

## North American Council for Online Learning

- **NACOL** is the premier K-12 nonprofit organization in the field of online learning.
- Provides leadership, advocacy, research, training and networking with experts in K-12 online learning.
- "Ensure every student has access to the best education available regardless of geography, income or background."
- National Conference: Virtual School Symposium (VSS): Phoenix, AZ on October 26-28, 2008



## Resources for Virtual Schools

- Professional Development: November conference
  - NACOL hosts annual conference: **Virtual School Symposium**
  - NACOL Monthly Webinars (Illuminate)
  - California Committee of NACOL/CUE for Online Learning
- Quality Issues in K-12 Online Learning
  - NACOL published Standards of Quality for Online Course
  - Developing Standards of Quality for Online Teaching and Programs
- K-12 Online Learning Reports
  - NACOL Primer on K-12 Online Learning
  - Keeping Pace with K-12 Online Learning
  - Access and Equity in K-12 Online Learning
  - Professional Development for Virtual Schools
  - 21st Century Skills and Virtual Schools
- Identifying Online Needs of States
  - NACOL State Needs Assessments Project (10 states)
- Credit Recovery and Graduation
- NACOL Experts
  - Membership forums, job posting, grants, advice and networking

### World Future Society

The Futurist: Top 10 Breakthroughs Transforming Life over the next 20-30 years  
*Best forecast data ever assembled*

1. Alternative energy
2. Desalination
3. Precision farming
4. Biometrics
5. Quantum computers
6. Entertainment on demand
7. Global access
8. **Virtual education or distance learning**
9. Nanotechnology
10. Smart Robots

## **What Students Need to Know: 21<sup>st</sup> Century Skills and ICT Literacy**

The future will demand people who can express themselves effectively with images, animation, sound, and video, solve real world problems that require processing and analysis of thousands of numbers, evaluate information for accuracy, reliability, and validity; and organize information into valuable knowledge, yet students are not learning these skills in school.

## **Defining 21<sup>st</sup> Century ICT Literacy**

- The Partnership for 21<sup>st</sup> Century Skills defined 6 key elements of 21<sup>st</sup> Century Learning
  - Emphasize core subjects.
  - Emphasize learning skills.
  - Use 21<sup>st</sup> Century tools to develop learning skills.
  - Teach and learn in 21<sup>st</sup> century context.
  - Teach and learn 21<sup>st</sup> century content.
  - Use 21<sup>st</sup> century assessments that measure 21<sup>st</sup> century skills.

[www.21stCenturySkills.org](http://www.21stCenturySkills.org)

## State Trends: Michigan

- Michigan April 2006 - First state to require “online learning” in new high school graduation requirements:
  - “every student must have an online learning experience or course”
  - Need for online learning is greatest with students to access skills they will need to get ahead and compete in an increasingly technological workplace

## State Trends: Florida

- Growth and Sustainable Funding
  - 1/6 FTE; performance funding based on completion, not seat time
  - Set up as a separate LEA (school district)
  - 100,000 enrollments in Florida Virtual School (statewide supplemental online program)
  - School districts may not limit access to courses offered through virtual school
  - 2007 Florida Tax Watch Report:
    - Students academically performed better
    - Served higher population of underserved students
    - New standard of accountability
    - Better use of tax payer dollars with results

## Alabama ACCESS

- \$30M over 3 years: upgrade network, 21st century classrooms, train teachers, invest in content
- Goal: To deliver high quality courses to students statewide via online learning
- Alabama Supercomputer Authority (ASA) is the networking technology partner for the ACCESS project
- Funding 21st century classrooms using online learning
- ACCESS students: Chinese, French, German and Latin; advanced placement (AP) calculus, AP English literature and composition, AP macroeconomics, and marine science are courses now available
- "Using technology to provide those opportunities not only increases the rigor of instruction, but it also acclimates students to the use of technology and prepares them for a 21st century workforce." -Governor Riley

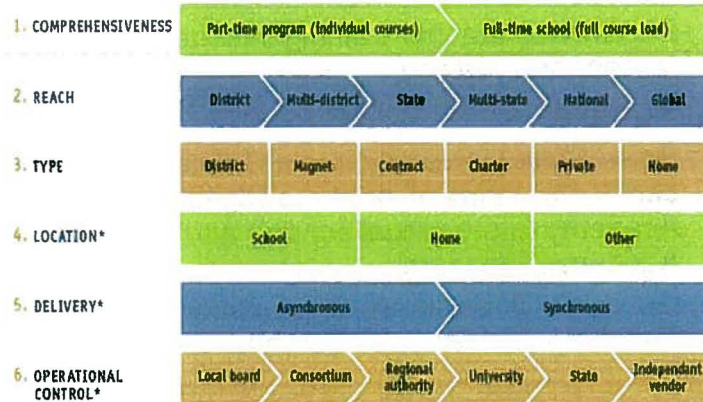
## Trends: Professional Development

- Globally
  - Pre-service teacher training includes online learning (Singapore, Mexico)
- Nationally
  - Boise State University has a Online Teaching certificate; trains all of Idaho Digital Learning Academy (state virtual school) and Connections Academy Teachers
  - Georgia's Department of Education has an Online Teaching Certificate/Endorsement
- NACOL Professional Development for Online Learning and Virtual Schools
  - Research paper about professional development for Online Teaching and Administration

