



North Carolina
Virtual Public School

Strategic Decisions for Virtual Business in LEAs

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Courses

- AP
- Honors
- English
- Math
- Science
- Social Studies
- World Languages
- CTE
- Health & PE
- Life Skills
- Arts
- Test Prep

NCVPS offers 100 online courses for high school students and for middle school students taking high school courses. Full course list is available online at ncvps.org with calendars and resources/materials list.



Learn and Earn Online - (LEO)

- Dual enrollment
- State funding covers tuition and textbooks

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www.nclearnandearn.gov/



LEARN AND EARN ONLINE

Quick Start Guide

North Carolina public high school students can earn dual credit for high school and college courses through Learn and Earn Online. Qualified students in participating public high schools can take a variety of online college-credit courses at no cost to them or to their families. Students earn both high school and college credit for completed courses. For more information about the program, go to the Web site <http://nclearnandearn.gov/learnEarnOnline.aspx>.

What is Learn and Earn Online?

- Learn and Earn Online is an online, dual credit program that awards high school and college credit to students attending public schools in North Carolina. Students must enroll through their public high school.
- Students may take courses from any of the participating NC Community Colleges or UNC-Greensboro's iSchool program. The Web site above lists the participating Community Colleges.
- State funding covers the cost of tuition and textbooks. Schools can find information on several options available to them to purchase and be reimbursed for textbooks at:
<http://www.ncpublicschools.org/docs/learnandearnonline/home/2007-08leotextbookpurchasing.doc>.
- Students will need access to broadband Internet access and required technology to participate. A period during the school day for students to participate in their courses is recommended and an adult distance learning facilitator who will be present with students while they are taking the online courses may be required for some courses. The Department of Public Instruction and the North Carolina Community College System has waived the requirement for an onsite facilitator and dedicated computer lab for their Learn and Earn Online courses. Students may access their courses online 24 hours a day, 7 days a week.

What types of courses are offered?

- Courses are college level and cover a variety of content areas. For a complete list of courses go to the Learn and Earn Online Web site.
 - UNCG iSchool's course catalog:
http://ischool.uncg.edu/dcl/web/pdf/IS_Step1_2_3_F08_Sp09_revJuly2008.bw.pdf
 - NC Community Colleges course catalog:
<http://vlc.nccommunitycolleges.edu/LaE/LAEform.asp>

How do students enroll in Learn and Earn Online?

Students, parents, and school staff must carefully consider graduation requirements, student's graduation plans, and course prerequisites before enrolling in a Learn and Earn Online dual credit course. Guidance counselors can provide help to students in wisely selecting courses that support both high school requirements and future college plans. Much of the work involved in researching and registering for Learn and Earn Online courses is the responsibility of the student under the supervision of their school

guidance counselor. Tuition for students who follow the enrollment processes outlined below is billed to the Department of Public Instruction and paid by the State. Tuition for enrollments made outside these processes are the responsibility of the school system or the student.

- **UNCG iSchool Enrollment Process** <http://ischool.uncg.edu/dcl/web/ischool/>
As a junior or senior in high school, you can get a head start on college by taking online classes through the UNCG iSchool. Students who take classes through the UNCG iSchool will learn from an instructor online as well as school facilitators working in their high school. These courses allow students to earn college credit hours and satisfy high school graduation requirements at the same time. High school staff should contact Beth Baldwin at 336.315.7027 or 866.334.2255 (toll-free) for information on requirements for participation in the program and enrollment processes. A video on the UNCG iSchool Web site gives step-by-step instructions for enrolling students at <http://web.uncg.edu/dcl/web/ischool/ischoolHowToSIF.mov>. Additional written instructions are available at their Web site: http://ischool.uncg.edu/dcl/web/ischool/youth_ff_registration.asp.
- **North Carolina Community Colleges** <http://vlc.nccommunitycolleges.edu/LaE/>
There are many community colleges participating across the state that offer a wide range of online college courses to assist students in meeting their educational goals. For a complete list of community colleges, check the Learn and Earn Web site: <http://nclearnandearn.gov/learnEarnOnline.aspx>. Students can begin taking these classes in the 9th grade. With their guidance counselor, students determine which courses they want to take and which community college is the best choice. Many school systems have long-standing relationships with their local community college and may want their students to consider that institution as a first choice. However, high school students may take courses from any participating community college. A contact person's email address and telephone number is listed with each course description in the Community Colleges online catalog. The contact person listed can help answer questions about enrollment. Once a community college is selected, the next step is to complete an admissions application to the community college. The North Carolina Community College System joined with the College Foundation of North Carolina in developing an Online Admissions Application that students can complete once and send to multiple institutions. The application is online at http://www1.cfnc.org/ExternalScripts/Online_Applications/College_Admission/default.asp. More information about the enrollment process is available at <http://vlc.nccommunitycolleges.edu/LaE/Resources.asp>.



