

A Preliminary Strategic Implementation Plan
Continuing and Distance Education Services
School District 57, Prince George, British Columbia

A Vision for the Future

MDDE605 – Assignment #3

by

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A Preliminary Strategic Implementation Plan A Vision for the Future

Overview

Delivery of education in K-12, adult education, and distance education, has rapidly evolved over the past 20 years (Bates, 1997; Keegan, 2001; Shale, 1988; Stahmer, 1995). Looking to the future, we see “Information technology is changing the access to knowledge, the process of learning, and the delivery of education and training. Teaching and learning can now take place outside the traditional institutional and work-place-based venues of education...” (Hodgins, 2000). Nowhere is that rapid change more evident than at Continuing and Distance Education Services (CDES), School District 57 (SD57), Prince George, British Columbia. Created September 1, 2003, with the amalgamation of three educational organizations, CDES is a school with a broad mandate for delivery of educational services to diverse student populations. With a clear vision and a sound strategic plan, Continuing and Distance Education Services (CDES) will continue fulfillment of its mandate; capitalize on opportunities that provide expanded educational services to the communities it serves; take advantage of emerging opportunities beyond its traditional boundaries; and deliver educational services in a more cost effective manner.

First within that its broad mandate, CDES provides Adult Basic Education (ABE)¹ programs for communities within School District 57. For its ABE mandate, CDES provides continuous intake, self-directed, self-paced, paper-based courses with face-to-face support at various support centers in Prince George and outlying SD57 communities. Secondly, CDES carries a mandate for providing flexibility, choice and options in education to the K–12 community in School District 57. These consist of but are not limited to the following:

- a) Street youth, youth at risk or youth in special circumstances registered in CDES Community Alternate Programs (CAP) consisting of 14 different programs scattered throughout the city of Prince George (see Appendix A).
- b) Students already registered in district neighborhood schools but needing additional choices for courses and/or flexibility in obtaining those courses, for various reasons².

¹ Adult Basic Education programs are referred to as Continuing Education (CE) at CDES. The two terms will be used interchangeably throughout this paper.

² Some reasons are: over enrolment of a course, course collapse due to insufficient enrolment, inability of student to work in F2F classroom environment, student-teacher conflicts, course required not traditionally offered in the school, Alternate Education program needs.

Thirdly, CDES is home for the Central Interior Distance Education School (CIDES) with the mandate of providing distance educational (DE) services to students in School Districts 27, 28, 49, 57, and 91 (see Appendix B). CIDES is one of 9 “official” regional distance education schools in British Columbia, all of which belong to the provincial Distance Education Consortium (DEC). In addition, CDES operates a well-established and expanding International ESL summer program with home-stay students from Japan, and manages all international students attending neighborhood schools in SD57. CDES is also responsible for the delivery and administration of SD57’s summer school program.

Maintaining Market Share and New Opportunities

Developments in the delivery of distance education in British Columbia over the last year challenge the CDES market share within its various mandates. The Ministry of Education has cultured a wild, wild, west, open market system to distance education – electronic delivery programs, with significant funding incentives. In one year the number of schools and districts delivering online programs in the province has leaped from ten to twenty-six. Strong financial pressures on districts coupled with online funding incentives are the driving force behind schools and districts entering the online distance education market place. An additional force is the fact that K-12 courses delivered to neighborhood students serve double duty to the ABE market. CDES now faces open competition for students in its traditional areas of delivery. CDES has financial incentives, and district and provincial pressures to move toward web based courses. It is the obligation and desire of CDES to move K-12 courses to online delivery. There is not doubt that CDES must move online and fly or stay in paper and die.

However, moving online will not be enough to maintain CDES market share. A significant issue that will affect CDES market share in the long term is the quality of online teaching and learning. As more institutions move to online delivery, they will be able to offer their courses and programs to the traditional students of CDES. In reference to competitive online environments, Bates (2000, p.65) reminds us that “In an increasingly competitive environment, the organizations that will survive ... will be those that provide services that the public values at a better price and quality than the competition”. The quality of online courses that CDES creates and the learning experiences provided must be competitively first rate.

This is the CDES opportunity to survive, and it is an opportunity to thrive, as the move to K-12 online delivery allows CDES to take advantage of three new market opportunities. First, CDES has the opportunity to expand its clientele base serving both K-12 neighborhood school students and ABE students inside and outside SD57. The market place is open and CDES is well positioned to take

advantage of that opportunity. Secondly, CDES has the opportunity to capitalize on fee paying services related to its Asian student ESL home stay summer programs, by expansion of the program to delivery of web based courses to students in Japan. CDES can capitalize on existing agents, contacts, and partnerships created through the Japanese ESL summer program. The funding incentive for acquiring Asian students is very significant³. Thirdly, SD57 has a significant population of First Nation students. Opportunities exist to collaborate with First Nation communities throughout central British Columbia for the delivery of online courses adapted to their special needs and specialized courses targeted to those communities. Strengthening this last opportunity is the recent announcement that SD57 has been in discussions with the local Aboriginal Education Board for two years, which will soon bear fruit – the creation of an aboriginal school in the district.



Figure 1 – Challenges to market share, funding incentives, and new opportunities

The changing distance education environment in British Columbia will affect CDES over the next five years. Figure 1 provides a visual overview of, the challenges to maintaining market share, funding incentives, and the new opportunities for CDES. If CDES is to maintain its market share, its clientele

³ A seat in a course for an Asian student generates \$1500 in comparison to a student from SD57 that generates \$250 - \$600 depending on their situation, for the same course. A full time Asian student would generate \$11,500 in comparison to a full time BC student who generates \$5,048.

base, it must maintain its paper-based, self-directed model and additionally create a fully online learner centered model delivering quality and pedagogically sound courses, supported by online teachers. CDES will have to maintain its present delivery systems in parallel for a period of 2-3 years. In addition, quality of online programs will become a competitive factor over the next 5 years. In a move to online delivery, CDES is well positioned to create and leverage an electronic delivery program into new markets and avail itself of new sources of funding through its international initiatives, funding incentives offered by the Ministry, and additional funding from SD57.

The Market Potential

The CDES Position

CDES has many categories of students and provides a variety of educational opportunities to service their needs. The CDES student population is approximate 1217 full time equivalents (FTE), comprised of 636 FTE in CE, 208 FTE in DE, and 373 FTE in CAP⁴. The number of actual students this represents is significantly higher⁵, as some students enroll in only one or two courses. Estimates of the number of students in the existing CDES market are determined two ways – the number of course seats purchased, or the number of individual students undertaking courses in a given program. A mix of these two will provide an estimate of the extent of the current market held by CDES. The CDES share of the ABE student market is estimated⁶ at 10%. The current market is only a small segment of the student population available in the district and region.

Cool School, an early development on a consortium model of which SD57 is a member, offers online courses. Neighborhood schools in SD57 and other regional districts, utilize Cool School to provide flexibility and choice in programming for students. Administrators and students need additional choices for courses and/or flexibility in obtaining courses for various reasons. Additionally, parents are becoming aware of and demanding opportunities for their student, provided by alternate methods of delivery. CDES currently offers only a paper based, correspondence style, delivery method to meet the needs of

⁴ CE – Continuing Education is Adult Basic Education Services. DE – Distance Education is the Central Interior Distance Education School Services. CAP – Community Alternate Programs educational services. This is not an accurate head count, only the full time equivalent number of students. Producing exact reports on student enrollments in the different programs and student categories is not possible through the administrative systems used by CDES. This inability is a systemic problem CDES must address.

⁵ For instance in Distance Education, the 208 FTE represents 388 course enrolments in junior distance education courses and 453 course enrollments in senior distance education courses (See Appendix C). A significant number of course enrollments but only approximately 120 students are full time online students in the junior and senior Distance Education programs.

⁶ Estimate based on an average of 3 courses per individual. $636 \text{ FTE} \times 8 \text{ courses} / 3 = \text{estimate of } 1696 \text{ individuals}$. 20% of over 18 population is non-graduated ($85,000 \times 0.20 = 17000 \text{ non-graduated individuals}$) CDES Market Share estimate for ABE = $17000/1700 = 10 \%$ of estimated market available.

such students. As a result, neighborhood schools in SD57 wishing alternative methods of delivery utilize 94 course registrations in Cool School, extrapolating to an estimated 250⁷ for the region. These enrollments cover a wide range of courses from grades 8 – 12 (see Appendix D).

CDES offers two ESL summer programs with home-stay students from Japan, involving 90 students in total. This is a financially successful and well established, growing program in its third year of development. This year an additional program will be included with 45 students from Korean. CDES also registers all full time, full year, international students attending neighborhood school in Prince George. There are six students in that category. Currently, CDS does not deliver Canadian educational opportunities to students located in their native countries.

In partnership with First Nation organizations, CDES has often provided specific educational programs for First Nation peoples. CDES maintains a strong working relationship and respect within the First Nation community. Strengthening that relationship is SD57's intent to create a First Nations "aboriginal school" in the district within two years in partnership with the local Aboriginal Education Board. Within the adult First Nation population of the region, a significant number need ABE upgrading. At present, CDES course offerings are confined to delivery onsite through the Native Friendship Center and the face-to-face drop in learning centers in Prince George.

The Market Opportunities

The Ministry of Education requires CDES to move toward 'robust'⁸ online learning and CDES funding is dependent on this move. CDES is proposing to move from a paper-based, self-directed model to a fully online learner centred model supported by online teachers. Development of online courses opens pathways to the "very essential quality of teaching: the ability to interact with the learner, provide feedback, and alter the presentation to meet the learner's needs" (Rosenberg, 2001, p.22). Through CDES, diverse groups of students will receive the assistance they need from qualified educational specialists, by bridging barriers of time and distance. Increased student-teacher interactivity provides increased opportunity for student success, improving the current educational services provided by CDES. As CDES prepares for the delivery of online K-12 courses, it has the opportunity for developing quality online courses using best practices and principles, giving CDES the ability to provide an enhanced quality education to those currently served, and to a wider community of students inside and outside its traditional geographical boundaries. Moving K-12 courses to online delivery provides the product needed to seize market opportunities.

⁷ Estimate based on ratio in PG extrapolated to total regional neighborhood school population.

⁸ The Ministry has provided guidelines in its attempt to define what they mean by "robust" – see appendix E.

The first market opportunity is services to neighborhood schools in the region. CDES will claw back the ninety-four online course enrollments in Cool School within the Prince George school district alone, for which SD57 pays a seat fee to Cool School. In addition, CDES can expect to gain 25 additional seats in the first year, from regional neighborhood schools currently using Cool School, through delivery of superior quality courses and an effective marketing campaign. It is reasonable and conservative to expect an additional 5% yearly increase⁹ in utilization of CDES services to meet the needs of neighborhood schools in Prince George and 10% growth¹⁰ in regional neighborhood school needs. CDES is an all year school and can provide alternative delivery to summer school students in the region. A conservative first year estimate is 5 new regional summer school registrations in the first year and a 100% yearly increase thereafter, as parent awareness of the availability of online delivery of summer school courses increases and they seize on the opportunity of flexibility this provides them.

The second opportunity is claw back of local and regional student registrations from E-Bus. E-Bus is the 11 year old and expanding online education program operated by School District 91. It has reached an all time high enrollment of 1,084 students¹¹, a recent increase of 400 students of which approximately 75 are adults (Thomson, 2003). Parents registering students at CDES have indicated significant dissatisfaction with the E-Bus program but unavailability of a “close to home” online program in its place. A conservative estimate of immediate opportunity for CDES is 10 full time student and 20 ABE course registrations in the first year and a 10% increase each year thereafter.

The third opportunity is the expansion into new regional markets. There are approximately 100 home-schooled students in Prince George city alone that are not accessing any online delivery method, extrapolating to the region conservatively at approximately 200. CDES through its marketing campaign can conservatively expect to provide educational delivery online to 10% of these students in the first year, and an additional 5 students each year thereafter. With the provision of online course delivery and increased market exposure CDES will experience an increase in registrations of traditional full time DE students, un-graduated ABE students, and graduated ABE students. A reasonable estimate of increase in full time DE registrations is 10 in the first year and 10 each year thereafter. A conservative estimate of increase in ABE course registrations is 100 un-graduated course registrations in the first year and 20% each year thereafter, with graduated ABE course registrations following in the traditional ratio of 10% of overall un-graduated course registrations.

