

Learning without bounds.

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Digital Learning Commons

Digital Learning Commons Proof of Concept Report

July 1, 2004 through June 30, 2005

Prepared by the Digital Learning Commons' Staff
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Executive Summary

The Digital Learning Commons (DLC) was created in 2002 to improve access to educational opportunities and learning resources by providing high-quality educational materials, online courses, and technology tools to all students and teachers in Washington State. The DLC is a public-private partnership with support from the Washington State Legislature, the Bill & Melinda Gates Foundation, the William and Flora Hewlett Foundation, and the Paul G. Allen Family Foundation.

The first two years of operation—August 2003 through June 2005—have demonstrated the DLC’s value to the schools and the state. This period was designated as a “proof of concept” pilot, whereby the DLC could grow and experiment, in conjunction with school participants.

When the DLC was launched, online course enrollment was projected to reach 200 students. During the 2004-05 school year alone, 1,159 students from 42 high schools took an online course. Other resource areas, including library resources, college and career planning resources, and digital tools, also exceeded expectations. The initial goal for access to these resources was 2,000–4,000 students, but by the end of the pilot phase, 35,000 students and educators in the state had access through the DLC. In addition, the DLC conducted on-site trainings for educators and students in each participating school.

During the 2004-05 school year, the DLC developed a sustainability plan that included school membership fees. This plan was implemented for the 2005-06 school year. Seventy-two percent of the “pilot” schools—which were not charged any fees during the pilot phase—joined the DLC for 2005-06. These schools found DLC resources and services valuable enough to pay a minimum of \$6 per student. By the end of the two-year pilot phase, the DLC served approximately 35,000 students and educators in the state (exceeding the initial goal of 2,000–4,000 students).

Introduction

This report outlines the progress the Digital Learning Commons has made over the two-year “proof of concept” phase, 2003–2005.

Goals and Guiding Principles

The Digital Learning Commons (DLC) was created in 2002 to improve access to educational opportunities and learning resources by providing high-quality educational materials, online courses, and technology tools to all students and teachers in Washington State.

The DLC’s goals and guiding principles:

- Offer educational opportunity and choice where it has not previously existed
- Take advantage of the wealth of existing resources, both within Washington and elsewhere
- Aggregate demand, driving down costs for all
- Leverage existing state investments in the K20 Network
- Create a “magnet of innovation” that engages eager students, creative teachers, and innovative providers of educational content
- Continuously incorporate advances in education and technology
- Mitigate against geographic and socioeconomic factors that have historically disadvantaged some students, teacher, and families.
- Facilitate the development of small schools’ curricula by broadening the range of educational resources available to them.

History

The Digital Learning Commons was launched on the recommendation of the Washington State Digital Education Initiative Task Force. The Task Force, convened by Washington State Governor Gary Locke in 2002, issued the following recommendation:

After studying all of the collected data, including the opinions of our citizens, programs in other states and countries, and our existing assets, it was the unanimous consensus of the task force that Washington state should work to build a digital learning initiative that: (1) impacts the largest possible number of Washington state students, teachers and parents; (2) offers more than just the online courses offered in many states; (3) takes advantage of the wealth of existing resources already in existence, either within Washington state or outside; (4) is built with an eye on the future of education and technology, and not built on the past; and, (5) creates a “magnet of innovation” that draws the best providers to Washington state.

The DLC began operations in time for the 2003-2004 school year as a public-private partnership with support from the Washington State Legislature, the Bill & Melinda

Gates Foundation, the William and Flora Hewlett Foundation, and the Paul G. Allen Family Foundation.

Proof of Concept

Our first two years of operation—August 2003 through June 2005—have demonstrated the DLC’s value to the schools and the state. The first two years were designated as a “proof of concept” pilot, whereby the DLC could grow and experiment, in conjunction with school participants.

Seventy-two percent of the “pilot” schools—which were not charged any fees during the pilot phase—joined the DLC for 2005-06, when the cost-sharing model took effect. These schools found DLC resources and services valuable enough to pay a minimum of \$6 per student.

DLC leadership has ensured that state and local resources were spent efficiently. By the end of the two-year pilot phase, the DLC served approximately 35,000 students and educators in the state (exceeding the initial goal of 2,000–4,000 students).

When the DLC was launched, online course enrollment was projected to reach 200 students. During the 2004-05 school year alone, 1,159 students from 42 high schools took an online course. Other resource areas, including library resources, college and career planning resources, and digital tools, also exceeded expectations. The initial goal for access to these resources was 2,000–4,000 students, but by the end of the pilot phase, 35,000 students and educators in the state had access through the DLC. In addition, the DLC conducted on-site trainings for educators and students in each participating school.

Participation and Usage Overview

In the first year of operation, the 2003-2004 school year, the DLC worked with 17 schools and approximately 5,000 students and educators. This exceeded the initial project plan of serving 6 schools and 750–1,000 students and educators.

During the 2004-2005 school year, the DLC served 65 schools with approximately 35,000 students and educators. This exceeded the initial goal of serving 55 schools and 30,000 students and educators. Among the schools served, the DLC also added 5 “pilot” middle schools during the second semester.

Complete lists of schools for both 2003-2004 and 2004-2005 can be found in the appendix.

Demographics

On average, 39% of students in DLC schools participate in free/reduced-lunch programs; percentages from schools range from 10.1% to 86.4%. DLC schools combined had the following ethnic makeup:

Asian	4.0%
Native American	13.9%
Black	3.2%
Hispanic	12.2%
White	66.5%

(58 schools reporting data)

Digital Content

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Online Courses

Enrollments

Participating schools registered for approximately 350 online courses during the DLC's first year of operation. One hundred of these registrations occurred during the fall semester, with the balance added during spring. During the pilot phase of the program, the DLC paid for all online course fees and materials.

During the 2004-2005 school year, the DLC saw more than 1,100 enrollments in online courses. Fall semester saw the largest number of online course participants with nearly 700 enrollments. Spring semester enrollments dropped to 460, largely as a result of the DLC capping enrollments for financial reasons.

Online Registration

The course registration process has evolved during the first two years of the DLC. Initially, course registration was a manual process, augmented by a web-based form. While the homegrown web-based system worked, the system could not handle the volume and complexity of registrations anticipated in the coming years; therefore, the DLC looked to a third-party vendor to operate a registration system.

The third-party system was in place for the fall 2004 registration period. While general procedures provided by this system were useful in overall registration submission and processing, the system lacked many customizations identified by the DLC as crucial for creating and maintaining reliable and accurate course registration and drop records for enrollments with seven course providers. As a result, most fall 2004 registration reports generated by this third-party system required hand manipulation to compare DLC and provider records in order to make any statement on DLC trends and statistics in enrollments and registrations.

DLC staff developed a new online course registration system, which was launched in December 2004. Spring 2005 registrations were submitted and processed using this highly customizable system, making registration relatively smooth and efficient for the DLC and its school-based registrars. Overall, data collected via this system is notably more reliable than data collected via previous registration periods.

Participating Schools and Populations

The DLC supported a total of 42 schools offering online courses to their students in the 2004-05 academic year. Fall semester saw about 3.4% of the course-participating student population in online courses; spring semester saw 2.1%. By way of comparison, in the 2003-04 school year, 4.8% of the entire population of course-participating schools enrolled in online courses.

Completions and Passing Grades

	Fall '03	Spring '04	'03-'04	Fall '04	Spring '05	'04-'05
Completion	96.6%	91.8%	93.5%	94.4%	93.3%	93.9%
Passing	67.1%	50.3%	55.7%	57.7%	62.6%	59.6%

Completion totals present the percentage of enrollments receiving grades (A–F/1%–100%); students not receiving a grade for participation in their courses, either earning 0% or an extension, make up the remaining non-completing percentage. Drops and withdrawals have not been considered in completion totals. Passing totals present the percentage of enrollments receiving grades of 70%/D+ and higher.

Course Offerings

Starting in the fall 2004 semester, the DLC incorporated the entire Apex Learning course catalog, expanding the DLC's offerings of standard-level core-area and foreign language courses. In spring semester, the DLC expanded Aventa Learning's offerings in the DLC catalog, notably including the addition of their credit recovery courses. Aventa's credit recovery courses are designed to allow students retaking a course to "test through" the content of the course curriculum into their area of deficiency, creating, in essence, an individualized student learning plan. The addition of both providers' courses brought the total DLC offerings to over 350 courses.

