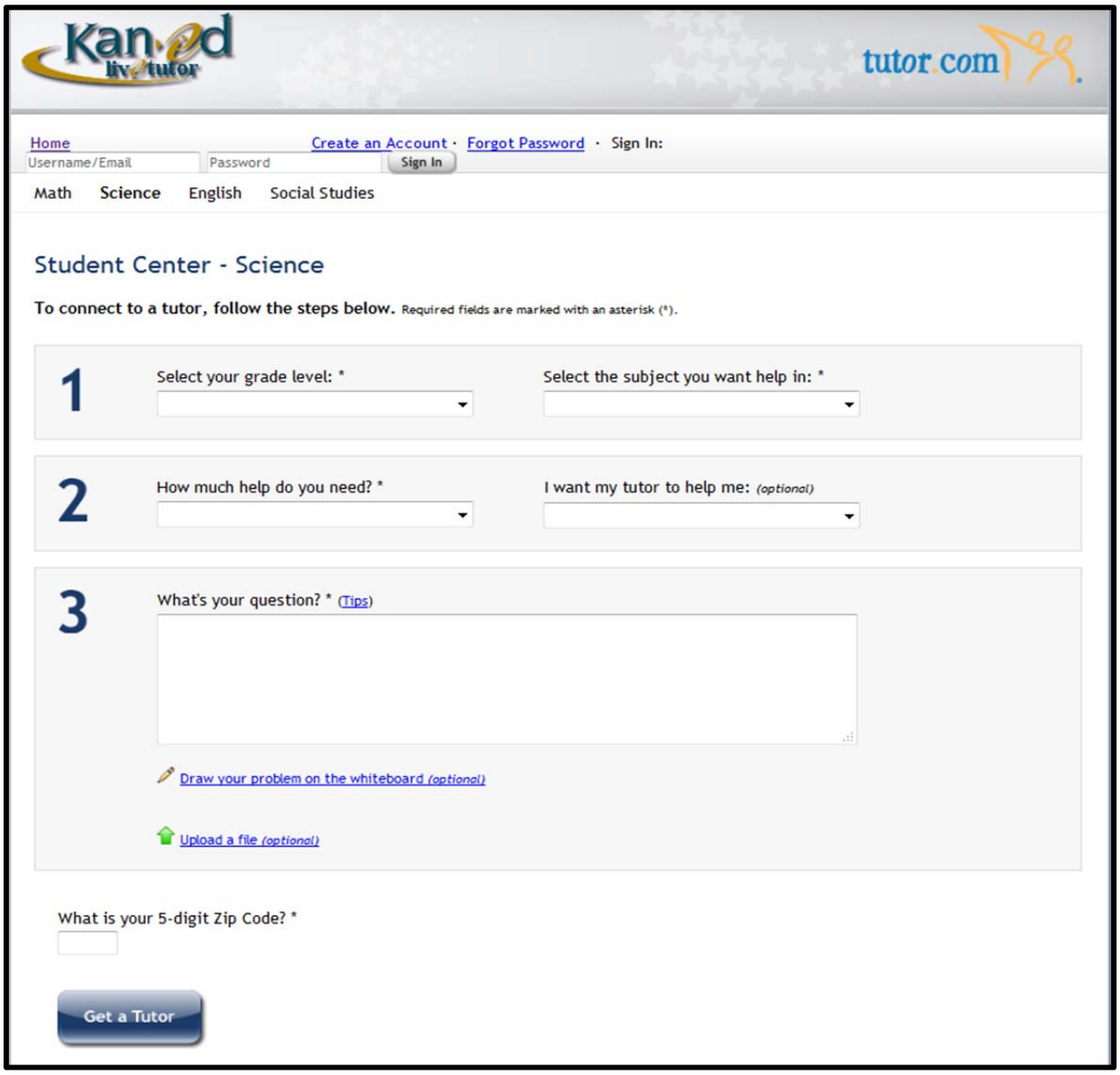
Kansas students accessed Kan-ed Live Tutor 43,453 times between July 1, 2010 and May 31, 2011. This is 4,232 fewer sessions compared to the 47,685 times Live Tutor was accessed in Fiscal Year 2010. The figure below presents the number of students served on Live Tutor by month. Please note that these numbers represent the sum of tutoring sessions and SkillsCenter™ sessions provided. The figure reveals that October and September were the months of greatest use, with students accessing the service an additional 782 times, on average, in those months compared to the next highest usage month (i.e., January).



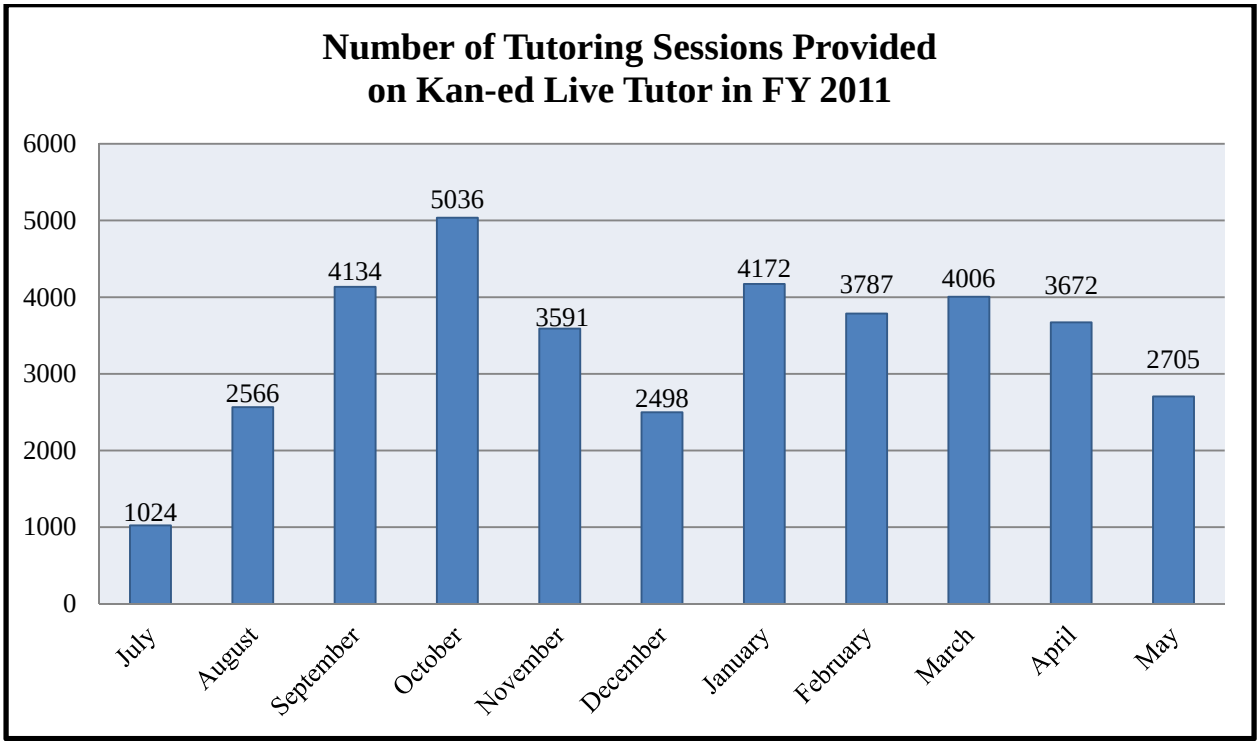
Live Homework Help®

The Live Homework Help® provides connections to live tutors available to assist in Mathematics (e.g., elementary, algebra, trigonometry, calculus, and statistics), Science (e.g., elementary, earth science, biology, and chemistry), Social Studies (e.g., American history, world history, and political science), and English (e.g., spelling, grammar, book reports, essay writing, vocabulary, and literature). It also provides document review and proofreading through Proof

Point™. Additionally, tutors are available to assist with career resources (e.g., searching for a job, résumé writing, and preparing for an interview) and GED and citizenship test preparation. Live Homework Help® tutors are employed by tutor.com and are United States or Canadian residents who pass subject exams and background checks during the employment application process. The Live Homework Help® provides anonymous real time interactions in a designated chat room space and allows students to download the entire interaction once the session is complete. By selecting the subject area in which they need assistance, students are directed to a screen (e.g., the Science screen is represented below) that requests they select a more specific subject area, their grade level, level of assistance desired (e.g., "I have no clue what to do," "I'm started but stuck on one part," or "I'm done. Can you make sure it's right?"), and provide a statement of their exact question. Students also are able to upload relevant files and draw or diagram their problem on the whiteboard provided.



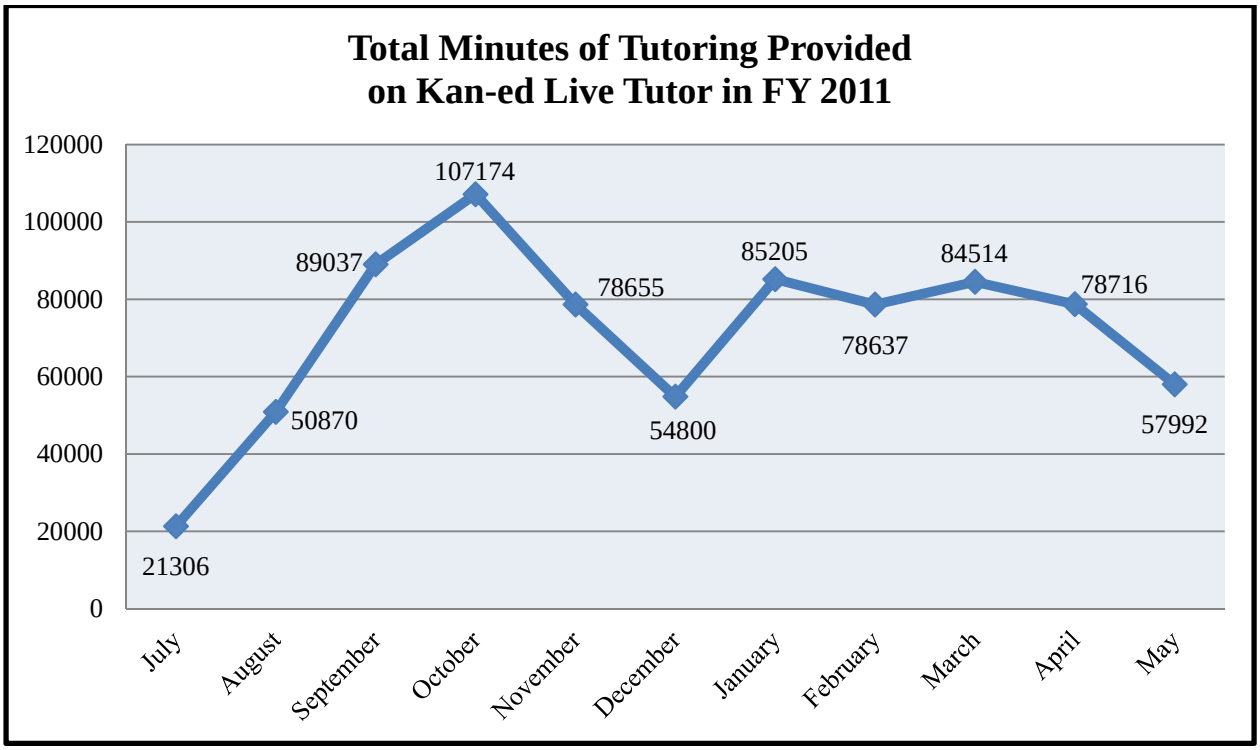
Kansas students sought tutorial assistance from the Live Homework Help® 37,191 times between July 2010 and May 2011. This is 2,749 fewer tutoring sessions compared to the 39,940 times tutorial assistance was sought in the previous fiscal year. The month of greatest usage was October, followed by January and September, as illustrated in the figure below. The average number of sessions provided per month from September through May (standard school year) was 3,733.



