

**Digital Learning Commons**  
**2005 Annual Performance Report**  
**July 1, 2004 through June 30, 2005**  
Prepared by: Dr. Judy Margrath-Huge, CEO  
August 30, 2005

## **Introduction**

The Digital Learning Commons (DLC) was created in 2002 to:

- Improve access to K-12 educational resources for students, teachers and parents in Washington State
- Deliver high quality online courses and career and college planning resources
- Make digital library content available
- Implement availability of digital tools
- Provide training for the online resources to students, teachers and parents

During the first two years the DLC planned to:

- Recruit schools to participate
- Research existing online resources (digital content)
- Negotiate agreements with content providers
- Determine the appropriate technical infrastructure for delivery and support of resources
- Develop and implement a training system that will provide hands-on training to all student and educator users of the DLC.

During the Proof of Concept phase of the DLC (October 2002 through June 2005) the focus has been on creating an organization, working with a pilot group of schools, assessing the initial use of services, and determining a scalable structure to enable the DLC to roll out resources to the appropriate K-12 constituents statewide in the next phase. The following Year Two section details the activities accomplished throughout the year as per the 2004-2005 Work Plan in the areas of digital content/program, training, technology, assessment and administration.

### *Summary of Proposed Project Targets Compared to Actual Outcomes*

The original Project Plan had stated targets, and this section will update the proposed goals to what actually was accomplished in Year Two.

1. Participants:

- Proposed: 12 high schools with 2,000 to 4,000 students.
- Accomplished: Added 47 schools to the Year One totals of 16 high schools (4559 students), 1 middle school (51 students), the Washington State School for the Blind (32 students), and 2 Native American Tribal

Schools (85 students) plus 300 educators for a total of 35,000 students and educators for 2004-05.

2. Onsite Student Orientation:
  - Proposed: None.
  - Accomplished: 32,000 students and 3,000 educators.
3. Number of Students Taking Online Courses:
  - Proposed: 10-12 schools totaling 200 students.
  - Accomplished: 42 high schools with 1159 students taking online courses.
4. Digital Library:
  - Proposed: Available to 2,000 to 4,000 students.
  - Accomplished: Available to 32,000 students and 3,000 educators.
5. College and Career Planning Resource:
  - Proposed: Available to 2,000 to 4,000 students.
  - Accomplished: Available to 32,000 high school students and 3000 educators.
6. Digital Tools:
  - Proposed: Pilot digital tools at 1 school with 50 students.
  - Accomplished: Available to 32,000 and 3,000 educators.

## **Digital Learning Commons Year Two (2004-2005) Work Plan Narrative and Accomplishments**

### Digital Content/Program

In the second year we will examine the lessons learned in year one and refine the digital content to better serve Washington students. Concurrently, we will introduce new resources designed to meet the needs of teachers and parents. During this year we will standardize processes for registering students and for adding new schools to the DLC. Our goal in year two is to increase the numbers of students and educators participating in the DLC to 50,000 for fall of 2005.

#### Measures:

- Increase in numbers of participating educators and students to 30,000
  - Accomplishments: 35,000 students and educators.
- Increase in percent of online courses utilization to 6%
  - Accomplishments: Online courses registration was 4.8%.
- Increase percent of passing/completing online courses to 60%
  - Accomplishments: Completion rate increased to 94% (defined as receiving a grade of A-F)
  - Accomplishments: Passing rate increased to 60% (defined as receiving a grade of D+ and higher)
  - Accomplishments: 4.8% of the student population enrolled in an online course.
  - Accomplishments: 1159 online course registrations for 04-05

- Accomplishments: Courses utilization – 21% Language Arts; 19% Social Studies; 15% Math; 14% Foreign Language (Spanish, Japanese, French as the top three); 10% Science.
- Accomplishments: Top two reasons for taking online courses were: course not available in my school; course helped me earn credit for graduation.
- Increase use of library resources from fall to spring
  - Accomplishments: Use of library resources fell slightly from fall 2004 to spring 2005.
- Increase use of ECOS from 2003-04
  - Accomplishments: ECOS increased slightly from 2003-04 to 2004-05 based on an “average” per student use even though the total use increased with the addition of more schools.
- Establish baseline on use of Catalyst portfolio
  - Accomplishments: See attached graph which illustrates the dramatic growth within 2004-05. Monthly usage statistics were gathered, and focus groups were held to gain insights into “enablers” and “barriers” to using a portfolio tool.
- Increase number of high schools to 55
  - Accomplishments: 67 schools.
- Increase number of Native American Tribal Schools to 4
  - Accomplishments: 5 Tribal Schools.