Registrations by Curriculum Area

	Fall '03	Spring '04	'03-'04	Fall '04	Spring '05	'04-'05
Arts	12.8%	11.7%	12.0%	7%	8.8%	7.7%
Business	4.3%	2.7%	3.1%	2.4%	3.6%	2.9%
ESL	0.0%	0.0%	0.0%	0%	0.4%	0.2%
Foreign Language	20.2%	16.4%	17.4%	13.2%	15.5%	14.1%
<i>French</i>	<i>15.8%</i>	<i>9.5%</i>	<i>11.5%</i>	<i>16.3%</i>	<i>13.6%</i>	<i>15.1%</i>
<i>German</i>	<i>0.0%</i>	<i>7.1%</i>	<i>4.9%</i>	<i>10.6%</i>	<i>11.1%</i>	<i>10.8%</i>
<i>Japanese</i>	<i>5.3%</i>	<i>9.5%</i>	<i>8.2%</i>	<i>19.2%</i>	<i>18.5%</i>	<i>18.9%</i>
<i>Latin</i>	<i>0.0%</i>	<i>7.1%</i>	<i>4.9%</i>	<i>8.7%</i>	<i>17.3%</i>	<i>12.4%</i>
<i>Spanish</i>	<i>79.0%</i>	<i>66.7%</i>	<i>70.5%</i>	<i>45.2%</i>	<i>39.5%</i>	<i>42.7%</i>
Language Arts	19.2%	13.7%	15.1%	24.7%	16.2%	21.3%
Lifeskills/Health	1.1%	2.0%	1.7%	6.1%	9.0%	7.3%
Math	13.8%	20.3%	18.6%	13.5%	16.4%	14.7%
Occupational	4.3%	8.2%	7.1%	1.9%	0.8%	1.5%
Science	11.7%	9.8%	10.3%	11.2%	7.1%	9.5%
Social Studies	12.8%	15.2%	14.6%	18.4%	18.7%	18.5%
Technology	w/ Occ.	w/ Occ.	w/ Occ.	1.5%	3.6%	2.4%

Note: Specific foreign language subject percentages reflect the percentage of each language as part of the foreign language percentage, on the whole. For instance, Spanish constituted 42.7% of all foreign language enrollments for the 2004-05 academic year; foreign language constituted 14.1% of all enrollments.

Students starting year-long or two-semester foreign language courses in the fall were likely given priority in the schools' selection of students and courses for spring, thus increasing the percentage of foreign language enrollments.

National Comparison of Registrations by Curriculum Area

Contrary to DLC trends for 2004-05, but according to the National Center for Educational Statistics (NCES)¹, national online social studies courses enrollment numbers top those in language arts. However, DLC mathematics enrollment trends nearly match national trends. The DLC has seen a slightly higher percentage of enrollments in foreign language courses than in science courses; national trends rank the two curriculum areas equally.

Registrations by Level

	Fall '03	Spring '04	'03-'04	Fall '04	Spring '05	'04-'05
AP	10%	7%	8%	10.7%	17.9%	13.6%
College	11.1%	9.9%	9.9%	2.4%	0.8%	1.8%
Credit Recovery	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	4.6%	1.8%
Honors	<i>N/A</i>	<1%	<1%	0.5%	0.4%	0.5%
Pre-AP	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	0.3%	0.2%	0.2%
Standard	78.9%	81.6%	81.6%	86.1%	76.1%	82.1%

Note: The DLC introduced credit recovery offerings in spring 2005.

National Trends in Higher Level Courses

NCES reports that nationally 14% of enrollments are in AP or college-level courses. This is confirmed by DLC's 2004-05 statistics.

Reasons for Taking an Online Course

Beginning in the spring 2005 registration period, the DLC began administering an "Add Survey" within the online registration process. School registrars were required to select one of seven primary reasons for a student's enrollment in an online course.

Reason for Enrollment

Course not available at the school	39.6%
Course helps student earn credit needed to graduate	27.0%
Other	11.6%
Online course venue helps alleviate scheduling conflict	10.7%
Course helps student make up failed credits needed to graduate	6.6%
Course helps student earn college credit	2.7%
Online learning environment perceived as better meeting student's learning style	1.7%

Enrollments cited for "other" reasons generally fall into the following categories:

¹ Setzer, J. Carl and Laurie Lewis. "Distance Education Courses for Public Elementary and Secondary School Students: 2002-2003." NCES, March 2005: Publication #2005010. July 28, 2005
<<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005010>>

“Other” Reason for Enrollment	Percent of “Other” Enrollment Reasons
Student trying course as part of the pilot	76.8%
Student lives out of district	6.1%
Student earning credit via extension enrollment	2.4%
Student is homeschooled	2.4%
Course helps prepare for college	2.4%
Course covers subject of interest	2.4%

National Comparison of Enrollment Reasons

According to NCES, nationally, the most prevalent reason (80%) school districts offer online courses to their students is to provide courses not otherwise available to the students at their school.

Reasons for Dropping an Online Course

Beginning in spring 2005, school registrars were also asked to complete a “Drop Survey” within the online drop request process. Registrars selected one of ten primary reasons for a student’s withdrawal from an online course.

Reason for Drop	
Other	22.0%
Change in school schedule or scheduling conflict	14.4%
Difficulty in starting and/or navigating the course	13.6%
Student didn’t like this style of learning	13.6%
Student was unable to manage his/her time for the course	13.6%
Student no longer enrolled at school	10.6%
Student decided to take course at his/her own school	7.6%
Poor grades in the course	2.3%
Insufficient access to a computer	1.5%
Course didn’t meet student expectations (too hard, too easy, different content)	0.8%

Drops cited for “other” reasons generally fall into the following categories:

“Other” Reason for Drop	Percent of “Other” Reason Drops
Student decided to or needed to take another course	37.9%
Student found the course content too difficult	10.3%
Student had technical difficulties with the course	6.9%
Student already took the course	6.9%
Student didn’t like the course	3.4%

Task Force Recommendations and Online Courses

In its report, the Governor’s Task Force on Virtual Education recognized the need for the following concerns to be studied and potentially addressed during the proof-of-concept stage:

- o The expenses the district incurs in connection with supporting students enrolled in online courses, in the form of access to a computer lab, the provision of a teacher/mentor, and the availability of a registrar, etc.;

- The unpredictable and vacillating number of students who may elect to enroll in online courses each semester may lead to peaks and valleys in a district's budget that create financial timing difficulties, staffing difficulties, etc.; and,
- Timing issues related to how much advance notice a district receives of the number of online courses that will be taken.

These and other potential impacts to the local districts should be studied with thought being given to how to minimize the impacts on district budgets while maximizing student options. The DLC will continue to monitor and study the implications of these factors through surveys and focus groups. The process of gathering best practices—from schools examining the investment of resources in the offering of online courses—will be informative in this capacity, as well.

The task force also recommended that a process to review digital courses and the awarding of a “standard credit,” which would be the minimum credit districts award to students who complete online courses, should be developed in consultation with educational stakeholders. It was noted that without a standardized credit there would be a need for local districts to exercise discretion regarding how much credit to award a particular course. Consistency in the review and awarding of credit at the local level is then potentially lost.

The DLC has addressed these factors in two ways:

- By reviewing, selecting, and incorporating its online course catalog, the DLC has honored the credit awarding recommendations presented by the course providers. Each course description is accompanied with the credit allowance for the completion of the course. To date, schools have accepted these credit valuations from the course providers, accepting that the curriculum and standards addressed in the content warrant the recommended credit. Schools have also, to date, accepted online course instructors' grading of student performance in the application of the course credit to students' local transcripts.
- By exercising a measure of quality control in the review and selection of course providers and individual courses. The DLC is also working with providers to illuminate alignment of course content to Washington State standards in order to further assure local districts of a course's high quality and appropriate content.

Student Mentors

The Student Mentor Program was designed to serve students taking online courses by offering, via email, academic assistance as well as college and career planning advice. Student Mentors (SMs) also serve the important task of gathering information about online courses from the students' perspective in order to inform ways the DLC can better serve schools.

Student Mentor Selection and Training

In August 2004, SMs were selected through an application process that included:

- Written application

- Sample homework question response
- Group interview
- Academic record check
- Criminal history background check

From a pool of 45 applicants, 15 SMs were selected to participate in a month-long Student Mentor training program, which included:

- DLC Resource Training Curriculum
- DLC Online Resources Workshop
- Online Correspondence Workshop
- “Getting to Know the Students” Exercise
- “What Is a Student Mentor?” Workshop

DLC Email Accounts

Gaggle.net was chosen by the DLC to be the email account provider for students enrolled in online courses, because of its email filtering/blocking and administrative oversight capabilities. An email account was created for each SM and each mentee enrolled in an online course.

