

A Final Report
from the BellSouth
edu.pwr³ Initiative



How We Arrived At This Point...



In 1999, the BellSouth Foundation launched BellSouth edu.pwr³, a multi-year, \$10 million initiative designed to increase the capacity of school leaders, teachers and students to fully harness the power of technology for learning. The BellSouth edu.pwr³ initiative consisted of three components:

Power to Lead: Leadership development seminars and grants to support school superintendents with technology deployment strategies (\$2 million);

Power to Teach: Teacher professional development grants for school districts (\$6 million); and

Power to Learn: Deeper exploration of four schools' efforts to integrate technology schoolwide and the effects on learning over a two-year period (\$2 million).

While each of these programs was established with clearly defined goals and desired outcomes, the learnings that emerged from each far exceeded BellSouth's expectations. As the initiative progressed through the Lead, Teach and Learn phases, we found ourselves exploring a number of different ways in which the power of technology is being harnessed at the district level, in individual schools and in the classroom. At every step of the way, there were superintendents, principals, teachers and students



throughout the region who shared our enthusiasm and interest in using technology to enhance the learning experience. We found a number of ways in which they were thinking in new, innovative ways about technology in the classroom.

In one Mississippi high school, student teams engaged in a multi-discipline project that combined communications, physics and algebra to design, develop and promote the roller coaster as a viable part of the amusement park industry. In Tennessee, a student advisory team is working with district leaders on technology issues for learning and for the operation of the school overall. In another example, a forward-thinking superintendent gave every school board member a laptop to help improve the quality and frequency of communications between the board and district leadership, thereby helping them to become more informed and effective in decision making.



What's more exciting for learning – automation or innovation?

Automation

"We can use technology to make our current teaching and school operations more efficient."

Innovation

"We can use technology to completely change the way we interact with students, teachers and parents and re-invent the learning experience."

Note: Since 1984, BellSouth has repeatedly had to reinvent itself in the midst of dramatically changing environments. The break up of the Bell system, deregulation of the telecommunications industry and the lightning-fast pace of technological innovation have forced our company to learn about organizational transformation first hand and to continually build on that knowledge. We recently asked officers in our company to share their reflections about managing the ongoing transformation. We found their experiences and the current experiences of schools to be remarkably similar. The BellSouth Foundation would like to thank these officers for sharing their reflections about organizational change in this report. To learn more about these leaders, visit <http://bellsouthcorp.com/team/>.

While the findings from individual programs were striking enough, taken as a whole the lessons from BellSouth edu.pwr³ are ground-shaking. **Simply put, students' demands, interests and tools of choice for learning, as well as the "real world" environment outside schools, have created an opportunity for schools to fundamentally shift their use of technology away from simple automation toward leading-edge innovation.** Schools can use technology to create entirely new and exciting ways to teach the tech-savvy student of today and tomorrow, and transform themselves into powerful centers for learning. The questions for each school or school system are: *At what point will our transformation begin? How will we go about it? Who will lead us through the process?*

This report shares the overall learnings from the BellSouth edu.pwr³ initiative and puts forward some of the many questions that remain. For more information about the BellSouth edu.pwr³ initiative or the findings presented in this report, please contact Kim Mulkey, Director – Technology, BellSouth Foundation at kim.mulkey@bellsouth.com.

From One Organization Leader to Another:

This report is the culmination of a five-year focus on technology and education led by the BellSouth Foundation. But the findings are really all about the need for organizational transformation in the face of technology's profound changes to our society.

BellSouth knows this story well. As we build a communications company for the 21st century, we continually adapt our organization and business models to the changing environment. We view technology not only as a tool for automation, but also as a driver of continuous innovation. For us, this is about not only accepting change, but also seeking change.

Being a superintendent of a school system is a lot like being the CEO of a major corporation. You face daily pressures from your marketplace (students and parents), your shareholders (community) and policymakers (school boards, etc.), all of whom have an interest and a bearing on how you go about your business — education. As a leader, you have a choice between simply

bending to market forces and policies surrounding you or taking the lead in shaping them.

BellSouth works daily to meet the sometimes conflicting demands of the marketplace, shareholders and policymakers. Our company has helped to shape the market in which it operates by taking an active role in making the communities it serves better places to live and by putting a decided focus on education. A well-educated populace provides a better-educated workforce, a more engaged community and higher income earners who in turn support business. BellSouth also works to shape the regulatory environment surrounding our business by educating policymakers and ensuring our expertise is part of the broader discussions about telecommunications and its future in our society.