⁹ Represents growth in demand of this delivery method.

¹⁰ Represents growth in demand of this delivery method, and continued penetration into the current Cool School market share.

¹¹ As of November 26, 2003

The fourth opportunity is the delivery of online Canadian educational courses and opportunities to Asian students living in their native country. The increasing exposure provided by the Japanese and Korean ESL summer programs and the contacts and partnerships now established provide opportunity to register students living in Asian countries, in online, traditional Canadian education courses provided through CDES. A reasonable estimate for the first year is 30 course registrations with a 30% increase each year thereafter. Increased online activity and marketing will result in further exposure of international students, schools, and parents to the possibilities of student attending a Prince George school as a full time international student. A reasonable expectation from this exposure is a yearly increase of 2-5 students attending Prince George schools as full time international students.

Table 1: Projected Registration Increases in the Market Opportunity

Total Registration Increase Over Existing 2003 Student Population	2004	2005	2006	2007	2008
Traditional DE - students	10	20	30	40	50
Ungraduated regional ABE - course registrations	100	120	144	172	206
Graduated regional ABE - course registrations	10	12	14	17	20
<i>Ebus claw back</i>					
ABE - course registrations	20	22	24	26	28
Homeschooled & Traditional DE Students	10	11	12	13	14
New home Schooled - students	10	15	20	25	30
PG Neighborhood School - course registrations	100	105	110	115	120
Regional Neighborhood School - course registrations	25	27	29	31	34
Regional Summer School - course registrations	5	10	20	40	80
International Home Stay in PG - students	2	4	6	8	13
International - course registrations	30	39	50	65	84
Total Projected FTE's	66	88	111	136	166
Total Projected Course Registrations	530	703	887	1090	1324

The Future Market

The future market for online learning will continue to grow and expand exponentially as societal pressures increase. Economic changes and continued societal pressures demand creative, flexible,

available alternatives that provide for the growing and expanding educational needs of various stakeholders. There is on the horizon an approaching exponential growth in online learning in K-12 and Adult Education in British Columbia. As Rosenberg (2001, p.xv) puts it, “We are on the verge of a major ... change in learning. Internet technologies have fundamentally altered the technological and economic landscapes so radically that it is now possible to make quantum leaps in the use of technology for learning.” The first generation of students to grow up with technology as commonplace as the air they breathe, is now in the school system. These children are authorities on the revolution that is changing every institution in society. Young adults, familiar with technology, who need upgrading of their skills and education are ready for flexible access to educational opportunities. Economic conditions are challenging workers who need retraining or educational upgrading. They too seek flexibility and access.

Technology is causing a fundamental shift in our thinking, especially in the delivery of educational opportunities. A gauge for these developments is the Alberta Online Symposium that in just a few years has seen attendance explode from a small number of educators to over 650 from across Canada in October, 2003. Current Computer Learning Management Systems (such as WebCT and D2L¹²) and a host of interactive tools (such as VClass¹³), allow the customization of cost effective educational learning systems for the delivery of learning opportunities for k-12 and adults – anytime, anywhere – in this age that requires life-long learning. Small town schools in the regions under CDES’ umbrella need the means to provide a full curriculum to their students. Schools, parents and administrators need simple alternative solutions for students who struggle in the conventional classroom and seek increased choices for their students in spite of under funding, school closures, and resulting pressures.

Many international students seek educational opportunities from Canadian institutions. Increasing delivery of courses based on British Columbia curriculum, through an online medium, to international students living in their native countries is occurring each year. Gulf Island School District #64 has established an international virtual school that has become one of the premier international programs in North America.¹⁴ Other districts are exploring private sector partnerships for offshore marketing, sales and infrastructure. Demand in this future market is growing. CDES is well positioned to continue to explore and develop this market using its contacts and partners through the CDES Japanese and Korean ESL Summer Programs.

As SD57 collaborates with the local Aboriginal Education Board in creation of an Aboriginal School in the district, CDES has a prime opportunity to be included and to leverage its already excellent

¹² WebCt information available at <http://www.webct.com/>, D2L information available at <http://www.desire2learn.com>

¹³ VClass information available at www.illuminate.com

¹⁴ Gulf Island School District #64 international virtual school information available at <http://www.sd64.bc.ca/online/index.html>

reputation with First Nation organizations to provide online courses adapted to First Nation special needs and specialized courses targeted to First Nation communities in the region. This is a market yet to be tapped in the future.

Taking advantage of current market opportunities CDES will conservatively grow its FTE base within 5 years by 166 FTE's (see table 1). It is quite reasonable that CDES could grow its FTE base within 5 years by 200 – 300 FTE's. In the future, those institutions that provide quality online educational services and excellent support for students will successfully continue to grow as the market grows. CDES is well positioned to provide the former and achieve the latter.

Competition vs Competitive Advantages

Who They Are

The removal of the cap on online distance education students, coupled with strained school district budgets throughout British Columbia, makes the development of online distance education programs by any school or district within British Columbia more tempting all the time. That pathway is certainly available under new Ministry of Education guidelines. Some schools and districts already have undertaken such initiatives with the result that in a very short period, the number of schools providing distance education – electronic services, has grown from ten to twenty-six. Strained budgets and the open market established by the Ministry of Education are creating competition for students within distance education programs. The changing landscape challenges the schools in the District Education Consortium to maintain their traditional place in distance education delivery. Even within the provincial Distance Education Consortium, there is a sense of subtle competition for students.

These various schools and districts are emerging as competitors for two other markets. The first is students seeking ABE opportunities. ABE students can attend programs anywhere in the province. The K-12 courses that the aforementioned emerging schools and districts seek to offer online are available to the ABE student market. It is only a matter of time before some of those institutions seek that market in earnest. The second is students already registered in district neighborhood schools in School District 57 but needing additional choices for courses and/or flexibility in obtaining those courses, for various reasons. Principals or parents will soon be able to buy student seats in courses offered online by institutions outside of School District 57, to meet these needs. This is occurring on a limited scale already with seats purchased through Cool School.

Established current competitors for CDES' students are E-Bus, Cool School, College of New Caledonia. Located 60 miles from Prince George, in Vanderhoof, E-Bus has aggressively marketed their

school. They continue to highlight, within close communities, their online programs for k-12 and adults, and their availability. They are a strong competitor for regional K-12 and ABE students. The College of New Caledonia offers ABE and counseling services, however in a model different¹⁵ from CDES. Their model of delivery is classroom based with designated entry dates.

Cool School¹⁶ courses are used in alternate education programs at three Prince George high schools, by a few students at CDES, and by principals to meet student needs and provide choices for various students attending regular classes throughout SD57 (see Appendix D).

The biggest competition to CDES will be the continued development of the growing online distance education initiatives by schools and districts throughout British Columbia. Online delivery of distance education within British Columbia is now an open competitive market with no geographical restrictions by the Ministry of Education. The only geographical restrictions are those traditional ones established for the Distance Education Consortium schools that will rapidly dissolve given the Provincial situation. The impact and results of this openness has yet to unfold.

The CDES Competitive Advantage

CDES has four key competitive advantages for capitalizing on the opportunities in the face of competition. A primary advantage of CDES is its solid financial foundation, reputation, and tradition as a public school offering a variety of alternative educational opportunities. It is not a question of building from scratch by attracting full fee-paying students. In the K-12 arena, CDES has the advantage of being a publicly funded school that is already receiving incentives to move toward e-learning. In order to reinforce its position as a publicly funded, excellent e-learning organization, CDES determines to plan, implement, monitor, assess and report appropriately. Second, the organization has financial and human resources that give it a competitive edge. It has a skilled team embracing the move toward e-learning and it is proceeding by means of a thoughtful planned process which includes the continuing development of human resources. The staff at CDES are cognitive of the strength of organizational learning and its key factors for developing an increasingly skilled work team. Entering the online arena, now offers CDES the advantage of using what is known about successful programs by planning and investing wisely, to produce, monitor and maintain excellence. Third, CDES has several advantages in the competition for enrolments. CDES can market to its existing and steadily growing client base of ABE and Distance

¹⁵ Approximately eight years ago, the administration at CDES' forerunner, Continuing Education, selected a model of continuous intake, independent-study, self-paced courses to establish CDES' Adult Education market and to distinguish the unique offerings of each institution.

¹⁶ For further details on [Cool School](http://giroday.thewebworks.bc.ca/MDDE605/PreliminaryPaperMDDE601.pdf) see <http://giroday.thewebworks.bc.ca/MDDE605/PreliminaryPaperMDDE601.pdf>

Education learners, and leverage the base of activities it has established in Asia. Fourth, CDES has the advantage of resource sharing. CDES is pursuing joint online course development through its Distance Education Consortium membership. In addition, School District 57 supports development of courses for CDES by encouraging neighbourhood schools to become part of the “development team”. Using the districts distributed model for initiatives, district administration are encouraging neighbourhood schools to identify and support teachers in the creation of online courses.

Business Strategic Plan

Our Vision

Our vision is a community of self-motivated, independent, life-long learners, working, learning, and sharing together. We aspire to be one of the Province’s leading schools: recognized for excellence in teaching and education services, offering flexibility, options, choice, and a caring, nurturing environment that magnifies the success of all our students. We are valued as a school where our team benefits from clear, supportive leadership and pursues best practices in all areas, and that offers an excellent, open learning space – physical and virtual – where students achieve their learning goals

Our Mission

CDES is a publicly funded school providing education to the Adult Basic Education (ABE) Community in School District 57, the K–12 community in School District 57, and through distance education to the K–12 community in School Districts 27, 28, 49, 57, 91. Over the next five years, CDES will retain its current clientele, increase its student population, expand its region of delivery, and provide all K–12 and ABE courses online following a learner centred model supported by online teachers.

Our Values and Beliefs

Values and beliefs provide a fundamental basis for our school. They provide a foundation for decision-making, and serve as a compass in establishing direction. The following beliefs identify our values and provide our guide and compass.

We believe

- Everyone can learn and learning is a life-long process
- Each student must learn to think critically and constructively and assume responsibility for participating in society
- All students have a responsibility to maximize their own potential

- Students learn best when engaged interactively with each other and their teacher
- Parents are a student’s first educator and caregiver and team with staff to ensure their student’s success
- All staff must be committed to the achievement of our students and their development as responsible learners
- Respectful and cooperative environments foster learning
- Quality, supported, online learning and independent learning, are as effective as face-to-face learning

We confirm that these beliefs and values provide the foundation for the decisions we make.

Table 2: SWOT Analysis

Strengths¹⁷	Proposed Multiyear Strategies
CDES has the benefit of its present financial situation and funding mechanism. It does have funds to use for development	Develop financial management plan that provides funding to support online initiatives. Develop clear projections of the anticipated funding and appropriate fund allocation.
History and established reputation in distance and adult education	Incorporate strengths and history of DE in all marketing strategies. Structure organization to maintain good reputation of student service and support for established client base. Develop a multi-faceted plan for the exploitation of CDES’ history and reputation with a focus on the new and expanding excellent e-learning role of CDES.
Well established client base	Use the established access to both gather and disseminate information pertinent to the excellent e-learning role of CDES
CDES has a successful history of partnerships and relationships with various organizations and agencies for the delivery of educational services	Capitalize on existing partnerships and seek new ones within our Regions of responsibility
CDES has successful partnerships with Japanese schools and is developing critical contacts in Asia	Seek further partnerships and expanded offerings during yearly Asian tour
CDES is already involved in a process of change and at a juncture where many choices will be made. CDES can use the process of change and make every decision based on the potential advantage to develop excellence in e-learning	Maintain quality online courses as the premier method of delivery in decision-making processes. Optimize the current process of change into an opportunity to see metamorphosis into an organization of excellent e-learning. Seek out and integrate the best information possible regarding decision in all areas of the organization.