21st Century Blended Classrooms and Web 2.0

Wimba Classroom - GAMMA Thursday, Oct. 9 9:00 a.m. - 10/09/2008 09:06 - Mozilla Firefox

http://67.202.210.141/main/classroom.html?channel=_ncvps_s_4270_1_329016_2008_1009_0906_54

Chart of Endings (singular)

case	2nd	1st	func
Nom	-us,-er,-um	p	
Gen	-i	p	
Dat			
Acc	-um	p	
Abl	-o	p	

Wimba Classroom - Video

0:02:50 -- 0:24:31

Archive Navigation

Duration: 24:31

- Archive Start
- Time Marker +02:00
- Chart of Endings (singular)
- Time Marker +02:00
- Time Marker +04:00
- Time Marker +06:00
- Chart of Endings (plural)
- Chart of Endings (singular)
- Time Marker +02:00
- Chart of Endings (singular)
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- Time Marker +02:00
- Chart of Endings (singular)
- Chart of Endings (plural)
- Time Marker +02:00
- Chart of Endings (singular)

People (1)

Ellen Minter

Wimba Classroom

Wimba people teach people



Beginning in 2008, NCVPS courses adopted wikis, blogs, podcasts, two-way audio and video, and live classrooms. These new tools allowed instructors to engage their students in a variety of learning styles.



21st Century Classrooms: Virtually Blended

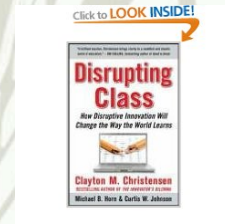


Virtual environments allow students and teachers to adopt virtual representatives and interact in fictitious virtual worlds. This virtual reality environment creates a means for individuals to experience group meetings with text and audio chat, and avatars. Virtual worlds allow teachers to create a community experience for students. NCVPS uses 2nd Life for professional development and is exploring Active Worlds, a restricted and safe virtual environment, for student instruction.



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Mobile Classrooms and Web 3.0



Cutting edge technologies in teaching and learning include the use of small computing devices to support instruction. Onslow County is piloting the use of smart phones to support math instruction. Chapel Hill Carrboro Schools are using iTouches in elementary and middle school instruction. Social networking sites like Facebook and Flickr are being explored to determine their usefulness in instruction, professional development, and communication.



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Web 3.0 – Serious Simulations



The military, as well as business and industry, is already using virtual reality environments for training. In the example above, a virtual reality simulation of a sandwich shop is the setting for the Metro Sub Trainer character, or avatar, to introduce new employees to the operation of a Metro sandwich shop. The avatar can teach employees to use equipment like the oven, microwave, and cash register. The simulation is based on a video game software engine that allows developers to create any setting and training program in a virtual world.



Keys to Success

- Quality instruction
- Quality leadership
- Quality support



What does NCVPS offer school systems? There is more to the program than simply enrolling students and receiving a grade.

How do you strategically plan to engage students in online courses?

How can you help make them successful online learners?

NCVPS is available to help central office staff develop an online learning program in your school system.



What support do we provide?

- High quality teacher training
- E-Leadership development
 - Pilot programs
 - Online courses
- Regional consultants
 - Student support
 - Credit recovery



Planning, developing support processes, and professional development are critical to building an successful online program. NCVPS has resources to help school systems at every stage of development and implementation. Taking advantage of these resources will benefit your students, faculty and staff.