As leaders of your organizations, you, too, have the power to seek change — to shape the education marketplace and the policies that govern it. To do so requires a different way of thinking and the willingness to ask some hard questions. For example: What underlying factors determine your success in the “business” of education? What do students want to learn? How does the



A Letter from Duane Ackerman

interplay between parent and child affect your success as an educator? As for policy, where is your voice heard? How are you educating those who make decisions, and how can you ensure that you have a place at the table? How do you know if you're being effective?

I have no doubt that technology will play a large role in the action plans that emerge from your discussion of these questions. But leading the way for change in a technological age requires much more than just an understanding of technology. It also requires an ability to listen and learn from your "customers," to establish a common vision for the future that is embraced by your marketplace, your shareholders and policymakers, and to ensure that the vision is achieved. It is not without personal and professional risk and sacrifice — but few things that help shape our future are.

I wish you all the best as you seek change for your organizations, and I pledge that BellSouth and the BellSouth Foundation will continue to share our learnings about change and technology with you. Together, we can create a brighter future for education and our children.



As we build a communications company for the 21st century, we continually adapt our organization and business models to the changing environment. We view technology not only as a tool for automation, but as a driver of innovation. For us, this is about not only accepting change, but also seeking change. — Duane Ackerman, Chairman and CEO, BellSouth Corporation

The Point of Transformation



Technology's tendency to necessitate change has proven to be a double-edged sword for education. On one hand, it has proven to be difficult for most schools and school systems to embrace technology in meaningful ways. On the other hand, technology opens the door to phenomenal opportunity — and schools should play a leading role in exploring and embracing the possibilities for education. In our work with the BellSouth edu.pwr³ initiative over the past five years, we've often heard this paradox discussed in two ways:

Why bother to harness technology to transform education? It's really just meant to be a tool, and it's difficult to find the money to keep up. What's the point?

The fact is that technology is already transforming education on its own — resulting in a growing gap between what educators believe to be relevant teaching methods in the classroom and what students perceive to be meaningful learning experiences.

Okay, I believe that technology has a positive impact in the classroom, but at what point does the transformation occur?

There is no single point of transformation in the work of harnessing technology. Transforming a school system requires many different means of change and measures of success. But while there is no single path to follow, the entire organization must share a common vision of where it currently is, the direction in which it would like to go and the transitional phases needed to get there.

BellSouth edu.pwr³ looked at technology's impact and transforming power in three potential groups of change agents within a typical education system: superintendents, teachers and schools.



Is it enough to improve classroom experiences, or do we need to reinvent them?

Automation

"I will allow my students to use the internet in class to research their papers about Leonardo Da Vinci."

Innovation

"I will ask student teams to create multi-media presentations about their exploration of Renaissance art."

The BellSouth edu.pwr³ Initiative Programs

Power to Lead

Power to lead provided an electronic simulation experience for 401 superintendents (61%) in the Southeast to show how their decisions about technology would have an impact on their school systems overall. Eighty-three superintendents continued their professional development with \$1,039,790 in follow-up grants.

Power to Teach

Power to Teach gave 10,000 teachers in 300 schools hands-on experiences to improve their own technological capabilities and incorporate their newfound knowledge into their teaching at the classroom level. In Power to Teach, the percentage of schools with 50% or more teachers who are integrating technology into the classroom increased significantly over two years.

Power to Learn

Power to Learn provided an intensive year of funding to four exemplary schools to help them more fully incorporate technology into their everyday teaching, school operations, parent communication and more. Program researchers studied the resulting impact of the school-wide infusion of technology on student learning. Preliminary findings reveal several lessons:

- **Focus is essential.** Without a clear, common sense of direction, schools will shift energy and direction from day to day, based on outside distractions or internal competitors for attention.
- **Context is key.** Teachers and principals need a common language with which to discuss current practice and ongoing change. For Power to Learn, we used the Science of Learning Principles detailed in *How People Learn: Brain, Mind, Experience, and School* (National Research Foundation, National Academy Press, 2002). This context served as a catalyst for new conversations about learning and new energy and enthusiasm among teachers. When combined with technology, it resulted in improved classroom instruction.
- **Change happens on multiple fronts.** Principals in the Power to Learn schools had to address multiple areas of change simultaneously, from the physical infrastructure of the school, to the culture inside the building, to interactions with the external community. Relationships both outside and inside the school brought opportunities and challenges that became factors in change.