Other Digital Content/Program Accomplishments:

- Added Math ClassTools as a way to meet requests from participating schools for content to individualize math instruction.
- Expanded online course offerings to over 300 courses; included courses offered by multiple vendors; initiated Credit Recovery courses; added Student Mentors to support student taking online courses through “cyber tutoring”; developed an online course for Teacher/Mentors.
  - 15 student mentors were hired to “cover” five subject areas (Humanities, Math and Business, Science and Technology, Social Studies, and 5 Foreign Languages (French, German, Japanese, Latin, Spanish)
  - Majority of student mentor tutoring requests were in Spanish I and Pacific Northwest History
  - Majority of contacts by students were about homework
- Linked each school to their local and college/research libraries.
- Added 5 pilot middle schools at second semester.
- Launched monthly “spotlights” in each resource section to feature and highlight elements of that content.
- Designed and collected K-12 portfolio examples to feature.
- Conducted parent focus groups regarding digital content for parents.
- Developed “best practices” for implementation of DLC resources.
- Added middle school content into online courses and teaching resources for 2005-06.

## Training

Face-to-face training will continue through site visits to all participating schools. We anticipate that the training plan will utilize partnerships with higher education institutions across the state to provide regionally-based trainers. We believe that a decentralized system of regional partnerships will enable the DLC to provide more cost effective, widely available training that is ultimately scalable to a statewide rollout.

We will continue to convene educators and administrators at training workshops to disseminate information, gather feedback and facilitate peer-to-peer networking. During this year we will refine training processes to both address the needs of schools that are new to the DLC while also providing value to schools that are continuing their relationships with the organization.

### Measures:

- Provide onsite orientations for 26,000 student and staff
  - Accomplishments: 35,000 students and staff received on-site orientations/training.
- Provide regional meetings for all schools on resource utilization
  - Accomplishments: 8 regional meetings were held.
- Receive satisfactory feedback from staff and student training surveys
  - Student Feedback
    - 77% said they were equipped to use the 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.
  - Staff Feedback
    - 78% said the DLC resources were relevant to their classroom curriculum.
    - 76% said they felt they had received a thorough orientation to the DLC resources.
    - 70% said they felt equipped to use the 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.

- Develop 1 additional university partner

There was not a need to create another university partner during the 2004-2005 school year. We instead strengthened our university partnerships by creating relationships with more than one program/entity on campus.

- 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.

Other Training Accomplishments:

- Established “online communities” with Counselors, Technology leads, Teacher/Mentors, and Librarians.
- Developed an online course to train student instructors and educators on the DLC resources and ways to implement/align them with their school/student/classroom goals.
- Developed an online training request system so schools could request ongoing professional development and training all year long.
- Designed the 2005-06 training program with input from the working group and schools.
- Expanded the listing of web-based professional development opportunities.
- Expanded the DLC Professional Development calendar featuring DLC staff-sponsored and lead sessions in addition to vendor sessions.

Technology

Assessment of new schools’ technical capacity will be ongoing, as will support for bringing new schools into the DLC. We anticipate that the main focus in the technology arena will be developing a plan for creating a portal and determining what the technical

infrastructure needs of the organization are likely to be as we scale to a state-wide roll out.

Measures:

- Technology usability study
  - Accomplishments: Ongoing throughout 2004-05. Changes made to the website as input was gathered.
- Single sign on technical specifications
  - Accomplishments: Developed a modified single sign on for authentication and data gathering; continuing collaboration with OSPI to join their efforts.

Other Technology Accomplishments:

- Re-designed and developed a new online courses registration system.
- Re-organized website content display, descriptions, etc.
- Developed and rolled out new website design for fall 2004.
- Developed and designed school usage statistics data gathering tool and report functionality.
- Developed a DLC intranet and database for school/resources information and statistics.
- Developed automated registration and follow up communications/billing for 2005-06 schools.