# What Can A State Do?

- **Course Development**
  - Collaborative, centralized
  - Lease, Purchase
- **Professional Development**
  - HDE
  - NACOL Standards of Quality for Online Teaching
- **Update state and local policies to ensure every student has access to an online course**
  - Funding: ADA/allow districts to fund online enrollments
  - Policies: do not limit access to online courses

FIGURE 2. THE SIX DEFINING DIMENSIONS OF VIRTUAL SCHOOLING



## What Leaders Need to Know: Four Key Ideas

- #1 Online Learning Expands Options
  - "The first impetus to the growth of K-12 distance education was an interest in expanding educational options and providing equal opportunities for all learners."
- #2 Online Learning Is Rapidly Growing
  - "Recent Surveys show that K-12 online learning is a rapidly growing phenomenon."
    - Clark: 40,000-50,000 enrollments in 2000-2001
    - Eduventures: 300,000 K-12 enrollments online 2002-3
    - USED/NCES: 328,000 enrollments in distance ed 2002-3
    - Peak Group: 500,000 enrollments in 2005
    - Growing 30% annually



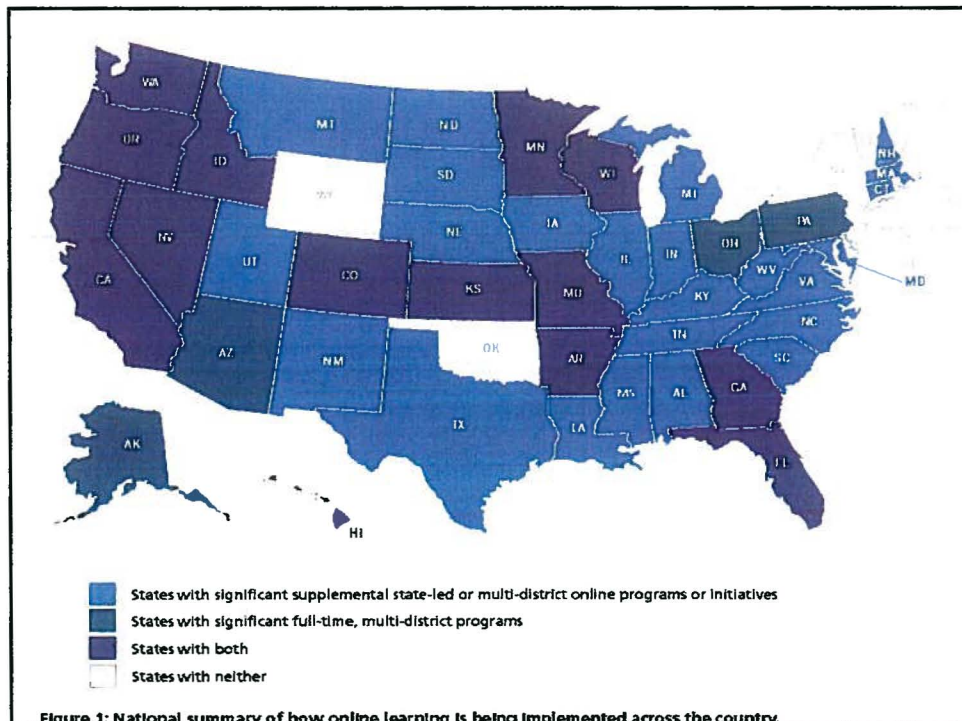
## Online Learning Works

- #3 Is Effective: "Equal or Better"
  - "One conclusion seems clear: On average, students seem to perform equally well or better academically in online learning."
- #4 Improves Teaching
  - Teachers who teach online reported positive improvements in face-to-face, too.
  - "Of those who reported teaching face-to-face while teaching online or subsequently, three in four reported a positive impact on their face-to-face teaching."



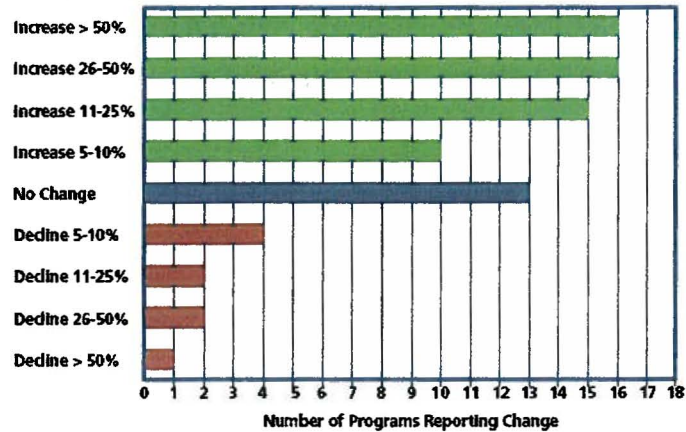
# Polling Interest: K-12 Online Learning is Popular

- Gallup Poll in October 2005
  - 40% of adults want students to take an online class for graduation from high school
- NetDay Speak Up Day Survey 2007
  - 47% of high school students want to take an online course
- Harris Interactive Poll 2007
  - 40% of middle school students want to take an online course





## Growth of Online Programs



## Student Demographics

- Free and reduced lunch
  - 35% of students in survey
- Ethnicity
  - 27% non-white
  - 12% African-American, 7% Latino
- Not always tracked at student level
  - Illinois Virtual HS example

## Accountability and Outcomes

- Full-time programs report 97% NCLB assessment participation
  
- Course completion rate
  - 50% to “approximately 99%,” with many responses 65% to 85%.