Power to Teach Results	% of schools	
	2000	2002
Elementary Teachers		
65% and above	14%	30%
60-64%	8%	13%
50-59%	19%	27%
Total above 50%	41%	71%
Middle/High Teachers		
65% and above	12%	32%
60-64%	7%	17%
50-59%	30%	25%
Total above 50%	49%	75%

Too much stability can be as detrimental as too little. If a person stays in a place too long, they may not recognize that the community around them has changed and that the old approach is no longer appropriate. While change may seem to be unstable, it actually can be a breakthrough and create momentum.

— Margaret Greene, President,
Regulatory and External Affairs,
BellSouth Corporation



When cellular technology was first introduced, people didn't realize that, beyond pedestrian uses, being in a wireless mode would pivotally alter the landscape and their lifestyle. That's a challenge that we have today. How do you really understand the potential impact of what you haven't experienced? How do you give the consumer a better view into what those potential lifestyle impacts are? And how are you going to push that change in the marketplace?

— Rod D. Odom, Jr., President, Network Services, BellSouth Corporation

Why Transformation Should

In the Power to Teach portion of the BellSouth edu.pwr³ initiative, teachers reported that they had made significant gains in incorporating technology into their teaching. Their students, however, reported little or no change at all in the way technology was affecting their learning experience. By finding new ways to provide students with the learning experiences they crave, schools can begin to close this "perception gap."



Technology has already changed students' lives outside school.

Students for whom email, pagers, cell phones, text messaging, Internet surfing, streaming video and distance gaming are a daily reality outside school have new

opportunities and abilities to delve deeply into information and topics that tap their interests. According to a UCLA study, Internet use is highest among children 18 and under. Yet, this kind of technological engagement — at a meaningful level — is absent in the vast majority of schools and classrooms. With instant connections to unlimited numbers of people and sources of information, kids are capable of more than ever before, but teachers and school leaders need to know how to guide students and direct these new skills in meaningful ways that produce an engaging learning experience.

Technology has allowed students to create and continually define a new form of dialog, and educators can add immense value if they become part of the conversation.

This situation is analogous to the advent of wireless technology in the telecom industry. Some leaders considered it just a way for customers to take existing telephone services on the road. But for customers, it



Students learn in different ways. How many methods (and minds) are we engaging in today's classroom?

Automation

"I encouraged my students to use technology to create a five-minute speech about nuclear medicine. Many of them used Powerpoint and one showed images from her digital camera."

Innovation

"I asked my students to share what they learned about nuclear medicine with the class in whatever format they chose. They created three web sites, hosted a conference call, and screened a live interview with a local medical school."

be the New Status Quo

was actually the dawn of a complete lifestyle change. Corporate leaders who failed to recognize and embrace the new way of living have been rendered irrelevant. If education doesn't recognize the lifestyle change that students have undergone at an amazing rate, it, too, may become lost in a sea of other alternatives.

Tapping into technology's potential means tapping into the unknown — and that's a good thing. The more data is gathered, the more it becomes clear: schools *must not* do everything they can to improve the way they're doing things; they must do everything they can to *do things differently*.

Education is on the brink of radical transformation, and technology is both a catalyst for this change and a key to its success. However, educational transformation requires the insight to ask questions that may reveal our initial ignorance so that we can learn with others who hold additional pieces to the puzzle: What business are we really in today? How will the change process take place? Where are we going with all this change, anyway?

One unique voice to add to the conversation is that of students themselves. If we realize that there is much to discover about their individual potential for learning and their ideas about how they

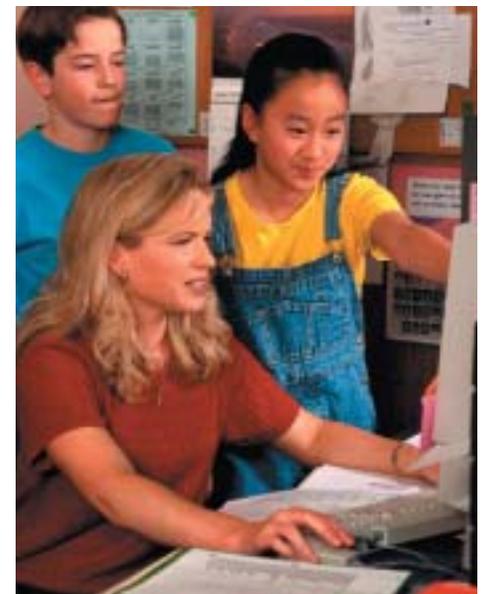


would like to be engaged in the learning process — and we include them in those discussions — just imagine what we might learn.