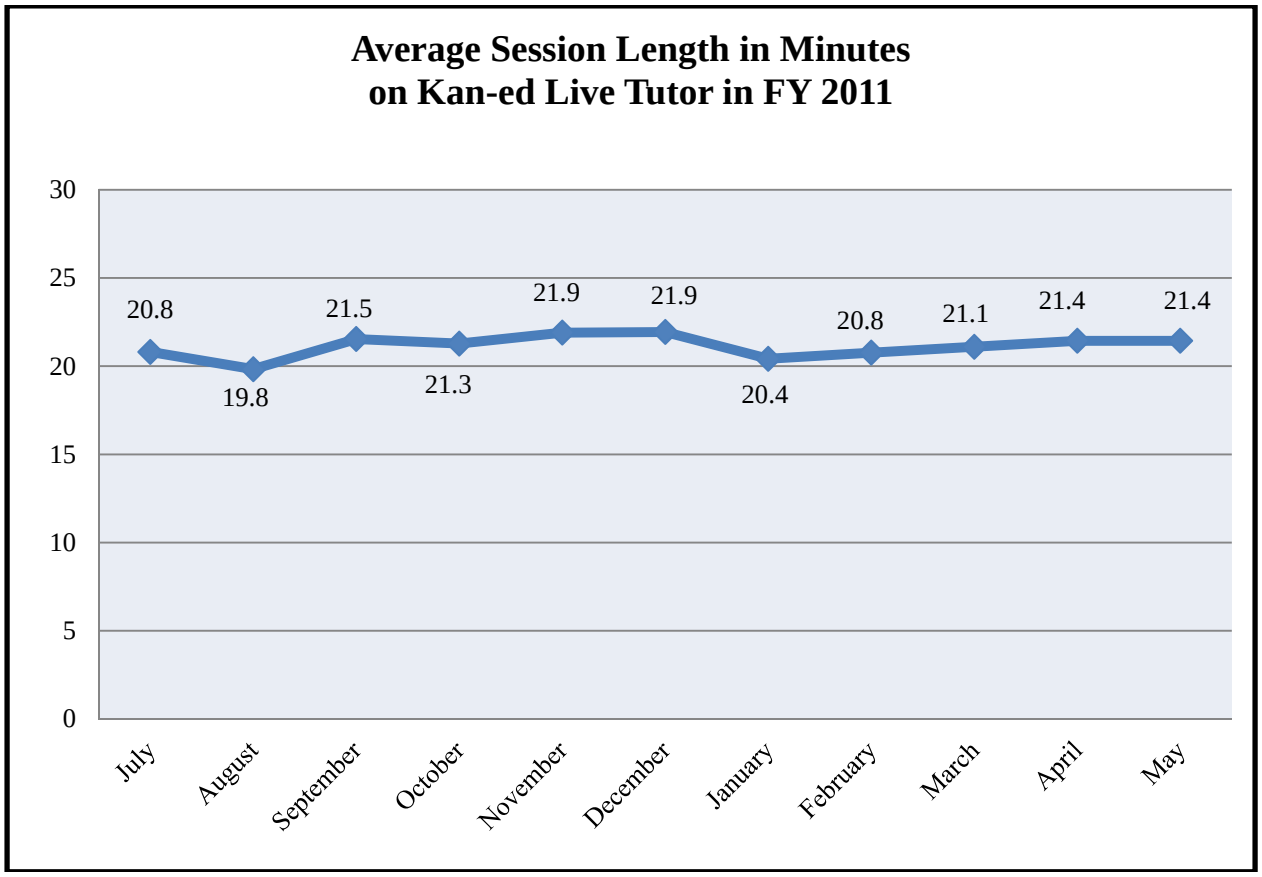
Kindergarten through 12th (K-12) grade students comprised 84% of the total number of tutoring sessions. While the tutorial assistance from the Live Homework Help® was greatest October, January, and September, the table below displaying tutoring sessions by grade level and month shows that these months were the highest usage for students in K-12 but not necessarily for the other categories of students/learners. The highest usage months for college students (16% of the sessions) were April, March, and February; adult learners (<1%) used this service the most in December and January. In comparison to last fiscal year, usage by K-12 has decreased (84% this year compared to 90% last year, in which they had 35,949 sessions) and usage by college students increased (16% this year compared to 10% last year, in which they had 3,943 sessions).

Live Tutor Usage in Fiscal Year 2011 (July 2010 -- May 2011): Tutoring Sessions by Grade Level and Month												
Grade Level	Jul '10	Aug '10	Sep '10	Oct '10	Nov '10	Dec '10	Jan '11	Feb '11	Mar '11	Apr '11	May '11	**Year Total**
K–12	635	2,269	3,522	4,509	3,102	2,202	3,843	3,022	3,168	2,797	2,207	**31,276**
College	386	290	607	518	480	285	319	758	835	872	496	**5,846**
Adult	3	7	5	9	9	11	10	7	3	3	2	**69**
Monthly Totals	**1,024**	**2,566**	**4,134**	**5,036**	**3,591**	**2,498**	**4,172**	**3,787**	**4,006**	**3,672**	**2,705**	**37,191**

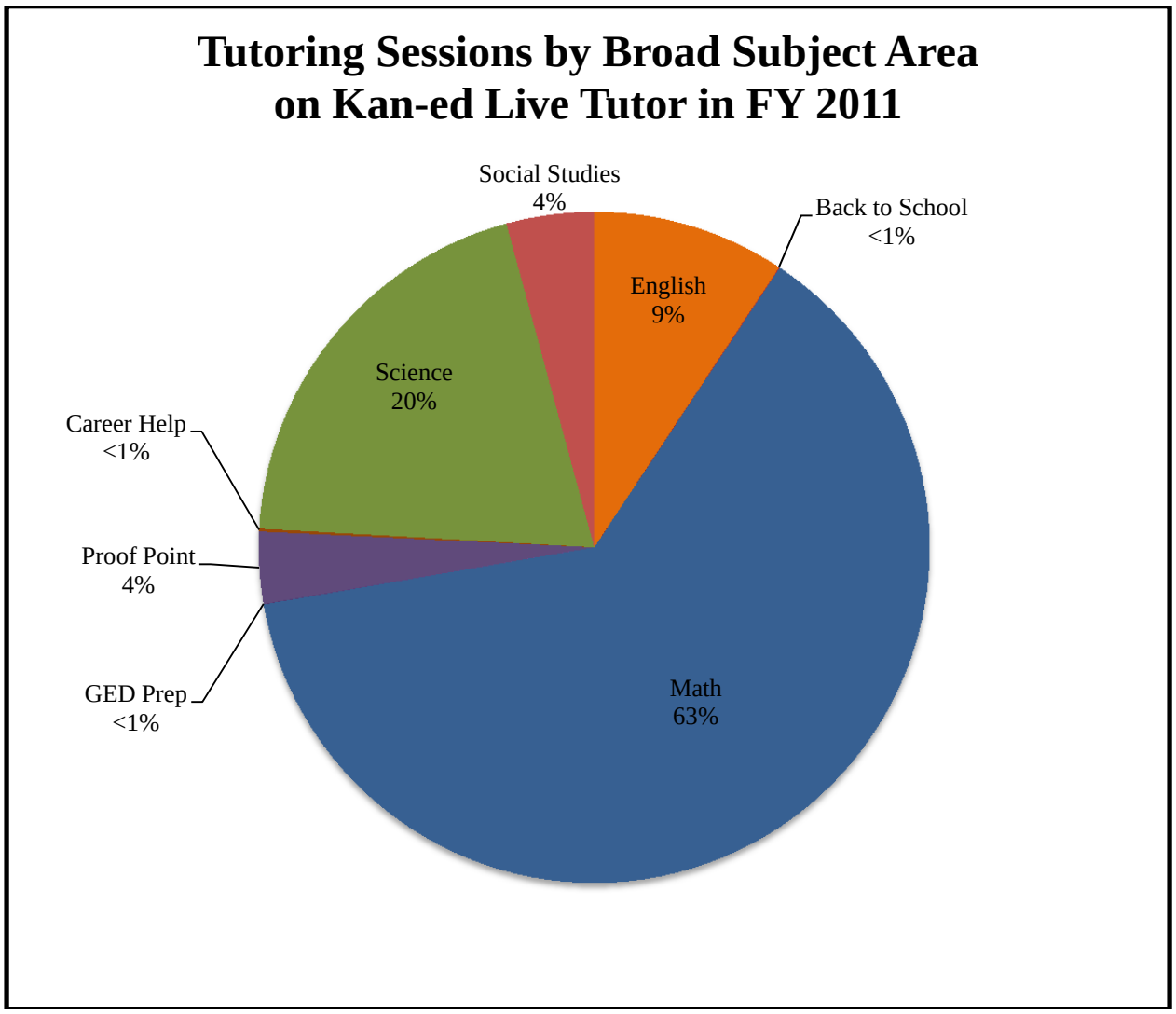
Total minutes of tutoring provided in Fiscal Year 2011 were 786,906 (13,115 hours), with an average of 71,537 minutes (1,192 hours) of tutoring per month. Ninety-one percent (714,730) of these minutes were provided during the standard school year (September through May), with a monthly average of 79,414 minutes (1,324 hours) of tutoring during these months. Consistent with the highest numbers of sessions, October, September, and January also yielded the greatest total minutes of tutoring provided. The figure below presents the number of minutes of tutoring provided by month.



The monthly average session length for tutoring in Fiscal Year 2011 ranged between a minimum of 19.8 minutes in August and a maximum of 21.9 minutes in November and December. The overall average session length across the 11 months of data is 21.2 minutes, while averaging the monthly figures below results in 21.1 minutes. These numbers are similar to those reported in the last fiscal year. The figure below presents the average session length by month.



Analysis of Fiscal Year 2011 Live Tutor tutoring sessions by subject area reveals that Algebra was the subject for which assistance was most frequently sought, with 6,410 sessions provided (17% of all sessions). In fact, assistance in mathematics accounts for 63% of all tutoring sessions provided in Fiscal Year 2011, as indicated in the pie chart below; 27% of all mathematics tutoring sessions were for Algebra, the subject sought most often. These findings are consistent with those reported in the last fiscal year.



Science tutoring sessions account for 20% of all tutoring, with close to half of science sessions providing assistance for Chemistry (41%). Among instances of English assistance provided (9% of all sessions), 58% of the English tutoring was in the English Writing Center. Tutoring sessions provided are broken down by subject area and month in the table on the following page.

Live Tutor Usage in Fiscal Year 2011 (July 2010–May 2011): Tutoring Sessions by Subject Area and Month												
Subject Area	Jul '10	Aug '10	Sep '10	Oct '10	Nov '10	Dec '10	Jan '11	Feb '11	Mar '11	Apr '11	May '11	**Year Total**
Back to School– Basic Math	0	1	0	1	0	0	1	2	0	0	0	**5**
Back to school– Geometry	0	0	2	0	0	0	0	0	0	0	0	**2**
Career Help	2	6	1	4	8	0	14	2	10	3	2	**52**
English	0	0	0	2	1	0	0	0	0	1	0	**4**
English – Essay Writing	0	0	0	3	2	0	1	3	0	3	0	**12**
English – Grammar	10	37	62	90	65	55	95	59	69	23	29	**594**
English – Literature	11	36	47	107	76	51	36	77	93	88	51	**673**
English – Vocabulary	1	31	35	34	11	12	26	18	8	7	10	**193**
English – Writing Center	59	144	234	208	174	128	95	108	260	369	200	**1,979**
Math – Algebra	225	412	625	937	583	340	852	656	578	661	541	**6,410**
Math – Algebra (Spanish)	0	0	2	0	0	0	0	0	0	0	1	**3**
Math – Algebra II	242	476	609	713	457	297	848	549	642	694	613	**6,140**
Math – Basic Math	1	13	14	15	13	1	1	5	14	2	3	**82**
Math – Calculus	200	215	469	451	352	296	276	350	465	344	132	**3,550**
Math – Elementary	11	46	81	87	65	38	107	34	62	46	18	**595**
Math – Elementary (Gr. 4-6)	0	0	2	0	0	0	1	0	1	1	0	**5**
Math – Elementary (Spanish)	0	0		0	1	1	0	0	0	1	0	**3**
Math – Geometry	3	241	343	384	227	121	338	301	293	252	263	**2,766**
Math – Middle Grades	15	131	181	288	209	116	291	144	134	105	124	**1,738**
Math – Mid-Level (Gr. 7-8)	0	0	2	4	1	1	1	3	0	1	0	**13**
Math – Statistics	2	14	70	47	47	25	35	74	50	42	43	**449**
Math – Trigonometry	10	155	173	226	192	125	140	208	172	151	106	**1,658**
Proof Point	58	82	111	166	152	225	96	181	81	91	41	**1,284**
Science – Basic Science	0	0	9	5	0	2	0	3	2	0	0	**21**
Science – Biology	42	145	140	156	120	106	103	128	130	64	50	**1,184**
Science – Chemistry	83	132	363	299	261	197	290	409	457	336	208	**3,035**
Science – Earth Science	3	37	56	71	81	67	49	24	48	32	20	**488**
Science – Elementary	0	10	30	37	14	13	17	10	15	10	4	**160**
Science – Physics	32	111	309	441	329	173	286	270	248	183	126	**2,508**
Social Studies	14	91	160	258	144	105	172	168	174	161	116	**1,563**
Social Studies (Spanish)	0	0		1	2	0	0	1	0	0	2	**6**
GED Prep- Algebra	0	0	1	0	1	0	0	0	0	0	0	**2**
GED Prep - Physics	0	0	0	0	0	3	0	0	0	0	0	**3**

Note. The following subjects also were accessed once during FY 2011: Back to School – Calculus, Back to School – Language Arts Writing, Back to School – Algebra (Spanish), Back to School – Physics, Back to School – Statistics, Citizenship, Science – Elementary (Gr. 4-8), GED Prep – Basic Math, GED Prep – Calculus, GED Prep – Geometry, GED Prep – Language Arts Writing.

Summary of Feedback on Live Homework Help® Survey

Upon conclusion of each Kan-ed Live Tutor Live Homework Help® tutorial session, students are directed to a brief survey regarding their experiences during the tutoring session. Students are asked, "Are you glad your organization offers this service?" A monthly average of 98% of survey responses indicated "yes" to this question. When asked, "Would you recommend this service to a friend?," a monthly average of 97% of responses were affirmative. To a third question, "Is this service helping you complete your homework assignments?," a monthly average of 96% of respondents indicated "yes." A monthly average of 95% of students indicated

this service is helping them to improve their grades, and a monthly average of 95% indicated the service is helping them to be more confident about their school work.