Newsletters/Websites

In order to maintain a steady flow of communication, foster a sense of community, and steer students in the direction of DLC resources, SMs developed weekly newsletters in their given subject area, including educational, entertaining, and interactive elements. An unexpected success of the newsletters was the creation of content usable in populating the DLC Library Pathfinder resource. As a result, new Pathfinders pertain to King Arthur, the Japanese language, civil rights, globalization, and the Oregon Trail.

Participation

Nearly 100 students from 29 schools enrolled in online courses participated in the SM program in the 2004-05 school year. Students enrolled in Spanish 1 and Pacific Northwest History made the most use of the SM program.

Correspondence levels were measured in the number of messages received by SMs from their mentees and the number of messages sent by SMs in response to mentee inquiries.

Category of Correspondence

	Received	Sent	Total
Casual Greeting/Chat	52.9%	46.0%	49.0%
College/Career	7.2%	4.9%	5.9%
DLC Resource	1.1%	1.1%	1.1%
HW Questions	30.6%	21.3%	25.3%
SM Outreach	8.1%	26.8%	18.7%

Of the total number of students who had logged into their DLC email accounts, about 30% keep regular correspondence with their SMs.

DLC Library

The DLC Library provides a rich digital collection of relevant K–12 learning resources for students, educators, and parents.

At launch, the DLC Library provided students and educators access to the Gateway to Educational Materials (GEM). Then DLC staff worked with librarians in the initial group of member schools to identify, evaluate, and select a number of subscription databases. For most of the initial two years of operation, the DLC has purchased access to five subscription databases (netTrekker, Grolier Online, Corbis Image Collection, Facts on File News Service, and SIRS Knowledge Source) and has linked to a number of hand-picked free resources.

Usage

The DLC Library continued to be the most used component of the DLC. Between March and June 2005 there were 47,753 clicks to outside resources from the DLC site. The library accounted for 32,448 or 68% of these clicks.

The ability to track resource usage—added in August of 2004—provides the DLC with a baseline that will be used in future years to assess the effectiveness of the website, training, marketing, and other DLC activities centered on resource usage.

Improved Access

The DLC undertook a number of projects to improve access to content offered through the DLC Library:

- Created a “single sign-on” system that allowed participants to easily access the library databases from school or home.
- Created an online “Pathfinder” system allowing teachers and librarians the ability to construct “custom collections” of resources by subject. DLC Library staff created 17 collections of resources in subjects ranging from algebra to world religions.
- Created a database that links each school to public, academic, law, and medical library websites, thereby improving access to existing Washington State library resources.
- Created a database that directs users to existing “ask-a-librarian” virtual reference services.
- Worked with the Washington State Library to provide links to the Washington Librarians Index to the Internet and the Proquest/eLibrary databases.

Community

The DLC Library was initially built in collaboration with librarians at participating schools. The DLC built on this partnership by continuing to work with librarians through the “GEMCats” group. Regular conference calls supplemented email communication to ensure librarians were kept up-to-date on developments and had a forum to provide feedback and advice to the DLC.

Driving Down Costs

The DLC secured dramatically reduced prices for the five fee-based library databases by leveraging the effect of aggregated demand. During the 2004-2005 school year, the average size DLC school, consisting of approximately 525 full-time students, would pay approximately 79% more for the same set of online library resources if they were to purchase them directly from each vendor. Coupling greatly reduced prices for high-quality databases with seamless, single sign-on access, the DLC library has the potential to become an indispensable learning resource in every DLC school.

Teaching Resources

The Teaching Resources section of the DLC website provides educators with access to a variety of curriculum and supporting materials for use in the classroom. In addition to links to a variety of free resources (provided by the Office of the Superintendent of Public Instruction and a number of third-party sites), the Teaching Resources section also featured Math ClassTools.

This section was added to the DLC website late in the 2003-2004 school year, and was continually improved during the 2004-2005 year.

Usage

The Teaching Resources section was one of the more popular features for educators during 2004-2005. During the second half of the year, users visited this section of the website over 2,400 times (compared to over 3,200 for the educator library section).

ClassTools

The primary resource, added during the 2004-2005 school year, was the Math ClassTools resource offered by Apex Learning. The ClassTools resource meets a request from participating schools for content to individualize math instruction. ClassTools were offered in the following topics:

- Math Fundamentals
- Introductory Algebra
- Algebra I
- Algebra II
- Geometry

Over 140 educators signed up for ClassTools accounts during the school year.

Moving forward, the DLC will offer access to all of the Apex ClassTools subjects as well as Apex's BeyondBooks product.

College and Career Planning

The DLC provides access to ECOS (Education and Career Opportunities System), a subscription college and career planning tool created by the Princeton Review. ECOS gives students the opportunity to plan for their futures and realize academic and professional goals. With ECOS, students and their counselors, teachers, and parents can learn valuable information about college and career paths.

Here’s what students can do:

- Learn about 300 different majors and over 1,000 careers.
- Get complete information on over 5,000 colleges and technical schools.
- Take practice tests for the SAT and ACT.
- Find information about financial aid and scholarships.
- Create a portfolio of information about themselves for college applications.
- Apply to hundreds of colleges and universities directly from their ECOS accounts.

Usage

During the two-year pilot, participants created over 21,000 student accounts in the ECOS system and over 200 counselor accounts.

Based on usage statistics provided by ECOS, the rate of usage remained steady as the DLC expanded to serve over sixty-five schools.

Compared to other states with similar consortium projects, the DLC rate of usage is considerably higher.

	Student Accounts	Student Sessions (academic year)	Average # of Sessions per Student Account	Participating Schools
DLC (2003-04)	4,559*	7,857	1.7	17
DLC (2004-05)	21,191	35,730	1.7	65
Wisconsin	3,643	2,950	0.8	27
California	12,621	12,866	1.0	39
New Jersey	890	597	0.7	20

* Estimated figure, based on DLC student population, not actual accounts created. Each student who participated in training received an ECOS account.

Outreach and Training

ECOS was a highlighted resource for counselors. All schools were contacted and invited to one of four regional meetings on the ECOS tool. All interested teachers and counselors who attended or signed up for an ECOS training were contacted for additional phone and in-person trainings. The tools were promoted via emails and phone calls to the school counselors.

Digital Tools

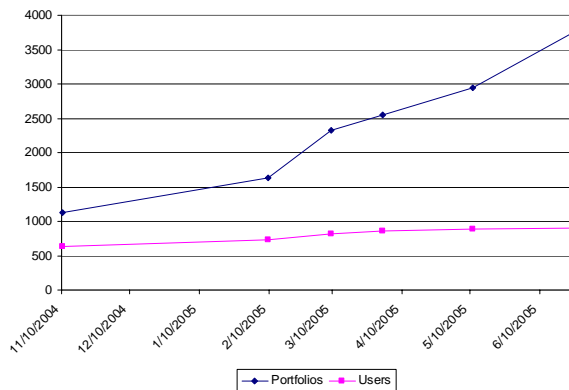
The DLC offers access to the Catalyst suite of digital tools. Catalyst is developed and hosted by the University of Washington. The suite includes a portfolio tool, a survey tool, a discussion board, collaboration tools, and an assignment submittal tool.

A limited number of schools participated in a pilot of the Catalyst tools during the 2003-04 school year. Based on those results, the DLC made the tools available to students and staff in all the participating schools during the 2004-05 school year.

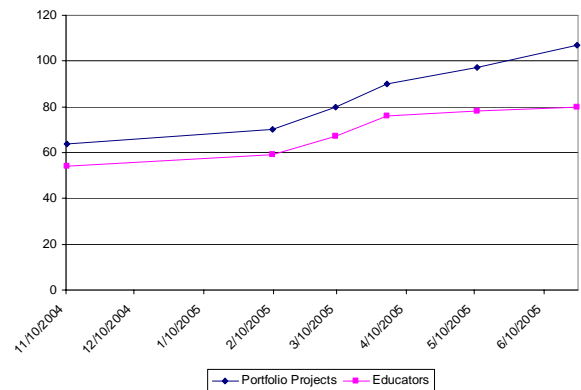
Usage

Statistics provided by the University of Washington allowed the DLC to establish a baseline and track usage throughout the school year.

Student Portfolio Usage



Educator Portfolio Usage



Both the number of users and the number of portfolios (or educator “projects”) created by those users rose throughout the school year. This increase is likely due to outreach and training efforts.