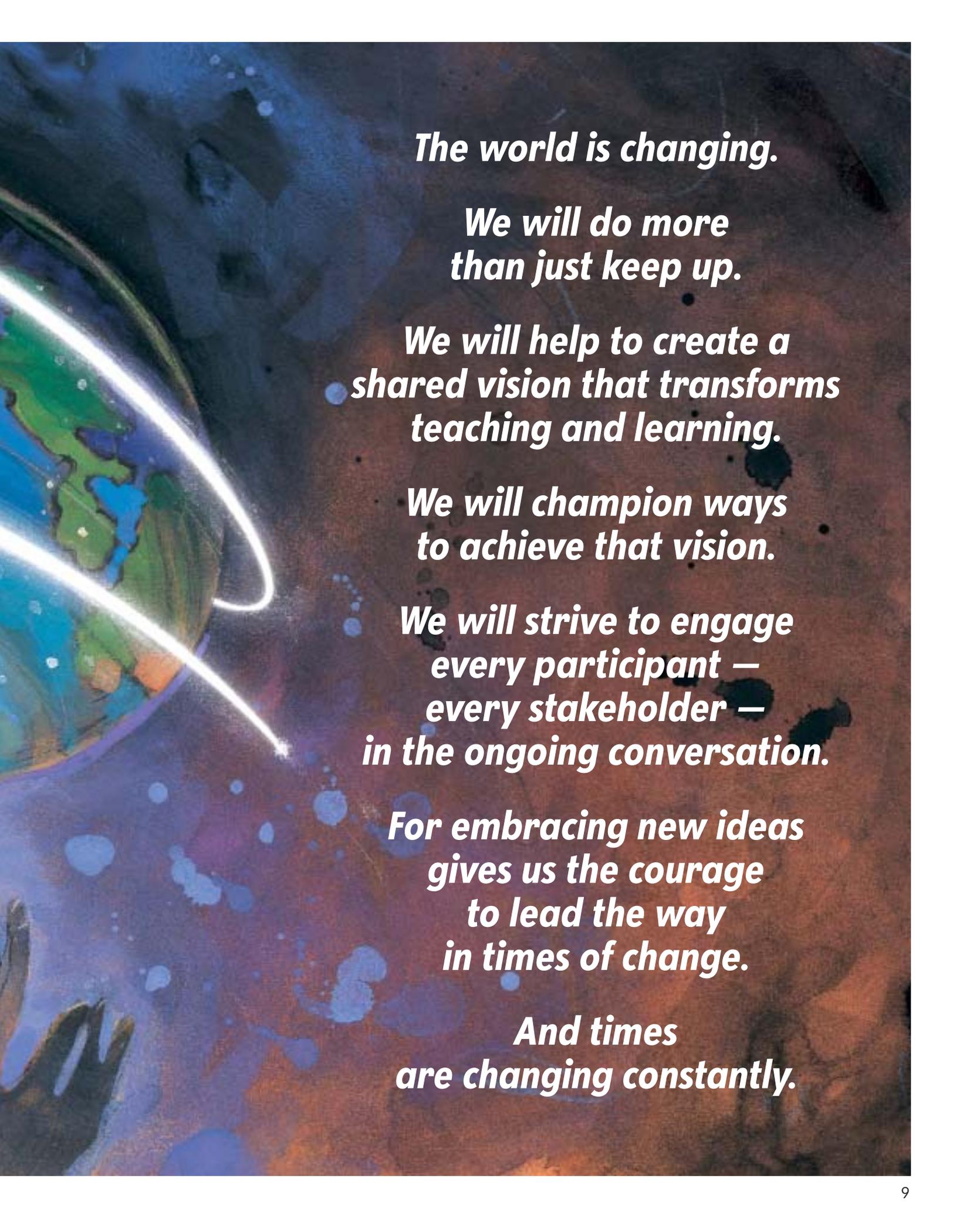
As BellSouth's own experience has shown, continuing to focus on simply improving the old way of doing business rather than reinventing the business to incorporate the forces of new technologies will only weaken the value of the organization. To fully capture the power of wireless technology, BellSouth had to open itself to new ways of thinking and an entirely new company (Cingular) that was attuned to the demands of a radically changed customer base. In essence, BellSouth explored with its customers the potential of wireless technology and how it could change lifestyles. The same is true for the "business" of education and its ability to make an impact.

Even in realizing the overwhelming power that technology can (and will continue to) bring to bear on education, one point emerges with crystalline clarity: **Technology can never replace face-to-face human interaction between teacher and student.** Nor should it. But it can enhance the frequency, the nature and the timing of human communication. Live video conferencing and digital cameras in cell phones are but the very tip of the mountain of possibilities.