¹⁷ Strengths and Weaknesses are internal risks that can be controlled or influenced by CDES’ administrative team and/or staff.

Strengths¹⁷	Proposed Multiyear Strategies
Staff, teaching, technical and administration demonstrate a willingness to plan and move toward future goals together	Maintain staff cohesion directed towards a shared vision. Use a collaborative change mechanism that keeps up the momentum and keeps stakeholders involved. Use compensation as a motivator where possible.
The planning process started through consultation with stakeholders	Involve all stakeholders in planning and assessment of goals and objectives. Plan collaboration.
CDES has some staff with highly trained levels of technical expertise and familiar with online learning environments and best practices	Encourage and support staff development of expertise with technology and developing and teaching in online learning environments. Continue to build the in-house technical expertise and explore the need for contracted technical expertise. Find the key knowledge that is important for most staff and organize knowledge sharing with rewards
CDES possesses unique software for courseware development (D2L)	Keep abreast of developments in online learning delivery. Utilize the District’s “distributed” model. Partner with district schools/teachers seeking to develop online courses using CDES’ D2L delivery system
Staff are developing expertise and workability with the D2L course development and delivery environment, and expertise in online learning	Support continued development and recruitment of qualified and experienced e-learning professionals
Most DE courses already incorporating the potential of new technologies	Courses not scheduled for full development and delivery in D2L will continue to utilize and develop FirstClass and Websites for online communications: Teacher – student, student-student, and student – content wherever possible, as well as possible. (eg – Development of a website with errata for module packages).

Weaknesses	Proposed Multiyear Strategies
<i>Business</i>	
Lack of reputation for online learning	Create and implement a marketing strategy that highlights CDES’s strengths in DE and its ability to deliver quality online learning
Lack of an online presence – current websites are abysmal	Contract web designer/developer for immediate and future developments
Lack of online school culture and identity	Create a plan to develop school culture. Incorporate and use a unique identity within the marketing strategies
There may not be enough specific information about the priorities of the potential market	Prioritization of market opportunities must be decided through collective consultation of staff
CDES administrative student management system for online students (province wide system) cannot produce the information needed to help with	Immediate implementation and use of CDES’ Windsor management system for all online students. Explore existing administrative

Weaknesses	Proposed Multiyear Strategies
marketing strategies, is slow, and does not meet the needs of administrators or teachers. Three different management systems used.	management systems already available on the market that could serve the needs of the school in all areas
<i>People</i>	
<p>Internal processes are hampered by attitudes and workloads:</p> <ul style="list-style-type: none"> a) All staff are working at peak capacity before online course developments considered b) Difficult communication/action lines between technician and staff. Often requests are made, not acted on, re-requested through principal, then action takes place c) Lack of speed of administration to act on identified issues (eg LXR license at Blackburn) 	<p>Clear directions regarding ownership of actions are required. Administrative team must act on recommendations of knowledgeable staff. Decision making structures needs reorganizing and monitoring for success.</p>
Staff resistance in moving to the future vision	Well-articulated vision required, developed and maintained with all stakeholders. Assistance to resistant staff to move to different assignments in SD57
<i>Organizational</i>	
<p>Organization of work loads, work times, access to support staff, working conditions and use of common online tools can prevent delivery of quality online courses and learning experiences, and is mission critical</p> <ul style="list-style-type: none"> a) All staff working at peak capacity conflicts with time to apply a well defined instruction design process b) Lack of access to support staff for those in other buildings c) Staggered work hours for key staff, not enough overlap d) Separation from face-to-face students for teachers with joint duties of distance education online courses and adult basic education at the senior course level e) Scheduling of VClass sessions among teachers. Limited number of seats purchased for online classrooms 	<p>Need closer communication between Administration and staff, and planning which involves all stakeholders in regular planning meetings.</p> <p>Develop a well-defined plan of what is being developed, by whom, using what model, with which resources or team within what time restrictions.</p>
<i>Facilities</i>	
Separation of facilities and staff, spread over geographic areas rather than together in one building in Prince George	Need a new well planned facility to house main office and all DE staff together
Well organized and defined work areas for online teaching, with all necessary setups	
<i>Resources</i>	
Insufficient resources	Obtain, continuously monitor, and purchase

Weaknesses	Proposed Multiyear Strategies
<ul style="list-style-type: none"> a) A 1-800 number is needed for k-10 DE online students b) Insufficient phones for the number of staff. Six teachers sharing one phone. Limitation is the number of lines leading into the buildings. Restricts quality of service c) All online teacher machines need appropriate hardware (tablets, headphones, development software) d) Lack of sufficient tools for editing online assignments – problematic for Socials and English turnaround times e) Gradebook for teachers mark recording and for parental access to course status and marks is needed f) LXR Test web version and an LXR Test server need purchasing and set up for online assessment. 	<p>necessary resources to provide quality online educational delivery</p>
<i>Online Development</i>	
<p>Number of courses that need development online is daunting</p> <p>Time line of “ready for September” looms, with the need to maintain current course services and support requirements</p> <p>There seems to be an attempt to “do everything at once” and an expectation that staff can deliver, and a less specific integrated plan of how everything fits together with quality and support...and without burnout</p>	<p>Well-planned implementation stages scheduled required. Explore partnerships with other online schools in the DE consortium and outside. Sufficient funding needed. It will be necessary to make choices. Perhaps set specific goals for introducing some on-line elements into all courses. In keeping with the other strategies, get a good design system in place by working well with a specific course or two. Start staff with the work of going on-line in small increments with sufficient knowledge sharing and skill building time allowed for all subject area experts. The administration should be specific about what the rewards and compensation are for good collaboration on the short, mid and long term goals. The ‘ready for September’ goal has to be broken down into small, doable parts with precise objectives.</p>
<p>There is a steep learning curve that needs to be accounted for and support will be needed to overcome these hurdles:</p> <ul style="list-style-type: none"> a) Administration and staff are not familiar with development times for online courseware b) Lack of staff time for course development c) Staff need time to develop skills in creating and placing material online d) More specific examples and experiences are needed with regard to what e-learning is at CDES and how long it takes to produce it 	<p>Meet staff training needs</p> <p>Sufficient funding required</p> <p>Do not just produce a course. Produce an optimal course incorporating high interactivity and optimal demonstration of learning...and record how this was done and how it was received. Use a systems approach to how this can be done for other courses.</p> <p>Use teams for development.</p>

Weaknesses	Proposed Multiyear Strategies
<p>with what inputs and at what on-going costs</p> <p>e) Need a well defined-instructional design process and practices that provides continuity across online courses for students. Started but more yet to go</p>	
Opportunities¹⁸	Proposed Multiyear Strategies
<p>The market for e-learning is expanding</p>	<p>Build on current DE initiatives while developing additional expertise and infrastructure to maximize successful growth. Set specific goals with regard to exploiting the expanding market in the K-12 and Adult arenas.</p>
<p>The government provides financial incentive for offering courses online, for offering e-learning opportunities</p>	<p>Take advantage of 1701 classifications wherever possible that meet the strict guidelines of the Ministry. Set specific goals regarding how CDES is meeting its commitment to expand e-learning. Set in place a monitoring system. Monitor and report.</p>
<p>E-learning is changing the cost of delivery of Distance Education.</p>	<p>Examine clerical configurations for increased cost efficiencies as more courses move online. Maintain focus on cost effective delivery as online course development proceeds</p>
<p>The face of education, even in the k-12 arena, is seeing changes with the rise of new technologies and the shift toward the knowledge based economy and CDES can maximize the potential of its move with these changes</p> <p>CDES can learn from what is going on in the market and use the information to guide choices</p>	<p>Look for efficiencies created by online delivery of educational services to all students. Explore new configurations of students from various programs</p> <p>Have a plan for how the market will be exploited. Set excellence as a goal with specific ways of monitoring excellence. Be specific with regard to priorities. Have a long-term vision for all areas.</p> <p>Look at successful K-12 examples and learn.</p>
<p>CDES is part of an e-learning consortium</p>	<p>Maximize benefits of Consortium membership. Look for partners for CDES initiatives. Explore ways to share knowledge and development costs.</p>
<p>Small community needs and increased choices for students in neighborhood schools</p>	<p>Acquire all Cool School students in SD57. Create marketing strategy that focuses on neighborhood schools and small schools in small communities within DE regional area.</p>
<p>International online course offerings through partnerships with Japanese schools</p>	<p>Capitalize on existing partnerships and seek further partnerships to offer online education to international students. Set expansion into this e-learning market as a goal.</p>
<p>Partnerships with First Nations Communities for</p>	<p>Open and maintain dialogue with local Aboriginal</p>

¹⁸ Opportunities and Threats are external factors that CDES does not directly control but have potential to impact the operations of CDES.

delivery of online courses	Education Authority and First Nation Bands to create partnerships. Explore ways to share knowledge and development costs.
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Threats	Proposed Multiyear Strategies
The government audits progress and imposes financial penalties for the assessed gaps in progress toward “robust” online learning	Ensure all Ministry guidelines are adhered to and met
Competitors lure away learners in CDES territory and reduce or re-assign its government funding	Strong marketing strategy, respect of Consortium boundaries, or Consortium collapses
Continuity of staff due to school closures and temporary contracts may threaten development or maintenance of online courses and impact their quality	Secure current staff employment
Government funding decisions and possible funding changes	Monitor all government activities with regard to e-learning initiatives. Maintain strong contacts and engage in all avenues and organizations that provide a voice to the Ministry of Education. Strengthen the voice of the Consortium. Participate in the new emerging BC Online Consortium.
The DE Consortium CDES belongs to does not have a clearly defined resource sharing mechanism. Some members develop e-learning resources but they are not shared	Continue a strong voice in the Consortium to that end
Perceptions of educators (principals, in school teachers) and parents that online learning is second rate education and not as rigorous as classroom learning	Develop a three-year marketing plan that includes showcasing online learning. Begin planning of an online learning symposium for the North two years hence.
Looming move within eight months to new facility causing disruption in services	Minimize disruptions to students.
Future innovation can give competitors an advantage	Support staff collectively and individually to keep abreast of developments in the field of e-learning in k-12 and adult education

The SWOT table can also be view as a Proactive Planning List in Appendix F.

CDES Organizational Changes

Administrative & Organizational Structure

CDES is a K-12 public education school operating under the laws of British Columbia. It will remain and continue to operate as a provincially funded and recognized school under the administration of School District 57. The school's existing administrative structure of principal and vice-principals (see Appendix G) will remain and will continue to serve it well. CAP programs are well implemented and established, with a seven member CAP advisory council (CAPAC) drawn from the CAP staff, and working directly with the vice-principal for CAP programs. CAP programs function relatively independently from the CE and DE mandates.

However, in the CE and DE mandates, CDES requires increased input from staff in the decision making cycle and increased monitoring of plan developments, to ensure successful implementation of this plan. To this end, CDES will institute a school Leadership Council (LC) consisting of the administrative team and a representative from each of: counseling; clerical; senior humanities, senior math/science, foundations studies, College Heights learning center, Hart Learning center, DE junior programs, DE elementary programs, parents, and students. The Leadership Council will be an advisory and decision making body¹⁹. In order to overcome the critical barrier to embracing its new strategic direction, another key change needs to occur at CDES. To this end, CDES will create a project based development unit to ensure the development of quality online courses that will meet the competitive challenge over the next five years.