Finally, the Live Homework Help® Survey requests that participants provide comments about their experiences during the tutoring session. The survey secured 3,006 comments. These comments were analyzed for themes; this analysis resulted in 4,469 individually themed comments. The majority of comments (94%) indicated a positive experience with the program, the tutor, and/or the interface and features. Twenty-two percent indicated the session provided guidance and was helpful, 21% provided general positive comments about their tutor, 18% expressed appreciation for the program, 15% provided general positive comments about the program, and 12% mentioned their tutor by name, expressing positive regard. Other themes mentioned less frequently included items such as: tutor was patient with student, student saw increase in their grades because of Live Tutor, fast response from tutor, and student's intention to use it again. A sample of responses is provided in the bullets below.

- I just want to say thank you! I don't know how many times this site has saved my neck with homework. I live a ways from my school and I can't drive, which makes it really hard to get to the school early to get help from my teachers. This site helps me so much. Thanks!

- This is my first time using tutor.com, and I am extremely happy with it. The online school I go to offers a different tutoring site, and it is not even close to tutor.com in quality. The tools are so much easier to use, and (so far) the tutors are more helpful and interactive. I will continue to use this site. Thank you!

- This helps me a ton in math homework. I can go at my own pace and ask more questions on things I normally wouldn't ask during class. It makes me better understand things a lot more. I'm absolutely grateful of this website.

- Very helpful. Taking an online chemistry class is VERY HARD ON YOUR OWN. But you really help to explain the concept, and simplify some really difficult concepts. The tutors do not GIVE the answers; they break the concepts down into a manageable approach.

- I really appreciate this service because as an adult college student it allows me to get help from my home when I am unable to get on campus to receive help. Thank you very much!

- This site has been amazing. It's so hard to find a website that will provide help for free and at the ease of being at home. This gives me more motivation to complete my homework correctly and actually care because I know I'll be able to get help to understand it which makes ALL the difference.

- It is good for both parent and child. Sometimes it is good to have an outsider tell your child the same thing you have shown them. Especially when they get tired of you and block you out. Thanks for the help.

- I absolutely love this service. I am also very happy that they provide it year around. I used it over the summer to help me study for the ACT Test for the math section and I increased my overall composite score by 3 points! Thank you for providing such an amazing service and I hope it never disappears.

- I went from a D- to an A- after several months on this program. Please keep this service open. There are a lot of kids at our elementary that cannot speak English yet. This really helps them. :P

- I thought my tutor was great and she really helped me. She used the marker board to help me and that was nice because I am a visual learner. Thanks so much!!

- The tutor I had was very helpful. She picked out mistakes that my teacher and I did not catch.

- I really love this site! When I am in the classroom we are allowed to have 15 minutes to start on our homework... But when I get home my parents have no idea what we are doing, so I'm always searching the web for tips. It's a waste of time! But, since my school advertised this on our school website my grades have been improving!! I'm so glad I have this available!

Of the total number of themed comments, 2% provided suggestions or constructive criticisms to improve the program, the tutors, or the interface and features. Some of the comments suggested that the program make edits to the whiteboard (35), provide more tutors (21), not limit the questions that can be asked (20), and offer longer sessions (18). A sample of responses is provided in the bullets below.

- I think you need to have symbols, numbers and letters to use instead of drawing them out.

- There needs to be an eraser tool because it is difficult to select items with the scissors tool. Also, it would be nice if a box of math symbols/etc. were available. Writing everything out is time consuming and messy. The text box is nice, but it's hard to type out square root signs, exponents, etc.

- I know computers have calculators but it would be nice if there was a calculator button on the whiteboard.

- My tutor was excellent! This website is on our school recommendations and it has really helped! Just one thing, could you answer more than 2 questions per session?

- I wish that they would have more time with me.

- I think you guys should have more pages and a longer time limit.

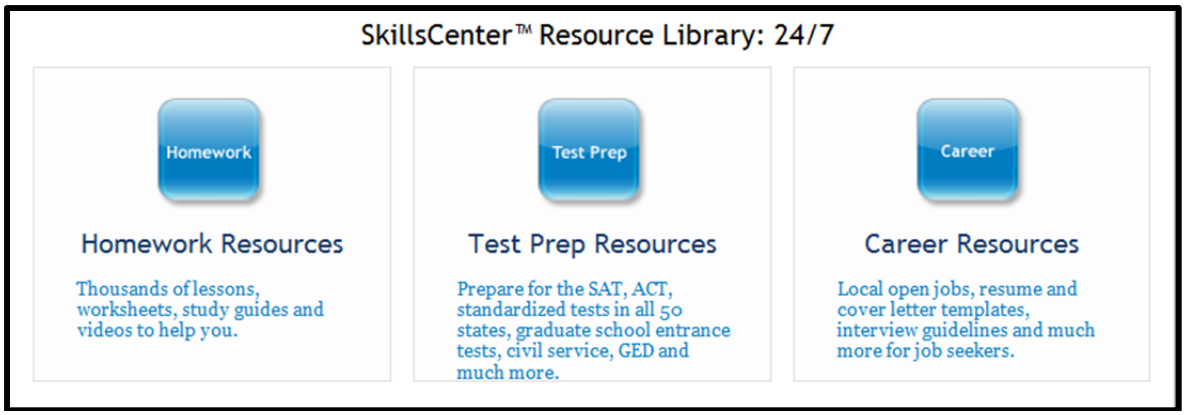
- It took a long time to get connected and then my tutor didn't get to finish because of the volume of calls. What she was able to help me with was great though. I just would have liked more time.

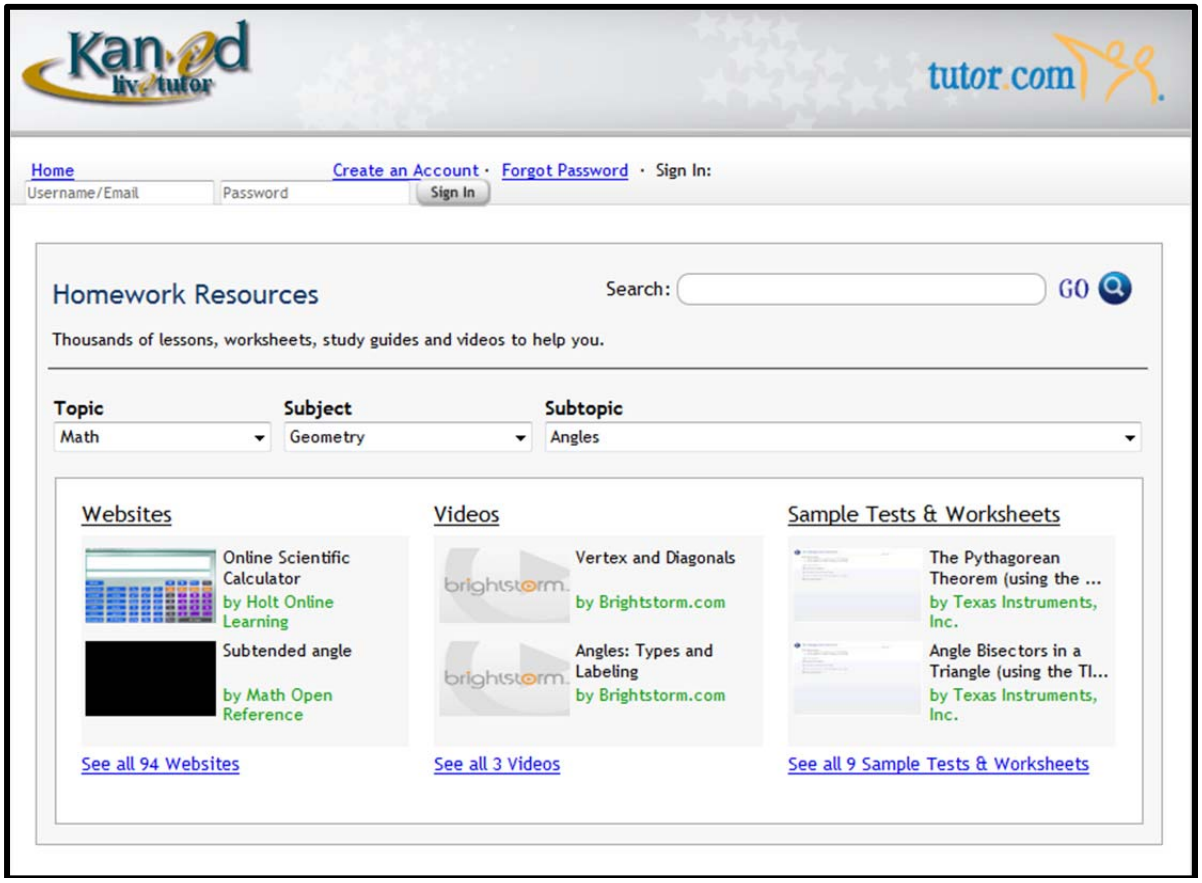
An additional 3% of all themed comments had a negative tone. For example, negative themes most frequently mentioned included having a problem with the functioning of the program interface (48), too long of a wait experienced before connecting with a tutor (38), and general complaints about the tutor (28). A sample of responses is provided in the bullets below.

- My question didn't load fully. The text was gone.
- I love this website! However, it has some compatibility issues with Mozilla Firefox.
- I had trouble viewing the board at times, which caused me to get kinda lost. I also find it very difficult to write legibly on the board.
- It would probably be helpful to show directions on how to use the program first though, it was kinda hard to get a hold of.
- My only problem is logging on. It took me about an hour to actually get a tutor, but it was worth the wait. Thank you for all of your help.
- The wait for a tutor is extremely long.
- I love this service! I had to wait 45 minutes to get a tutor, but once I got one they were very helpful.
- Virginia was an excellent tutor, though, I noticed that when I had an earlier tutor, they told me two opposite things so I'm a bit confused on what to do.
- The last tutor I had was very helpful. But I had to get on here several times just to get someone who seemed like they knew what they were doing.
- I thought I was frustrating him so I didn't really want to ask any more questions. I still didn't really know what the answer was because he didn't really point it out, he just sort of explained it and figured that I knew what else to do but I don't and I would need for him to tell me what the answer was so I'd understand it clearer, thanks.

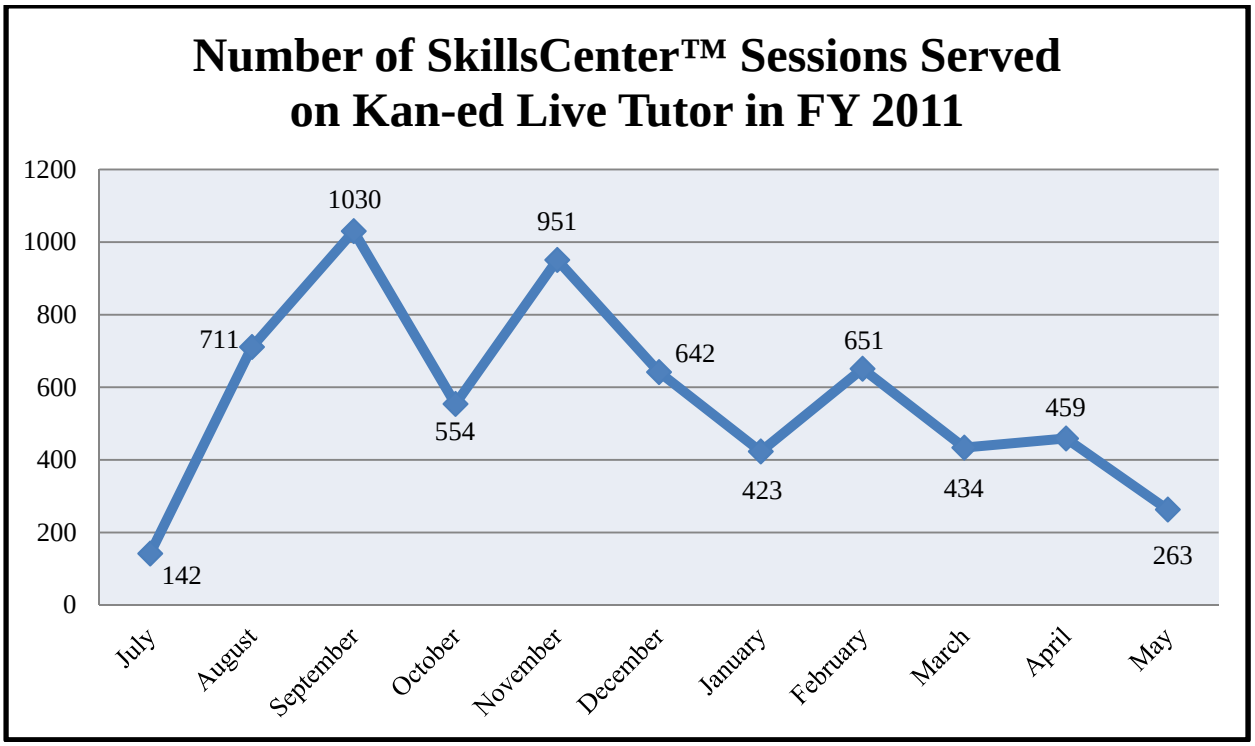
SkillsCenter™ Resource Library

The SkillsCenter™ Resource Library maintains a database of thousands of tutorials, study guides, worksheets, samples of standardized tests from all 50 United States and the District of Columbia and Canada, college entrance practice tests, and graduate school entrance practice tests. The SkillsCenter™ Resource Library is a repository of information that is interactive, but the interaction is systematic and not with another person. The SkillsCenter™ Resource Library is available around-the-clock. Screenshots of the SkillsCenter™ Resource Library and an example of the information that can be accessed are captured below.