Even as a technology-based company, BellSouth has always based its strategies and processes for change on human strengths. Technology is a medium for change in our corporation, but it will never provide the leadership, courage and compassion needed to achieve change successfully. This is doubly true for education.







The world is changing.

***We will do more
than just keep up.***

***We will help to create a
shared vision that transforms
teaching and learning.***

***We will champion ways
to achieve that vision.***

***We will strive to engage
every participant —
every stakeholder —
in the ongoing conversation.***

***For embracing new ideas
gives us the courage
to lead the way
in times of change.***

***And times
are changing constantly.***



Transformation Happens

At BellSouth, transformation happens at many different levels simultaneously. We've learned that there is no one clear path to change, and no single measure of success. Instead we look for innovation at every turn. Our approach to monitoring and guiding our progress takes many different measures of success and innovation into account simultaneously and uses all of these factors to track our progress. But while there is no one clear path for innovation, there absolutely must be a clear vision of the direction in which we are heading — and it must be shared by everyone in our corporation, from top-level management to entry-level employee. This gives us not only a common sense of purpose, but also the ability to evaluate and correct our course along the way.

Most organizational processes and procedures are geared toward maintaining the current state. You have to have high-level approval to initiate change. We've reversed that process so that you have to have upper-level permission to maintain the status quo. Change — built on a common vision of where we're going — becomes a critical part of your job.

— Francis A. "Fran" Dramis, Chief Information, E-Commerce & Security Officer, BellSouth Corporation



How much risk are we willing to take for the sake of learning?

Automation

"I learn new software just as fast as I can so that I can incorporate it into my students' activities."

Innovation

"No matter what I learn about software, my students already know more. I make it my job to guide them in the right direction and hold on for the ride."

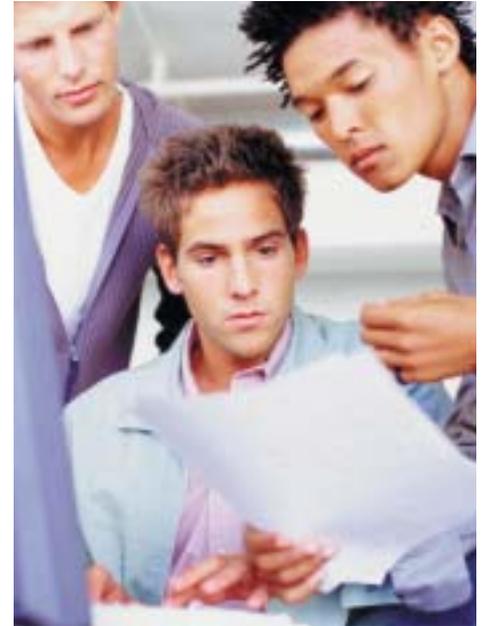
When Innovation Begins

Sharing the Vision

Defining a shared vision for educational transformation is the responsibility of individual school systems as they incorporate the ideas and values of the stakeholders they serve. It is similar to transforming a large corporation with many different market segments, product lines and stakeholders. A vision for educational transformation might include the following:

- Superintendents and other leaders actively address policy issues, make technology a priority and engage multiple measures of effectiveness for their own school systems. They communicate openly and directly and explore the possibilities with all stakeholders, including students and parents.

- Teachers understand what it means to fully integrate technology into their teaching. They incorporate the ideas of individual students in creating a powerful learning experience designed to unlock the personal potential of both student and teacher. They have the support they need from principals and superintendents as they team with students to close the technology “perception gap.”
- Students are engaged in the conversation about how to transform their classrooms. They have the latitude to design their own learning experiences.



Many leaders in the past have tended to be judges. People would bring thoughts and ideas, business plans to the table, and they would say, “That’s good,” or “That’s bad,” or “That’s okay.” But in a time of rapid change, I think leaders need to be teachers. To be a teacher doesn’t mean you know every answer. What it means is that you are teaching the organization how to learn.

— Rod D. Odom, Jr., President, Network Services, BellSouth Corporation





How do we build the community's capacity to influence and sustain educational innovation?

Automation

"We use our school web site to post grades and attendance information online for parents to review confidentially."

Innovation

"We created a teacher, parent and community listserv to talk about what students are learning in class. As a result, one local banker volunteered to work with our finance class and ended up also hosting a Saturday investment workshop for parents."