Since each user can create more than one portfolio, the sharply rising “Portfolios” number in student usage indicates that existing users are actively using the tool to create multiple portfolios.

Outreach and Training

All interested teachers, counselors, and librarians who attended or signed up for a Catalyst training were contacted for additional phone and in-person trainings. The tools were promoted via emails and mailings to schools. Four lesson plans for Catalyst trainings were created: one for a 2–4 hour general Catalyst training and three 45-minute lesson plans for general Catalyst, Portfolio, and WebQ, each completed with the assistance of Catalyst staff at the University of Washington.

Digital Tools Study

The DLC undertook a study of how teachers use digital tools in general and Catalyst tools specifically. Focus groups were conducted in two DLC member schools: a home-school program and a suburban high school. An online survey was shared with educators by email, and received 35 responses. The input from the focus groups and the survey indicated a number of things, some of which the DLC was already aware. For example, some educators were having difficulty translating the training they receive from the DLC into classroom use of the Catalyst tools, in part because the style of training is not meeting their needs. They want training from educators, and they want it available throughout the year and on in-service days. Educators' emphasis on availability of training indicates that many are not aware of the existing training opportunities. Many educators also say that they cannot achieve wider use of the Catalyst tools without a better ratio of students to computers in and out of school. Finally, educators stated that using technology is sometimes impractical, and that students do not have the media literacy skills to make the best use of computing resources. In conjunction with the University of Washington's Catalyst team, the DLC staff incorporated the study's recommendations into the 2005-2006 work plan.

Partnerships and Outreach

The goals of establishing partnerships and conducting outreach activities were to “spread the word” about the Digital Learning Commons and gain advice/feedback/insights on how to improve the DLC resources and offerings; to assure alignment of the DLC with Washington’s Essential Learning Requirements and OSPI/legislative education focus areas.

During the 2003–2005 school years, the DLC’s staff presented at a number of education conferences (to assist state leaders in understanding the DLC’s offerings), including:

- Office of the Superintendent of Public Instruction (OSPI) Summer Institutes
- Northwest Council for Computer Education (NCCE)
- OSPI Collaboration Conference
- Access Native America
- Washington Association for Learning Alternatives (WALA)
- Washington Library Media Association (WLMA)
- Washington Library Association (WLA)
- Washington Association of School Administrators (WASA)
- Washington State School Directors Association (WSSDA)
- WASA Small Schools Conference
- OSPI/WASA Special Education Conference
- Washington Evaluation and Research Association Conference (WERA)

In addition to presenting at state conferences, in 2004-05 the DLC’s CEO met with the leadership of the educational organizations in the state: Washington Education Association (WEA), Washington Association of School Administrators (WASA), Washington State School Directors Association (WSSDA), and Association of Washington School Principals (AWSP) as well as OPSI leadership and department heads. The outcomes of these meetings were as follows: information and knowledge; partnerships; input for DLC planning and future development.

Tribal School Outreach

The Digital Learning Commons included all Bureau of Indian Affairs (BIA) tribal schools based in Washington in the “proof of concept” phase. 2003-04 activities focused on four schools, gaining input from them on how to best offer services to the remaining schools. A DLC preconference planning session was held in the spring of 2004 to continue gathering input.

At the end of the 2004-2005 school year, the DLC had a total of five tribal schools, one tribal education program, and three high schools on tribal lands participating. In addition, contacts have been made with a number of other tribal schools and Native American program offices.

Year 1 Pilot

Paschal Sherman Indian School
Quileute Tribal School
Suquamish Tribal Education Program

Year 2 Pilot (in addition to previous list)

Yakama Nation Tribal School
Lummi Nations School
Tulalip Heritage School
Wellpinit High School
Inchelium High School
Taholah High School

Outreach

Chief Leschi Schools
Muckleshoot Tribal School
Skokomish Tribal Education Program
North Skagit Tribal Education Program
Auburn School District Native American Program

Parent and Community Outreach

Over 25 parent and community outreach events were held at DLC schools and communities during the two-year “proof of concept” phase. Some events were as simple as a DLC booth at an open house, but oftentimes included a formal presentation and an introduction to the website.

In 2004-05, two Community Forums were hosted by the DLC in coordination with Granger High School and Yakama Nation Tribal School. The forums presented the resources to parents and community members and solicited feedback about other online resources that could potentially diversify the Parent Resources section of the website.

In addition, a parent focus group was conducted at Forks High School in Forks, WA, by Pyramid Communications. Parents were asked how much they knew about the DLC in order to analyze communications and outreach strategies.

Middle School Pilot

The DLC brought a number of middle schools into the program for the second semester of the 2004-2005 school year. Prior to this date, two secondary schools (Paschal Sherman Indian School and The Enrichment Cooperative) had already introduced the DLC to a younger audience. Four additional schools were chosen to participate in the middle school pilot project. They were chosen based on the following criteria:

- Active DLC high school in the district
- Willing administration and staff
- Approval from the district superintendent

Schools chosen to participate in the middle school pilot project were:

- Oakesdale Middle School (Oakesdale School District)
- Poulsbo Junior High School (North Kitsap School District)
- Showalter Middle School (Tukwila School District)
- Toppenish Middle School (Toppenish School District)

Middle school staff were introduced to the DLC via training sessions; follow-up trainings were made available by request.

Debrief visits were scheduled at the end of the school year to gather feedback about the program and the usefulness of the resources to middle school students and educators. When asked to rank the relevancy of the DLC resources, middle school educators found the DLC Library to be the most useful to educators and students, followed by teaching resources. Least relevant were online courses, due to the reading level needed for success in the current courses offered.

DLC Vendors

The DLC gathered data on the use of all the resources on the website, and also gained feedback from the participating schools through annual conferences (2003-04), regional meetings (2004-05), surveys (2003-2005), school visits (2003-2005), and personal contacts (2003-2005). This data served to establish working partnerships with the vendors who supply the DLC content/resources, both for giving and receiving feedback and for influencing the development/updating of their resources.

Training/Professional Development

Training Program Goals

The Digital Learning Commons training program helps educators, students, and community members effectively incorporate DLC resources into the teaching and learning culture of schools and communities.

School Trainings

The DLC conducted trainings at schools to familiarize both students and staff with the breadth of the resources.

In the 2003-2004 school year, full staff and student trainings were conducted at the 17 schools using 26 University of Washington students and the DLC staff. A total of 4,700 students and 415 educators were trained. For 2004-2005, this model continued and the DLC hired over 70 students from four different universities to work with students at the DLC schools around the state; the DLC staff conducted the educator trainings.

During the 2004-2005 school year, the DLC:

- Provided on-site orientations for all students and educators participating in the DLC.
- Held 8 regional meetings to help educators learn more about specific DLC resources.
- Conducted 23 parent information sessions, at the request of the schools.

Training participants were asked to give feedback on the trainings and the DLC resources. The results are as follows:

- Student Feedback
 - 77% said they were equipped to use DLC resources.
 - 82% said they thought the resources will be useful to them.
 - 40% said online courses will be useful; 54% said library resources; 59% said ECOS and college planning tools; 42% said Catalyst Portfolio tool.
- Educator Feedback
 - 78% said DLC resources were relevant to their classroom curriculum.
 - 76% said they felt they had received a thorough orientation to DLC resources.
 - 70% said they felt equipped to use DLC resources on their own.
 - 25% said the online courses were the most useful; 26% said ECOS was; 64% said the digital library was; 27% said the learning tools were.

Regional Partners

Regional Partners are university partnerships whose primary purpose is to be the fiscal agent for DLC Student Instructors. These partnerships were selected to provide in-person support to schools geographically around the state. The DLC regional partners for 2003–2005 were:

- University of Washington, Seattle

- Eastern Washington University, Cheney
- Heritage University, Toppenish
- Western Washington University, Bellingham

The Regional Partners recruited and hired DLC Student Instructors from their school, using guidelines and resources supplied by the DLC. Each partner had a staff member who coordinated and managed the student instructors.

- Eastern Washington University
 - Worked with instructional designer from the Office of Professional Development to redesign professional development opportunities for DLC educators.
 - Hired student coordinators to serve as regional training leads to work with staff, students, and to recruit student instructors from the campus.
- Western Washington University
 - Piloted professional development based on ongoing consultations at Lynden high school with WWU students and regional partner as primary contacts.
- Heritage University
 - Hired student coordinators to serve as regional training leads to work with staff, students, and to recruit student instructors from the campus.
- University of Washington
 - Hired student coordinators to serve as regional training leads to work with staff, students, and to recruit student instructors from the campus.
 - Created Pipeline partnership to offer University of Washington academic credit for UW students to learn about technology in education and to work at DLC schools for a minimum of 2.5 hours per week.