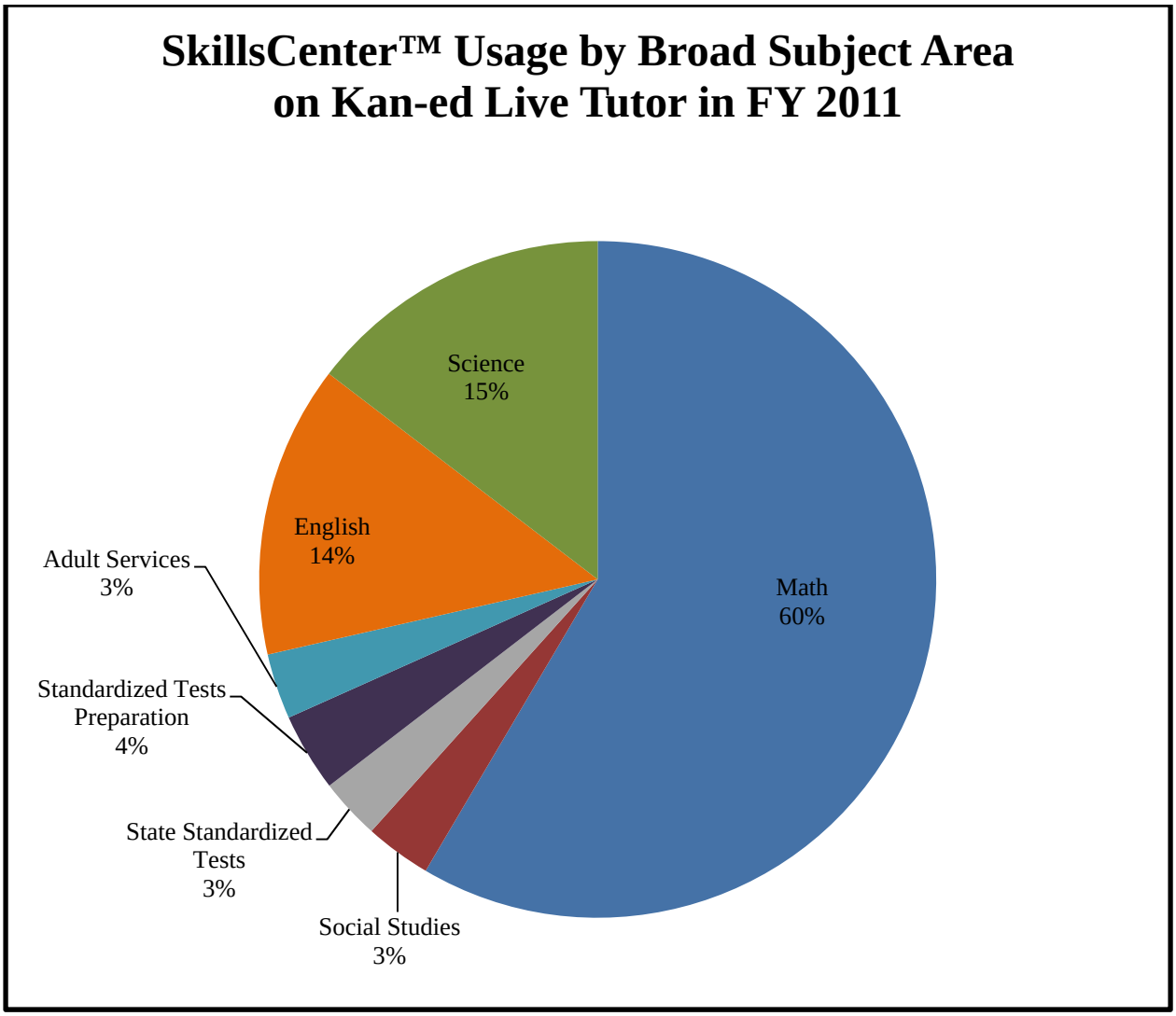




Kansas students accessed the SkillsCenter™ Resource Library on Kan-ed Live Tutor 6,260 times between July 1, 2010 and May 31, 2011. This is 1,485 fewer times than the 7,745 times it was accessed in the last fiscal year. Usage data, presented in the figure below, reveal that September was the month of greatest use, with students accessing the site 1,030 times. On average, students accessed the SkillsCenter™ Resource Library 569 times per month.



Subject areas available on SkillsCenter™ are Adult Services (e.g., computer literacy, GED, job resources), English (e.g., elementary, writing), Math (e.g., elementary, algebra, calculus, statistics, and trigonometry), Social Studies (e.g., elementary, high school), Standardized Tests Preparation (e.g., college and graduate school entrance exams), and State Standardized Tests (e.g., Kansas History-Government Assessment and British Columbia, Canada, Applications of Math 12). Math was the subject area for which information was most frequently sought on SkillsCenter™ (60%). The Kansas Standardized Test was accessed 304 times, while other U.S. states and Canadian Province standardized tests were accessed 24 times. The pie chart below shows SkillsCenter™ usage by subject area.



Kan-ed Live Tutor Usage Summary

OEIE analyzed the Kan-ed Live Tutor monthly usage reports for the online tutoring service through Live Homework Help® and the SkillsCenter™ Resource Library. The purpose of this analysis was to document the impact of this Kan-ed funded service during Fiscal Year 2011 (July 2010 through May 2011). Key usage findings for Kan-ed Live Tutor include the following:

- Kansas students accessed Kan-ed Live Tutor 43,453 times between July 1, 2010 and May 31, 2011, with October and September as the highest usage months.

- Of the 43,453 times the Kan-ed Live Tutor was accessed, Kansas students sought tutorial assistance specifically from the Live Homework Help® 37,191 times during this same timeframe, with October, January, and September as the highest tutoring usage months. The average number of sessions provided per month from September through May (standard school year) was 3,733.

- The grade levels that utilized tutorial assistance the most were Kindergarten through 12th, with 84% of the 37,191 sessions throughout July 2010 to May 2011. College students comprised 16% of the sessions and used the service most in April, March, and February. December and January were the heaviest usage months for adult learners (<1% of sessions).

- Total minutes of tutoring provided in Fiscal Year 2011 were 786,906 (13,115 hours), averaging 71,537 minutes (1,192 hours) per month. The average session length for tutoring was 21.2 minutes. Tutoring sessions in mathematics account for 63% of all tutoring.

- Kan-ed Live Tutor Live Homework Help® survey feedback indicated that a monthly average of 95-98% of respondents agreed that they were glad their organization offers the service, they would recommend it to a friend, it helps them with their homework, it helps them to improve their grades, and it is building overall confidence about their school work.

- Kansas students accessed the SkillsCenter™ Resource Library 6,260 times between July 1, 2010 and May 31, 2011. Usage data revealed that September was the month of greatest use, with the SkillsCenter™ Resource Library accessed 1,030 times that month. The average number of visits to the site per month was 569. Math was the subject area that was accessed the most, at 60%.

In closing, 4,469 themed comments were provided on the usage survey by student users of the Live Homework Help®. Ninety-four percent of the comments indicated positive experiences with the program, the tutor, and/or the interface and features.

APPENDIX 9

E-Rate Consultant Services Summary

E-Rate Consultant Services
2011 Documentation of Usage

E-Rate, the Schools and Libraries Program of the Universal Service Fund, is administered by the Universal Service Administrative Company (USAC) under the direction of the Federal Communications Commission (FCC). E-Rate provides discounts to eligible K-12 schools and libraries on telecommunication services, Internet access, and internal connections. The E-Rate program is intended to ensure that schools and libraries have access to affordable telecommunication and information services. The FCC also provides a similar Rural Health Care E-Rate program for rural health care providers.

Kan-ed, in partnership with the Kansas State Department of Education and the State Library of Kansas, provides E-Rate support services to Kan-ed members by contracting the services of BTU Consultants. BTU Consultants provides year-round training, outreach, and *E-Rate Hotline* support to Kan-ed members as they apply for E-Rate funding. A summary of the services provided during Fiscal Year 2011 (July 2010 through May 2011) is provided in this section of the report.

Hotline Assistance

BTU Consultants provides a hotline staffed by an E-Rate consultant that is dedicated to Kansas entities. The Kansas E-Rate Support Hotline (Hotline) is available, toll free, to Kan-ed members by phone (866-372-8302), and may also be accessed through the BTU Consultants website: http://www.btu-consultants.com/KS_Erate_Services.html. Information from each Hotline call was logged by BTU Consultants. As part of the documentation component of the evaluation services provided to Kan-ed, the Office of Educational Innovation and Evaluation (OEIE) summarized the data from the Hotline call log provided by BTU Consultants. The data have been verified only to the extent possible by OEIE.

Kan-ed members made 206 calls between July 2010 and May 2011 to the Hotline to request assistance in filing for E-Rate funding. Eighty-six entities placed these calls. Compared to last fiscal year, there were 11 additional calls placed to the Hotline, but there were six fewer entities placing those calls (86, vs. 92 last fiscal year). A summary including the number of calls, number of institutions placing calls, average number of calls per institution, and average minutes per call is provided in the table on the following page.

Consistent with last fiscal year, the majority of calls to the Hotline were from K-12 school districts. Fifty-eight K-12 institutions made 156 calls, which resulted in an average of 2.7 calls per K-12 institution. This average number of calls for K-12 institutions is slightly higher than figures reported for last fiscal year (average of 2.3 calls per K-12 district last fiscal year). Libraries comprised the second highest calling constituency group, with 46 logged calls and an average of 1.9 calls per library. The average length of all Kan-ed member calls to the Hotline was 11.5 minutes. This average length of call is a slight increase from the 10.1 minute average reported for last fiscal year.

Summary of E-Rate Hotline Assistance Logged Calls, July 2010 – May 2011				
	Kan-ed Constituency Group			Total
	K-12[1]	Library	Other[2]	
Number of Logged Calls	156	46	4	206
Number of Institutions Placing Calls	58	24	4	86
Average Number of Calls per Institution[3]	2.7	1.9	1.0	2.4
Average Minutes per Call[4]	11.4	12.5	5.0	11.5

[1] The 58 K-12 entities consist of 46 School Districts, 6 Service Centers, 4 Private Schools, and 2 Interlocals.
[2] Other includes one caller that was not identified by institution, one Kan-ed employee, and two vendors.
[3] Determined by dividing the Number of Logged Calls by the Number of Institutions Placing Calls.
[4] Total (bottom right cell) is the average of all logged calls and not determined by averaging the three constituent group averages.

Fall 2010 E-Rate Training

In November 2010, Don Dietrich, of BTU Consultants, provided E-Rate training sessions across the state. Trainings were offered at four sites: Dodge City, Hays, Topeka, and Wichita. A summary table of the number of participants attending each of the November 2010 E-Rate training sessions is displayed by training location and constituent group on page 3. Overall, 112 individuals received E-Rate training. The Topeka (n = 40) and Wichita (n = 39) training sessions contained the largest number of participants. The majority of participants (76%) were from K-12 school districts, as were those who completed feedback forms (71%).

E-Rate training sessions consisted of information about the E-Rate program, including E-Rate and Kan-ed. Information was shared related to preparing for E-Rate 2011, including information about annual cycles, technology plans, Children Internet Protection Act forms (CIPA), and budgets. Also covered were the difference between priority one and priority two requests, eligibility of institutions, and eligible items. Dietrich also provided a detailed review of the E-Rate forms and the information required to complete each form.

The E-Rate application approval and acceptance process also was covered. More specifically, the Program Integrity Assurance (PIA) review process, the difference between Billed Entity Applicant Reimbursements (BEAR) and discounts, contract extensions and service substitutions, and Service Provider Identification Number (SPIN) changes were shared. Dietrich discussed the importance of record keeping and the process of appeals and audits. He finished with a description of changes to the E-Rate process for 2011.

Immediately following each of the training sessions, everyone in attendance was invited to participate in a paper and pencil survey regarding their experiences at the E-Rate training. A copy of this survey can be found at the end of Appendix 7 in the December 2010 Biannual Evaluation Report.

As mentioned, 112 individuals attended the E-Rate training. Eighty participants (71%) responded to the survey. As the table below illustrates, 57 survey respondents were K-12 school districts, 15 were libraries, and five were in the "Other" category. A summary of the number of participants attending each of the November 2010 E-Rate training sessions is displayed by training location and constituent group in the table below. Under each constituent group, the first column displays the number of individuals that attended the training and the second column displays the number of participants that completed a survey.

E-Rate Training Workshops November 2010
Number of Training Participants and Number of Feedback Form Respondents

Training Location	K-12		Library		Other[1]		Total	
	Attended	Survey	Attended	Survey	Attended	Survey	Attended	Survey
Dodge City	10	10	2	2	1	0	13	12
Hays[2]	10	8	5	2	5	4	20	16
Topeka[2]	32	22	8	6	0	0	40	29
Wichita[3]	33	17	4	5	2	1	39	23
Total	85	57	19	15	8	5	**112**	**80**
Response Rate	67%		79%		63%		**71%**	

[1] Other includes two service providers (Hays), two participants who indicated representing both K-12 and Library constituent groups (Hays), and one person who indicated belonging to the Higher Education constituent group (Topeka).
[2] Two respondents from Hays and one from Topeka did not indicate their constituent group, and thus could not be included in the breakdown by constituent group. However, these respondents are included in the *Total* column.
[3] In Wichita, five individuals representing the Library constituent group completed a survey, but only four signed the attendance sheet.