Innovation in Action

Both the Power to Lead and Power to Learn components of the BellSouth edu.pwr³ initiative showed that even the initial work toward change from school leaders can have a powerful impact on individual schools and school systems. Neil Peddersen, Superintendent of the Chapel Hill-Carrboro District in North Carolina, realized that "technology needed to be one of the top three strategic priorities." Neil made the leap from thinking of technology purely as a tool for automation to embracing it as a means of innovation. By doing so, Peddersen began to find specific ways to incorporate technology into the innovative work of the organization, even forming technological links between schools and students' homes.

In the Power to Learn program, Principal Frankie St. James at Key Largo Elementary School in Florida took the initiative and served as a buffer between her teachers and outside distractions to help them maintain their focus on a shared vision of incorporating technology for learning. Testing, state report cards and community factors outside the school's control (such as crime and politics) can all pull teachers' attention away from the task of innovation. As a result of St. James' leadership in maintaining the focus on technology and innovative teaching, the teachers at this school reported more sustained energy and enthusiasm and less emotional drain at the end of the school year than their counterparts at other schools.



Again, teachers must work toward a shared vision accepted throughout the school system. In addition, it is critical that teachers have a shared context or framework in which to implement change. In the Power to Learn component of BellSouth edu.pwr³, we chose the science of learning principles set forth in the groundbreaking book, *How People Learn: Brain, Mind, Experience, and School*. These principles helped participating schools and teachers remember to think of student needs in learning first, and then decide how to incorporate technology to meet those needs. It provided a context and framework for change that helped teachers (and others) avoid the pitfall of incorporating technology for technology's sake and derailing the transformation effort. Most importantly, it helped to create a common language for each school, rooted in research and powerful enough to knit teachers more tightly together.

Change is not something that one person drives. Many change efforts are top-down, where the leader alone dictates, “Here is the change.” People don’t get it. Therefore, they never get in the game, and the leader is the only one down the field. And it’s tough to lead when no one’s following.

— Rod D. Odom, Jr., President, Network Services, BellSouth Corporation



Students, without a doubt, have a wealth of ideas to share about how to use technology to reshape their learning experiences inside and outside the classroom and make them more relevant to their lives. As part of the Power to Teach report, BellSouth created a special web site to allow students from participating schools to air their desires in a moderated online forum. The results opened our eyes to the growing perception gap between students and teachers about how technology was enhancing the learning experience. These findings are reported in detail in *The Big Difference: The Growing Technology Gap Between Schools and Students*, released by BellSouth in 2003. (View the report online at www.bellsouthfoundation.org.) In 2003, BellSouth took this model one step further and hosted a national “Student Speak Out” session lasting three weeks. Thousands of students from around the country logged on to www.kidspeakout.org to share their

views and ideas. Overarching themes were clear: students want more access to technological tools in school, and they want to interact with technology in more meaningful ways.

All of these examples illustrate the various points along the way at which innovative thinking and action can result in transforming experiences. They show us that inspired leadership does exist among educators at all levels and among students themselves. They also demonstrate that transformation doesn’t occur at a single point or instance, but in multiple, ongoing ways that will determine the ultimate success of school-wide or system-wide change effort.



Are We Ready for Change?



At first glance, one may be hard-pressed to find any indication that our schools are really ready for transformation. Institutional behaviors lean solidly toward the status quo. There appears to be no common language for and about change within school systems. Policy and politics keep would-be leaders focused on delivering day-to-day rather than leading into the future. Professional development often is treated more as an afterthought and focuses on meeting minimum standards. All of these challenges, in some form, are

shared by the business world. While drawing direct analogies for change from other industries may not be a simple task, it may certainly be worth exploring the comparative experiences and challenges of transformation in the business and education worlds, and creating an atmosphere of shared learning between the two.

No matter how we choose to deal with it, the transformation is already happening. Those who care about education must choose between leading the change or allowing it to render them obsolete.

Fortunately, BellSouth edu.pwr³ revealed enough energy and talent to begin the transformation process by asking the hard questions and looking for honest, if sometimes difficult, answers and insights.

We have a huge task on our hands. It's complex. It's difficult... but it's do-able. So let's be honest about the task and analyze what it's going to take to accomplish it. Then it is leadership's responsibility to sell that vision.

— Duane Ackerman, Chairman and CEO, BellSouth Corporation





Do leaders, educators and communities trust each other enough to ask the hard questions about education?

Automation

“I want to ask the questions, figure out where we’re going, lay out all the steps to get there and circulate it so that we’re all on the same page.”