The Online Development Unit

“Quality teaching and learning is of paramount importance”. (Bates 2000, p.64). The development of courses that address the various components of a quality, robust, online learning experience requires a systematic process for course creation. Two options present themselves to CDES for the creation of online courses. The first option is the assignment of course responsibilities within the CDES calendar of courses to individual teachers (which has been done), with the expectation that assigned teachers will move courses they are responsible for, to the online environment. A small level of

¹⁹ Under this model, the decision-making prerogative of the Leadership Council is through the consent of the principal. The principal retains all rights and responsibilities as invested in the position of principal. Decisions are made in three ways. First, the principal may reserve the right to decide an issue, especially any controversial issue that may split the staff. Second, the principal may leave the issue before the leadership council for its decision, with the principal retaining a single vote at the table. Lastly, the leadership council may deem the issue needing a decision by vote of the entire staff. Staff and administration at CDES respect that the operation of a public school is a collaborative undertaking and that collective collaborative agreement empowers the organization's success.

progress has occurred to this end already, but with no controls in place to ensure a standard of quality in their development. Further support to this model could be given with teachers accessing a yet to be established ‘course development fund’. However, Bates (2000, p.60) identifies a key disadvantage of this style of approach, “...amateurism rules in the design and production of educational materials”. CDES will abandon this approach in favor of the second option – a project management approach.

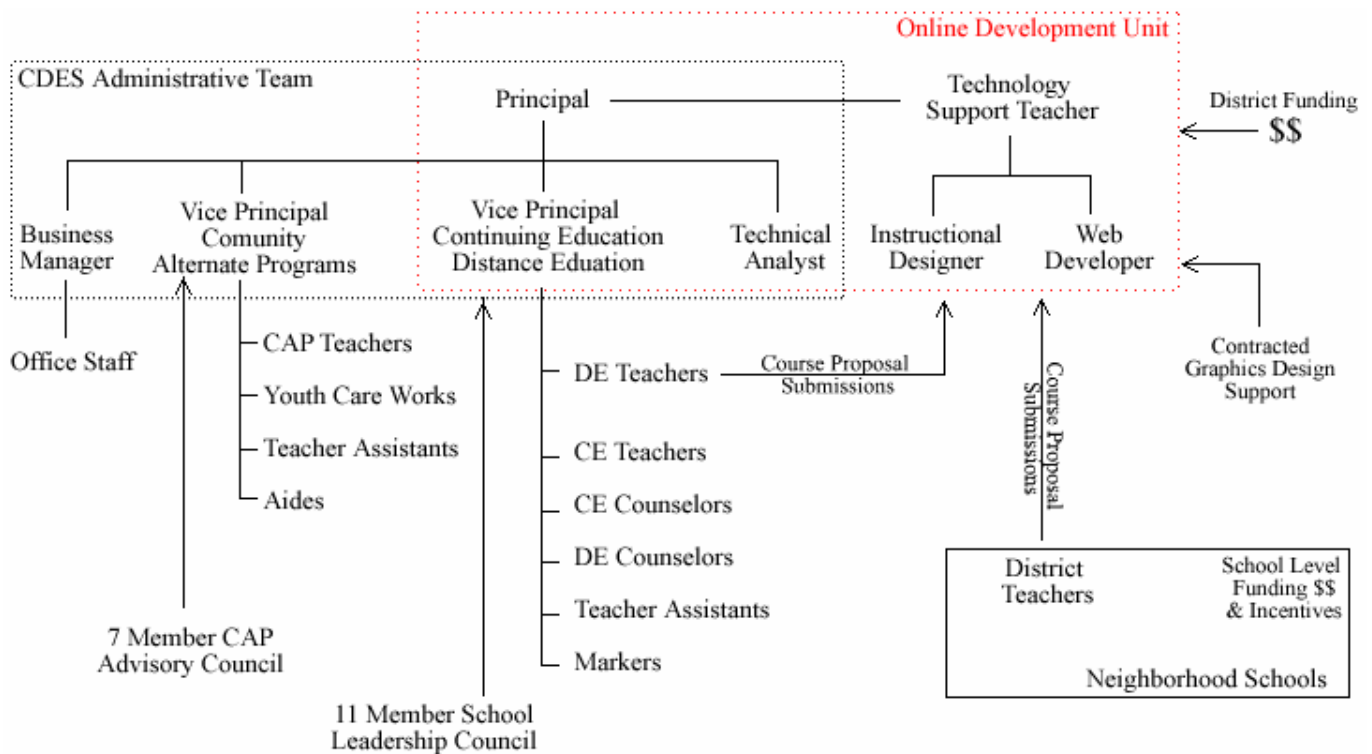


Figure 2 – The CDES Organizational Structure & Online Development Unit

The project management approach is a team approach and ensures the effective and efficient use of resources. CDES will facilitate the project management approach by creating an Online Development Unit (ODU) consisting of the following team: the school principal; the vice-principal responsible for DE; the school’s technical analyst, the technology support teacher; an instructional designer; and a web designer/developer (see figure 1). The ODU will serve three functions. First, the team will establish standards and guidelines, to ensure courses are effective, appealing, efficient, and consistent. Second, as a decision making body, the ODU will choose among course development proposals. The team will establish a course development proposal-process, to include the following: full cost of the proposal; details of a team approach; a production schedule; and a process for course evaluation. The ODU will be

responsible for project selection and funding assessments. DE teachers responsible for developing online courses will submit proposals and funding requests to the ODU team for approval. In keeping with the districts distributed model for new and comprehensive initiatives, the district through its principals and its administrative team will encourage neighborhood school (NS) teacher²⁰ involvement in online course development. NS teachers will also submit online course development proposals and funding requests to the ODU. Thirdly, as a support body, the ODU will provide the assistance and support necessary for the successful achievement of the course development proposals. The ODU will contract graphics design support as needed for course development. Key team members will provide and share appropriate skills and knowledge.

The school district will fund the ODU for three years, through a \$15 per student online development fee in year one, a \$10 fee in year 2, and a \$5 fee in year three of the plan, returned to the district from each school. The total funding generated is \$246,000²¹ in year one, \$164,000 in year two, and \$82,000 in year three. CDES will seed the ODU with an additional \$54,000 of the approximate \$140,000 yearly surplus from the current International Education program, providing a total funding of \$300,000 for year one, \$218,000 for year two, and \$136,000 for year three of the ODU mandate. Additionally, the district will encourage neighborhood principals to examine curriculum development funds to use for additional incentives for NS teachers.

Course Developments

CDES must quickly create a significant number of quality online courses. Fortunately, course development does not start at square zero. CDES has three assets that it will leverage to achieve its goal of 15 courses per year. First, the BC Distance Education Consortium retains copyright to the existing distance education materials, allowing CDES to advantage the use of these content materials in electronic media to form the foundation for online courses. Content exists already. Second, the teaching staff at CDES have years of formal education and experience analyzing their learners, learning contexts, and developing instructional strategies. Task objectives are clearly defined already, and teachers have years of experience in task analysis. These are all critical components of linear instructional systems design (Braden, 1996; Ragan & Smith 1999). They are highly trained, experienced, and motivated teachers. Third, public school teachers live in a culture, where course design and develop on one's own initiative is

²⁰ Some highly skilled and keenly interested NS teachers have already indicated their willingness to participate in the creation of online course development.

²¹ Approximately 16,400 students @ \$15 per student = \$246,000

the norm²². Given these assets, CDES estimates the normal online course, development time resource required to be a third of the normal time required to develop a course from scratch. Furthermore, CDES will continue to leverage partnerships and its membership in the Distance Education Consortium in the development of online courses. CDES has rights to two finished courses developed in a pilot project for the Distance Education Consortium. It is involved in the development of an addition two courses through the Consortium itself. Expenses on these courses are absorbed by the consortium and do not accrue to CDES. An additional five courses currently under development by teachers in Consortium DE schools are available on a sharing basis. CDES will use its resources to build 15 courses in the first year, 15 additional courses in the second year, and 15 additional courses in the third year, with provision for revisions. The need for course development and on going changes will continue into the future.

Personnel Needs

The creation of the ODU requires the addition of two key personnel, an instructional designer and a web designer/developer. They will report directly to the technology support teacher (TST). The role of the TST has been and will continue to be the development of effective/exemplary online learning. With the creation of the ODU, the TST's role will expand to include the responsibility of overseeing, as well as assisting, in the successful conclusion of course development projects.

Through restructuring into a mixed responsibilities model²³, along with the recent hiring in October of additional teaching staff, and within its current level of funding CDES has been able to assign teaching staff to all courses offered in anticipation of moving courses on line. Additionally, all existing courses now offer an, albeit limited, online component that minimally meets the Ministry's guidelines for online electronic delivery²⁴. There is capacity in the system for teachers to absorb up to 50 FTE beyond current registration levels before new teacher hires are required. However, growth beyond that will require one new teacher hire for each additional 100 FTE registrations beyond the current capacity of the system.

²² The face-to-face public education environment is one in which teachers are assigned courses, sometimes within weeks of course beginning, for which they are totally responsible for the design, development, and delivery of the course. The difference between face-to-face and online development is that online requires a greater degree of overall integration of online delivery tools, macro strategies, course system design, and congruence between objectives, instruction, and evaluation. Online development cannot follow the traditional scenario of lesson building the night before. However, it is possible to build and release an online course module by module and/or unit by unit because of development time constraints.

²³ CE teachers and counselors have taken on DE course responsibilities within their capacity.

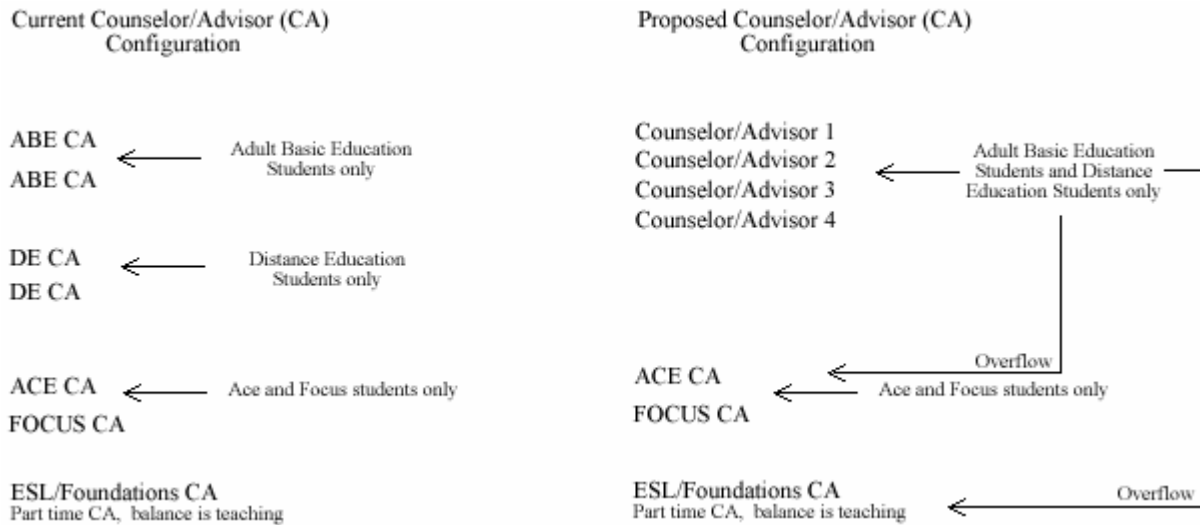
²⁴ The online component for the most part consists of email communication, limited online conferencing, students obtaining assignments online, assignment submission and return, and provision of online enrichment and support resources through posted, teacher selected web sites.

Capacity is in the system for clerical to handle 50 FTE registrations, but additional registrations between 50 and 100 FTE will require the addition of a half-time clerical, and every 100 FTE thereafter will require one additional full time clerical²⁵.

Through a shift to online delivery of current distance education courses, CDES has established procedures and processes for information technology support for students and staff. Teachers and then technical staff provide student support in ascending order. The addition of a half-time junior technical analyst is necessary to handle the anticipated increased load on teachers and technical analyst, and to meet the demands of increased online student support. The responsibilities of the junior technical analyst are to provide student technical support, teacher technical support, and assist the senior technical analyst as directed.

CDES has four counselor/advisors (CA), two for ABE and two for DE. In addition, three additional CA's provide program specific support (see Figure 3). Integration of the CA support activities for ABE and DE, so that CA's provide services to any ABE or DE students will provide efficiencies in the system. Additionally, there is capacity in the program specific CA duties to provide additional support for ABE and DE students. Cross training of the program specific CA's to work with ABE and DE students creates increased capacity for support. With these changes capacity exist in the system to absorb the additional student support necessary to achieve the goals of this plan.