Summary of Survey Results

Feedback collected from the participants at the four November 2010 E-Rate trainings indicates that the workshops continue to meet the needs of the participating Kan-ed members who are applying for E-Rate funds. Survey highlights are summarized in the following bullets, and a full report of the results is located in Appendix 7 of the December 2010 Biannual Evaluation Report.

- The E-Rate training participants who submitted a feedback form rated the session very positively in terms of providing new information, providing information that was relevant to their needs, and enhancing their understanding of the E-Rate application process. Each of these items garnered a 96% positive response. Further, 91% of respondents agreed that the training answered questions they had about the application process.

- The majority of survey respondents were 'satisfied' or 'extremely satisfied' with the presenter's knowledge of the material (99%), the presenter's communication skills (99%),

the overall value of the training (98%), the overall quality of the presentation (97%), the usefulness of information presented (97%), the overall quality of the training event (95%), and the scope of information presented (94%).

- Three themes emerged related to the most valuable aspect of the training: 1) information about changes to E-Rate for 2011, 2) the presenter and material presented, and 3) reviewing specific examples and forms. Few respondents described any least valuable aspects of the training; however, one theme emerged related to reviewing the forms during the session.

- When asked to provide additional comments, 13 of the 30 who provided a comment reiterated the high quality of the training and/or the presenter. Seven respondents requested splitting the session into multiple sessions, six respondents expressed appreciation for the training, and five respondents requested Internet access at the training venue.

- Respondents most frequently heard about the E-Rate training through the Kan-ed Membership Listserv (55%), the Kan-ed newsletter (18%), and the Kan-ed website (5%).

- Most respondents reported they would attend an E-Rate training next year if it was offered (94%), and most would recommend the E-Rate training to others (96%).

APPENDIX 10

Kan-ed 2.0 Connection Process and Impact Surveys Summary

Connection, Use, and Support for High Speed Connectivity Surveys Summary

Purpose

Kan-ed is required to provide documentation of the use of, satisfaction with, and impact of its services to the Kansas Legislature and other entities to secure continued funding and support.

In spring 2010, the Office of Educational Innovation and Evaluation (OEIE) developed and administered a collection of surveys to K-12 and Library members to gather feedback related to the impact of the network. At that time, OEIE also took the opportunity to gather feedback about the Kan-ed 2.0 connection process from the sites that had obtained a connection. Given that some sites are connected to Kan-ed 2.0 and others are not, multiple versions of the survey were necessary for each constituent group. The information provided in response to these surveys will put Kan-ed in a better position to make decisions based on member needs.

Below are summary descriptions of each survey administered, including the surveys of K-12 members, the surveys of Library members, and the survey of regional library systems.

K-12 Surveys

Three K-12 surveys were developed that primarily focus on: the process of connecting to the Kan-ed 2.0 network; use of, satisfaction with, and impact of Kan-ed network services; and use of, satisfaction with, and impact of Kan-ed member services. A survey was sent to 1,888 K-12 school contacts, and a total of 751 responses were received (751/1,888; 39.8%). These 751 responses represented 277 unique K-12 organizations in Kansas; therefore, 82.2% of active Kan-ed K-12 members responded to the survey request.

Highlights from the K-12 survey responses are presented below. These key findings may be helpful as Kan-ed makes decisions based on K-12 school needs. Complete results of all K-12 survey responses can be found in Appendix 6 of the December 2010 Biannual Evaluation Report.

The Kan-ed 2.0 Connection Process

- A total of 237 respondents provided feedback in response to questions regarding their experience with the Kan-ed 2.0 connection process. Not all 237 responded to each question; therefore, some percentages are calculated based on number of responses to that specific item.
- The majority of respondents agreed or strongly agreed (161/192; 83.9%) that the overall process of connecting to the Kan-ed 2.0 network was implemented well.
- The most frequently selected reason for connecting to the Kan-ed 2.0 network was the need to connect for videoconferencing (116/237; 48.9%).
- Most respondents did not provide responses to describe resources that facilitated, challenges encountered during, or suggestions regarding the Kan-ed 2.0 implementation process. The most frequently mentioned resource was Kan-ed staff (16/237; 6.8%). The

challenge mentioned most frequently was related to the organizations' service providers (8/237; 3.4%).

Usage of and Satisfaction with Kan-ed Network Services

- A total of 237 respondents provided feedback in response to questions regarding their level of usage and level of satisfaction with network services. Again, not all 237 responded to each question; therefore, some percentages are calculated based on number of responses to that specific item.
- The network service most frequently used is Interactive Distance Learning (IDL) (118/174; 67.8%).
- Of those that use network services, the majority (ranging from 76.0% to 87.4%) are very satisfied or somewhat satisfied with each of the services offered.
- Eighty-nine (89/237; 37.6%) respondents mentioned an impact of network services is that IDL and videoconferencing provide more learning opportunities, and thirty-one (31/237; 13.1%) respondents stated that the use of network services helped save time and money.
- Most respondents did not indicate challenges encountered related to using Kan-ed network services. The most frequent challenge mentioned was technical problems (8/237; 3.4%).

Usage of and Satisfaction with Kan-ed Member Services

- A total of 648 respondents provided feedback in response to questions regarding their level of usage and level of satisfaction with member services. Not all 648 responded to each question; therefore, some percentages are calculated based on number of responses to that specific item.
- The most frequently used member services were the Empowered Desktop (270/483; 55.9%) and the Educational and Research Databases (228/483; 47.2%).
- As was the case with network services, the majority of respondents (ranging from 57.3% to 81.0%) are very satisfied or somewhat satisfied with each of the member services offered.
- The most frequently mentioned impact of Kan-ed member services related to Test Builder being used to prepare for state assessments (69/648; 10.6%).
- Again, most respondents did not indicate that there were any challenges with Kan-ed member services. The most frequently mentioned challenges were lack of training (24/648, 3.7%) and lack of awareness about services (22/648; 3.4%).

Connectivity Access

- A total of 514 respondents were asked to answer a series of questions regarding why their organization is not currently connected to the Kan-ed 2.0 network. The most frequent reasons selected were "Do not know what services are offered to connected members" (130/514; 25.3%) and "Do not know how to become a connected member" (99/514; 19.3%).
- Of the 306 respondents who answered the question about whether their school will become connected in the next five years, the majority (206/306; 67.3%) indicated that

they do not know if their school will become connected in the next five years. However, many respondents (87/306; 28.4%) anticipate that their school will become connected in the next five years.

Library Surveys

Four Library surveys were developed that primarily focus on: the process of connecting to the Kan-ed 2.0 network; use of, satisfaction with, and impact of Kan-ed network services; and use of, satisfaction with, and impact of Kan-ed member services. A survey was sent to 365 library contacts, and a total of 248 responses were received (248/365; 67.9%). These 248 responses represented 237 unique public libraries in Kansas; therefore, 76.2% of public libraries responded to the survey request. In addition, 61 libraries within three regional library systems had designated their regional library technical consultant as the technical contact for the Kan-ed 2.0 connection process. Rather than asking these three regional technology contacts to complete a survey for each of the individual libraries they supported, OEIE modified the survey to allow the three regional contacts to provide feedback based on their overall experiences and impressions related to Kan-ed services and the Kan-ed 2.0 connection process.

Highlights from the Library survey responses are presented below. These key findings may be helpful as Kan-ed makes decisions based on Library needs. Complete results of all Library survey responses can be found in Appendix 6 of the December 2010 Biannual Evaluation Report.

The Kan-ed 2.0 Connection Process

- A total of 114 respondents provided feedback in response to questions regarding their experience with the Kan-ed 2.0 connection process. Not all 114 responded to each question; therefore, some percentages are calculated based on number of responses to that specific item.
- The majority of respondents agreed or strongly agreed (98/107; 91.6%) that the overall process of connecting to the Kan-ed 2.0 network was implemented well. All three regional library system contacts agreed or strongly agreed that the process was implemented well.
- The most frequently selected reason for connecting to the network was the opportunity to increase bandwidth at a lower price (82/114; 71.9%). This option also was selected by all three regional library system contacts.
- Most respondents did not provide responses when asked to describe resources that facilitated, challenges encountered during, or suggestions regarding the Kan-ed 2.0 implementation process. The most frequently mentioned resource was support from regional library system staff (46/114; 40.4%). The most frequently mentioned challenge was lack of space for equipment (9/114; 7.9%). The library system contacts provided detailed, specific responses to each question.

Usage of and Satisfaction with Kan-ed Network Services

- A total of 114 respondents provided feedback in response to questions regarding their level of usage and level of satisfaction with network services. Again, not all 114 responded to each question; therefore, some percentages are calculated based on number of responses to that specific item.
- The network service most frequently used is the Network Operations Center (NOC) (40/114; 35.1%). Of those that use network services, the majority (ranging from 58.3% to 76.4%) are very satisfied or somewhat satisfied with the IDL (21/36; 58.3%), videoconferencing (22/36; 61.1%), and NOC (42/55; 76.4%) services offered. Fewer respondents expressed satisfaction with Renovo Scheduler (2/15; 13.3%) and Internet2 (11/23; 47.8%). The three regional library system contacts each reported using the NOC several times a week; two of the three are very satisfied with NOC services, while the third reported being neutral.
- Forty-six (46/114; 40.4%) respondents mentioned an impact of network services is faster connection/increased bandwidth at their library, while 31 (31/114; 27.2%) respondents said that the reduced cost due to use of network services helped with budget cuts. Regional library contacts indicated redundancy of Internet and use of videoconferences as the major impacts to their system libraries. One regional library system contact shared that having access to videoconference equipment has been beneficial for system meetings.
- Most respondents did not indicate any challenges with implementation of the Kan-ed 2.0 network. The most frequently mentioned challenge was speed/bandwidth problems (8/114; 7.0%). The regional library system contacts each reported several challenges related to the network.

Usage of and Satisfaction with Kan-ed Member Services

- A total of 238 respondents provided feedback in response to questions regarding their level of usage and level of satisfaction with member services. Not all 238 responded to each question; therefore, some percentages are calculated based on number of responses to that specific item.
- The services used most by respondents were the Educational and Research Databases (124/238; 52.1%) and Homework Kansas/Live Tutor (104/238; 43.7%). Of those respondents that indicated using member services, the majority (ranging from 51.2% to 77.1%) are very satisfied or somewhat satisfied with the services offered.
- Eighty (80/238; 33.6%) respondents mentioned access to databases and research tools as one of the impacts of member services on their library.
- Very few respondents shared challenges encountered in using member services; however, a few themes that emerged were: lack of public awareness (15/238; 6.3%) and staff knowledge (10/238; 4.2%) regarding Kan-ed services and resources.

Connectivity Access

- A total of 134 respondents were asked to answer a series of questions regarding why they are not currently connected to the Kan-ed 2.0 network. The top reasons given for not

being connected are: "do not have the equipment needed for videoconferencing" (77/134; 57.5%), "do not have enough staff with the necessary technical expertise" (76/134; 56.7%), and "do not have the equipment needed for interactive distance learning" (71/134; 53.0%).

- Most respondents (88.0%) indicated they would become connected to the Kan-ed 2.0 network in the next 5 years (24/134; 17.9%) or that they were unsure (94/134; 70.1%). These 118 respondents were asked follow-up questions about which services they have a need for and barriers to connecting, and many indicated a need for network services such as videoconferencing (58/118; 49.2%), Internet2 (53/118; 44.9%), and Interactive Distance Learning (51/118; 43.2%) but cited barriers of lack of equipment (71/118; 60.2%), expertise (68/118; 57.6%), and training (66/118; 55.9%).

E-Rate Services

- A total of 248 respondents provided feedback in response to questions regarding E-Rate services.
- Several (97/248; 39.1%) survey respondents were aware of the new E-Rate consultant. Two of the three regional library contacts were aware of the new E-Rate consultant.
- Thirty-eight (38/248; 15.3%) respondents reported that they plan to use the new consultant, while 115 (115/248; 46.4%) said they may use the new consultant. One regional library contact reported that they plan to use the new consultant, while one said they may use the new consultant. The other regional library contact does not plan to use the new consultant.

Vision

- A total of 248 respondents were asked "As you envision your library five years from today, what services would you like to provide your patrons?"
- When asked about the services libraries would like to provide to their patrons in the future, the most frequently reported themes were generally about improving current Internet services (53/248; 21.4%), adding computers and technology (50/248; 20.2%), or adding videoconferencing (32/248; 12.9%) or interactive distance learning (23/248; 9.3%) to their library.

Regional Library System Survey

The seven regional library systems in Kansas serve many Kan-ed library members, so it was important to gather feedback from each of the library systems as well. Therefore, a survey was sent to regional library system directors to elicit their feedback about the connection process as well as usage and impact of the Kan-ed services. All seven regional library system directors were invited to participate in the survey and were encouraged to forward the survey link to personnel who also would be able to provide feedback regarding Kan-ed. There were seven responses to the survey. The seven responses represented five unique regional library systems in Kansas; two library systems did not respond to the survey request. Therefore, 71.4% of the regional library systems responded to the survey request.

The regional library system responses yielded similar results to those presented in the library survey report. Highlights are presented in the bullets below. Complete results of the regional library system survey can be found in Appendix 6 of the December 2010 Biannual Evaluation Report.