Conferences

The DLC held two conferences during the 2003-04 school year. The first, convened in September 2003, focused on training. Attendees learned from vendor representatives and from one another. The workshops provided an opportunity to develop and strengthen an important peer network. In addition, DLC staff and board members came away from the workshop with invaluable information about users' experiences with the DLC—information that helped guide the ongoing development and expansion. Another conference for Year-One school representatives was held in March 2004. The focus continued to be on feedback regarding how the resources are supporting their needs, learning about the resources in more depth, and sharing success stories.

Regional Meetings

During the 2004-2005 school year, the DLC held a number of smaller regional meetings. As a follow-up to the school introduction trainings, regional meetings were held around the state to provide in-depth training on the ECOS administrative functionality and the Catalyst Portfolio tool. Eight meetings were held, and approximately 40 educators attended.

Professional Development/School Support

Based on the 2003-04 surveys and conference discussions, educators in DLC schools made it clear that a comprehensive overview of the DLC resources was not enough for them to effectively utilize the resources. To better serve the needs of educators, the DLC Training Department convened a Professional Development Working Group to provide input and guidance.

The potential training models created by the working group identified several areas where the DLC could be more involved in supporting the integration of DLC resources into schools. The DLC used the 2004-2005 school year to develop and plan the following areas:

1. Create “Train-the-Trainer” online course
2. High school student leadership and training
3. Student instructor assistance
4. Call centers, online support, “review” trainings
5. Partnerships with other teacher training/professional development programs
6. Partnerships with preservice education programs
7. DLC provided assistance in alignment with state standards and initiatives

Changes in the Training Model

The original training model was a "one-size-fits-all" model and assumed that usage and integration would follow based on the orientation trainings. The new training model emphasizes personalization with relevant instruction for educators and students. The desired outcome of the new training model is that educators and students will think about how the DLC can support the work they are already doing, rather than emphasizing how the DLC resources function. Using the outcomes of the Professional Development Working Group recommendations, the new model was created. The revised training model has the following options for schools to integrate the DLC resources into their work:

- Implementation meetings
- On-site training and consultation
- Phone-based online training
- Phone help and consultation
- Online training resources, curriculum, and materials

Instructor Development

The DLC Student Instructors are a strong component of the DLC training program. The following summarizes the recruitment, selection, and training process for DLC Student Instructors around the state.

Recruitment

Diversity in DLC schools and staff is extremely important to the DLC. The DLC recruited university students to be student instructors using email, posters, departmental emails, and personal references to create a large pool of candidates from a range of

departments at various stages in their education. As a result, the DLC instructors are both academically and culturally diverse.

Selection

All instructors went through a three-tiered application and selection process, and background checks were conducted for all hires.

Training

Preparing DLC Student Instructors to work with students and educators across the state involves continuous development. During the 2004-05 fiscal year, there were two hiring processes to prepare the new and returning instructors for growth and changes at the DLC. The following activities were conducted:

- 2004 Summer Training Conference
- Brain Trust Development Conference
- 2005 Spring Training Retreat
- Pipeline Course
- WWU Model
- 2005 Spring School Consultations
- 2005 Spring School Implementation Meetings

Train-the-Trainer Online Course

The Train-the-Trainer online course was developed in winter 2004 to train student instructors and educators on the DLC resources and ways to implement/align them with their school/student/classroom goals.

The Train-the-Trainer course provided DLC representatives with a clear definition of roles and responsibilities of the school-based DLC teams, the role of DLC managers, universal uses of DLC resources and provider-specific information necessary to support constituents. The course also conveyed DLC values, philosophies, implementation strategies, and best practices.

Approximately 40 student instructors completed version 1.0 of the course. Using their feedback, the course is being updated before using it with educators in 2006.

Organization and Infrastructure

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Governance

The first year of the DLC was one of organizational development. This was readily apparent in the arena of governance where the focus was on creating necessary committees to support and guide the work of the DLC, both internally and externally. Board subcommittees formed in the first year included finance and advocacy. Of equal importance was the role of advisory committees that connected the DLC to its constituents. Several advisory committees provided feedback and guidance to the organization from key constituents for digital content and training. Another important committee looked at the complex issue of pricing DLC services in order to develop a sustainable financial model.

It was planned that the founding CEO of the Digital Learning Commons, Louis Fox, would serve in that role through June 2004. A search committee of the board was formed that spring to find the right candidate to fill this crucial role.

The second year, the Board and advisory committees were engaged in both the ongoing governance of the organization and the strategic planning work. A new CEO was hired, Dr. Judy Margrath-Huge, and she began her tenure in August 2004. The following outcomes were accomplished:

- Pricing document for 2005–2007 was developed (see appendix), building on the concepts of ongoing sustainability and scalability; the DLC Board’s Sustainability Working Group created the critical elements of this plan.
- Legislative strategy was developed and implemented and 31 meetings were completed with legislators and/or their staff. Board members were able to attend 8 of those meetings.
- The DLC Board’s Professional Development Working Group developed the elements of the future plan for ongoing professional development and training that would be scalable and sustainable.
- Other Governance/Advisory Committee Accomplishments:
 - Finance policies and procedures were adopted.
 - Sustainability finance models were developed.
 - Partnerships were reviewed and developed.
 - Employee Handbook was written and adopted.
 - An Organizational Chart was developed.
 - Board communications were increased via a regular monthly report from the CEO to the entire Board. The Executive Committee met via phone conference as needed, which turned out to be at least monthly.
 - Annual meetings between the CEO and each individual board member were instituted.
 - A board meeting was hosted by Foster High School, one of the DLC pilot schools, so that the Board could see firsthand how the school was using DLC resources.

- Ten of the board members were active in securing state and foundation funding, meeting with legislators, making phone calls, and participating in weekly conference calls.
- Eight board members attended the DLC funding meeting on May 26, 2005, called for by Marty Smith, Chair. Also in attendance were representatives from the Governor's Executive Policy Office and Budget Office, OSPI, the Paul G. Allen Family Foundation, the Bill & Melinda Gates Foundation, and the Director of the Department of Information Services.

Administration

The focus in year one was on building the organization's infrastructure, including securing appropriate offices, hiring staff, and developing other internal systems. The organization has also developed an effective communications strategy to increase awareness, provide information, facilitate use, and establish a strong identity in Washington's K-12 community.

In year two, besides the ongoing work of administering financial, operational, and human resource systems and expanding the number of pilot schools and resources in the DLC, there was concentrated effort on solidifying a sustainable financial structure. Funding was sought from participating schools, foundations, and the state of Washington. The results of the first-year assessment and the strategic planning effort were the basis of the proposals for funding in year three and beyond.

More specific administration accomplishments include:

- Long-range business plan for sustainability: pricing plan developed as phase one of the business plan; recruitment strategies developed and implemented, including conference presentations, letters, phone calls, on-site meetings, phone orientations, etc.; options for ongoing funding and partnerships developed; budget reduction options developed as "back-up" plan.
- Restructured the finance team and hired a part-time consultant as Finance Director.
- Developed partnerships with OSPI departments; state education associations; Gear Up; Educational Service Districts; Schools of Education at WWU, UW, WSU; and Boys and Girls Clubs of King County.
- Met with 25 legislators for DLC update briefings.
- Presented at 5 state conferences and 2 national conferences.
- Initiated the DLC monthly newsletter for schools and monthly DLC board updates.

Technology

The Digital Learning Commons resources are delivered online, thus the development of a technology infrastructure has been an important part of the organization's development.

School and Vendor Support

The first year of operation included several activities designed to learn more about the schools' technical capacities, as well as the technology requirements of the various vendors. The DLC developed a set of technology guidelines during spring 2004, based on requirements of the various vendors.

Website

The DLC website (www.learningcommons.org) is the primary vehicle for delivering resources to participants. As such, the website has been a focus of DLC resources during the first two years of operation.

The website's design has changed a number of times to accommodate additional resources, feedback from users, and a growing organization:

- The initial redesign was brought on by feedback from the Washington State School for the Blind (one of the pilot schools located in Vancouver, WA), which made it clear that the website design needed a certain amount of reworking to make it fully accessible to users who are visually impaired. Working closely with representatives from the school, the DLC was able to quickly make necessary changes in the website design to increase accessibility.
- The website was wholly redesigned during summer 2004 to incorporate the DLC's logo and other identity materials. The visual design continued to be modified based on usage throughout the 2004-05 school year.
- The website was redesigned again during summer 2005, based on usability data gathered during the 2004-2005 school year and the need to incorporate additional features into the website.