Figure 3: Counselor/Advisor reconfiguration



²⁵ Registration is only part of the demand for clerical. Support and service throughout the year is critical to success.

Facilities and Equipment

CDES requires 2,000 square feet of additional space, to provide the necessary room for the ODU and consolidation of new and existing staff for online delivery. The expansion will require leasehold improvements, 8 phone drops, 8 new computers with network LAN drops, and assorted furniture. Closure of 13 schools provides a resource of office furniture and equipment at no cost to CDES. A site license for Macromedia Studio MX and extension of the existing licensing for all currently used software is required.

Delivery of online courses will be via the computer learning management systems Desire2Learn (D2L)²⁶. Licensing for D2L includes two onsite training sessions for staff. The licensing agreement provides the hosting and maintenance of D2L by Desire2Learn Inc. and includes technical support by Desire2Learn Inc. technical support staff for all issues related to hosting of D2L. CDES technical staff will provide administrative duties for the configuration and setup of the D2L environment with the assistance of Desire2Learn Inc. technical support staff. The ODU, teacher leaders, and CDES technical support staff will provide support for teachers designing and developing in the D2L environment. Teachers and CDES technical support staff will provide student technical support as they currently do now. Students registered in CIDES will continue to have their FirstClass²⁷ email accounts and teachers will continue to provide support via VClass and 1-800 phone access.

Financial Planning

CDES has two possible approaches to analyzing the financial viability of the proposed plan. First, a comprehensive analysis inclusive of the complete financial operations of the school could be undertaken with a view to this plan. Second, is to undertake a cost/benefit analysis of this proposed plan. The former is an unnecessary undertaking of increased complexity, while the latter provides enough financial analysis needed for decision-making regarding this plan. The development of online courses at CDES is not the creation of a separate department or institution. It is the integration of online course delivery into all aspects of the CDES mandates. This integration challenges the financial analysis of this plan.

Undertaking this plan will generate increases in revenue and incur expenses. To facilitate analysis of the

²⁶ D2L is a web based delivery system. Students can access D2L from their home computer, any computer in their school, any computer in the CDES learning centers, and any computer in the world that has an Internet Explorer or Netscape browser on it. It provides computer mediated conferencing, email, paging, assignment submission, online evaluation, marks grade book, and content delivery.

²⁷ The BC Distance Education Consortium maintains a FirstClass email server for students enrolled in any of the distance education schools of the consortium. Additionally, the Consortium maintains a VClass server to provide a medium for online blackboard support and instruction for students registered in Consortium distance education schools.

proposed plan, attention focuses only on the increases in revenue generated and expenses incurred to fulfill the plan – a cost/benefit analysis approach.

Decision-making requires sound financial planning, budgeting, and management. The viability of the CDES strategic plan resides within a number of factors. A key factor is the financial analysis encompassing the plan. Often in the case of K-12 public education, because of “expenditure-driven” (Bates, 2000 p.150) financial systems, the analyzing of costs is problematic at best, virtually impossible at the worst. CDES operates under such a system. Using a cost/benefit approach and ensuring that “... all costs be identified... the assumptions underlying the costs be transparent and understood, and that reasons for including or excluding the various [items] be valid...” (p.151) provides a reassuring level of confidence in the financial analysis of the CDES strategic plan. The following critical Pro Forma statements²⁸ are provided: Five Year Income Statement, Startup Balance Sheet, a Projected Startup Income Statement for the first year of operation, and a Two Year Cash Flow Chart.

The financial stability of this strategic plan depends on leveraging existing agents, contacts, and partnerships created through the Japanese ESL Summer program, to develop an international market for online CDES courses. Projected incomes show this international market represents 24% of revenues in 2007 and 36% of revenues in 2008. At first glance, the financial figures indicate significant risk to the plan in light of this dependency. However, closer examination of the number of students and course registrations required to achieve the financial goals of the plan, lay to rest such concerns. Table 3 provides an overview of what the numbers mean in terms of numbers of students and number of course registrations necessary to achieve the financial goals of the plan. In light of the facts in Table 3, what appears at first glance to be a significant risk is an acceptable risk and an achievable goal.

²⁸ The financial analysis is complex, and required many decisions and assumptions regarding a host of variables. Fully disclosed and detailed comments regarding those decisions and/or assumptions are contained in the accompanying financial analysis spreadsheet file. Some key points regarding assumptions and decisions are helpful. The five-year projected income statement is not based on a worst or best case scenario. It is based on achievable conservative enrolment estimates. An inflation factor of 3% has been included. Allowance has not been made for financing costs during the short period of significant negative cash flow. Interim arrangements can be made internally to cover the shortfall through current funding within CDES and/or the school district. Ten percent of yearly revenues are budgeted for marketing. There exists capacity in the current system to absorb 50 FTE's, in clerical and teaching. This is a realistic estimate of current system capacity based on experience. Teachers will commit to building quality online courses in a supported project-based environment, with 25 release days for development purposes. This is reasonable considering the current developments undertaken with responsibility and willingness on the part of teaching staff without any release time, as currently is the case. The Start-up Balance Sheet shows negative \$8000 in retained earnings that is a result of August advertising.

Five Year Income Statement**Projected Five Year Income Statement Summary**

	2004	2005	2006	2007	2008
REVENUE					
Provincial Registration Revenue	213,250	291,200	372,150	457,200	549,500
International Revenue	56,610	81,720	109,830	143,940	201,465
Other Revenue	300,000	218,000	136,000	0	0
TOTAL REVENUE	\$569,860	\$590,920	\$617,980	\$601,140	\$750,965
EXPENSES					
Subcontracting	25,000	0	0	0	0
Course Development	79,500	79,500	79,500	79,500	79,500
Payroll	265,650	265,650	294,100	244,100	313,400
Instructional	39,600	48,120	56,862	65,685	76,531
Maintenance & Utilities	49,700	37,492	38,617	39,775	40,969
Equipment	31,500	5,000	5,000	5,000	5,000
Marketing & General	58,000	60,100	62,800	61,200	76,100
TOTAL EXPENSES	\$548,950	\$495,862	\$536,879	\$495,261	\$591,500
NET INCOME	\$20,910	\$95,058	\$81,101	\$105,879	\$159,465

Table 3: Overview of risk assessment for international revenues.

International Risk Assessment Overview					
International Market % of Revenue	9.9%	13.8%	17.8%	23.9%	26.8%
Number needed each year to meet revenue goals					
International Home Stay Students	2	4	6	8	13
International Course Registrations	30	39	50	65	84

Startup Balance Sheet**Continuing and Distance Education Services
Startup Balance Sheet as of Sept 1, 2004****ASSETS****Current Assets**

Cash Account 54000

Total Current Assets 54000**Fixed Assets**

Leashold Improvements 13300

Office Furniture & Equipment 7000

Computer Software 9000

Computer Equipment 20500**Total Fixed Assets 49800****TOTAL ASSETS 103800****LIABILITIES****Current Liabilities**

Accountants Payable 52800

Total Current Liabilities 52800**Long Term Liabilities**Start-up Loan from surplus in
CDES International Account 54000Surplus Equipment from District 5000**Total Long Term Liabilities 59000****TOTAL LIABILITIES 111800****EQUITY****Retained Earnings**

Retained Earnings -8000

Total Retained Earnings -8000**TOTAL EQUITY -8000****LIABILITIES AND EQUITY 103800**

Projected Startup Income Statement for 2004**Continuing and Distance Education Services
Projected Startup Income Statement for the Year 2004****REVENUE****Provincial Registration Revenue**

Traditional DE - students	40000	
Ungraduated regional ABE - course registrations	50000	
Graduated regional ABE - course registrations	1000	
Ebus claw back		
ABE - course registrations	10000	
Homeschooled & Traditional DE Students	40000	
New home Schooled - students	40000	
Regional Summer School Students	1000	
PG Neighborhood		
School - course registrations	25000	
Regional Neighborhood		
School - course registrations	6250	

Total Provincial Registration Revenue		213250
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International Revenue

International Home Stay in PG - students	11610	
International - course registrations	45000	

Total International Revenue		56610
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Other Revenue

District Online Development Fee	246000	
Transfer of surplus from International Program	54000	

Total Other Revenue		300000
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TOTAL REVENUE		<u>569860</u>
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EXPENSES**Subcontracted Expenses**

Graphics Support	15000	
Website Development	10000	

Total Subcontracted Expenses		25000
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Course Development Expenses

Course Development Teacher Release	75000	
Course Development General	4500	

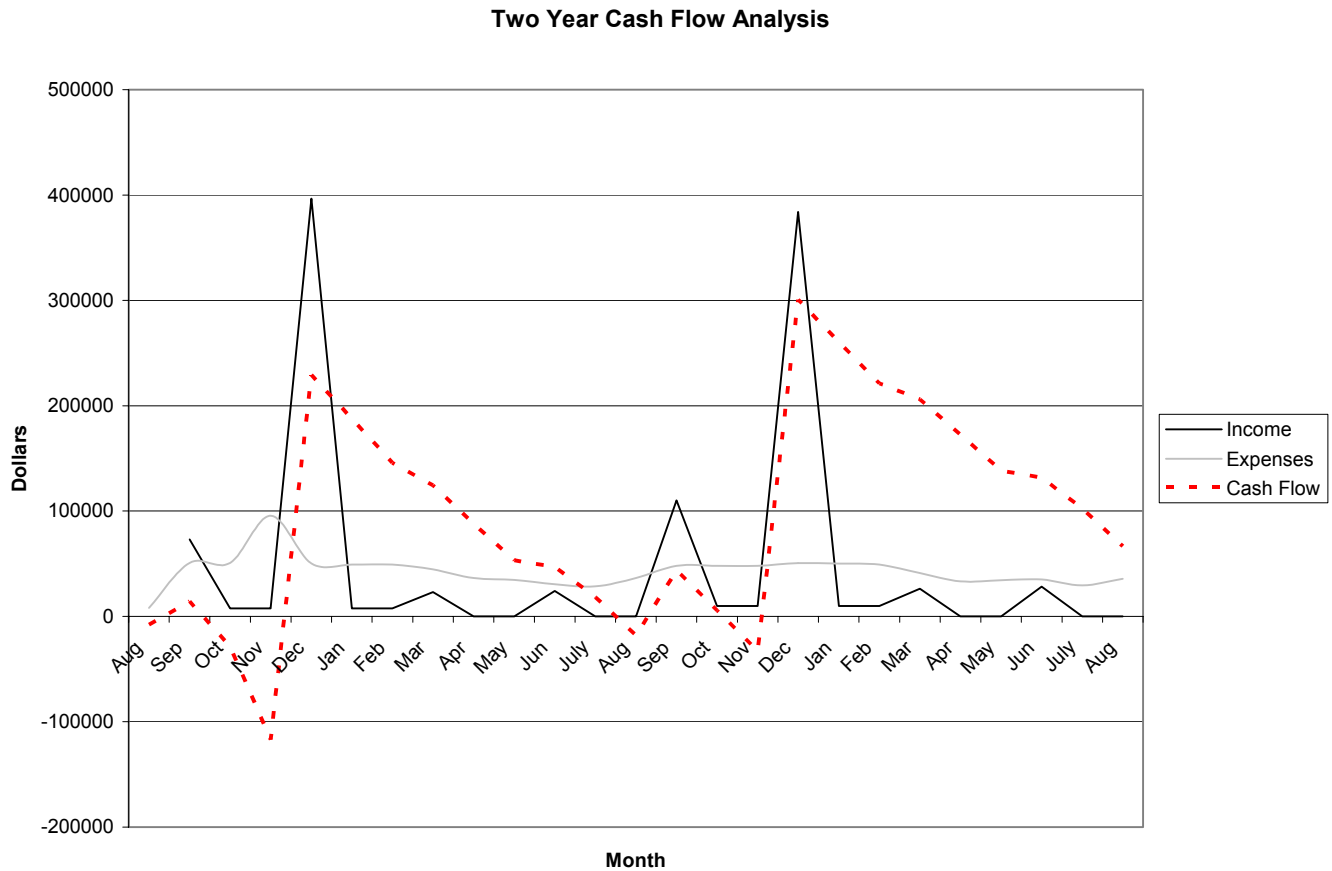
Total Course Development Expenses		79500
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Payroll Expenses