## Virtual Schools & K-12 Online Learning

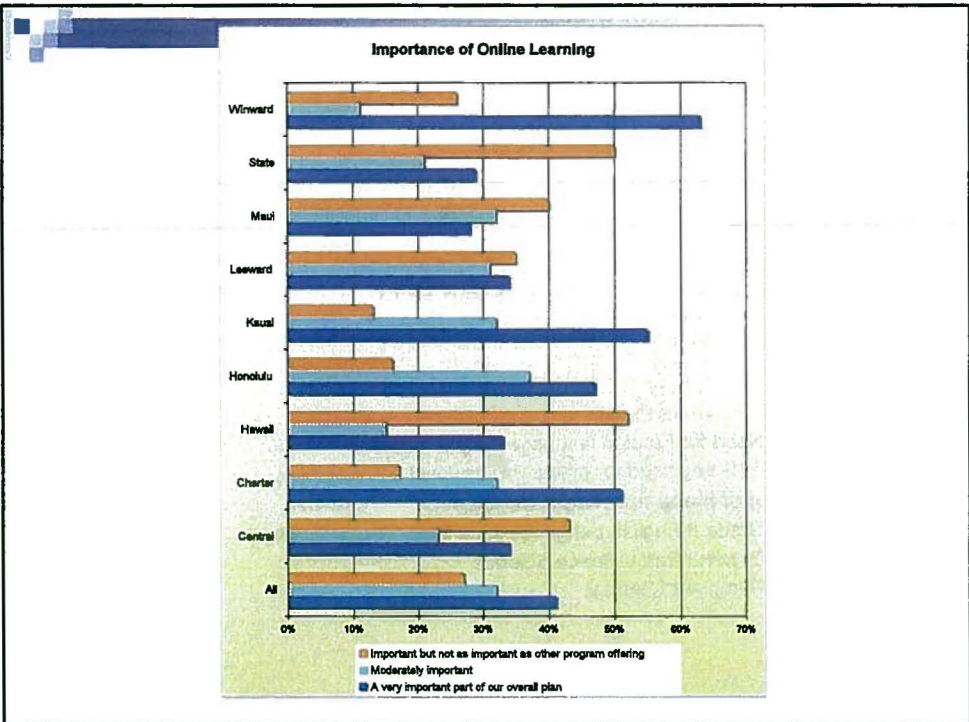
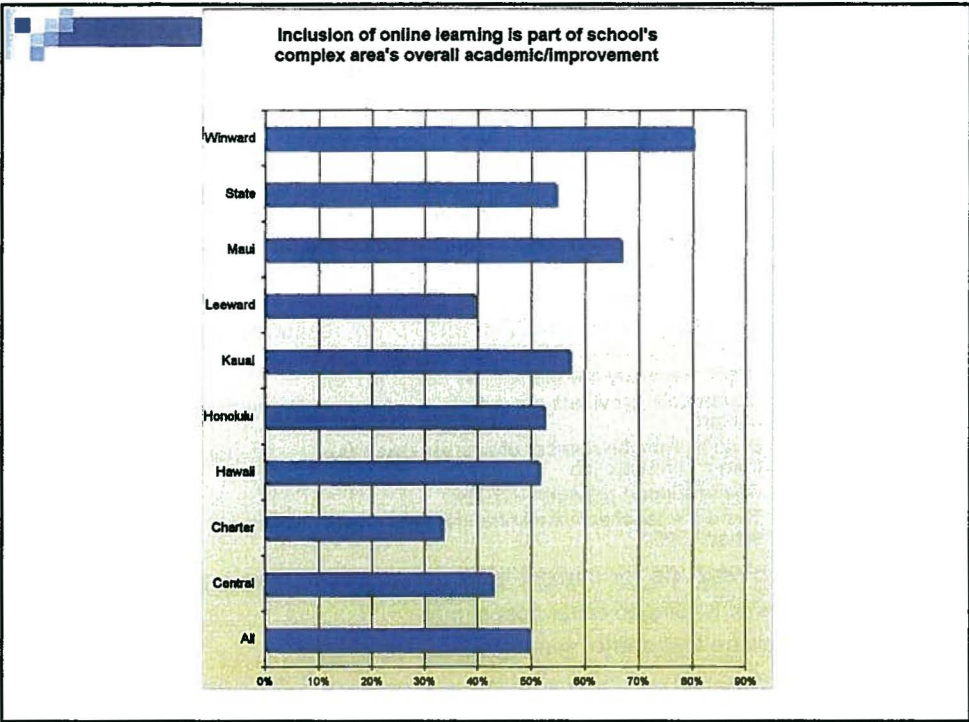
- Virtual schools help meet the need for more middle grades and high school academic courses.
- Virtual schools provide online courses for high school students, and a growing number of states also provide courses for middle grades students.
- Virtual schools assist students who:
  - attend schools that are unable to provide certain courses;
  - need to retake courses to meet academic requirements;
  - need an alternative to traditional education;
  - want expanded course options; and
  - have physical disabilities or prolonged absences from school because of illness.
  - are “at risk”
  - are gifted