The website was initially hosted on a University of Washington server. The DLC website was transferred to a dedicated server in December 2004. The server provides the DLC with the capability of hosting an intranet and a more robust development environment as well as increased capacity and reliability. The server has a "hot spare" that can be put into service quickly should the main server suffer a failure.

Single Sign-On

During summer 2004, the DLC created a "single sign-on" system to allow participants to easily access the library databases from school or home. Once a user has logged in (using the school's name and mascot), the user can then access any of the library databases without providing any additional passwords. This project required coordination with each of the five library database providers.

Course Catalog/Registration

The online course catalog and registration system represented one of the largest discrete projects undertaken by the technology staff. Course registrations were initially processed by hand, with the aid of some homegrown tools. During spring 2004, the DLC outsourced registration processing to a courseware vendor. This system did not meet the DLC's performance or functionality requirements. As a result, the DLC replaced the third-party registration system with one developed in-house (as detailed in the Online Courses section of this report). The replacement system affords the DLC flexibility in meeting current registration requirements, and in providing a solid foundation for future changes and developments in this area.

Website and Resource Usage

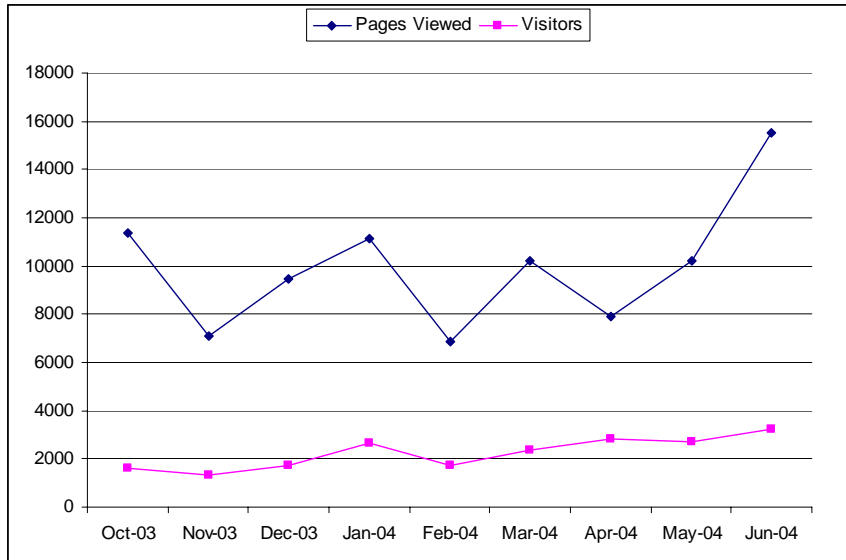
During the 2004-2005 school year, DLC participants accessed DLC-supplied resources or other external links almost 260,000 times. In this case, a "click" is recorded whenever a user leaves the DLC website to enter a resource (like Grolier or ECOS). See the chart below for the month-by-month detail of usage. Note that September 2004 usage was heavily influenced by extensive DLC on-site training at each school.

Total Clicks

Month	Clicks
Jun-05	6,947
May-05	15,004
Apr-05	11,090
Mar-05	14,712
Feb-05	12,211
Jan-05	10,642
Dec-04	11,057
Nov-04	20,509
Oct-04	29,385
Sep-04	118,102
Aug-04	9,774
Total	259,433

The DLC webserver logged 70,593 visitors from January 1, 2005 to June 30, 2005. A user could, during each visit, leave to view more than one DLC resource.

Note that the DLC website lacked detailed data-collection facilities during the first year of operation, so resource usage data is not available for that time period. But the webserver data does show steady, if slight, improvement in the numbers of users accessing the DLC website during the first year of operation. The following chart shows this usage:



The DLC digital library resources proved to be the most popular on the website, followed by the college and career planning resources. Please note that courses and digital tools are artificially low in the table below because those resources can and are accessed directly, bypassing the DLC website (and the statistics collection mechanisms).

Total Clicks, by Referring Directory/Resource Area

Directory	Clicks
Library	11221
Digital Tools	574
College and Career Planning	1048
Courses	308
Prof. Development	19
Teaching Resources	311
Parent Resources	23

Assessment/Evaluation

The DLC contracted with external evaluators to assess the two years of the "proof of concept" implementation.

The complete reports from 2003-2004 and 2004-2005 are available on the DLC's website at http://www.learningcommons.org/about/dlc_archives.php.

2003-2004 Evaluation

The 2003-2004 evaluation, conducted by Dr. Debra Friedman, focused on five questions:

1. Whom does the DLC best serve? How are they best served?
2. What are the conditions within a school that promote the successful use of DLC resources for individual students, teachers, parents, and schools?
3. What effect, if any, does access to online courses have on student academic performance and test scores more broadly?
4. What kinds of policies and arrangements make for the most effective relationship between the DLC and participating schools?
5. What is the best fiscal model for the long-term success and sustainability of the DLC?

2004-2005 Evaluation

Carolyn Cohen and Dr. Michèle Royer served as the second year evaluators, carrying forward the year-one evaluation questions. Evaluation activities included the following:

- Online surveys with three sets of key DLC constituents: students enrolled in online courses, faculty serving as teacher/mentors (T/Ms), and school librarians using DLC resources.
- Analysis of grades and completion rates for students enrolled in DLC online courses.
- Interviews with selected teachers, librarians, and administrators, which were used primarily to develop survey questions.

Moving Toward Sustainability

During the proof-of-concept phase, funding from the state and foundation partners paid for costs of starting and running the organization and delivering resources and training to participating schools. Schools were not charged during this period.

Based on the DLC Board's Sustainability Working Group recommendations and input, the DLC staff developed a phase one sustainability model for 2005-06. Support from the schools, in the form of membership fees and charges for optional resources and courses, was added to continued state and foundation support.

The key features of the sustainability plan and pricing model are as follows:

- A \$6 per student membership fee that includes access to a core set of resources, including: library databases, teaching resources, student mentors, digital tools, and professional development.
- Access to two optional college and career planning resources at a reduced rate.
- Access to online courses at reduced prices.
- Course Credit Funds: Money that can be used to purchase online courses and course materials from the DLC course catalog. This is, in essence, a small number of free courses that is given to each member school. The Course Credit Fund is one way the DLC ensures that students and educators across the state have equal access to online courses, regardless of location, school size, or district resources. The Course Credit Funds also help to address the learning curve associated with online courses. Each school goes through a learning period as it incorporates online course options into the array of learning opportunities. The DLC encourages experimentation and the establishment of best practices by offering additional funds to schools using online courses for the first time.

The DLC accepted members for the 2005-06 school year from early spring 2005 until mid-November 2005. A total of 96 schools joined the DLC during this period. Seventy-two percent of these schools were part of the proof-of-concept phase, proving that schools who had participated at no cost saw the value in the DLC and were willing and able to pay to continue. The DLC will serve almost 40,000 students during the 2005-06 school year. This represents an eightfold increase in the population served from the first year of operation.

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Digital Learning Commons Staff – 2005-2006

Maile Hadley, Assistant Director of School Support and Partnerships

Maile Hadley majored in electrical engineering and decided to put her technical degree to good use in the field of education. Prior to and after she graduated, Maile gained experience teaching middle school students math, science, and robotics through inquiry-based learning. She also has experience in program development, public relations, and event planning.

John Hardy, Assistant Director of School Support and Partnerships

John Hardy has twenty-eight years of experience as a K–12 educator, focusing primarily on educational technology. He has worked in Washington public schools and international private schools, as director of a regional technology support center (Puget Sound ESD), and in the private sector as a developer of online technology integration programs. John holds undergraduate and graduate degrees in biology from the University of California, and a graduate degree in educational technology from the University of Oregon.

Judy Margrath-Huge, President and CEO

Dr. Judy Margrath-Huge became CEO in mid-August 2004, replacing founding CEO, Louis Fox. As a K–12 educator, Judy has been a teacher, principal, program coordinator, curriculum and assessment director, associate superintendent, chief technology officer, and superintendent. Judy has also conducted seminars across the U.S. on curriculum alignment, instruction and assessment, instructional "best practices," school improvement planning, and leadership development.