Instructional Designer	60000	
Web Designer/Developer	50000	

Clerical	23800	
Teaching Staff	60000	
Junior Computer Technician	30000	
Canada Pension Plan	8100	
Unemployment Insurance	4050	
Benefits	<u>29700</u>	
Total Payroll expenses		265650
Instructional Expenses		
Travel, Pro-D, Inservice, Training	10000	
Seat cost for Desire2Learn	10600	
Supplies	1500	
Learning Resources	3000	
Computer Supplies	500	
Copying and Printing	8000	
Courier and Postage	<u>6000</u>	
Total Instructional Expenses		39600
Maintenance & Utilities		
Leasehold Improvements	13300	
2000sq.ft. increase of Lease Space	26000	
Electricity	2300	
Heat-Gas	1800	
Repairs & Maintenance	500	
Telephone	4300	
Photocopier Maintenance	500	
Photocopier Reserve	<u>1000</u>	
Total Maintenance & Utilities		49700
Equipment Expenses		
Software Purchases	9000	
Equipment Purchases	22500	
Computer Replacement		
Furniture/Fixtures Replacement		
Total Equipment Expenses		31500
Marketing & General		
Regional Marketing	37050	
Asian Marketing	19950	
Office Supplies	<u>1000</u>	
Total Marketing & General		58000
TOTAL EXPENSES		<u>548950</u>
NET INCOME		<u>20910</u>

Two Year Cash Flow Chart



Allowing for Change

The amalgamation creating CDES thrust the organization into the fires of upheaval and chaos. For seven months staff have experienced significant amounts of change to physical plant, job descriptions, relationships, workloads, communication processes, and organizational procedures. To their credit, the staff has displayed amazing resilience and adaptability to the systemic changes already taking place. These two characteristics are strength to the CDES organization as it deals with change.

In spite of the existing changes, it is necessary to continue moving CDES towards the vision and fulfillment of the mission articulated in this implementation plan. Fullan (2001, p.33) summarizes the challenges facing leaders dealing with change in these words, ‘...many of us have concluded that change cannot be managed. It can be understood and perhaps led, but it cannot be controlled. After taking us through a safari of ten management schools of thought, Mintzberg et al... draw the same conclusion when they reflect that “the best way to ‘manage’ change is to allow for it to happen”...’. CDES’s ‘change

management plan’ therefore must not restrict the organization but allow for change to happen. The key to allowing for change is strong leadership that creates increased moral purpose and strengthens relationships while utilizing strategies to overcome barriers to change.

Barriers exist to the changes suggested in this implementation plan and others will arise over the timeframe of the plan, presenting inevitable, unforeseen and unexpected upheavals in the future. Identification of the existing residual barriers arising from the amalgamation, new barriers arising from this strategic plan, strategies to overcome the barriers, and development of a strong communication plan provide the means for CDES to navigate and correct course, while it is in the change minefield. Table 3 provides an overview of the barriers to change, internal (CDES) and external (student focused) strategies, and communication strategies that allowing for change to happen²⁹.

Table 3: Allowing for Change – Barriers, Strategies, and Communication

Area of Concern	Overcoming Barriers to Change	CDES strategies	Client/Student directed strategies
Setting the Stage	Creating Moral Purpose – making a difference in peoples’ lives	Continuously communicate to staff an awareness of how CDES changes the quality of students’ lives. Continuously improve the quality of how we work and learn together. Reach beyond performance indicators to see the human stories behind the numbers.	Continue the established culture of celebrating student successes. Expand the medium of celebration to the Internet so people in other communities are recognized globally.
	Developing co-operation	Utilize a forum of open door meetings where all may share their thoughts and insights. “Energize the energies and ideas of [staff and students]” (Fullan, 2001, p.23), by continuously seeking staff input, perspectives, and insights. Keep staff informed at all times.	Seek client/student input and perspectives. Establish a means for client/student input and comments.
Human Resources	Engaging everyone in the process	Ensure monthly departmental meetings are scheduled. Utilize them as a forum for input to administration. Ensure a counselor and an administrator in attendance for each meeting. Ensure clerical have a monthly departmental meeting with counselor, teacher, and administrative representation present.	Enable students and parents to contact the principal and/or staff regarding concerns, or problems resulting from changes.

²⁹ Table 3 draws together a collage of areas, ideas, and specifics that are cause for concern when an organization is facing change, and are relevant to the CDES situation. (Bolman & Deal, 1997; Dormant, 1999; Fullan, 2001)

		<p>Utilize the collaborative change process³⁰ wherever possible.</p> <p>Communicate on a regular basis the need for staff to engage in solutions to procedural and process problems that involve all those in a “problem situation”.</p> <p>Co-ordinate effective communication among staff</p>	<p>Ensure student representation to staff meetings.</p>
	<p>Converting initial excitement to internal commitment</p>	<p>Administration must maintain their open door policy to provide for opportunities to allay fears and encourage commitment.</p> <p>As changes affect operations, leadership council must elicit what the worries and concerns are from staff.</p> <p>Leadership council must keep the vision alive and monitor staff resolve to create success, encouraging as needed.</p> <p>Utilize Professional Development Days to examine the change process in this area of concern.</p>	
	<p>Dealing with anxiety and uncertainty</p>	<p>Open communication on the floor, in the halls, in meetings, and throughout the organization must be maintained. Announcements will not be made until processes are in place that provide for news to reach all staff close to the same time.</p> <p>Create and maintain a formal information dissemination system that allows all to keep abreast of developments and prevent the rumor mill.</p> <p>Teacher leadership must be sought, nurtured, and encouraged.</p> <p>Provide opportunities for staff to mingle on a social level. Ensure that monthly staff meetings are conducted in combination with pot luck lunches again.</p> <p>Ensure opportunities for staff participation and involvement in decision-making processes.</p> <p>Utilize Professional Development Days to examine the change process in this area of concern.</p>	<p>Ensure opportunities for students to share concerns and worries and provide communication avenues that are clearly identified and easy to use. Ensure fast responses.</p> <p>Utilize staff awareness to redirect extreme student personal concerns to counselors.</p>
	<p>Dealing with conflicting or differing priorities</p>	<p>Ensure Vision Statement and Mission Statement are continuously displayed and known by all. Staff</p>	

³⁰ The collaborative change process consists of a) problem investigation and individual discussion, b) solution preparation, c) communication to all concerned, d) group presentation for confirmation and e) re-evaluation, and f) only then implementation.

		<p>will have to decide priorities based on value to achieving the mission of the school.</p> <p>Closely monitor work loads.</p> <p>Re-affirm importance and necessity of changes to CDES for the stability and longevity of the school.</p> <p>Ensure staff are valued and appreciated continuously.</p>	
	Dealing with loss of stability	<p>Monitor individual staff concerns by “on the floor” pulse taking.</p> <p>Renegotiate formal processes and policies, using the collaborative change process (see footnote #27)</p> <p>Utilize Professional Development Days to examine the change process in this area of concern.</p>	Make student service priority one.
Resistance	Understanding the changes necessary to achieve the vision and mission of CDES	<p>The strategic plan must be created by staff, supported by staff, and continuous commitment made by staff to its success.</p> <p>Respect and nurture resisters, they provide insights that may have been overlooked and may have something important to say. Encourage resister participation on committees. Differences of opinions are important.</p>	Publish the plan on the web and utilize it in marketing strategies to help students understand why the changes at CDES are in their best interest.
	Building Trust	<p>Build and foster relationships among staff, between departments, and between staff and administration.</p> <p>Maintain open communication and empathy by administration and teacher leaders.</p> <p>Administration must always be accessible for consultation and encouragement</p>	<p>Continue and expand marketing strategies that build trust and relationships in Asian communities.</p> <p>Develop marketing strategy that builds confidence in the quality of education delivered by CDES</p>
	Monitoring workloads and teacher needs	<p>Leadership informally interview staff members on a monthly basis to maintain pulse on staff needs and demands.</p> <p>Ensure this topic is on every staff and departmental meeting agenda.</p>	
Structural	Preventing confusion and chaos	<p>Don’t “try things”. Develop a systemic view and analysis and engage all those affected in developing the solution.</p> <p>Look for efficiencies. Encourage staff suggestions.</p> <p>Encourage staff to examine processes from different perspectives.</p>	Develop a communication system to keep students informed of changes to policies, and procedures.

		In departmental meetings and staff meetings, allow open time for staff to air concerns. Small concerns dealt with early can prevent major upheavals later.	
	Strengthening Stability	Processes, policy, and procedures take time to develop. Their lack creates instability. Staff in collaboration with administration will identify key processes, policies, and procedures that need changing, and administration will support and facilitate the necessary changes to ensure rapid implementation	Create a long term marketing strategy that maintains a constant focus of quality education.
	Policy and Procedure development	Renegotiate formal processes, procedures, and policies, using the collaborative change process of a) investigation and individual discussion, b) solution preparation, c) communication to all concerned, d) group presentation for confirmation and e) re-evaluation, and f) only then implementation. The systemic nature of our work requires the input of all concerned.	
Political - Internal	Preventing internal conflicts – everyone wins	Ensure a process for emergence of issues of concern using the newly formed leadership council, and integrate with department meetings. Encourage resisters to share their concerns and perspectives.	
	Creating open communication	Ensure attendance of administrative representation at all meetings. Ensure departmental meetings, staff meetings, and leadership council meetings are advertised well in advance, with agendas published in an accessible medium to all.	
Political – External	Maintaining institutional connection		Encourage and support an active Alumnus that communicates alumni successes and experiences through the school website.
	Maintaining course quality and student support	Change is important, but service to the client (adult, child, or parent) is supreme. Quality of education and services should be the CDES priority.	Utilize the school web site for increased student/parent communication to inform staff and administration of impacts that change is having on clients.
Re-Culturing	Transforming the culture	Re-culturing is a process of nurturing and developing relationships within the organization. Re-organizing can create “the illusion of progress while producing confusion, inefficiency, and demoralization”. (Fullan, 2001, p.43). Changing the structural way CDES does business is important, however CDES must produce “...the capacity to seek, critically assess, and selectively	Encourage student suggestions and recommendations. Create opportunities for students to meet staff re-organized into new positions, on a personal level, to foster

		<p>incorporate new ideas and practices...” (p.44)</p> <p>CDES must foster a culture of change to meet the plan. Staff must become aware that it is not a case of “things aren’t working well” but a case of “how can things be done differently, more efficiently, and more effectively, to improve the client’s experience.</p> <p>Encourage a culture that fixes on the CDES vision and mission.</p>	<p>relationship building between staff and clients.</p>
Symbolic	<p>Transitioning from the past</p>	<p>Opportunities must be made to celebrate the new identity of CDES.</p> <p>Part of the marketing strategy must be the celebration of the old, transition to the new, and excitement about the opportunities for students.</p> <p>CDES needs a new name that reflects its vision and mission. A celebration of its emergence should be planned as part of the marketing strategy, and include incorporating a connection to students of previous years.</p>	<p>Start a “did you know” section in the school newsletter, that examines and compares the past and present.</p> <p>Provide student closure on the old school, and build excitement on the new school.</p>
Implementation Dip³¹	<p>Crossing the chasm of staffs’ deep disturbance.</p>	<p>Staff, individually identify, the training they deem needed to provide the quality of service desired.</p> <p>Provide training support for those staff that need to develop new skills.</p> <p>Develop “teacher partners” using computer savvy and experienced staff to support less experienced staff in online delivery.</p> <p>Provide opportunities for collaborative work.</p>	
	<p>Maintaining sensitivity and empathy while creating the new order</p>	<p>Administration must be sensitive to the change process, recognizing that it is not an event but a process and that staff need their empathy while trying to bring about new order to the disorder and chaos created by change.</p>	

To facilitate communication, the following should be done as early as possible:

1. Create a bi-monthly newsletter for staff, to keep them informed and updated on changes that are occurring, celebrates student successes, features impacts on student lives, highlights staff successes, and keeps staff fully informed of scheduled meetings and their purposes.
2. Create a monthly newsletter for students and parents, published to the school web site, delivered through the Desire2Learn system to all online students, and is available in paper at F2F support

³¹ “One of our most consistent findings and understandings about the change process in education is that all successful schools experience “implementation dips” as they move forward... The implementation dip is literally a dip in performance and confidence as one encounters an innovation that requires new skills and new understandings.” (Fullan, 2001, p.40)

centers, that informs clients and students of changes in processes or procedures, and profiles students and their successes.