Innovation

“Let’s open up the conversation and admit that we don’t have all the answers. This is a process of discovery. We want our students to delve deeply, reflect and follow their curiosity — and we can definitely set that example.”

Transformation Begins With Continuous Questioning

Transforming education — and using technology as a key asset — requires first and foremost the willingness to question from within. This is the first step toward creating the direction for change that will guide ongoing efforts. It involves opening new channels of honest communication among leaders, policy makers, teachers and students. As Fran Dramis, BellSouth’s Chief Information, E-Commerce and Security Officer puts it, “You have to wallow in the way things are for a little bit, so that you can acknowledge where you are, and then gain an honest understanding of how you want things to change and a clearer vision of where you want to go.”

Beginning questions may consider the very core of education as we currently know it:

- *What business are we really in? Who are our customers?
What makes us relevant to their needs, desires and interests?*
- *What do students want to know? What do they need to know?
Where are the gaps between the two, and how do we close them?*
- *How do students learn? How can we support different learning styles?
How can technology help?*
- *Where do students prefer to get information?
What do they do with it when they get it?*
- *What more as educators do we need to learn?
What questions do we need to ask?*

The answers to the questions above will be as varied in perspective as the people who work together to answer them. As stated many times in this report, it is critical that all of those who work toward change — regardless of how they choose to get there — share a common vision of their destination to anchor their efforts and give meaning to sometimes difficult discussions.

BellSouth edu.pwr³ has shown us the kind of leadership that is necessary to successfully change education and keep it relevant to students today and in the future. It has revealed an immense level of interest and enthusiasm among teachers. It has demonstrated that students themselves have a valuable role to play in shaping the future of education in our country. All that remains is to harness these assets and direct them toward a common vision of relevant and engaging learning.

It will be difficult, take a long time and require great sacrifice and investment. But all of our futures ride on the outcome.

Who’s ready for the challenge?



Acknowledgements

Consultants to

BellSouth edu.pwr³

Deneen Frazier Bowen,
nrg consulting

Dr. Ted Hasselbring

Dr. Candyce Williams Glaser,
Williams Glaser Educational
Consulting

Dr. Martin Abbott,
Abbott & Associates, LLC

Dr. Sheila Cory, PhD, Consultant

Dr. Linda Colburn,
Vanderbilt University

Nancy Neill,
The Atlanta Communications
Group, LLC

Nettango

WordOne, LLC

Beth Quick Design

Partners in

BellSouth edu.pwr³

Bill and Melinda Gates
Foundation

Hewlett Packard

Intel

George Lucas
Education Foundation

MicroSoft

eInstruction

Power to Learn Grantees

Key Largo School
Key Largo, FL

Lawton Chiles Middle School,
Miami, FL

Harrison High School,
Gulfport, MS

Mary Scroggs Elementary School
Chapel Hill, NC

Power to Teach Grantees

Birmingham City Schools

Diocese of Birmingham Schools

Homewood City Schools

Lee County School

Mobile County Public Schools

Institute of Computer Technology

NetDay

Bay District Schools

Broward County Schools

Miami-Dade County School Board

Miami Museum of Science

Palm Beach County Schools

St. Johns County Schools

Clayton County Schools

Dodge County Schools

Fulton County Schools

Georgia State University

Madison County Schools

(includes Oconee & Barrow counties)

Marietta City Schools

Murray State University

(Kentucky Academy of Technology Education)

Calcasieu Parish Schools

Plaquemines Parish Schools

Sabine Parish Schools

St. Charles Parish Schools

Alcorn School District

Jackson Public Schools

Mississippi Department of Education, Office of Ed Tech

(includes South Delta and Simpson School Districts)

Mississippi School for Mathematics and Science

(includes Clay, Noxubee, Oktibbeha and

Webster County Schools)

Poplarville School District

Chapel Hill-Carrboro City Schools

Rowan-Salisbury Schools

Wake County Public Schools

Winston-Salem/Forsyth County Schools

Anderson School District 5

Dillon School District 2

Florence Public School District 1

USC Aiken Consortium

(Abbeville, McCormick and Edgefield School Districts)