Irene Namkung, Manager of Outreach and Office Operations

Irene Namkung has a bachelor's degree in biology. She was a professional studio potter and a manager of award-winning international performing artists. Irene has taught ceramics, volunteered in parent co-operative schools, and served on five nonprofit boards including Western Arts Alliance and, currently, Northwest Folklife. Before joining the DLC, Irene was a legislative assistant for Seattle City Councilmember Jim Compton.

Karl Nelson, Director of Technology and Operations

Karl Nelson is involved in every facet of technology at the DLC, from the learningcommons.org website to working with schools and providers to ensure that all students have access to DLC resources. Karl has a master of science in information management and has worked in the education field for five years.

Leslie St. Pierre, Assistant Director of Course Support

Leslie St. Pierre works with the DLC's online course providers and school Course Support team members to develop policies, processes, and support systems that ensure student success in online courses. Leslie has a background in grants management and a master's degree in library and information science.

Michael VanHenley, Educational Support Coordinator

Michael VanHenley supervises the DLC Student Mentors, who assist students with online coursework and college and career planning. He is a recent graduate of the University of Washington, with a degree in American ethnic studies. Michael began working with the DLC during the first year of its pilot phase as a Student Instructor, and he helped design the DLC resource-training curriculum.

Consultants

Jo Austin, Accountant

Jonathan Dacuag, Web Designer

Angela Fountas, Web Writer/Editor

Jill Summit, Finance Director

James Werle, DLC Library Consultant

Board Members, 2005-2006

Bob Bentley

- State PTSA Board
- USI Insurance Services

Terry Bergeson

- Superintendent, Office of Public Instruction

Marty Daybell

- Superintendent, Office of Public Instruction

*Grace Dublin

- Teacher, Seattle Public Schools

Diana Eggers

- Teacher, Pacific Cascade Freshman Campus

Mike Feuling

- Teacher, Federal Way Internet Academy

Nancy Fike

- State Board of Education
- Gonzaga University, School of Law

*Louis Fox

- Vice Provost, University of Washington
- Founding Chief Executive Officer of the DLC

Judy Hartmann

- Governor's Executive Policy Office, K-12 Education

*Chris Hedrick

- DLC Treasurer
- CEO, Intrepid Learning Solutions

Carolyn Hinshaw

- Washington Education Association
- Teacher, Birchwood Elementary School, Bellingham School District

Lisa Holmes

- Washington State University, The Center to Bridge the Digital Divide

Clara Jimenez

- City of Toppenish, City Council

Dan Laster

— University of Washington, School of Law

Kevin Lavery

— Washington State School Directors' Association

— Verizon

*Ed Lazowska

— Bill & Melinda Gates Chair in Computer Science & Engineering, University of Washington

— Technology Alliance Board

Wendy Lechelt-Polster

— Assistant Principal/Interim Principal, Chief Joseph Middle School

Gary Locke

— Former Governor of Washington

— Davis Wright Tremaine LLP

*Trish Millines Dziko

— Executive Director, Technology Access Foundation

*Tom Murphy

— Superintendent, Federal Way School District

— DLC Vice President and Secretary

Joe Pakootas

— Confederated Tribes of the Colville Reservation

Laura Ruderman

— Washington State House of Representatives, Former Representative

Stephanie Salzman

— Dean, Western Washington University, Woodring College of Education,

Mike Scroggins

— Director, Information & Technology, Washington State Board for Community and Technical Colleges

*Marty Smith

— Partner, Preston Gates & Ellis, LLP

— DLC Chair

* *Executive Committee*

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Frank Armijo, Business Development Manager, Lockheed Martin

Joe Austin, Executive Director of Technology, Spokane School District

Gary Brown, Director, Center for Teaching and Learning, Washington State University

Kristin Bunce, Executive Policy Advisor for K-12 Education, Governor's Executive Policy Office

Catherine M. Casserly, Education Program Consultant for Technology, The William and Flora Hewlett Foundation

Joe Clark, Director, Interactive Technologies, OSPI

Representative Don Cox, 9th Legislative District, Washington State House of Representatives

Kay Deasy, Public Affairs Manager, Intel Corporation

Senator Tracy Eide, 30th Legislative District, Washington State Senate

Mike Feuling, Teacher, Internet Academy, Federal Way School District

Senator Bill Finkbeiner, 45th Legislative District, Washington State Senate

Louis Fox, Vice Provost, Educational Partnerships and Learning Technologies, University of Washington

Lisa Holmes, Principal, Oakesdale High School, Oakesdale School District

Katherine James Schuitemaker, CEO, The Resonance Group

Edward Jung, Co-President, Intellectual Ventures

Lauren Kiolet, Teacher, North Thurston High School, North Thurston School District

Laura Kohn, Executive Policy Advisor for K-12 Education, Governor's Executive Policy Office

Susannah Malarkey, Executive Director, Technology Alliance

Gene Medina, Superintendent, North Kitsap School District

Frederic A. Morris, Executive Policy Advisor for Science and Technology, Governor's Executive Policy Office

Tom Murphy, Superintendent, Federal Way School District

Nathan Myhrvold, Co-President, Intellectual Ventures

Lynn A. Nixon, Northwest Government Affairs Manager, Agilent Technologies

Robert Ozuna, Director, UW-Yakima Valley Community Partnership, Educational Partnerships & Learning Technologies, University of Washington

Representative Laura Ruderman, 45th Legislative District, Washington State House of Representatives

Kim Schjelderup, Teacher, Mercer Island High School, Mercer Island School District

Dennis Small, Supervisor, Educational Telecommunications, OSPI

Mike Smith, Program Officer for Education, The William and Flora Hewlett Foundation

Marty Smith (Task Force Chair), Partner, Preston Gates & Ellis LLP

David Szatmary, Vice Provost, Educational Outreach, University of Washington

Tom Vander Ark, Executive Director for Education, Bill & Melinda Gates Foundation

Participating Schools – 2003-2004

SCHOOL	COUNTY	DISTRICT NAME	FULL TIME STUDENTS
Forks High School	Clallum	Quillayute School Dist.	339
Forks Alternative High School	Clallum	Quillayute School Dist.	62
Quileute Tribal School	Clallum	Quillayute School Dist.	77
Washington State School for the Blind	Clark	Vancouver School Dist.	68
Bridgeport High School	Douglas	Bridgeport School Dist.	133
Aurora High School	Douglas	Bridgeport School Dist.	36
Homelink (Harbor)	Grays Harbor	Aberdeen School Dist.	25
Harbor High School	Grays Harbor	Aberdeen School Dist.	266
Foster High School	King	Tukwila School Dist.	749
North Kitsap High School	Kitsap	North Kitsap School Dist.	1,469
North Kitsap Parent Assisted Learning (PAL) Program	Kitsap	North Kitsap School Dist.	217
North Kitsap Spectrum	Kitsap	North Kitsap School Dist.	133
Omak High School	Okanogan	Omak School Dist.	516
Omak Alternative High School	Okanogan	Omak School Dist.	58
Paschal Sherman Indian School	Okanogan	Omak School Dist.	51
Oakesdale High School	Whitman	Oakesdale School Dist.	71
Toppenish High School	Yakima	Toppenish School Dist.	740
		Total	5,010

Participating Schools – 2004-2005

SCHOOL	COUNTY	DISTRICT NAME	SEMESTER JOINED	FULL TIME STUDENTS
Bellingham High School	Whatcom	Bellingham School Dist.	Fall	1091
Bridgeport Aurora High School	Douglas	Bridgeport School Dist.	Fall	20
Bridgeport High School	Douglas	Bridgeport School Dist.	Fall	136
The Center School	King	Seattle School Dist.	Fall	306
Challenger Secondary Schools	Pierce	Bethel School Dist.	Fall	380
Cheney Alternative High School	Spokane	Cheney School Dist.	Fall	72
Chimacum High School	Jefferson	Chimacum School Dist.	Dec	452
Columbia High School	Klickitat	White Salmon Valley School Dist.	Fall	429
The Enrichment Cooperative for Home Schooling	Spokane	Spokane School Dist.	Fall	79
Enumclaw Sr High School	King	Enumclaw School Dist.	Fall	1646

Federal Way Senior High School	King	Federal Way School Dist.	Dec	1686
Forks Alternative School	Clallam	Quillaute Valley School Dist.	Fall	62
Forks High School	Clallam	Quillaute Valley School Dist.	Fall	319
Foster Senior High School	King	Tukwila School Dist.	Fall	743
Garfield High School	King	Seattle School Dist.	Fall	1652
Glenwood Secondary	Klickitat	Glenwood School Dist.	Fall	49
Granger High School	Yakima	Granger School Dist.	Fall	333
Harbor High School	Grays Harbor	Aberdeen School Dist.	Fall	285
Homelink (Harbor)	Grays Harbor	Aberdeen School Dist.	Fall	30
Inchelium High School	Ferry	Inchelium School Dist.	Fall	69
Internet Academy	King	Federal Way School Dist.	Jan	346
Juanita High School and Futures High School	King	Lake Washington School Dist.	Fall	1130