Governance/Advisory Committees

The DLC's assessment and planning for content, training and technology will come together in an organization-wide strategic planning effort scheduled to take place in the first half of the year. This planning will guide the direction of the DLC as it prepares for a sustainable statewide rollout in phase two. Board and advisory committees will be engaged in both the ongoing governance of the organization and the strategic planning work.

Measures:

- Statewide rollout strategic plan
  - Pricing document for 2005-07 was developed (see attached) building on the concepts of ongoing sustainability and scalability; the DLC Board's Sustainability Working Group put together the critical elements of this plan.
  - Legislative strategy was developed and implemented.
  - 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.

## Assessment

During the summer of 2004 we will conduct a thorough assessment of the first year of operations. During spring and summer of 2005 we will assemble the full proof of concept phase assessment.

### Measures:

- Year One Assessment Report
  - Accomplishments: Year One Assessment report was completed and posted on the website; DLC Board and staff discussed recommendations and implementation strategies were developed and enacted.
- Proof of Concept Assessment Report
  - Accomplishments: Year Two Assessment report and a Proof of Concept Report will be completed by August 15, 2005.

### Other Assessment Accomplishments:

- Year Two assessment activities were varied; surveys, focus groups, phone meetings, etc.
- DLC staff compiled usage data and other feedback data throughout the year.
- As part of the Communications Plan, a communications assessment was implemented.

## Administration

Beside the ongoing work of administering financial, operational, and human resource systems, the main effort during year two will be on solidifying a sustainable financial structure.

Funding will be sought from participating schools, foundations and the State of Washington. The results of the first year assessment and the strategic planning effort will be the basis of the proposals for funding in years three and beyond.

### Measures:

- Long range business plan for sustainability
  - Accomplishments: Pricing plan developed as phase one of the business plan; recruitment strategies developed and implemented including conference presentations, letters, phone calls, onsite meetings, phone orientations, etc.; options for ongoing funding and partnerships developed; budget reduction options developed as “back-up” plan. (See attached proposed 2005-06 budget.)

### Other Administration Accomplishments:

- 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 31 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.

The DLC Participating Schools, advisory committees, surveys, evaluation data, a second year of experience has provided additional insights as we move into Year Three. We learned the following in Year Two.

- To make professional development and support “stick” it needs to be job-embedded, just in time, and on site.
- Teachers often don’t know about powerful instructional strategies that can effect student achievement; therefore it is difficult to see how technology can support those ideas.
- Teachers haven’t yet seen how to use an interest survey, as per WOIS or ECOS, to drive students’ planning for their high school years and beyond.
- Standards-based instruction and planning to those outcomes is not prevalent in high schools.
- Schools want examples, models, examples, and models.....for how to use and implement DLC resources.
- Educators ask for assistance in using technology as a tool for teaching and learning and for transforming their classrooms; we must deliver that.
- Teachers continue to need resources to support underserved populations, i.e. ESL students, Special Education students, etc.
- Online professional development and learning for teachers does have a place in the K-12 world.
- Partnerships are key for the expansion of the DLC into the fabric of K-12 schools.
- More frequent “check in” visits/visitations to the DLC schools are critical to their success in using the resources to support their goals.
- The DLC needs to scale up rapidly.
- Not everyone needs all the DLC resources; how can we differentiate types of options/services.
- School level support and contacts are important; how can we staff up for that support. Some research supports the notion that what matters more than the curriculum is the coherent support for teachers; but more success is gained when support goes along with curriculum aligned to the standards.
- Create the experts at the school level; build school level capacity and ownership.

- How can the DLC be “validated” as the “good housekeeping seal of approval”; do we or others need this?
- Vendors do respond to our input and have made adjustments and changes based on feedback from the DLC.