A Research Review

- Center for American Progress
www.americanprogress.org/issues/2009/05/pdf/distancelearning.pdf
- INACOL references
www.cna.org/documents/VirtualSchools.pdf
- SREB references
www.sreb.org/publications/2008/08T03_Crit_Transition_SVS.asp
- The Virtual School Clearinghouse
www.vsclearinghouse.com/

Research is showing that virtual programs are as good as or better than face to face programs. They also expand options and are more economical than face to face classes. Whether you are using federal, state, and local funding sources, virtual programs offer tremendous opportunities to extend existing program offerings. We invite you to review these links and draw your own conclusions.

If are interested in ideas for implementation, NCVPS staff will be gald to work with your strategic budgeting team over conference call to assist you in building an online program in your school system.



NCVPS composite course trends

- Summer 2007 51%
- Fall 2007 62%
- Spring 2008 74%
- Summer 2008 77%
- Fall 2008 81%
- Spring 2009 82%



NCVPS courses have improved steadily from a shaky beginning in 2007. The data above shows that NCVPS courses are improving in quality and new tools are help our online instructors more effective.



Credit Recovery - Spring 2009

- Algebra I 50%
- Algebra II 71%
- Civics 57%
- English I 42%
- English IV 74 %
- Geometry 65%
- US History 43%
- Phy Sci 24 %

NCVPS piloted a new completely rebuilt system of credit recovery in Summer of 2008 and has refined the program through Summer 2009. The program uses assessments to determine what skills students have not mastered and focuses on those skills until student demonstrate mastery of the entire course's content. The goal of NCVPS credit recovery courses are to prepare student for success on EOG tests and to prepare them for success in the next level course.

Considering that student must have failed a face to face course in order to qualify for NCVPS credit recovery, student performance is encouraging. Low performing courses such as the Physical Science course above are in the process of being revised.

If you currently purchase credit recovery systems, could you save money by using NCVPS' free credit recovery program? Contact us.



Federal Allotments

- Title I
- Title II

1. Title I – what types of resources, staff, etc. are being purchased with these funds that could support a virtual infrastructure at Title I schools – instructional supplies, electronic readers, full time and part-time teaching staff through NCVPS could support flexible scheduling. Are there possibilities for using AT RISK Funding or EC funding?
2. Title II – professional development for innovation. Can online tools like video and audio conferencing save money on travel, food, reduce paper use, and make training times flexible for staff? Could meetings and training over the net cut costs and be more flexible for participants. Contact NCVPS staff for help.



Federal Allotments

Race to the Top Funding

www.federalregister.gov/OFRUpload/OFRData/2009-17909_P1.pdf



Race to the Top Funding for LEAs – is this a part of your budget process? Guidelines are now available (see below). Is your LEA applying? Do they have a strategic team for budgeting? A model school? A model facility?

RTTT guidelines - The RTTT draft guidelines are available at www.federalregister.gov/OFRUpload/OFRData/2009-17909_P1.pdf

The press release about them is at www.ed.gov/news/pressreleases/2009/07/07242009.html



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State Allotments

- Teachers
- Instructional Supplies/Materials
- Transportation
- Special funding categories