Blount County Schools

Covington City Schools

Franklin Special School District

Metropolitan Nashville Public Schools

Williamson County Schools

Birmingham, AL

Birmingham, AL

Homewood, AL

Opelika, AL

Mobile, AL

Sunnyvale, CA

Irvine, CA

Panama City, FL

Fort Lauderdale, FL

Miami, FL

Miami, FL

West Palm Beach, FL

St. Augustine, FL

Jonesboro, GA

Eastman, GA

East Point, GA

Atlanta, GA

Danielsville, GA

Marietta, GA

Murray, KY

Lake Charles, LA

Port Sulphur, LA

Many, LA

Luling, LA

Corinth, MS

Jackson, MS

Jackson, MS

Columbus, MS

Poplarville, MS

Chapel Hill, NC

East Spencer, NC

Raleigh, NC

Winston-Salem, NC

Anderson, SC

Dillon, SC

Florence, SC

Columbia, SC

Maryville, TN

Covington, TN

Franklin, TN

Nashville, TN

Franklin, TN

Power to Lead Grantees

Sixty-one percent of superintendents in the Southeast participated in the Power to Lead sessions. The following superintendents also received grants:

Alabama

Ms. Gwen Byrd, Archdiocese of Mobile
Dr. Ernest Nicholson, Bessemer City Schools
Mr. Donald McCalla, Bibb County Schools
Mr. Jan Farley, Cullman County Schools
Sister Mary Leanne Welch, Diocese of Birmingham
Dr. Leon Hobbs, Dothan City Schools
Dr. Margaret Breland-Bradley, Escambia County Schools
Dr. Ed Barney, Florence City Schools
Dr. Fred Taylor, Gadsden City Schools
Dr. Jodi Newton, Homewood City Schools
Ms. Cindy Collins, Lawrence County Schools
Mr. Clinton Carter, Montgomery County Schools
Mr. James P. Raley, Opelika City Schools

Florida

Mr. Larry Bolinger, Bay District Schools
Mr. Michael Lannon, Monroe County Schools
Mr. Robert Smith, North East Florida Education Consortium (NEFEC)
Ms. Joan Kowal, Palm Beach County
Mr. David Buckles, Putnam County Schools
Dr. Paul Hagerty, Seminole County Schools
Dr. Bill Vogel, St. Lucie County Schools

Georgia

Dr. Ann Proctor, Camden County Schools
Dr. Joe Hairston, Clayton County Schools
Mr. Richard Benjamin, Cobb County Schools
Dr. Darryl Rabbit and Dr. Jim Willis, Greene and Oglethorpe County Schools
Dr. Jesse E. Bradley, Jr., Griffin-Spalding County Schools
Mr. J. Alvin Wilbanks, Gwinnett County Schools
Dr. Janice Boatwright, Haralson County Schools
Dr. Charles Holloway, Houston County Schools
Dr. Howard Hendley, Jeff Davis County Schools
Ms. Angela Wood, Johnson County Schools
Dr. Patricia Stokes, Morgan County Schools

Kentucky

Ms. Leisa Speer, Archdiocese of Louisville
Dr. Pamela Rogers, Boyle County Schools
Mr. Robert Rogers, Caldwell County Schools
Mr. David Baird, Eminence Independent Schools
Mr. Marshall Kemp, Logan County
Mr. Daniel Freeman, Montgomery County Schools
Ms. Donna Preston, Russellville Independent Schools

Louisiana

Dr. Marietta James, Acadia Parish Schools
Mr. Jude Theriot, Calcasieu Parish Schools
Sister Mary Michaeline, Diocese of Baton Rouge Schools
Sister Immaculata Paisant, Diocese of Houma-Thibodaux
Dr. Daisy Slan, East Feliciana Schools
Mr. Charles Bujol, Iberville Parish Schools
Dr. Patsy Jenkins, Rapides Parish Schools
Mr. Dan Leslie, Sabine Parish Schools
Mr. Jerry Doshier, West Carroll Parish Schools
Ms. Olive Willis, Winn Parish Schools

Mississippi

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Ms. Sue Smith, Lamar County Schools
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Dr. Michael Vinson, Tupelo Public Schools
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Dr. Joseph McCann, Rowan-Salisbury Schools
Dr. Shirley Prince, Scotland County Schools
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Dr. Karen Woodward, Anderson School District #5
Dr. Ron McWhirt, Charleston County Schools
Dr. Gerrita Postlewait, Horry County Schools
Dr. Ralph Cain, Kershaw County Schools
Dr. Stephen Hefner, Richland County District #2
Dr. Paul Shaw, York School District #1

Tennessee

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Ms. Lana Seviars, Clinton City Schools
Ms. Janice Shelby, Franklin Special Schools
Dr. Samuel Shepherd, Hamblen County Schools
Mr. Mike Antrican, Hancock County Schools
Mr. Paul Turney, Marion County Schools
Ms. Gerry House, Memphis City Schools
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