	<b>July – September 2004</b>	<b>October – December 2004</b>	<b>January – March 2005</b>	<b>April – June 2005</b>
<b>Digital Content/Program</b>	Drop-Add period for Fall classes Review and refine DLC content Adjust plans based on assessment Implement parent resource content Implement classroom <i>teaching</i> resources <u>Implement professional development resources</u>	Identify and recruit additional schools Drop-Add period for spring classes Implement professional development content Implement on-line tools <u>Research online, standards-based, WASL-like high school assessments.</u> <u>Conduct parent focus groups regarding digital content for them and research possible resources.</u> <u>Add 10-15 additional high schools to begin participating in January.</u>	Develop and implement procedures for adding new schools Identify, select and confirm additional high schools to begin in Fall (increase to approximately 50,000 users for 05-06 school year) <u>Select 8-10 middle schools from participating school districts (about 2000 users for 05-06 school year)</u> Conduct meetings at all schools (new and continuing) to insure full utilization of DLC resources <u>Develop best practices for high school implementation</u> <u>Research middle level digital content.</u>	Register students for summer session Register students for fall and spring sessions <u>Select additional parent resources based on input data and research..</u> <u>Select middle level digital content.</u>
<b>Training</b>	Conduct ongoing on-site training <u>Revise</u> and implement training plan	<u>Convene pilot schools' regional meetings for resource implementation</u>	Convene pilot schools training and evaluation conference Evaluate and revise training model	Conduct on-site training for new students, teachers and staff at schools <u>Develop high school implementation training design.</u>
<b>Technology</b>	Revise technical infrastructure and support plan Develop implementation plan for portal technology	Present technical infrastructure and support plan Present implementation plan for portal technology	<u>Conduct website usability study.</u>	<u>Update website based on usability study.</u>
<b>Governance/Advisory Committees</b>	Begin strategic planning for implementation phase	Complete strategic planning for implementation phase		
<b>Assessment</b>	Conduct first year assessment of utilization, training, student performance, services, service delivery, etc. Analyze data and prepare first year assessment report		Begin pilot phase assessment	Continue pilot phase assessment (complete in August, 2005)

<b>Administration</b>	Identify and meet with potential new funders Review and refine communications strategy Prepare for and conduct financial audit of fiscal period ending June 30, 2004	Submit proposals for funding to foundations, state government <u>Gather feedback on the cost sharing plan for schools</u>		<u>Implement cost sharing plan for schools</u>
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Notes:

- Italicized/underlined items are additions to the original 2004-05 work plan.
- The additional state funding (\$650,000) will be utilized to expand the number of schools during 2004-05, to add middle school content, and support new parent resources.

## 2005-2007 Growth Projections

Goal: To continue scaling the Digital Learning Commons to full statewide K-12 adoption and implementation in support of students, staff, and parents as they have increased access and continue to utilize high quality online resources.

Outcome Measures	FY06 Total	FY07 Total	2007-2011 Total
<i>1.0 High School</i>			
1.1 Increase high schools	100	200	all 734
1.2 Increase participating students	50,000	100,000	all 315,000
1.3 Increase online courses utilization	3,000	6,000	increase to 8% of total
1.4 Library access available	50,000	100,000	all 315,000
1.5 ECOS available	50,000	100,000	all 315,000
1.6 Catalyst tools available	50,000	100,000	all 315,000
1.7 Onsite student orientation	50,000	100,000	all 315,000
<i>2.0 Middle School</i>			
2.1 Increase middle schools	10	20	all 335
2.2 Increase participating students	2,000	10,000	all 244,000
2.3 Increase online course utilization	100	400	increase to 8% of total
2.4 Library access available	2,000	10,000	all 244,000
2.5 ECOS available	2,000	10,000	all 244,000
2.6 Catalyst tools available	2,000	10,000	all 244,000
2.7 Onsite student orientation	2,000	10,000	all 244,000
<i>3.0 Elementary School</i>			
3.1 Increase elementary schools	0	10-15	all elementary schools
3.2 Increase participating educators	0	200	all elementary educators
3.3 Library access available	0	200	all elementary educators
3.4 Catalyst tools available	0	200	all elementary educators
<i>4.0 Special Programs</i>			
4.1 Washington State School for the Deaf	30	30	30
4.2 Spec. Ed. within DLC Schools	Yes	Yes	Yes, within all schools
4.3 Native American Tribal Schools	5	7	all
<i>5.0 Support for Statewide Educ. Reform</i>			
5.1 Culminating	Yes	Yes	Yes
5.2 Support WASL prep and retakes	Yes	Yes	Yes
5.3 High School and Beyond Plans	Yes	Yes	Yes
5.4 Student Learning Plans	Yes	Yes	Yes
5.5 Accelerated Learning Plans	Yes	Yes	Yes