3. Create an online central repository that keeps staff informed and abreast of changes in procedures and processes.

Marketing

Market Strategies

The ministry of education has made bringing all courses online mandatory. The ministry of education is funding District 57 and CDES with the understanding that there is an effort being made to bring all courses online. In a way, the ministry of education is the first customer of the online education of CDES. CDES has to ‘sell’ its system to the ministry of education in order to avoid funding claw backs and in order to maintain or increase its present funding. As well, there are peripheral markets that can be developed within the same system such as expanding the already successful Asian English language program. The need to expand e-learning in this already successful face-to-face endeavor would be considered as an area of potential growth and funding. However, the priority will be to plan, develop and implement a system of e-learning for the K-12 and ABE arena that will satisfy the requirements of the present government funding.

Growing success is a question of excellence in service and support first, and then knowing how to get the word out, how to build the identity of CDES, the brand. CDES will increase its knowledge regarding its market, gaining a clearer understanding of how to target specific segments within its market.

What marketing strategies will flow from this priority? It will be important to make choices regarding what courses to develop first. It will also be important to decide on a standard for the quality of online education. The goal is to enroll all future CDES students in online education. The best marketing strategy for CDES is to set a specific goal, related to the provision of excellent learning, to achieve it and then make this success known, creating a foundation for future success, honing the method and organizational workings as it proceeds. Former graduates and alumni members are a powerful voice of experience and validation. CDES will use former graduates in an integrated marketing campaign.

What methods will be used to get the message out that CDES is now an online school? CDES will engage the support of former graduates and current students, and develop a marketing campaign that portrays their personal and educational successes that resulted from their educational experiences at CDES. The marketing campaign will present at public venues, tradeshows, and conferences, and include targeted paid advertising using, an integrated combination of print, radio, and television. CDES will make use of technology through excellently designed web pages, personalization, and web customer

communities. CDES will explore a direct marketing campaign to rural and neighborhood schools within its spheres of responsibility. Additionally, CDES will look at the cost and benefit of using targeted paid advertising

CDES needs a marketing strategy that promotes and sells to the current and future market—creating and growing an excellent e-learning identity for CDES. Developing an approach to marketing is an important part of the decision-making process regarding marketing for this business plan. The key is an integrated holistic approach as expounded by marketers of today (Sterne, 2002; Sevier, 2003). The goal of an integrated marketing approach is to maintain customer satisfaction and anticipate customer needs in order to maintain customer loyalty and anticipate future opportunities for increased success. In the words of Sterne, “A brand is not a name. A brand is not a positioning statement. It is not a marketing message, a jingle, or a logo. A brand is the culmination of all of the interactions that all the people in a marketplace have with the firm”. The marketing strategies employed are not isolated decisions. They are part of a way of being. An identity (brand) is growing at CDES. CDES is not just selling on-line courses. It is developing a vision for providing an excellent accessible education. Decisions made regarding course offerings, course platforms and technologies, staff, administration, support and all areas of the school organization have a marketing influence.

Assuring Future Success

Recognizing Success

CDES will know it has succeeded when it keeps or expands its present funding and continues to exist as a provider of distance and adult education within the public system. CDES will know it has succeeded when it has built and maintains a system to a set standard of quality. In order to succeed in the long term, CDES will work to establish a reputation for e-learning excellence by doing it well, incorporating the best practices at every level from planning to implementation, monitoring, and assessing. CDES is a public school with its place in the publicly funded system and continues to receive public funds while developing its e-learning role through a fully publicly funded team. It is not a new start up company grasping for market share and cash flow. CDES has an established history that it can exploit to create a market identity. CDES is a locally known ‘brand’ in continuing education, adult education, and distance education. It has a publicly salaried staff that is demonstrating a willingness to embrace a new vision and leadership and decision-making processes that support goal oriented change.

Funding

CDES has a goal to keep its present government funding and fulfill government requirements regarding moving toward online education. In order to avoid funding claw backs and succeed in transforming itself into an online education provider, CDES will move all its present courses toward an online model. The ministry of education has also set the standard that funded online education be 'robust'. CDES is setting a goal to use current knowledge regarding effective online education and to use this to build a quality system.

Quality

In order to keep its students and potentially increase the number of students it serves CDES is setting a goal with regard to the quality of education that students will receive in the online model. Success for CDES will not just be measured in the number of courses offered and number of students enrolled it will also be measured through measures of adherence to a model of excellence for online education that will be agreed upon by stakeholders and pursued in all areas of planning, development and maintenance.

Tracking Change and Achievement

The values and beliefs outlined in the CDES strategic plan and elaborated in the vision and mission statements focus attention on certain elements. CDES is a publicly funded school with the role of assisting students to achieve their learning goals in an interactive, flexible environment. CDES is transitioning to an on-line learning model, to fulfill this role. CDES is also anticipating growth that will come with this change. An important aspect of the change process will be clear communication processes as outlined in the change plan. Tracking the change and achievement of CDES through a process of evaluation is a necessary part of implementing the strategic plan.

It is necessary to decide on how to measure the change and achievement of CDES. Lake (2002) describes the role of measures in business development and management in the following terms:

Measures focus attention. That is their job...Therefore institutionalizing the outcomes required by the strategic plan into measures at every level will mean that what needs to happen will actually get done. This is the most powerful way to lock in change. The development of measures is part of the work that needs to be completed by the change team (p.192).

Because the vision and mission statements of CDES give us the picture of what CDES is trying to do, they are the place to start to look for measures that will evaluate if CDES is representing what it aspires to. Multi-year goals develop from the strategic plan and offer a view of the processes of CDES as it fulfills its vision and mission. The multi-year goals are found with the SWOT analysis, and arise through an elaboration of the vision and mission of CDES. Table 4 presents key statements of the mission and vision of CDES and some suggestions for measurement.

Table 4 : Suggested measures from the mission and vision of CDES

Statement	Measures
publicly funded school providing distance education for K-12 and Adult Basic Education.	<p>Measure funding as a publicly funded school continuing to provide distance education for K-12 and Adult Basic Education. Monitor indicators that project financial health such as <i>cash flow</i>, <i>funding</i> and <i>revenue projections</i>.</p> <p>Track costs over the years through indicators such as cost per enrolment, <i>cost per course completion</i>, <i>cost per program completion</i>.</p>
Over the next five years retain current clientele	<p><i>Measure “current clientele” and monitor over 5 years</i> (keeping in consideration that some may be graduating while others are just starting).</p> <p><i>Look at previous drop outs on a comparative basis</i></p>
Over the next five years increase student population	<p>Compare overall <i>student population numbers from year one to year five</i>.</p> <p>Measure the <i>number of new inquiries per year</i> and the <i>number of new enrolments per year</i>.</p>
Over the next five years expand region of delivery	<p><i>Compare region covered from year one to year five</i>. Determine a specific measure of increase i.e. km² increase or increase in number of students from outside the previously defined district. In order to do this, <i>track where students are coming from and even how they heard about CDES</i>.</p>
Over the next five years provide all K–12 and ABE courses online following a learner centred model supported by online teachers.	<p>Number of online courses offered following a learner centred model supported by online teachers.</p>
valued as a school where team benefits from clear, supportive leadership	<p><i>Staff retention</i> may be an indirect measure of clear, supportive leadership.</p> <p><i>Job satisfaction surveys</i> including questions with regard to clarity and support of leadership</p>
one of the Province’s leading schools, recognized for excellence in teaching and education services	<p><i>Recognition of excellence in teaching and education services</i>. What recognition presently exists? What is the process of nomination and award?</p> <p><i>Satisfaction survey’s from schools in our regions of delivery</i> that</p>

	<p>use our services could be a means of measuring.</p> <p>Excellence is measured in the provincial “communities” reputation for our school. How others throughout the province view our operations. <i>Are we being actively sought out for examination of what we are doing that makes us successful.</i></p>
<p>pursues best practices in all areas, and offers an excellent, open learning space</p>	<p>Make <i>evaluation of specific best practices part of the course development and teaching evaluation process.</i></p> <p>Measure <i>levels of staff training</i> in areas related to online education</p>
<p>where students achieve their learning goals</p>	<p><i>Numbers of course completions.</i></p> <p><i>Numbers of graduates.</i></p> <p><i>Student course evaluation statements</i> regarding learning goals achieved.</p>
<p>aspires to be community of self-motivated, independent, life-long learners, working, learning, and sharing together with flexibility, options, choice, and a caring, nurturing environment that magnifies the success of all our students.</p>	<p>This seems to be the most difficult to measure. It may be possible to look at the <i>ages of learners</i> to reflect the idea of life-long learning. And to look at <i>enrolments as compared to course completions</i> to isolate self-motivation and perhaps to include questions in the <i>student course evaluations to isolate if students interacted with each other</i> during the course and <i>if the course offered them flexibility in terms of access to their course in their own timing.</i></p> <p><i>Use Interviews with a specific number of students each year as to how their experience has changed their perspectives of learning.</i></p> <p>It may also be appropriate to look at <i>overall numbers of courses</i> offered to reflect choice and options. In terms of magnifying students’ success it may be important to look at <i>what students do upon completion—acceptance to further training—salary changes?</i></p>

Creating a Balanced Picture through Performance Indicators

Measures provide a window into the performance of an organization. The above-proposed measures will provide a picture of how CDES is faring in the achievement of its vision and mission. . Deciding what to measure and for what purpose is a collaborative process used to identify priorities. A balanced set of measures that regard key elements in the organization provide a fuller picture of the change and achievement of CDES. Creating a “balanced scorecard” is proposed by Kaplan and Norton (1992, p. 71.), “...no single measure can provide a clear performance target or focus attention on the critical areas of the business. Managers want a balanced presentation of both financial and operational measures.” Following the model of Kaplan and Norton (1992, 1993), and Powell and Crawford (2004), it

is possible to construct the model of how the above measures link to form a balanced scorecard (see Table 5).

Table 5: Balanced Scorecard for CDES

Financial Perspective	Innovation and Learning Perspective
<ul style="list-style-type: none"> • cash flow • cost per enrolment • cost per course completion • cost per graduate. 	<ul style="list-style-type: none"> • Compare student population numbers from year one to year five. • Measure number of new inquiries per year. • Number of new enrolments per year. • Separate growth in Asian student enrolments. • Compare region covered from year one to year five. • Describe where students are coming from and how they heard about CDES.
Student Perspective	Internal Organizational Perspective
<ul style="list-style-type: none"> • Compare present attrition to previous • Measure achievement of learning goals as stated in student course evaluations-include this in student course evaluations • List ages of learners • Measure the number of students who indicate that the course offered them flexibility in terms of access to their course in their own timing- include this in student course evaluations. • Measure overall numbers of courses • Describe students upon completion—acceptance to further training—salary changes 	<ul style="list-style-type: none"> • Measure staff retention • Measure job satisfaction • Monitor and list recognition of excellence in teaching and education services • Measure presence of specific best practices as part of the course development and teaching evaluation process. • Measure levels of staff training in areas related to online education • Measure number of online courses offered following a learner centred model supported by online teachers. • Measure the number of students who indicate the presence of ‘interaction’ with fellow students on course evaluations – include this in student course evaluations

All of the measures above are feasible in the context of CDES. The first and most important consideration is the importance of recording information from the outset. It is important for data gathering

to be in place from them start of the move toward an online model. Because the move toward online education embraces all sectors of the organization, CDES anticipates cooperation for the gathering and reporting of the required data. The leaders of the organization are responsible for assigning the on-going gathering of the data for all areas. All staff are expected to contribute as an extension of the present evaluation process. Organizing the data gathering and reporting is a significant planning project and will require time management in staff meeting times and allocation of time by sector. It will be necessary to set and respect clear objectives.