- As stated above, a total of seven respondents provided feedback in response to survey questions; however, not all questions were answered by all seven respondents. Therefore, some percentages are calculated based on number of responses to that specific item.
- The majority of respondents (3/5; 60%) agreed that the overall process of connecting to the Kan-ed 2.0 network was implemented well.
- The most frequently selected reason for connecting to the Kan-ed 2.0 network was for videoconferencing (3/7; 42.9%).
- The most frequently used network service is videoconferencing (3/3; 100%), and respondents report being very satisfied with all network services they are using.
- The most frequently cited member service in use is the Educational and Research Databases (4/4; 100%), and respondents report being very satisfied with all member services they are using.
- Most respondents (6/7; 85.7%) were aware of the new E-Rate consultant, although only two plan to use the service.
- Most respondents indicated that, when picturing their library system in five years, they envision improvements in current services offered to patrons (5/7; 71.4%).

Next Steps

In the future, OEIE may administer Kan-ed Connection Process and Impact Surveys to the remaining two Kan-ed constituent groups, higher education institutions and hospitals. Upon approval by the Kan-ed Executive Director, OEIE would follow a similar procedure as was taken to conduct the survey with K-12 and Library members and would report results similarly using descriptive statistics.

APPENDIX 11

2011 Legislative Session

2011 Legislative Session Summary

The 2011 Kansas Legislative Session began January 10, 2011. During this session, funding for the program was reduced to $6 million from the Kansas Universal Service Fund (KUSF) for Fiscal Year 2012; this is a 40% reduction from the typical $10 million funding amount Kan-ed has received since its inception. Throughout the legislative session, OEIE provided data to Kan-ed staff to support their testimony and respond to legislator questions. In preparation for the session, OEIE developed three specific tools: data sheets, impact statement sheets, and impact stories. Data sheets and impact statement sheets were compiled for each legislator and provided to Kan-ed staff, who distributed them to legislators at the beginning of the session and put them on the Kan-ed website. The impact stories also were placed online (http://www.kan-eddata.org/impact/) and were provided to legislators over the course of the session. Below is a description of each of the legislative tools, and following that is a description of other data requests and activities that OEIE assisted with during the 2011 Legislative Session.

Legislative Data Sheets

OEIE prepared data sheets for all legislators in both the Kansas Senate and House for the 2011 Kansas Legislative Session to demonstrate the impact of the Kan-ed network on each legislator's district. Each data sheet listed all Kan-ed members located in the specific legislative district by the zip code of the member and was organized by constituent group. Each data sheet also reported all direct funding received to date since Kan-ed's inception for each member and indicated whether or not the member is currently connected to the Kan-ed 2.0 network. It also provided information in regard to whether each member uses the Empowered Desktop service and EMResource service. A date located in the lower left corner of each data sheet indicated when the data were retrieved. A sample legislative data sheet is located immediately following page 4 of this report. The bullets below highlight formatting changes reflected in the 2011 Legislative Data Sheets that were made since the use of similar sheets in the 2010 Legislative Session.

- The legislator's name at the top of the sheet is now formatted as "Senator" or "Representative" <name> - District <#>
- A title is now included: "Some of the Ways Your Constituents Benefit from Kan-ed"
- The list of Kan-ed members in the district are now grouped by constituent group, thus removing the need for the constituent group column
- Entries in the data sheet related to usage of Kan-ed services (i.e., Empowered Desktop and EMResource) now only indicate "No" if that service is applicable to that member (i.e., applicable to the constituent group); if the service is not applicable to the member, the entry now instead consists of two dashes ("--").
- A "Totals" row has been added to the bottom of the data sheet
- The "Funding to Date" figure that traditionally was in the upper right corner of the data sheet in previous sessions has now been moved to occupy the Total cell under the "Direct Funding Received" column
- The Kan-ed logo is included in the upper right corner, and a blue color matching the Kan-ed logo is incorporated further into the legislative data sheet

Legislative Impact Statement Sheets

OEIE prepared a sheet of impact statements, consisting of five to seven statements, for each legislator. These statements were collected from various sites across the different constituent groups to gain feedback about their experiences with the Kan-ed 2.0 network. The legislative impact statement sheets were personalized for each legislator with statements from their region. The sheets contained at least one statement from each of the four constituent groups (K-12, higher education institutions, libraries, and hospitals), whenever possible. A sample impact statement sheet is located at the end of this report. The bullets below highlight formatting changes to the 2011 Legislative Impact Statement Sheets that were made since the use of similar sheets in the 2010 Legislative Session.

- The legislator's name at the top of the sheet is now formatted as "Senator" or "Representative" <name>, District <#>
- Seven impact statement sheets are created, with one to represent each Kan-ed region; impact statement sheets are not personalized to individual legislators.
- A title is included: "What Constituents in <region> Kansas are Saying about Kan-ed"
- The Kan-ed logo and a border are now included
- Individual sentences within impact statements are bolded in blue to allow more efficient skimming of the document by legislators

Impact Stories

Kan-ed impact stories are one-page editorial style articles that describe the impact of Kan-ed, either on one specific member (i.e., a school district, library, etc.), multiple members within a constituent group, or a partnership between members of different constituent groups. The purposes of creating these impact stories are to 1) document the impact of Kan-ed services on its constituents, 2) create eye-catching articles that can be distributed to legislators and other stakeholders to encourage their continued support for Kan-ed funding, and 3) to educate Kan-ed members on how services can be used. The impact story provides a description of Kan-ed impact that is more detailed than an impact statement. Impact stories are available on the Kan-ed website (http://www.kan-eddata.org/impact/) and can now be selected by Region, Constituent Group, and Service Type, or searched by a keyword or phrase. Examples of impact stories are located in Appendix 5 of this report.

Other Data Requests for the Legislative Session

During the 2011 Legislative Session, OEIE provided data from time to time as requested by the Kan-ed Executive Director. Requests were answered by compiling data housed at OEIE. Examples of data requests include:

- Summary data for legislative presentations
- List and number of members by constituent group
- List and number of connections to the Kan-ed network by constituent group
- Number of video sessions and number of hours scheduled though Renovo Scheduler in each of the last 4 years
- Maps of members connected to Kan-ed network for last four years
- List of hospital Kan-ed members
- List and number of hospital members connected to the Kan-ed network
- Total amount of direct funding support received by hospitals from Kan-ed
- Direct funding received to date by member
- Direct funding received to date by constituent group
- Funding received in south central region by member, constituent group, county, year, and funding type
- Total funding received to date and connection status by member for select counties
- Specific individual member data

Legislative Action

The first day of the 2011 Legislative Session was January 10, 2011. The 2011 legislative make-up included over 35 new members in the 165 member body (40 Senate and 125 House members) and a newly elected Governor and Lt. Governor. Governor Brownback presented his budget to the legislature on January 13, 2011. In his budget, the Governor recommended funding Kan-ed at $10 million from the Kansas Universal Service Fund (KUSF) through June 2013. During the final hours of conference committee meetings on House Bill 2014 (HB 2014), the Fiscal Year (FY) 2012 omnibus budget bill, Kan-ed was appropriated $6 million from the KUSF - $4 million less than the Governor's recommendation.

In addition to HB 2014, there were several bills relating to Kan-ed introduced during the 2011 session. Each bill is listed below along with the final result for the 2011 Legislative Session:

House Bill 2014 (HB 2014): This bill is the Omnibus Appropriations Act and Omnibus Reconciliation Spending Limit bill for the 2012 regular session.

Result: Passed by House and Senate and approved by the Governor. Kan-ed will receive funding of $6 million from KUSF for FY 2012 a reduction of $4 million from FY 2011.

House Bill 2021 (HB 2021): HB 2021 was introduced on January 18, 2011 and concerned the expansion of Kan-ed membership by adding associate members such as: community anchor institutions, community based technology networks, and health information organizations.

Result: Referred to the House Committee on Education Budget, where it remained with no action taken.

House Bill 2390 (HB 2390): HB 2390 was introduced on March 14, 2011 and concerned abolishing Kan-ed on July 1, 2011. It was referred to the Committee on Appropriations on March 15, 2011, then withdrawn on March 30, 2011 and referred to the Committee on General Government Budget.

Result: The Committee on General Government Budget held a hearing on March 29, 2011. Executive Director, Brad Williams appeared before the committee on March 30, 2011 to answer questions from the committee. The Committee on General Government Budget amended HB 2390 from July 1, 2011 to July 1, 2012 and passed it out of committee on March 30, 2011. HB 2390 passed the House (69-51) on April 1, 2011. HB 2390 was then received and introduced in the Senate on May April 27, 2011 and referred to the Senate Utilities Committee on April 28, 2011. On May 2, 2011 the committee held a staff briefing on HB 2390, with a hearing held on May 3, 2011. HB 2390 remained in committee with no further action taken.

Senator Mike Petersen - District 28

Some of the Ways Your Constituents Benefit from Kan-ed

Based on the zip code of each organization, there are 20 Kan-ed members and 199 sites in Senate District 28.

Organization Name (sites)[5]	Direct Funding Received[1]	EMResource User[2]	Empowered Desktop User[3]	Connected to Kan-ed 2.0[4]
Higher Education Institutions				
Friends University (1)	$60,287	--	--	No
Newman University (1)	$3,000	--	--	No
Wichita Area Technical College (3)	$43,135	--	--	Yes
Wichita State University (1)	$256,904	--	--	No
Hospitals				
Galichia Heart Hospital, LLC (1)	$0	Yes	--	No
Kansas Heart Hospital (1)	$0	No	--	No
Kansas Spine Hospital, LLC (1)	$0	No	--	No
Kansas Surgery and Recovery Center (1)	$0	No	--	No
Select Specialty Hospital of Wichita (1)	$0	No	--	No
Via Christi Hospital (9)	$22,615	Yes	--	Yes
Wesley Medical Center (1)	$0	Yes	--	Yes
Wesley Rehabilitation Hospital (1)	$0	No	--	No
Wichita Specialty Hospital (1)	$0	No	--	No
K-12 School Districts				
Derby USD 260 (13)	$0	--	Yes	No
Diocese of Wichita (38)	$6,000	--	Yes	Yes
Haysville USD 261 (13)	$450	--	Yes	No
Independent School (4)	$3,000	--	Yes	No
Rose Hill Public Schools USD 394 (5)	$67,381	--	Yes	Yes
Wichita USD 259 (94)	$261,709	--	Yes	Yes
Libraries				

Wichita Public Library (9)	$33,277	--	--	Yes
Totals: 20 members and 199 sites	**$757,758**	**3 of 9**	**6 of 6**	**7 of 20 (35.0%)**

[1] Direct funding received does not reflect overall benefits received through Kan-ed. This funding amount represents direct funding received by the member, but it excludes much of the amount necessary for network infrastructure and administration.

[2] EMResource serves hospitals in Kansas.

[3] The Kan-ed Empowered Desktop primarily serves K-12 schools in Kansas.

[4] A status of "in process" indicates that the member has not made the final decisions necessary to complete their connection to Kan-ed 2.0.

[5] K-12 organization names and number of sites are determined by the 2010-2011 Kansas Educational Directory. All other organization names and number of sites are determined by the Kan-ed Annual Member Record Update and Member Verification.

Senator Mike Petersen, District 28

What Constituents in South Central Kansas are Saying about Kan-ed

"Our concern is that decision makers aren't really going to be focused on what Kan-ed is, or maybe how it impacts our institution. As our funding from the state is decreased, having to pass along the burden to our students**, the services through Kan-ed become even more important** because we need to be able to provide the **level of service** students are expecting. Kan-ed needs to continue to receive funding or even increase it so that more can be done, because our budgets generally stay the same or decrease, but yet we are still asked to do the same services if not better for our students. We need to make legislators aware of the fact that **cutting the Kan-ed system would impact an entire college service area**." **~Higher Education Institution**, South Central Region

"Beginning this year, we have been able to use the Kan-ed 2.0 connection for the first time to connect an IDL (interactive distance learning) lab at our high school. **It has been an opportunity that we would not have been able to fund without Kan-ed's support.** We have had the elementary school students come to the high school to take advantage of a program available through IDL and hope to do that many more times. It has created a connection that has allowed our students to meet other students in other districts. It has also **saved us transportation costs** for staff that can participate in meetings through IDL, rather than drive to the meeting location." **~K-12 School**, South Central Region

"Our students really have become **accustomed to the databases that Kan-ed offers**, especially those with full text. Without these databases we could never offer anything equivalent. Our students, especially those in health sciences, train at our university, but go to work in hospitals and other medical institutions all across the state. **Having something that will facilitate their training like the Kan-ed databases is really good for the whole state of Kansas**." **~Higher Education Institution**, South Central Region

"What we see and what we are hearing is that the **public libraries are the great connectors to the citizens**. That only works as long as the library has the network capacity to connect. I think one of the nice things about Kan-ed is **it has helped stretch that network out into parts of the state where there were not providers. It's way beyond our means financially to do that if we were not supplemented also with the Kan-ed grant dollars**."**~Public Library**, South Central Region

"EMResource is the system that we use within our emergency room and patient bed placement to identify areas throughout our town and areas throughout the state where they may be having difficulty with bed population, or bed availability. **Communication about bed availability between hospitals is vital**. We are able to know if there's a hospital that happens to be having construction issues, or interim life safety issues. For example, a hospital emergency area was closed, so it was communicated over EMResource that they were taking patients from a different route due to construction. It's just a **daily look at the world**…especially during the flu season, to figure out who was full and who wasn't. If a nearby hospital was full, could we expect a lot of patients from that area that they couldn't handle? Or, for instance, if we were full, could we move patients over to another area hospital? Up until we had this, it meant us making multiple phone calls and trying to figure out where those beds were available." **~Hospital**, South Central Region

Note. This document includes select impact statements obtained from Kan-ed members in your region during data collections conducted in 2010 by the Office of Educational Innovation and Evaluation (OEIE), Kan-ed's external evaluator.