Klickitat Elem & Secondary School	Klickitat	Klickitat School Dist.	Fall	149
Lake Quinault High School	Grays Harbor	Quinault Lake School Dist.	Fall	96
Lummi High School	Whatcom	Ferndale School Dist.	Fall	90
Lynden High School	Whatcom	Lynden School Dist.	Dec	889
Mary M Knight High School	Mason	Mary M Knight School Dist.	Fall	100
Montesano Jr-Sr High	Grays Harbor	Montesano School Dist.	Dec	718
Mountlake Terrace High School	Snohomish	Edmonds School Dist.	Fall	1756
Nathan Hale High School	King	Seattle School Dist.	Fall	1079
North Kitsap High School	Kitsap	North Kitsap School Dist.	Fall	1433
North Kitsap PAL	Kitsap	North Kitsap School Dist.	Fall	206
North Kitsap Spectrum	Kitsap	North Kitsap School Dist.	Fall	148
Oakesdale High School	Whitman	Oakesdale School Dist.	Fall	54
Oakesdale Middle School	Whitman	Oakesdale School Dist.	Jan	15
Ocosta Junior – Senior High	Grays Harbor	Ocosta School Dist.	Fall	353

Odessa High School	Lincoln	Odessa School Dist.	Fall	160
Omak Alternative High School	Okanogan	Omak School Dist.	Fall	75
Omak High School	Okanogan	Omak School Dist.	Fall	506
Options High School	Whatcom	Bellingham School Dist.	Fall	121
Paschal Sherman Indian School (7th-9th grade)	Okanogan	Paschal Sherman School Dist.	Fall	175
Port Angeles High School	Clallam	Port Angeles School Dist.	Dec	1488
Poulsbo Junior High	Kitsap	North Kitsap School Dist.	Jan	792
Quileute Tribal School	Clallam	Quillaute Valley School Dist.	Fall	61
Reardan High School	Lincoln	Reardan-Edwall School Dist.	Dec	181
River Home Link	Clark	Battle Ground School Dist.	Fall	354
Sehome High School	Whatcom	Bellingham School Dist.	Fall	1096
Selkirk Jr-Sr High	Pend Oreille	Selkirk School Dist.	Dec	202
Shadle Park High School	Spokane	Spokane School Dist.	Fall	1674

Showalter Middle School	King	Tukwila School Dist.	Jan	633
Squalicum High School	Whatcom	Bellingham School Dist.	Fall	1237
Stevenson High School	Skamania	Stevenson-Carson School Dist.	Fall	404
Suquamish Tribal Education Program	Kitsap	Suquamish Tribal Education Program Dist.	Fall	5
Timberline High School	Thurston	North Thurston Public School Dist.	Fall	1315
Tonasket High School	Okanogan	Tonasket School Dist.	Fall	386
Toppenish High School	Yakima	Toppenish School Dist.	Fall	723
Toppenish Middle School	Yakima	Toppenish School Dist.	Jan	862
Trout Lake School	Klickitat	Trout Lake School Dist.	Fall	110
Tulalip Heritage School	Snohomish	Marysville School Dist.	Feb	86
WA State School for the Deaf	Clark		Jan	57
Washington State School for the Blind	Clark		Fall	32
Wellpinit High School	Stevens	Wellpinit School Dist.	Fall	99

West Seattle High School	King	Seattle School Dist.	Dec	1133
White Pass High School	Lewis	White Pass School Dist.	Fall	365
Yakama Nation Tribal Jr/Sr High School	Yakima	Tribal Schools	Fall	84

32,817

School Usage Report – Sample

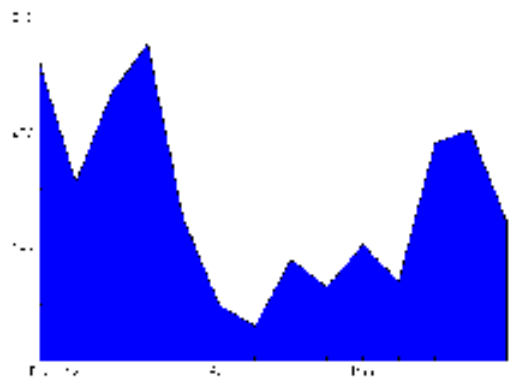
Squalicum High School

Total Usage

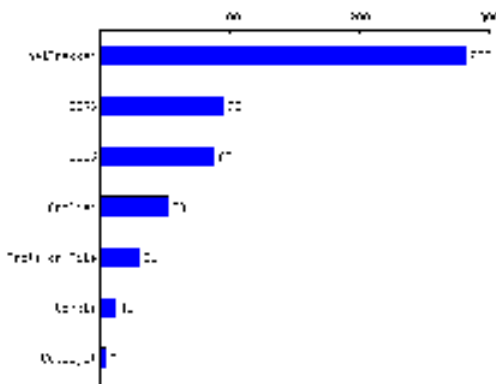
The graph to the right shows Squalicum High School's usage of DLC resources over time. The graph measures the total number of "clicks" per week from the DLC website to any and all of the resources provided by the DLC.

Squalicum High School's May 2005 usage level places it 16 out of 68 participating schools (usage level has been adjusted for school size).

Note: Large spikes in usage typically represent training sessions.



Resource Usage for May 2005



The table to the left lists total "clicks" from Squalicum High School to selected DLC resources during May 2005.

Library Resources:

- Grolier
- netTrekker
- Facts on File
- SERS
- Corbis

College and Career Planning Resources:

- ECOS

Digital Tools (Portfolio):

- Catalyst

Online Courses

The table below shows the number and types of DLC courses taken by Squalicum High School students.

Note: Course statistics are accurate as of June 7, 2005. Course adds/drops could change the counts for current and upcoming terms.

Terms	Course Levels	Subjects
Spring 2005	Credit Recovery 1	Science 4
Fall 2004	Advanced Placement 9	Social Studies 3
		Mathematics 2
		Language Arts 1

*2005-06 Pricing Document***DLC Membership: \$6 per student (based on Oct. 2004 enrollment)****Digital Library (included in membership)**

Membership includes access to a world-class digital library featuring five subscription databases, available anytime, anywhere. Purchased outside of the DLC, these resources would cost \$20.44 per pupil.

Professional Development (included in membership)

Integrate DLC resources into your school with a variety of professional development opportunities for your staff.

Access to Online Courses (average \$310 per semester-long high school course)

Give students access to more than 300 high-quality classes in a broad range of subject areas offered by some of the country's best online course providers. Save \$20-\$100 per course by purchasing through the DLC. Students in online courses have an online mentor for subject-area assistance in their courses, help in the use of the DLC Library resources, and guidance in their post-high school planning.

Course Credit Funds (included in membership for public schools)

Every school will receive \$2,000 - \$6,000 in Course Credit Funds to be applied to online course costs. This credit allows your school to start purchasing courses without an additional payment. If you'd like more courses, just pay as you go. See the "Payment Information" section for more details on course payments.

Note that the exact amount of Course Credit Funds given to each school will depend on the size of the school, WASL scores, graduation rate, and the percentage of students receiving Free and Reduced Lunch.

Apex Learning Math ClassTools and English ClassTools (included in membership)

Enhance existing classes with these online resources, activities, and diagnostics. Compare to \$30 per account for non-DLC Members.

Catalyst Digital Tools (included in membership)

These easy-to-use online tools help students and educators create portfolios, collaborate on projects, and build online communities. Catalyst is only available through the DLC.

Additional Resources Available to DLC Members:**ECOS – Education and Career Opportunities System: \$0.88 per student (Oct. 2004 enrollment)**

ECOS puts college and career information in the hands of your students, plus SAT/ACT preparation from the Princeton Review. Save between \$0.75 and \$3.00 per student as a DLC Member.

WOIS / The Career Information System: \$0.75 per student (Oct. 2004 enrollment)

WOIS offers college and career information, with a Washington state focus. DLC Members pay the reduced rate of \$0.75 per student. Middle schools can purchase either the WOIS Middle School product (with a lower reading level) for \$0.75 per student with a maximum of \$250 per school or the WOIS High School product for \$0.75 per student, maximum of \$625 per school.