## **2005-06 New Focus Areas:**

### *Digital Content/Program*

- Pilot additional middle schools and begin with some elementary school staffs
- Conduct online courses quality assurance review of course content
- Expand resources for WASL “preparation” and support
- Expand resources for ESL students
- Produce implementation plans for each school that aligns the DLC resources to their priority areas and goals with training support
- Produce “best practices” documents for resources and implementation ideas
- Add resources about and from Washington State Native American tribes

### *Training*

- Add online/ “just in time” workshops for educators
- Expand the “train the trainer” online resources
- Develop online implementation handbook

### *Technology*

- Implement a “mega search” function across all DLC library databases
- Refine home page based on usability studies from 2004-05

### *Governance/Advisory Committees*

- Examine Board membership and purpose
- Review national DLC model
- Develop and implement legislative strategy for January Interim Session funding proposal

### *Assessment*

- Plan and conduct Year Three Program Evaluation
- Develop and implement DLC data-gathering priorities

### *Administration*

- Identify and meet with potential funders for the DLC and schools
- Extend partnerships with other agencies, groups, non-profits, and state
- Develop ongoing finance strategies



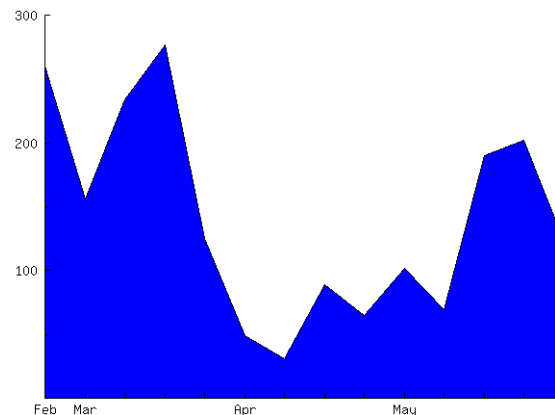
## Squalicum High School

### Total Usage

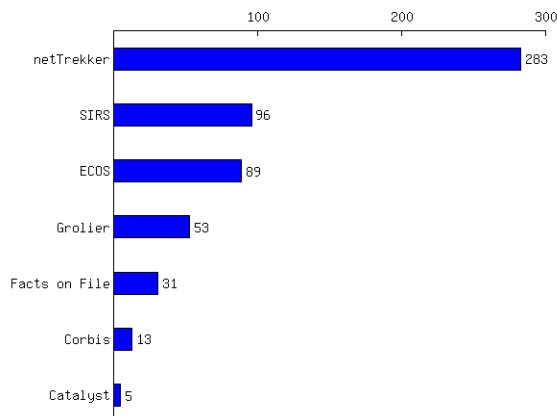
The graph to the right shows Squalicum High School's usage of DLC resources over time. The graph measures the total number of "clicks" per week from the DLC website to any and all of the resources provided by the DLC.

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
- SIRS
- 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

Spring 2005	6 -- 2 Drop(s)
Fall 2004	6 -- 1 Drop(s)

#### Course Levels

Credit Recovery	1
Advanced Placement	9

#### Subjects

Science	4
Social Studies	3
Mathematics	2
Language Arts	1



## Make the most of your DLC resources

**Training.** Need a refresher on a DLC resource? Participate in an online training event (calendar at: [www.learningcommons.org/educators/training/](http://www.learningcommons.org/educators/training/)) or contact Maile Hadley, Training Manager ([mhadley@learningcommons.org](mailto:mhadley@learningcommons.org); 206-543-4514), to discuss additional training opportunities.

**Classroom Resources.** Encourage teachers to use DLC resources in the classroom. The DLC Library offers access to a variety of resources for educators, including lesson plans, educational websites, and multimedia.

**Assignments.** Make the DLC a part of student assignments. Have students research paper topics in DLC Library databases, like SIRS or Facts on File, or explore career options using ECOS.

**School Goals.** Take a moment to explore the [DLC website](#) to find resources that align with your school's goals. Looking to improve math scores? See if Math ClassTools will help. Want students to create portfolios? Try the Catalyst Portfolio tool.

## About this report

*How does the DLC collect the usage information provided in this report?*

The DLC website collects basic usage statistics whenever you click from the DLC site to an off-site resource.

*How does the DLC know which school I'm from?*

In order to use many of the DLC resources, you are asked to identify your school. This allows you to access these resources from school or home, as well as allowing the system to track resource usage.