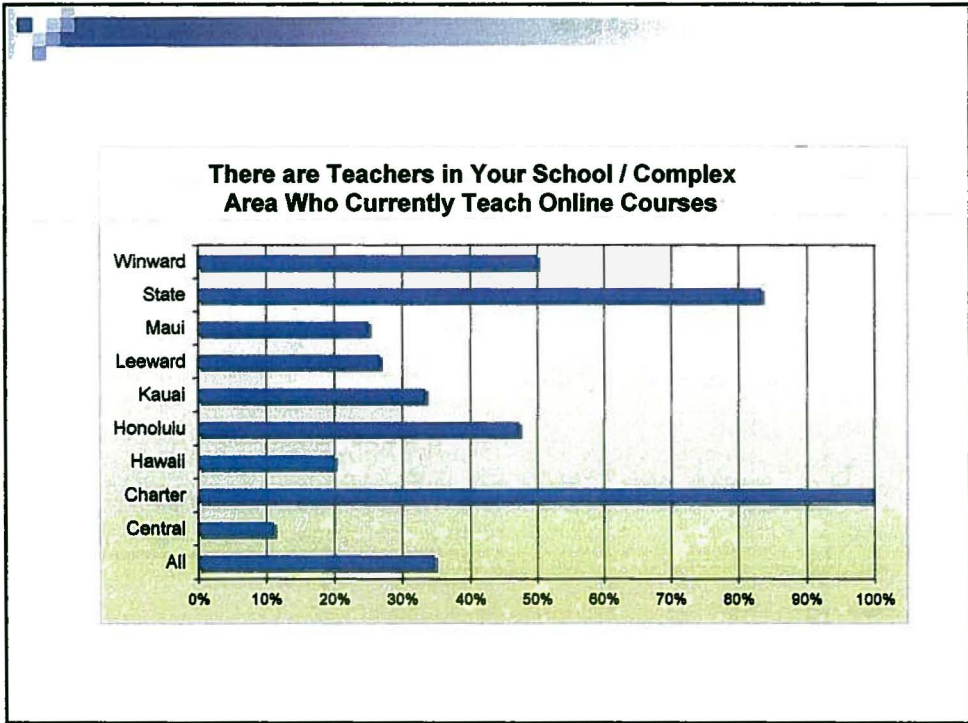
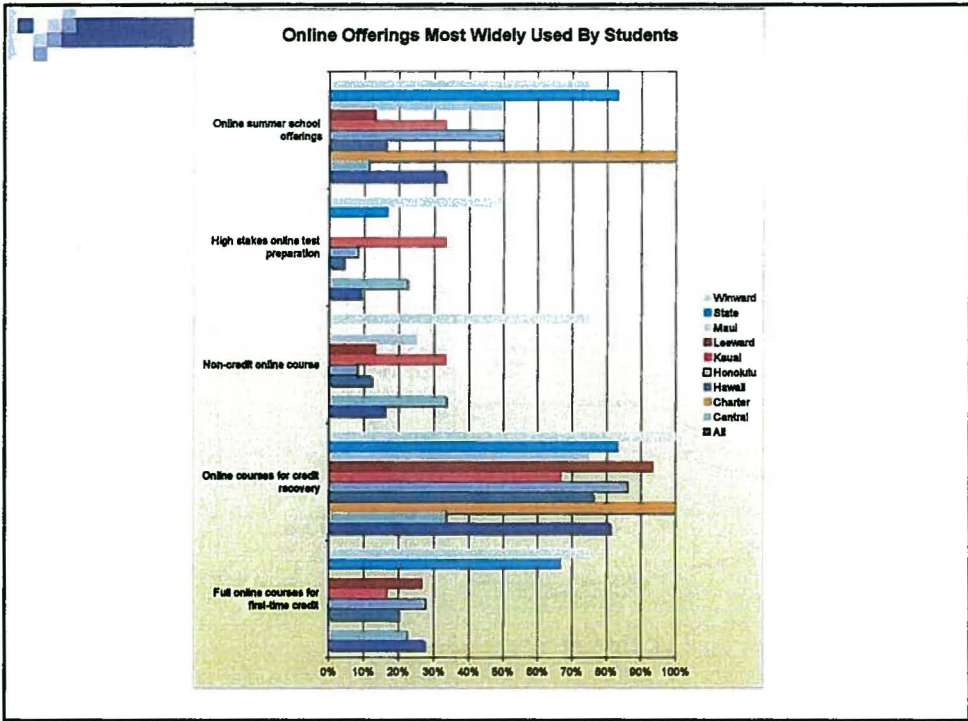
## NACOL Survey provided a statistically valid baseline of Online Learning in Hawaii