State Allotments

1. Are you using your teachers wisely? Do you have a monitor of a class with certified teachers coming in over the net? Off site? Blended? What is the cost versus NCVPS? Do you flex time? Could you? Catawba example of floating facilitators, shared CTE labs etc (FYI: There is no state mandate that prevents the use of CTE lab by non-CTE students)?
 - Example: What if you enough students needed to take Spanish I and II to employ 3 Spanish teachers but did not have the funds to hire them or could not find them. By using NCVPS online Spanish courses, you can still offer all the sections of Spanish needed. What if you were able to hire 1 Spanish teacher? Would you be better off having that teacher handle 5 sections or would it be better to have that teacher provide support to all the students in the Spanish I & II sections taught by NCVPS instructors. Your on site teacher could monitor, coach, tutor, and help students more effectively interact with their online instructor. What if you could only hire a teacher assistant to support the online Spanish program? You can still provide the course sections despite not having the budget to hire all the instructors for a face to face program.
2. Instructional supplies – digital textbooks? Are must we order textbooks every time? Davie county example of 21% of money going to 21st century skills. Onslow with smart phones to deliver math materials.
3. Virtual summer school savings on shared use face to face and limiting transportation dollars. Alamance Burlington. ABSS was unable to hire teachers for summer school due to budget situation. They use NCVPS instructors (certified teachers) at no cost then hire assistants to monitor and coach students locally. Summer school is held in a single location to bring down facility costs. Students could come to the school location once a week (this would allow 5 groups) and send the rest of the week working from home or at community centers, libraries, faith-based facilities to complete their assignments.
4. DSSF funding and At Risk grants? What is the structure; virtual, traditional or blended? Potential huge savings on tutoring and tutoring. NCVPS credit recovery modular learning approach allows students to participate only as long as they need to master content.
5. www.youtube.com/watch?v=gV0-LUnrkk0



Local

- Teachers
- Bonds and Buildings
- Shared use community spaces
- Partnerships



Local Allotments

1. Same applications as the slide before; State/local allocation: do the local teachers become VPS support instructors?
2. Did you just build the best high school that money could buy in 1912? Why build the 60 million dollar high school when 30 million and flexible scheduling produces same results? Flex days, shared facilities off line after and/or before school. Have you planned your school for the 21st Century?
 - Chapel Hill HS built with no math textbooks. Funds were used for technology infrastructure, wireless network was used to bring tech resources for instruction.
 - Do away with overhead projects, TVs, built 21st Century Classroom (laptop, data projector, SMARTBoard, document camera, online instructional materials subscriptions)
 - Abandon obsolete furniture (podiums, huge circulation desks, need for Smart Classrooms, laptops, projectors vs OH projectors (cost of supplies vs. projector & computer)
 - FI visit to see a facility in action
3. Community kiosks can provide more classes at libraries and/or churches.
4. Civic partnerships business support, faith based community partnerships can lead to cost savings as interns, resource centers, and sharing of mentors and space can increase 9-12 resources. Catawba Barnes & Nobles sponsored events; Compassionate Church project.



Best in Class Examples

- Iredell-Statesville
- Polk County Virtual
Early College
- Onslow
- Chapel Hill Carrboro
 - Use of iTouches as 1:1 solution

1. Iredell-Statesville: David Blatner at Collaborative College of Technology & Leadership, a Virtual Early College program. Virtual early college classes with ischool, NCVPS, and grant dollars, virtual principal etc.
2. Polk County Earl College: Barbara Feddock using existing infrastructure at community college, uses virtual to leverage curricular offerings while saving on teacher salaries; Flex scheduling the DLA, coaches during 0 period, virtual summer school
3. Onslow - Smartphone mobile technologies support instruction and provide resources savings – digital curriculum
4. Chapel Hill/Carrboro: Use of iTouches for mobile computing; use of capital funds for technology infrastructure for future savings - 21st century classrooms with data projector & laptop access & display instructional resources from the Internet rather than OH projector and the need for endless supplies



Best in Class Examples

- Alamance Burlington
- Winston-Salem/Forsyth
- Gaston
- Guilford County

1. Alamance/Burlington: Virtual Summer School approach
2. Winston-Salem/Forsyth: student contracts, online support resources
3. Gaston: Web site supports students, parents, DLAs, school counselors, administrators. Policies and procedures. Resources and PD for staff.
4. Guilford: provides world languages via NCVPS; uses Wimba tools to provide PD for teachers - saving travel, food, materials (handouts & take-aways printed out)



Best in Class Examples

- Catawba
- Edgecombe
- Technology Directors' Advisory

1. DON - Catawba Co virtual academies and support processes, engaging content specialists; going to CR with VPS exclusively vs software vendor solution (NOVANET) costs savings - \$100K per year for software; support staff & infrastructure
2. Edgecombe Co 1:1 grant - Superintendent sees value of online resources in 1:1 environment - don't just buy hardware - figure out what you are going to do with it first then buy
3. TAC group getting feedback from LEAs, virtual labs & statewide filtering potential.