December 15, 2010

APPENDIX 12

Evaluation Snapshot: Fiscal Years 2004-2011

Evaluation Snapshot: FY 2004-FY 2011

Kan-ed, established by the Kansas Legislature in 2001 and housed within the Kansas Board of Regents, has contracted the Office of Educational Innovation and Evaluation (OEIE) from Kansas State University to serve as the external evaluators for the initiative.

Evaluation has played a key role in Kan-ed since its inception. Evaluation activities to date include creating and maintaining essential databases, generating and revising forms and protocols for data collection, and conducting research on issues relevant to the Kan-ed initiative, including use of distance education and availability of broadband services. Evaluators gather information and seek feedback from Kan-ed staff, members, and other stakeholders. A mixed-method strategy including qualitative and quantitative methods is used for in depth understanding of the process and outcomes of the initiative to date. Data collection measures are designed to gather similar indicators for all regions to allow statewide comparisons. Regional and/or constituent specific data also are collected to capture individual differences. Reports are produced for involved parties, and findings are disseminated at professional meetings and conferences.

Data to support evaluation findings have been collected from July 2003 to June 2011 using online surveys, regional site visits, focus groups, telephone surveys, stakeholder interviews, observations, interviews with Kan-ed staff, and a review of state and technical documents. These data were collected and analyzed according to professionally acceptable standards of practice. The guiding purposes of the evaluation are to:

- Assess activities and outcomes to identify strengths of the program and determine areas of targeted improvement
- Examine important network components to document how the initiative's objectives and activities are being implemented
- Record the successes of specific network activities for program validation
- Communicate evaluation results that comply with requirements set forth by the State of Kansas in the Memorandum of Understanding (MOU) for the Kan-ed Evaluation

In order to facilitate easy access to the volumes of information collected during evaluation activities over the past eight years, the "Evaluation Snapshot" indexes evaluation activities by fiscal year. These tables provide a summary of the evaluation activities implemented throughout the Kan-ed initiative beginning with FY 2011 and continuing back through its inception in FY 2004. Below are the column headings and types of information included in the Evaluation Snapshot tables:

- Month – indicates the month in which the evaluation activity occurred
- Year – indicates the calendar year in which the evaluation activity occurred
- Name of Data Collection – provides the title of the data collection activity
- Audience – indicates the target audience of the specific evaluation
- Data Collection Method – indicates the type of evaluation method implemented
- Kan-ed Report – indicates where the results can be found

Evaluation Snapshot Fiscal Year 2011

Month	Year	Name of Data Collection	Audience	Data Collection Method	Kan-ed Report
September	2010	Membership Verification	Members	Document Analysis	December 2010 Biannual Report and June 2011 APR
October	2010	Membership Record Update	Members	Online Form	December 2010 Biannual Report and June 2011 APR
November	2010	E-Rate Training Feedback Form	E-Rate Training Attendees	Hard Copy Survey	December 2010 Biannual Report and June 2011 APR
November	2010	K-12 Impact Story Collection Survey	K-12 Members	Online Survey	June 2011 APR
Fall	2010	Case Study	Connected Members (in Wichita and Lane/Finney counties)	Site Visits; Interviews (face-to-face, video, telephone)	December 2010 Biannual Report and June 2011 APR
Fall	2010	Kan-ed 2.0 Connection Process and Impact Surveys	Members	Online Survey	December 2010 Biannual Report and June 2011 APR
December	2010	Connected Member Documentation	Connected Members	Documentation	December 2010 Biannual Report
December	2010	Enhancing Technology Grant Program	Connected Members	Online Application	June 2011 APR
December	2010	Legislative Information Sheets	State Legislators	Document Analysis and Collection	Distributed to Legislators
Spring	2011	Site Survey Updates	Members	Webform Development	June 2011 APR
June	2011	Connected Member Documentation	Connected Members	Documentation	June 2011 APR
June	2011	E-Rate Consultant Services Update	Members	Documentation; Hard Copy Survey	June 2011 APR
June	2011	Kan-ed Live Tutor Usage Analysis	Members	Data Analysis	June 2011 APR
Spring	2011	KAP Subsidy Program	KAP Connected Members	Online Application	June 2011 APR

Evaluation Snapshot Fiscal Year 2010

Month	Year	Name of Data Collection	Audience	Data Collection Method	Kan-ed Report
Summer	2009	State Network Research	Peer State Networks	Online Research; Telephone Interviews	December 2009 Biannual Report
October	2009	E-Rate Training Feedback Form	E-Rate Training Attendees	Hard Copy Survey	December 2009 Biannual Report
October	2009	E-Rate Applications and Funding Analysis	Members	Data Analysis	December 2009 Biannual Report
October	2009	EMResource User Status and Rural Health Funding Analysis	Members	Data Analysis	December 2009 Biannual Report
November	2009	Membership Conference Survey	Conference Attendees	Online Survey	December 2009 Biannual Report
November	2009	Membership Record Update	Members	Online Form	December 2009 Biannual Report
December	2009	Legislative Tools (Push Card, Fact Card, Advocacy Packet)	Members; State Legislators	Document Analysis and Collection	December 2009 Biannual Report
December	2009	Former Potential Member Letter Campaign	Former Potential Members	Letters	December 2009 Biannual Report
December	2009	Expanded Membership Database	Members	Database Development	December 2009 Biannual Report
December	2009	Membership Verification	Members	Document Analysis	December 2009 Biannual Report
December	2009	Connected Member Documentation	Connected Members	Documentation	December 2009 Biannual Report
January	2010	Legislative Information Sheets	State Legislators	Document Analysis and Collection	Distributed to Legislators
January	2010	GIS Maps	State Legislators and Stakeholders	Data Analysis	June 2010 APR
March	2010	GIS Coordinate Verification	Members	Data Analysis	June 2010 APR
April	2010	Expanded State Network Research	Peer State Networks	Online Research; Telephone Interviews	June 2010 APR

Evaluation Snapshot Fiscal Year 2010

Month	Year	Name of Data Collection	Audience	Data Collection Method	Kan-ed Report
May	2010	Telemedicine Capacity and Readiness Survey	Hospital Members	Online Survey; Telephone Interviews	June 2010 APR
Spring	2010	Site Survey Updates	Members	Webform Development	June 2010 APR
Spring	2010	KAP Subsidy Program	KAP Connected Members	Online Application	December 2009 Biannual Report and June 2010 APR
Spring	2010	Expanded Membership Database	Members	Database Development	June 2010 APR
June	2010	Membership Verification	Members	Document Analysis	June 2010 APR
June	2010	Connected Member Documentation	Connected Members	Documentation	June 2010 APR
June	2010	E-Rate Consultant Services Update	Members	Documentation; Hard Copy Survey	June 2010 APR
June	2010	Kan-ed Live Tutor Usage Analysis	Members	Data Analysis	June 2010 APR
June	2010	Kan-ed 2.0 Connection Process and Impact Surveys	Members	Online Survey	June 2010 APR

Evaluation Snapshot Fiscal Year 2009

Month	Year	Name of Data Collection	Audience	Data Collection Method	Kan-ed Report
July	2008	IDL Impact for Regent Gary Sherrer	KAIDE members	Email	Submitted to Kan-ed Executive Director
July	2008	Potential Member Campaign	Potential Members	Letters and Telephone Calls	December 2008 Biannual Report
August	2008	2008 Broadband Connectivity Subsidy	Connected Members	Email	June 2008 APR/December 2008 Biannual Report
October	2008	Membership Record Update	Members	Email	December 2008 Biannual Report
October	2008	Network Support Services Satisfaction Survey	Connected members	Online Survey	December 2008 Biannual Report
October	2008	E-Rate Training Feedback Form	E-Rate Training Attendees	Hard Copy Survey	December 2008 Biannual Report
November	2008	Connectivity Impact Stories	Connected members	Telephone Interviews	December 2008 Biannual Report
December	2008	Expanded Membership Database	Members and Potential Members	Database Development	December 2008 Biannual Report
December	2008	Membership Verification	Members and Potential Members	Document Analysis	December 2008 Biannual Report
December	2008	Connected Member Documentation	Connected Members	Documentation	December 2008 Biannual Report
December	2008	2008 Enhancing Technology Grant Program	2008 ETGP recipients	Online Application	December 2008 Biannual Report
January	2009	Service Initiation Form	Members	Online Application	June 2009 APR
January	2009	Educational and Research Databases Inventory	Members	Online Survey	June 2009 APR
January	2009	Legislative Information Sheets	State Legislators	Document Analysis and Collection	Distributed to Legislators
February	2009	2008 Kan-ed Sponsored Educational and Research Databases Follow-up	Members	Telephone Interviews	June 2009 APR

Evaluation Snapshot Fiscal Year 2009

Month	Year	Name of Data Collection	Audience	Data Collection Method	Kan-ed Report
February	2009	Site Survey	Members	Online Application	June 2009 APR
March	2009	EMResource Impact Interviews	Hospital Members and Non-members	Email and Telephone Interviews	June 2009 APR
March	2009	Enhancing Technology Grant Program Follow-up	Members	Online Survey and Telephone Interviews	June 2009 APR
April	2009	Empowered Desktop Interviews	Members	Telephone Interviews	June 2009 APR
Spring	2009	Membership Verification	Members and Potential Members	Document Analysis	June 2009 APR
June	2009	Connected Member Documentation	Connected Members	Documentation	June 2009 APR
June	2009	E-Rate Consultant Services Update	Members	Documentation and summary from post-training survey results	June 2009 APR

Evaluation Snapshot Fiscal Year 2008

Month	Year	Name of Data Collection	Audience	Data Collection Method	Kan-ed Report
July	2007	Kan-ed Legislative Post Audit	State Legislators	Document Analysis and Collection	December 2007 Biannual Report
October	2007	E-Rate Services Survey	E-Rate Training Attendees	Online Survey	December 2007 Biannual Report
October	2007	2007 Enhancing Technology Grant Program	2007 ETGP recipients	Documentation	December 2007 Biannual Report
November	2007	Membership Verification	Members and Potential Members	Document Analysis	December 2007 Biannual Report
November	2007	Connected Member Documentation	Connected Members	Documentation	December 2007 Biannual Report
December	2007	Expanded Membership Database	Members and Potential Members	Database Development	December 2007 Biannual Report
March	2008	Disaster Recovery Research	Kan-ed Staff	Document Analysis	June 2008 APR
March	2008	Legislative Information Sheets	State Legislators	Document Analysis and Collection	Distributed to Legislators
March	2008	EMResource Survey	All hospitals in Kansas connected to EMResource	Online Survey	June 2008 APR
April	2008	2008 Empowered Desktop Follow-up (Top 25 Districts)	Members	Telephone Interviews	June 2008 APR
April	2008	Empowered Desktop Impact Stories	Members	Email	June 2008 APR
April	2008	Potential Member Letter Campaign	Potential Members	Email	June 2008 APR
April	2008	Connectivity and Membership Survey	Connected Members	Documentation and Online Survey	June 2008 APR
May	2008	2008 Kan-ed Sponsored Educational and Research Databases Follow-up	Members	Telephone Interviews	June 2008 APR
Spring	2008	Membership and Membership Branch Verification	Members and Potential Members	Document Analysis	June 2008 APR

Evaluation Snapshot Fiscal Year 2008

Month	Year	Name of Data Collection	Audience	Data Collection Method	Kan-ed Report
June	2008	Connected Member Documentation	Connected Members	Documentation	June 2008 APR
June	2008	E-Rate Consultant Services Update	Members	Documentation and summary from previous online survey	June 2008 APR
June	2008	Kan-ed Website Review	OEIE reviewed website	Documentation	June 2008 APR

Evaluation Snapshot Fiscal Year 2007

Month	Year	Name of Data Collection	Audience	Data Collection Method	Kan-ed Report
Aug	2006	EMSystem Impact Survey	All Hospitals Connected to EMSystem	Online Survey	September 2006 Status Report
Sept	2006	Connected Kansas Kids Impact Survey	All members who participated in CKK presentations	Online Survey	December 2006 Biannual Report
Oct	2006	Potential Member Survey	Potential Members	Telephone Interviews	December 2006 Biannual Report
Oct	2006	Non-connected Member Preliminary Analysis	Non-connected Members	Data Analysis	December 2006 Biannual Report
Oct	2007	Kan-ed Legislative Oversight Committee	Committee Members	Presentation	December 2006 Biannual Report
Oct	2007	Empowered Desktop Usage Reports	Members Registered on Empowered Desktop	Data Analysis	December 2006 Biannual & March 2007 Status Report
Oct	2006	Interactive Distance Learning Update	KAIDE Members	Email Response	June 2007 APR
Nov	2006	2006 Enhancing Technology Grant Program Status Update	2006 ETGP recipients	Online Survey	December 2006 Biannual Report
Nov	2006	2006 Content & Service Status Update	2006 C&S grant recipients	Telephone Interviews	December 2006 Biannual Report
Dec	2006	Impact Stories	Selected Members	Email/Telephone interviews	December 2006 Biannual Report
Dec	2006	2006 Funding Summary	All 2006 Funding Recipients	Data Analysis	December 2006 Biannual Report
Dec	2006	Kan-ed Annual Report	Stakeholders	Coordination	June 2007 APR
Feb	2007	2006 Enhancing Technology Grant Program Final Report	2006 ETGP Recipients	Telephone Interviews	March 2007 Status Report
Feb	2007	Membership Verification	Members and Potential Members	Document Analysis	March 2007 Status Report