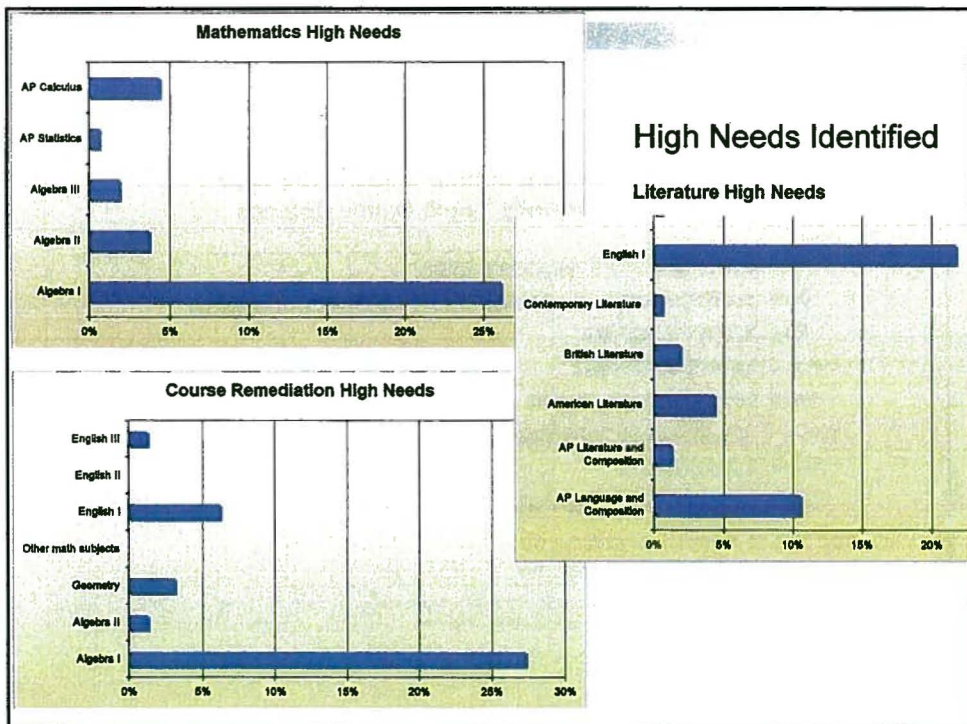
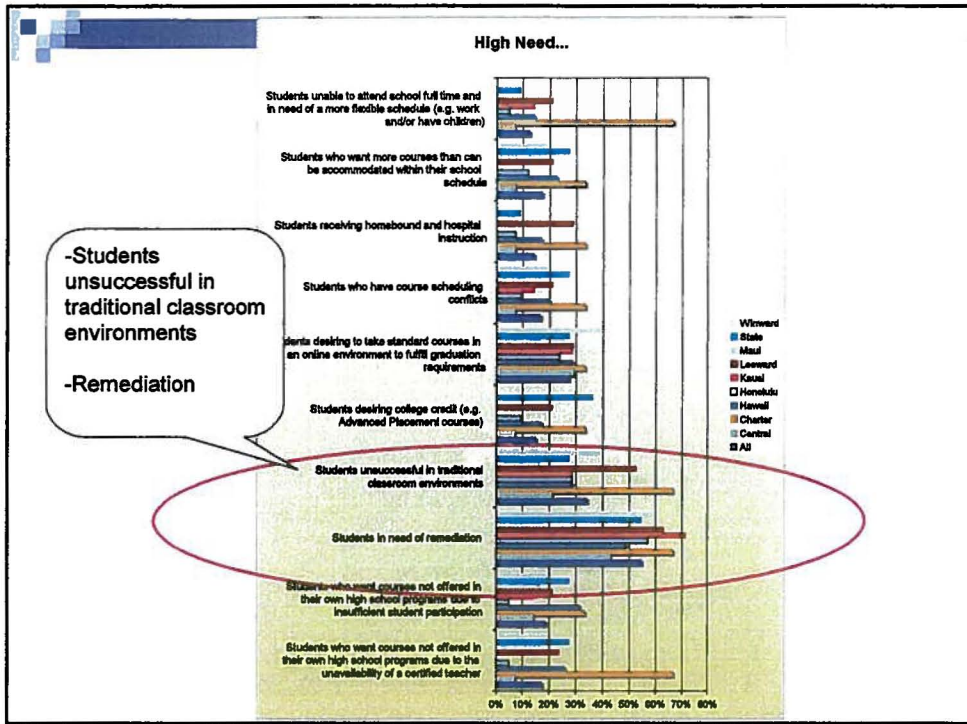
- Respondents' demographics
  - High School Survey – 161 respondents from 43 (59%) of the high schools – 86% from school level
  - Middle School Survey – 121 respondents from 33 (43%) of middle schools
- High School Highlights
  - Current Usage of Online Offerings: 75% of respondents say they are doing online learning in Hawaii
    - Credit Recovery are the primary usage (82%)
    - Commercial providers and e-School are the prime sources of content
    - Schools limit the number of courses taken (42%) – typically from a computer lab
    - Onsite support provided – (72%)
    - There are teachers who currently teach online courses at their school (32%)
- Top two reasons for current limitation of online learning
  - Lack of funding to cover cost of fees
  - Unaware that online learning opportunities exist

## NACOL Survey High School

- Level of Need for High Schools
  - 55% point to remediation (not credit recovery)
  - 34% say it's for students not doing well in traditional classroom
  - 27% say "to fulfill graduation requirements"
  - High need courses same as other states
    - Algebra I
    - English I
    - Biology
    - AP Biology
    - AP US History
  - Need for Foreign languages higher than most states
  - 58% say need for online Professional Development
- Level of Need for Middle Schools
  - Grade 8 English Language Arts, Math, Social Studies
  - Grade 8 Earth/ Space Science
  - Computer Literacy
















