

## Meeting Agenda

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(10:00)

### **John S - Introduction**

Two questions to be entertained today

- With over \$200,000 + grant funds available to the TVDEC south schools, should we upgrade the current distance education system?
- What is the vision for distance education for Tri-Valley schools.

### **Downsizing versus Rightsizing**

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(10:15)

### **Al Schneider - SNDLC Proposal**

- **Data project which includes distance education**
- **Review SNDLC conversion**
- **Proposal from SNDLC toward conversion**

### **Alan Wibbels - Data vs Distance Ed Network - Statewide initiatives**

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(10:50)

### **Break**

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(11:00)

A powerpoint show will support discussion. The executive council is invited to share their comments.

Slide 2 - Downsizing versus Resizing

Slide 3 - Restate purpose.

Slide 4 & 5 - Membership benefits and costs

Slide 6 - Why upgrade

Slide 7 - Reemphasize the importance of a data network

Slide 8 - 1 to 1 Computer/Student Ratio

Slide 9 - Live or Saved Video Streams

Slide 10 - Media Downloads

Slide 11 - Polycom

Demonstrations - Connect with SNDLC - Charles

Slide 12 - Review costs

Slide 13 - Why now

Slide 14 - If not now - how and when? (UNK comments)

Slide 15 - Value of your distance education system

Slide 16 - 18 Current Value

Slide 19 - Vision

(12:00) Lunch

(12:45) Next Steps:

- Discussion on proposal
- State Distance Education Survey
- Annual Meeting
- Officers for next year

The following information was part of the original script for the meeting. If discussion leads us in this direction, the following thoughts might help provide some direction in discussion.

### **Value of your distance education system?**

#### **What is the current value of your distance education system?**

Mark - (Explain that you have been primarily a sending site during the four years. French and 2 and Spanish 1 and 2. What schools have received - Minden, Alma, Wilcox, Hildreth)

Ron - (Explain that you have both sent and received. Sending dual credit classes Psych and Soc (Holdrege, Centura), received French I-II (Gibbon), and sent Spanish III.

Elementary has participated in several enrichment activities - Storytelling Festival & Home on the Prairie series from the Homestead National Park, Rats in Learning - Psych from All Schools, UNK - What high school juniors and seniors need to know, and next year shared health class with Holdrege Public Schools.

Mike T - Explain how your system is used for your Spanish classes? Send, receive. The value you have had is moving from a 56K line to a 10MB shared line. Upgrade in internet

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### **Slide 19 - The following deals with a vision for distance education in TVDEC**

#### **How might distance education play a more prominent if not valuable role in your educational plans?**

Mike - Building of a new school, connection to our elementary buildings, flexibility and mobility.

Ron - (Share how you think the financial downsize will impact your school and if distance education opportunities might help maintain your curriculum if reduced staff occurs.)

Mark - As budgets get tighter, time and money resources could be improved through using distance education for staff development.

### **Compensation to schools and teachers**

#### **Mark - It could easily be argued that the reason why this consortium was formed was that schools would share services, not charge for these services. Why then do your schools feel that there should be compensation - shouldn't we just share?**

Caroline - First this would only deal with high school credit classes that were not part of a special contractual agreement between schools. From an economic point of view, Fullerton felt that since our taxpayers are paying the salaries of our teachers which includes extra pay for teaching distance education. If students in other school districts/their taxpayers should provide some reasonable compensation for this service. These funds could be used by each district as they see fit - compensation for a teacher's extra work, benefit the general budget, buy supplies for the department that is presenting, etc.

#### **What is the compensation rate you have agreed upon?**

Caroline - \$150 per student per semester. This figure was used because many of our schools were already paying a comparable fee to CCC for Spanish or Vocational classes that they were taking.

Ron - I think sharing would be the cleanest way of handling this issue providing all schools could. For example if we send Spanish to Wilcox/Hildreth and get Agriculture, for student

and accreditation, we both benefit. The issue we have to deal with is what incentive do schools and/or teachers have for sending classes? If there was compensation for classes sent, I think schools might take a look at classes that are small in numbers and say this is way to make some programs stronger.

### **Course Offerings**

#### **Caroline - Why do you think smaller schools might be able to share teachers?**

Mark - During the past 2-3 years I have been in Franklin, we have seen student numbers decline and have eliminated ?? teachers through (attrition/RIF). We have taken our Span teacher who taught three distance education classes off the system and have had her tea to our junior high. Outside the core subject areas, there may be a greater need for classe in the vocational and arts areas.

#### **Caroline - What about larger schools?**

Mike - The argument that larger schools like Gothenburg can make is that we teach almost the classes our high school students have needed. (Have your courses decreased) (Questions might be have you increased programs to meet changing needs for students education? do you have a health careers class? do your students have access to technology/multimedia classes?)

### **Student Educational Needs Supported by Technology**

#### **Caroline - What does the 'student' of the future need in their educational package?**

Mark - Distance education gives juniors and seniors who are interested in post-secondary academic or vocational, an opportunity to experience college instruction. It can also beef a sometimes weak junior and senior schedule. Also more and more classes at the post-secondary level will be presented over distance education as colleges may be forced to share instructors. In addition to the experience, students/parents can save a few bucks by taking classes now.

Ron - From a distance education point of view, students need the opportunity to participate in either a class or online to get a taste of having the teacher or presenter at another site. Many of us in administration took classes over the system and we can assume that taking classes, business meetings, continuing education, etc will only increase. Students need to experience the process.

Mike - Focus some of our younger students. Field trip opportunities will be limited. Yet we could do some of the enrichment activities. Does a couple of things - 1) more field trip opportunities 2) experience distance education so students will be prepared to successfully participate in a distance education class in high school and beyond.

#### **Caroline - Any classes you think would be good to add?**

Mark - In small schools you always run in to matrix conflicts. If there was more classes, students might be able to take a class we currently offer but is in conflict.

Ron - Special careers need different classes. The health area needs nutrition, introductory to careers, german or latin. All these classes are related to the health area.

Mike - Music and art appreciation, vocational classes. Probably always need to be aware that as technology becomes a bigger part of our students educational day, the demands for greater bandwidth which is currently provided through our distance education connection is important.

**Problems as a result of too much use of the system:**

Ron - As we only have an eight period day, increased demand could result in limiting our sending/receiving of classes. In addition, the enrichment offerings we now share with our elementary would not be available.

Mike - As stated earlier, as we get closer to every student having access to a computer in their classrooms, the demands for data/internet services may be more than the system can handle. What do we do then?

Mark - We have a very good French teacher. The demand for her as an instructor might exceed the amount of time we could allow her to teach. Then a decision needs to be made regarding her time - do we contract her out and get art classes via distance education, do offer classes to those who will send classes to us

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**Summary:**

1. The current systems that are in place are no longer being made/installed.
2. The contracts that each member school has essentially runs through 2009.
3. The value or benefits to each school district varies.
4. We do have a limited number of class offerings and not many new additions since the consortium began.
5. That incentives for schools and teachers to offer more classes are few.
6. Students who participate in a distance education class will benefit because the process learned will probably be repeated in future education and vocational events.
7. That distance education is only a piece of the purchase you are making in this contract. Data/internet transportation and its benefits are essential services.
8. That with increased use of the distance education/data transport system, flexibility and mobility of this technology will become a necessity.

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**What is the vision for distance education for the TVDEC?**

**How do we get there?**

**Where do we go next?**

The answer to getting there will be upgrading the system - both south and north. For the south, the financial opportunity is now.