Evaluation Snapshot Fiscal Year 2007

Month	Year	Name of Data Collection	Audience	Data Collection Method	Kan-ed Report
Mar	2007	2006 Parity and Supplemental Funding Final Report	2006 Parity and Supplemental Funding Recipients	Telephone Interviews	March 2007 Status Report
Mar	2007	Hospital Initiative Final Report	Hospital Initiative Grant Recipients	Telephone Interviews	March 2007 Status Report
Mar	2007	Higher Education "Connect" Program Final Report	"Connect" Grant Recipients	Telephone Interviews	March 2007 Status Report
Mar	2007	Renovo Scheduler Network Usage Report	Network Usage Scheduled via the Renovo Scheduler	Data Analysis	March 2007 Status Report
April	2007	EMSystem Impact Survey	All Hospitals Connected to EMSystem	Online Survey	June 2007 APR
April	2007	Subsidy Application	Members Eligible for Subsidy	Online Application	June 2007 APR
April	2007	Connected Kansas Kids Impact Survey	All Members who Participated in CKK Presentations June 2006-April 2007	Telephone Interviews	June 2007 APR
May	2007	2006 Content & Service Final Report	2006 C&S grant recipients	Telephone Interviews	June 2007 APR
June	2007	Enhanced Library Meeting Room Final Report	ELMeR grant recipients	Online Survey	June 2007 APR
May	2007	E-Rate Consultant Services	Members Utilizing E-Rate Services	Documentation	June 2007 APR
June	2007	2007 State Network Comparison	Existing State Networks Nationwide	Online Research	June 2007 APR
June	2007	Connected Member Documentation	Connected Members	Documentation	June 2007 APR
June	2007	Empowered Desktop Usage Summary	Members Registered on Empowered Desktop	Data Analysis	June 2007 APR
June	2007	Membership Record Update	Members	Email	June 2007 APR and December 2007

Evaluation Snapshot Fiscal Year 2006

Month	Year	Name of Data Collection	Audience	Data Collection Method	Kan-ed Report
Aug	2005	Broadband RFI Final Report and Maps	Kansas Internet Service Providers	Graphic Displays of Data	September 2005 Status Report
Aug	2005	Summary from Regional Meetings	Regional Meeting Attendees	Observation	September 2005 Status and December 2005 Biannual Report
Aug	2005	Higher Education Strategic Connectivity Taskforce (HESCT)	Taskforce Members	Facilitation	May 2006 APR
Sept	2005	Feedback for Development of Membership Survey	Kan-ed Staff, UAC Members, Delegate Assembly Regional Chairs, and Kan-ed Consultants	Online Survey	Not Formally Reported
Sept	2005	2004 Enhancing Technology Grant Program Final Report	2004 ETGP Recipients	Online Survey	December 2005 Biannual Report
Oct	2005	IDL Update	KAIDE Members	Email/Telephone Interviews	December 2005 Biannual Report
Oct	2005	2005 Enhancing Technology Grant Program Project Update	2005 ETGP Recipients	Telephone Interviews	December 2005 Biannual Report
Oct	2005	2005 Content & Service Grant Update	2005 C&S Grant Recipients	Telephone Interviews	December 2005 Biannual Report
Oct	2005	Membership Survey: Access and Usage of Kan-ed Programs and Services	Members	Online Survey	December 2005 Biannual and March 2006 Status Report
Nov	2005	Impact Stories	Selected Members	Email/Telephone Interviews	December 2005 Biannual Report
Dec	2005	2005 Funding Summary	All 2005 funding recipients	Data Analysis	December 2005 Biannual Report
Jan	2006	Professional Organizations Research	Professional Organizations to which Kan-ed members belong	Internet Research	March 2006 Status Report
Jan	2006	Kan-ed Annual Report	Stakeholders	Coordination	May 2006 APR

Evaluation Snapshot Fiscal Year 2006

Month	Year	Name of Data Collection	Audience	Data Collection Method	Kan-ed Report
Feb	2006	UAC Self-assessment Survey	UAC members	Online Survey	March 2006 Status Report
Feb	2006	Membership Verification	Members and Potential Members	Document Analysis	March 2006 Status Report
Mar	2006	Membership Record Update	Members	Telephone Calls	May 2006 APR
Mar	2006	Membership Perception Survey	Sample of Members	Telephone Interviews	May 2006 APR
April	2006	Kan-ed Services Evaluation	Representatives of Kan-ed Live, Connected Kansas Kids, and EMSystem	Interviews (Face-to-Face, Marratech)	May 2006 APR
April	2006	2005 Enhancing Technology Grant Program Final Report	2005 ETGP Recipients	Online Survey	May 2006 APR
April	2006	2005 Content & Service Final Report	2005 C&S Grant Recipients	Online Survey	May 2006 APR
April	2006	2006 Subsidy Application	Members Eligible for Subsidy	Online Application	September 2006 Status Report
May	2006	Common Needs Cooperative Survey for Content & Service Workgroup	K-12 Constituent Group	Online Survey	Not Formally Reported
May	2006	Connected Member Documentation	Connected Members	Documentation	May 2006 APR
May	2006	Service Initiation Form Update	Members Completing Service Initiation Forms	Documentation	May 2006 APR
May	2006	Kan-ed Web Presence Updates	Members	Documentation	May 2006 APR
May	2006	FY2006 Funding Summary	All FY2006 Funding Recipients	Data Analysis	May 2006 APR

Evaluation Snapshot Fiscal Year 2006

Month	Year	Name of Data Collection	Audience	Data Collection Method	Kan-ed Report
May	2006	E-Rate Consultant Services	Members Utilizing E-Rate services	Documentation	May 2006 APR
May	2006	Utilization of Kan-ed Live Interviews	FY06 Kan-ed Live Host Organizations	Online Survey and Telephone Interviews	September 2006 Status Report
June	2006	Evaluation of 2006 Membership Conference - "Exploring Kan-ed"	Conference Attendees	Observation and Hard Copy Survey	September 2006 Status Report

Evaluation Snapshot Fiscal Year 2005

Month	Year	Name of Data Collection	Audience	Data Collection Method	Kan-ed Report
Aug	2004	UAC Technology Survey	UAC members	Hard Copy Survey	Not Formally Reported
Sept	2004	Membership Verification - Hospitals and Libraries	Members and Potential Members	Document Analysis	September 2004 Status Report
Sept	2004	Kan-ed Sponsored Database Survey	All Librarians in Kansas	Online Survey	December 2004 Biannual, March 2005 Status, and May 2005 APR
Sept	2004	Professional Development Needs Survey	Delegate Assembly Members and Kan-ed Members	Online Form	Dec 2004 Biannual
Oct	2004	Analysis of Subsidy program	2003 Subsidy Recipients that Didn't Apply for 2004 Subsidy	Telephone Interviews	December 2004 Biannual and June 2005 APR
Oct	2004	EDUCAUSE Conference Poster Session	Conference Attendees	Poster Presentation	June 2005 APR
Nov	2004	2004 Subsidy Eligibility Analysis	Members	Data Analysis	December 2004 Biannual Report
Nov	2004	Content & Service Presentations at Internet2 Day	2004 Content & Service Grant Recipients	Observation and Documentation	December 2004 Biannual Report
Nov	2004	2004 State Network Comparison	Existing State Networks Nationwide	Online Research	December 2004 Biannual Report
Nov	2004	Membership Verification - K-12 and Higher Education	Members and Potential Members	Document Analysis	December 2004 Biannual Report
Nov	2004	Interactive Distance Learning Interviews	KAIDE members	Face-to-Face Interviews	December 2004 Biannual Report
Nov	2004	2004 Enhancing Technology Grant Program Status Update Interviews (Round I)	Sample of ETGP recipients	Telephone Interviews	December 2004 Biannual Report
Dec	2004	Network Deployment History	Eldon Rightmeier	Face-to-Face Interviews	Not Formally Reported

Evaluation Snapshot Fiscal Year 2005

Month	Year	Name of Data Collection	Audience	Data Collection Method	Kan-ed Report
Jan	2005	2004 Enhancing Technology Grant Program Status Update Interviews (Round 2)	2004 ETGP recipients Not Previously Surveyed	Telephone Interviews	March 2005 Status Report
Feb	2005	Vendor Showcase Feedback	Vendor Showcase vendors	Online Survey	March 2005 Status Report
Feb	2005	Vendor Showcase Feedback	Vendor Showcase participants	Online Survey	March 2005 Status Report
Feb	2005	Kan-ed Delegate Assembly	Delegate Assembly members	On-site Documentation	March 2005 Status Report
Feb	2005	2004 Content & Service Awardees Interviews	2004 C&S Grant Recipients	Face-to-Face Interviews	March 2005 Status Report
Feb	2005	Expanded Membership Database	Members and Potential Members	Database Development	March 2005 Status Report
Feb	2005	Connected Member Documentation	Connected Members	Documentation	June 2005 APR
Feb	2005	StateNets Conference Presentation	Conference Attendees	Presentation	June 2005 APR
Mar	2005	Membership Record Update	Members	Telephone Calls	June 2005 APR
Mar	2005	Discovery Day	Higher Education Institutions	Facilitation	June 2005 APR
Mar	2005	Discovery Day Follow-up Survey	Discovery Day Attendees	Online Survey	June 2005 APR
Mar	2005	2005 Subsidy Application	Members eligible for subsidy	Online Application	June 2005 APR
April	2005	Kan-ed Services Evaluation	Representatives of Kan-ed Live, Connected Kansas Kids, and EMSystem	Face-to-Face Interviews	June 2005 APR

Evaluation Snapshot Fiscal Year 2005

Month	Year	Name of Data Collection	Audience	Data Collection Method	Kan-ed Report
April	2005	Regional Empowered Desktop Training Follow-up	Training participants	Online Survey and Observation	June 2005 APR
May	2005	Broadband: Request for Information from ISPs	Kansas Internet Service Providers	Online Form	June 2005 APR
May	2005	NCES Distance Education Survey of Superintendents	Kansas Superintendents	Online Survey	June 2005 APR
May	2005	Utilization of Kan-ed Live Interviews	FY05 Kan-ed Live Host Organizations	Telephone Interviews	June 2005 APR
May	2005	EMSystem Impact Interviews	EMSystem Regional Directors	Telephone Interviews	June 2005 APR
May	2005	Service Initiation Form Update	Members Completing Service Initiation Forms	Documentation	June 2005 APR
May	2005	2004 Content & Service Final Report	2004 C&S Grant Recipients	Online Final Report	December 2005 Biannual Report
June	2005	Evaluation of 2005 Membership Conference - "Re-Imagine"	Conference Attendees	Observation and Hard Copy Survey	September 2005 Status Report

Evaluation Snapshot Fiscal Year 2004

Month	Year	Name of Data Collection	Audience	Data Collection Method	Kan-ed Report
July	2003	Pilot test Membership Record Update	UAC & Delegate Assembly Members	Online Survey	Not Formally Reported
Oct	2003	Membership Record Update	Members	Online Survey/Telephone Calls	October 2003 Status and December 2003 Biannual Report
Oct	2003	2003 Subsidy Acceptance Survey	Subsidy Recipients	Online Survey	December 2003 Biannual, March 2004 Status, and June 2004 APR
Nov	2003	Kan-ed Membership Database	Members and Potential Members	Database Development	December 2003 Biannual Report
Dec	2003	IP Authentication Survey	Members	Online Survey	December 2003 Biannual Report
Dec	2003	Kansas Technology Leadership Conference	Conference Attendees	Hard Copy Survey	March 2004 Status Report
Jan	2004	Library Consultants Meeting	Regional Library Consultants	Focus Group	March 2004 Status Report
Feb	2004	Kan-ed Network Implementation (Protocol Development)	Technical Workgroup	Documentation	June 2004 APR
Mar	2004	Vendors Showcase Feedback	Vendors & Showcase Attendees	Face-to-Face Interviews	March 2004 Status Report
Mar	2004	Legislative Interviews	Selected State Legislators	Face-to-Face Interviews	March 2004 Status Report
May	2004	Analysis of Subsidy Program	Members who did not Apply for 2003 Subsidy	Telephone Interviews (Docking)	June 2004 APR
May	2004	Non-Member Follow-up	Potential Members	Telephone Interviews (Docking)	June 2004 APR

Evaluation Snapshot Fiscal Year 2004

Month	Year	Name of Data Collection	Audience	Data Collection Method	Kan-ed Report
May	2004	Delegate & Alternate Survey: Effectiveness of Delegate Assembly	Delegate Assembly Members	Online Survey	June 2004 APR
May	2004	2004 Subsidy Application	Members Eligible for Subsidy	Online Application	June 2004 APR
June	2004	Kan-ed Legislative Report (75% Report)	State Legislators	Documentation	June 2004 APR
June	2004	Survey of Industry Invitational Attendees	Industry Invitational Vendor Participants	Online Survey	September 2004 Status Report
June	2004	Delegate & UAC Objective Ranking and Feedback	UAC & Delegate Assembly Members	Focus Group and Online Survey	September 2004 Status Report