**Thank you!**

## Online Learning Taskforce Act 275 (2007) Informational Briefing

**January 4, 2008**  
Allison Powell, Vice President, NACOL  
Rodney Moriyama, Assistant Superintendent

## Taskforce Participants

- **Steering Committee**
  - Margaret Cox, BOE
  - Daniel Hamada, DOE
  - Francisco Hernandez, UH
  - Vicki Kajloka, DOE
  - Rod Moriyama, DOE
  - Diana Oshiro, MBTA
  - Marlon Wedemeyer, UH
- **Members**
  - Claudia Atta, DOE
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  - Breene Harimoto, BOE
  - Geriann Hong, DOE
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  - Kate Stanley, DOE
  - Allan Stone, DOE
  - Dan Suthers, UH
  - Rona Suzuki, Century Computers Inc
  - Ann Yamamoto, Workforce Development Council

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## Agenda



- DOE Strategic Vision
- Act 275 (2007) – Online Learning Taskforce
- National Perspective
- Hawaii High School Survey Results
- Recommendations



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Our educational system has been trying to change to the 21<sup>st</sup> Century while operating in the 19<sup>th</sup> Century



**Batch (Grade levels) vs Continuous flow**



**What IF**

we created a system where students learn at their own pace...and 15% finish one or two years faster?

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## Some Components of Transformation



Specialty/Signature Schools-  
International Baccalaureate Program

Flexible Schedules

Access to Special Courses- Reading 180,  
Achieve 3000

Credit by Exam – Credit by Proficiency

Peer Counselors

Adult Mentors – Local and Virtual

Personal Transition Plan

Online Learning Accessible from Anywhere

Dual Credit with High School/ College

Project Based Community Partnerships

Global Community Focus

Weighted Formula for CAS



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## What are Specialty/Signature Schools?



Regular School



Students enrolled  
in their regular  
schools

Regular School



Specialty Classes  
both live and online

Math/ Science  
Signature School



International  
Signature School



Regular School

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## Online Learning Taskforce Act 275 SLH 2007



- **Objectives:**
  - Providing choices for learners in how they learn and how they present evidence of what they have learned
  - Providing individuals access to learning opportunities on a 24 x 7 basis
  - Enriching and enhancing twenty-first century skills for all learners
- **Measures**
- **Cost projections and Phasing-in costs**
- **Proposals for regulatory policies appropriate to online learning programs**
- **Taskforce terminates June 30, 2008**

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Number of Goals have been established;  
bottom-line we are targeting the following:

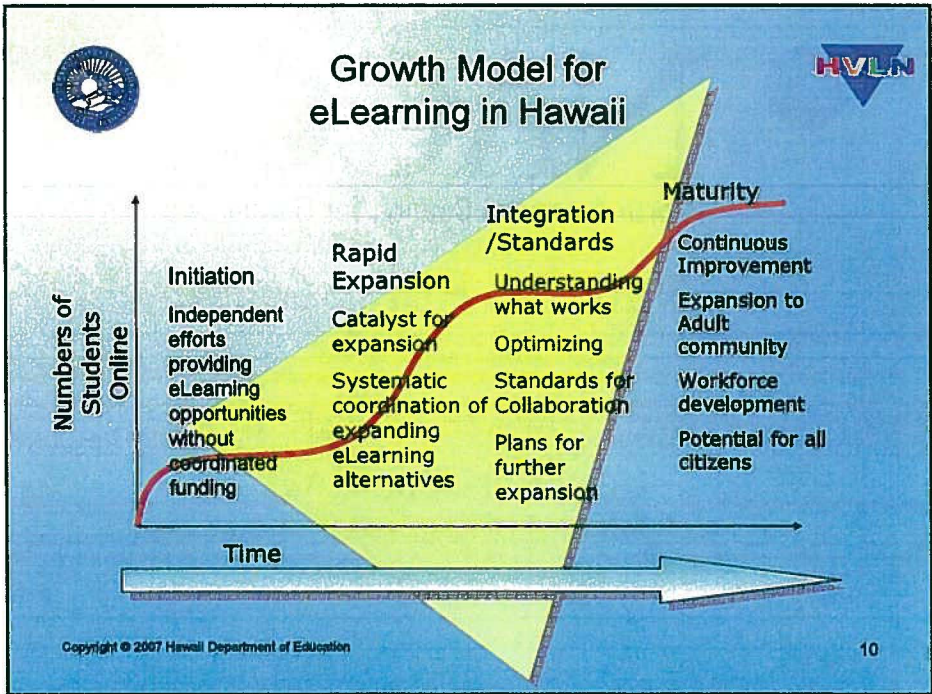
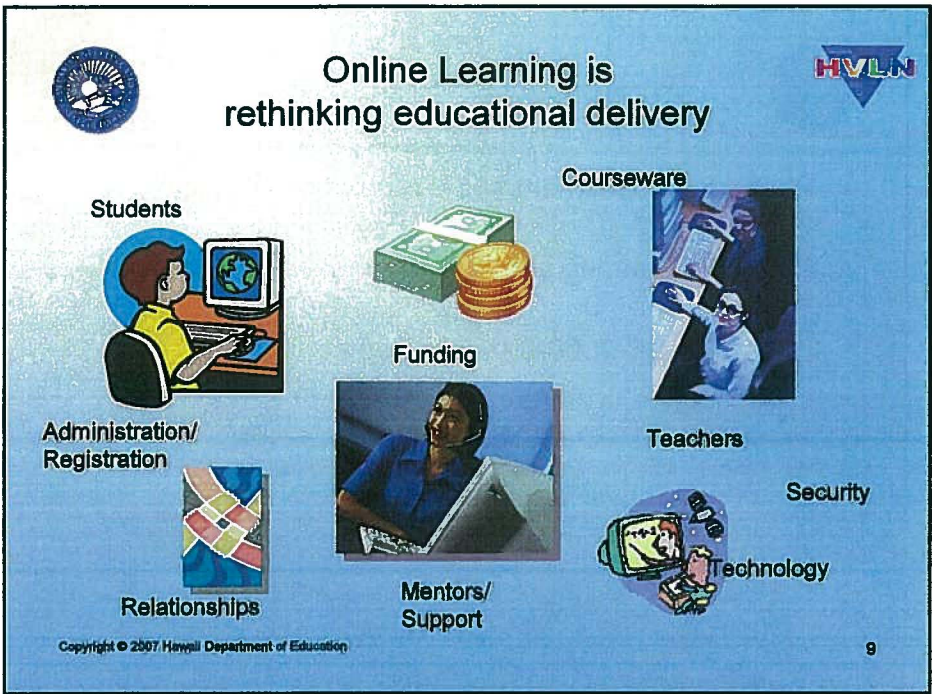