*What about privacy?*

The usage information collected by the DLC is not personally identifiable, and the DLC will only use this information to fulfill its mission of providing high-quality educational materials, online courses, and technology tools to students and educators across the state. For more information, see the DLC's privacy policy at [www.learningcommons.org/about/privacy.php](http://www.learningcommons.org/about/privacy.php).

*How are the usage levels adjusted for school size?*

In order to present an accurate measure of usage regardless of school size, the usage level is generated by dividing the total number of clicks into the school's student population.



## Digital Learning Commons

### Pricing for the 2005-2006 School Year

#### ***DLC Membership: \$6 per student (based on Oct. 2004 enrollment)***

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##### **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:***

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##### **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.



## Example School Fees and Course Credit Funds

Students	DLC Membership Fees	Course Credit Funds	<b>Note:</b> The final Course Credit Fund amount will vary by school based on size of the school, WASL scores, graduation rate, and the percentage of students receiving Free and Reduced Lunch. Average amounts will be between \$2,000 and \$6,000 per year.
100	\$600	\$2,000 - \$3,000	
500	\$3,000	\$3,000 - \$5,000	
1,000	\$6,000	\$3,000 - \$5,000	
1,500	\$9,000	\$4,000 - \$6,000	

### Three Options for Joining

#### Option #1: Join before April 15

Schools that join by April 15th will be able to start registration for students in online courses on May 2nd. Prior to the start of registration, we'll inform schools of the exact amount of Course Credit Funds they'll be able to use during the school year. These schools will also be able to take advantage of a variety of professional development services during the rest of this school year, including introductory trainings, online/phone trainings, and phone or in-person consultations.

#### Option #2: Join between April 16 and August 19

These schools will be able to start registering students for online courses approximately two weeks following the join date. The DLC will allocate the \$2,000 minimum Course Credit Funds amount to schools for registration period opening on May 2nd. Schools that join during this period will receive the full Course Credit Funds allotment, and we'll communicate the exact amount after August 19. These schools will also be able to participate in introductory trainings and other professional development opportunities.

#### Option #3: Join between August 20 and November 15

School joining in this period will be able to register students for second semester courses starting in December. These schools will receive a pro-rated amount of Course Credit Funds. Professional development opportunities will also be available.

### Join Now

#### Step 1: Membership Form

Complete a short membership form at <http://www.learningcommons.org/about/join/>. You will be able to indicate the additional resources you'd like to add to your DLC Membership at this point.

#### Step 2: Down Payment

Send a non-refundable down payment to: Digital Learning Commons, 4507 University Way NE, Suite 204, Seattle, WA 98105. See below for more details on the down payment.

**Questions?** Learn more at <http://www.learningcommons.org/about/join/>



## ***Payment Information***

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### **Down Payment (up to \$500)**

The DLC will invoice you for a down payment upon completion of the online membership form. The down payment rate is 50% of your school's DLC Membership Fees (student enrollment x \$6), up to \$500. The down payment is non-refundable.

#### **Examples:**

Students	DLC Membership Fees	Down Payment
100	\$600	\$300
500	\$3,000	\$500
1,000	\$6,000	\$500
1,500	\$9,000	\$500

### **DLC Membership Fees (\$6 per student)**

Your school's total DLC Membership Fees will be calculated based on your school's October 2004 enrollment, plus any charges for additional resources. The down payment will be deducted from the total amount. You will be invoiced in May, and have the option to use funds from the current fiscal year or the next fiscal year. The full amount must be paid by September 30, 2005.

Please note that the \$6 per student rate is contingent upon the final DLC allocation in the State of Washington budget. The DLC will make every effort to maintain the \$6 per student figure, and will notify you if there are any changes in pricing.

### **Online Course Costs**

The DLC will invoice your school for any online course costs above and beyond your school's allocated Course Credit Funds. Those invoices will arrive in late September 2005 for first semester and mid February 2006 for second semester.

## ***Middle Schools***

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The Digital Learning Commons now welcomes any interested middle school to join us for the 2005-2006 school year.

# Student Portfolios

<u>Date</u>	<u>Implementations</u>	<u>Creators</u>
11/10/2004	1124	635
2/9/2005	1629	739
3/9/2005	2321	813
4/1/2005	2544	862
5/11/2005	2943	882