- **Within 3 years, 10,000 of Hawaii's public secondary school students will take at least one online course during their school experience.**
- **Within 3 years, 500 of Hawaii's teachers will have completed training in online teaching.**



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## Phased Action Plan for Hawaii



- Phase I: Assessment and Scope of Work (July- Dec 2007)
- Phase II: Funding and recommendations (Jan – June 2008)
- Phase III: SY 2008-09 – 2500 students
- Phase IV: SY 2009-10 – 5000 students
- Phase V: SY 2010-11 – 10,000 students



## National Perspective

Allison Powell

Vice President, NACOL

North American Council for Online Learning



Online Learning is accessible throughout the state; many opportunities are “under the radar” and not widely known.



- The DOE eSchool and Myron B. Thompson Academy provide online courses statewide.
- Teleschool provides distance learning and pod casting services to approximately 5600 students primarily focused on K-6.
- Many schools are utilizing reading, writing, and math tools to enhance student performance
- Institutes of Higher Education (IHE) like UH and BYU are involved with online learning for many courses.
- **Our focus will specifically on supplementary and full time online learning beginning with Secondary Schools.**



There is a definite need for more choices for learners besides regular school.



- Online learning provides a critical alternative:
  - On-time or accelerated graduation rates
  - Broader range of alternative education accessible statewide
  - Remediation learning
- And provide choices for students and educators:
  - Attracting drop out students
  - Students requiring alternative, more flexible schedules
  - Suspended students (Long Term)
  - Remote areas with no highly qualified teacher available

Definitions
NACOL Survey
Current Status
Strategic Need
Model Practices
Future



## Recommendations



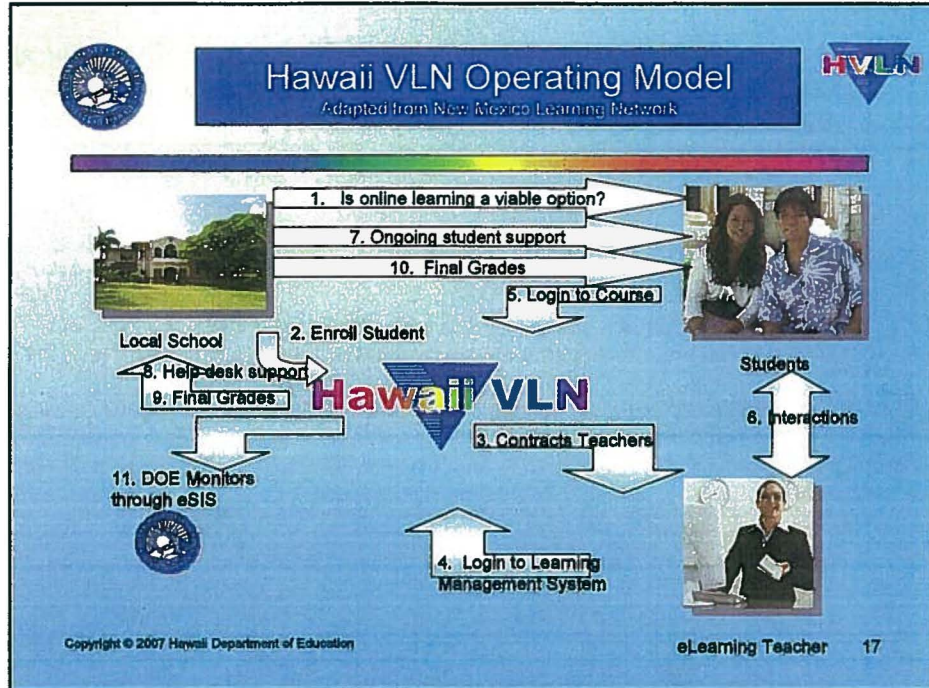
Delivery Model: HVLN
Administrative Process
Online Teacher Training
Criteria for Credit
Curriculum
Student Support
Funding



### *Delivery Models: Establish a Virtual Learning Network (HVLN) in Hawaii*



- The DOE should expand and systematize the current online learning efforts to provide online courses to students in Hawaii
- Myron B. Thompson Academy will continue to be a full time Cyber-Academy as a charter school
- This HVLN will focus on Supplemental programs:
  - establish criteria, evaluate and approve online courses to be offered
  - provide training to Hawaii teachers to be online instructors
  - augment schools with centralized support services to students
  - establish partnerships with IHEs, private schools, charter schools, state virtual schools, and commercial vendors to provide Hawaii students with as many online courses as possible



- 
- Administrative Process**
- Form a task force to review education policies, requirements, and oversight functions of the state to streamline the implementation of online learning.
  - Focus should initially be on DOE and Charter high schools. The infrastructure should be designed for eventual expansion to:
    - » DOE's middle and elementary schools
    - » DOE Adult Community Schools
    - » All Charter Schools
    - » The UH System, particularly UH-Community Colleges
    - » Private secondary and post-secondary institutions for a fee
    - » Adult populations for remedial education and upgrading of workforce skill
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## Online Teacher Training



- Establish a mentoring and training program for online teachers with UH College of Education
- Create an online teacher endorsement program providing Professional Development (PD) credits as incentive
- Designation of learning management system, content sources (purchased, developed, or leased), computer skill benchmarks, synchronous tools availability, assessment types and systems, and facilitation skills needed should precede establishing curriculum and delivery plans



## Criteria for Credit



- Credit will be given based on proficiency of "standards based" benchmarks including Hawaii's Content and Performance Standards
  - Online courses with the same objectives and proficiency goals will be considered equivalent
  - A pre-determined list of courses will be available for credit defined in the ACCN
  - Principals will determine credit where the above is in question





## Curriculum



- Assist schools with online standards based College Preparatory Curriculum
- Special emphasis on online STEM courses/ curriculum
- Online learning within the DOE system should be pursued aggressively and immediately, with initial focus on Algebra I, English I, Eighth Grade Math and English, and Career Guidance
- Languages and English classes stood out as a higher need requirement as compared to other states
- Incentives for work-relevance into course work



## Student Support



- The Hawaii DOE should establish an online course and resource center through a common Learning Management System
- The DOE should establish partnerships including the University of Hawaii, to create an online and in-person tutoring and mentoring program.
  - *Qualified people should be hired to provide online tutoring, and academic support to DOE students throughout the state*
  - *Investigate the use of college level students for mentoring*
  - *Volunteers from the community- at- large could also participate*





## Funding – further study needed



- Initial funding mechanism for the establishment of the virtual school environment needs to be provided
  - Initial start up costs of \$1.5 Million annually for three years will include:
    - *Initial planning costs*
    - *Teacher training program costs and incentives*
    - *Equipment and software infrastructure*
    - *Curriculum acquisition and/or development*
- Ongoing per pupil funding mechanisms to be determined

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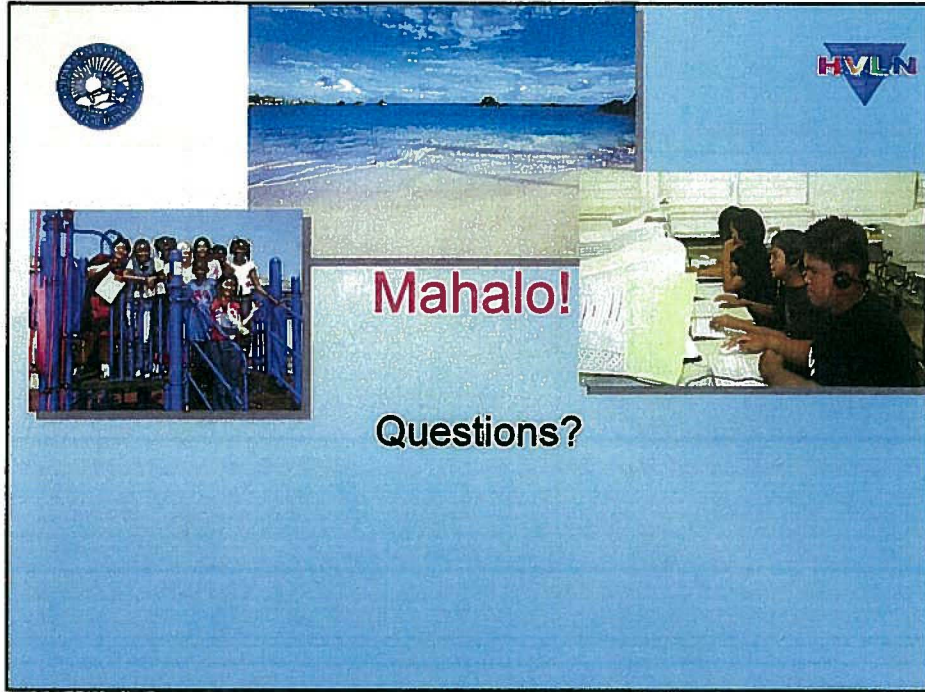
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**“Online learning is the strategic vehicle that makes possible the transformation of the Hawaii Department of Education into a 21<sup>st</sup> Century learning institution...”**

Online Learning Task Force Legislative Report  
Act 275 SLH 2007





**Mahalo!**

Questions?