Optimizing the use of the present computer systems will permit data gathering as an on-going part of the administrative process of CDES and permit periodic emission of relevant reports. The responsibility for data gathering will follow a sector approach overseen by the relevant leaders in a pre-planned fashion. Some data gathering is possible through the on-going operations of CDES with the optimum use of the computer systems now utilized in the organization. Leadership, cooperation, adherence to requirements, and applying expertise within the organization to the task, will ensure continuous gathering of data. All the data for the measures listed in Table 6 are recordable through normal operations and reportable periodically as required.

Table 6: Measures recordable through normal operations

1. Cash Flow
2. Cost per enrolment
3. Cost per course completion
4. Cost per graduate
5. Number of new inquiries per year (just inquiry, not yet enrolment)
6. Number of new enrolments per year
7. Overall number of courses
8. % staff retention
9. Number of online courses offered following a learner centred model, supported by online teachers
10. Levels of staff training in areas related to online education
11. Presence of specific best practices as part of the course development and teaching evaluation process

Measures 2 to 4 are formulae that require agreement on the statements of cost. It may require some discussion to arrive at how to time the measure of cost per graduate. It may be necessary to see how other organizations are developing their formulae. The last three measures would require the development of a classification and of a scale. The leadership must assign time to the task of developing a clear definition of “learner centred model supported by online teachers”. Courses that fit this category will be included in the count for that measure. “Best practices” in course development and teaching also need clear definition and development of a point scale.

With regard to the development of a scale for staff training, it is important to allow for the demonstration and accountancy of autodidactic training. This will involve the participation of those in supervisory roles as well as those with expertise in online education. It is also necessary to develop a scale with sufficient gradations to reflect the small but significant increments in training. The development of this scale requires the input of the on-staff experts. Because it can reflect teacher quality, this scale requires teacher collaboration. It should also accurately reflect the kinds of teaching training opportunities that are presently available.

The measures in table 7 require a baseline measurement for analysis. It is possible to set this up through the existing computer system. Reports will provide information as a comparison to the baseline, as they are prepared.

Table 7: Measures requiring baseline measurements

- | |
|--|
| <ul style="list-style-type: none"> • Compare present attrition to previous • Compare student population numbers from year one to year five • Separate growth in Asian student enrolments • Compare region covered from year one to year five |
|--|

Some measures are descriptive or qualitative. It is important to provide the means for gathering, compiling and reporting the information that is descriptive in nature (see table 8).

Table 8: Descriptive and qualitative measures.

- | |
|--|
| <ul style="list-style-type: none"> • Describe where students are coming from and how they heard about CDES • List ages of learners • Describe students upon completion—acceptance to further training—salary changes • Monitor and list recognition of excellence in teaching and education services |
|--|

For the measures in Table 9, it would be necessary to develop a brief survey for students and for the staff. CDES can use its present staff to develop, administer and tabulate these brief, periodic surveys, optimizing use of the information systems. The surveys will be developed with specific goals in mind. Expertise is available within the resources of CDES.

Table 9: Measures requiring surveys

- | |
|--|
| <ul style="list-style-type: none"> • Measure achievement of learning goals as stated in student course evaluations-include this in student course evaluations • Measure the number of students who indicate the presence of 'interaction' with fellow students on course evaluations – include this in student course evaluations • Measure the number of students who indicate that the course offered them flexibility in terms of access to their course in their own timing- include this in student course evaluations. • Measure job satisfaction – through a survey administered to staff |
|--|

The gathering and monitoring of measures in order to gain a better picture of the change and achievement at CDES will require leadership, planning, adherence and consistency. CDES will benefit from having a defined picture of its situation. It can see where it has been, where it is now and anticipate where it is going as it works toward the accomplishment of its vision and mission.

Summary

Rapid changes in the external environment of Continuing and Distance Education Services and within its own environment demand a clear vision for the future of CDES. A clear vision and a sound strategic plan for Continuing and Distance Education Services ensures it will continue fulfillment of its mandate; capitalize on opportunities that provide expanded educational services to the communities it serves; take advantage of emerging opportunities beyond its traditional boundaries; and deliver educational services in a more cost effective manner. The development of a strategic plan for an educational organization needs the input and consensus of the various stakeholders of the institution. It must include "...a clear vision of the intention and the future of the organization, the development of a mission filled with corresponding objectives, the gathering of extensive information, the analysis and diagnosis of internal and external environments, the study of alternatives, the development of strategies and action plans as well as the evaluation and control of implementation" (Hache, 1998). Although this preliminary strategic implementation plan for CDES did not involve all CDES stakeholders, it forms a foundation document for entering into a strategic planning process that applies to Education and that will engage all stakeholders of CDES. Hache (1998) presents one such model that is applicable to and will facilitate planning at CDES.

A new environment in k-12 education in British Columbia is emerging. CDES must modify its organization structure, develop a project-based Online Development Unit, obtain commitment from the School District to this plan, and create and deliver quality, robust, online courses following a learner centred model and supported by online teachers. This ensures the ability of CDES to retain its client base,

grow its market share, and positions CDES to capitalize on new market opportunities. A strong marketing plan, strong leadership strategically allowing for organizational change, and measuring and monitoring success will ensure successful plan implementation.

Continuing and Distance Education Services is creating new capacity to fulfill its mandates and open new opportunities through the expansion of a mandated online course delivery for full time K-12, 1701 students registered with the Central Interior Distance Education School. CDES can integrate and connect students that fall under a variety of umbrellas, Adult Basic Education, Regional Neighborhood Schools, Distance Education , Alternate Programs, and International Students in online environments from multiple districts and communities, enhancing delivery of educational services to and create expansion of, its established student base. Online learning initiatives are growing exponentially and CDES is well positioned to capitalize on these emerging opportunities.

Endnotes

1. School District 57 (SD57) is the second largest school district by geographical size in the province of British Columbia (see Appendix B). It encompasses 52,000 square kilometers (20,000 square miles), and includes the communities of Prince George, Mackenzie, McBride, Valemount, and Hixon with all of the communities and settlements in between. The district's student school-age population in 2003 is 16,400 students, of which 2,900 are aboriginal. SD57 operates 37 elementary schools, 1 middle school, 2 junior secondary schools, and 8 secondary schools. They range in size from Bear Lake Elementary, with 20 students, to Prince George Secondary School enrolling approximately 1,500 students. The district offers a wide range of traditional and alternative programming options. In the last two years, SD57 has undergone major challenges with the closure of 14 elementary schools and faces the closure of two junior secondary schools this year. The district experiences the challenge of a significant decline in enrolment due to regional economics and demographic changes.
2. CDES is the largest school in SD57 with an administrative structure of principal, 2 vice-principals, 60 teaching staff, and 29 support staff (see Appendix G). Among the staff is a technical analyst responsible for maintaining all computer networks, servers, and advising on the implementation of new technologies, as well as a technology support teacher³². Teachers holding joint duties with CE and located throughout the CE sites, provide DE 11-12 online course support. CDES is physical housed in a widely dispersed number of locations throughout Prince George (see Appendix A). It consists of a main office housing the administrative center for all activities, a F2F CE facility, the DE administrative staff and shipping facilities, CE and DE counseling services, and a small library. In addition, CDES has satellite face-to-face (F2F) CE centers in the Hart area and McBride BC, the 14 Community Alternate programs housed separately and scattered throughout Prince George, and a combined satellite F2F CE and k-10 DE support center in the vacant Gladstone elementary school. In addition, CDES maintains F2F satellite support centers in McBride and MacKenzie.

³² The Technical Support Teacher's (TST) role is to help to develop an effective/exemplary online learning model that will be administered and managed by CDES and will give all students within the district an opportunity to choose to access some/all of their education in this manner.

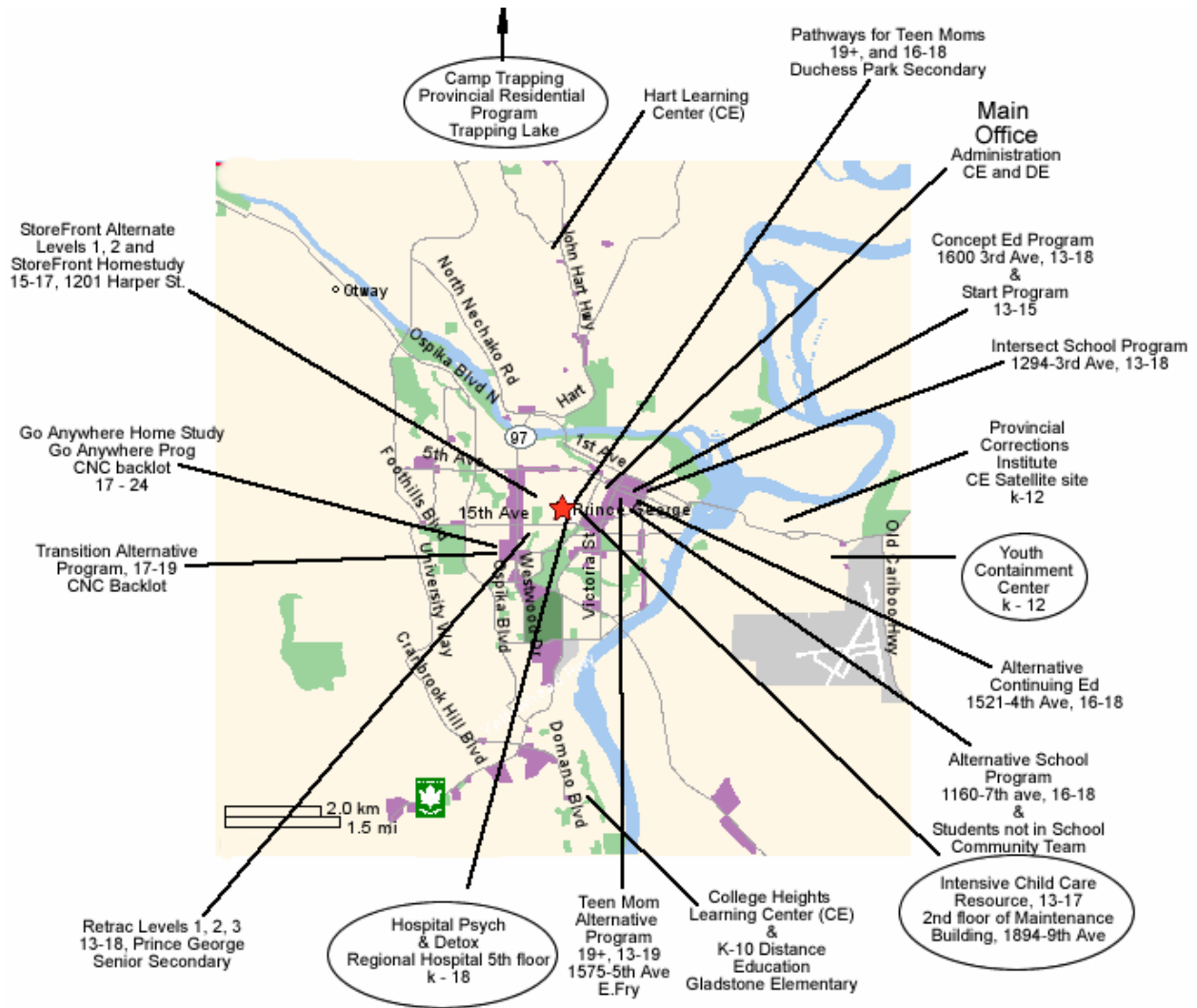
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Appendix A

Program Sites and the Satellite CE facilities of CDES



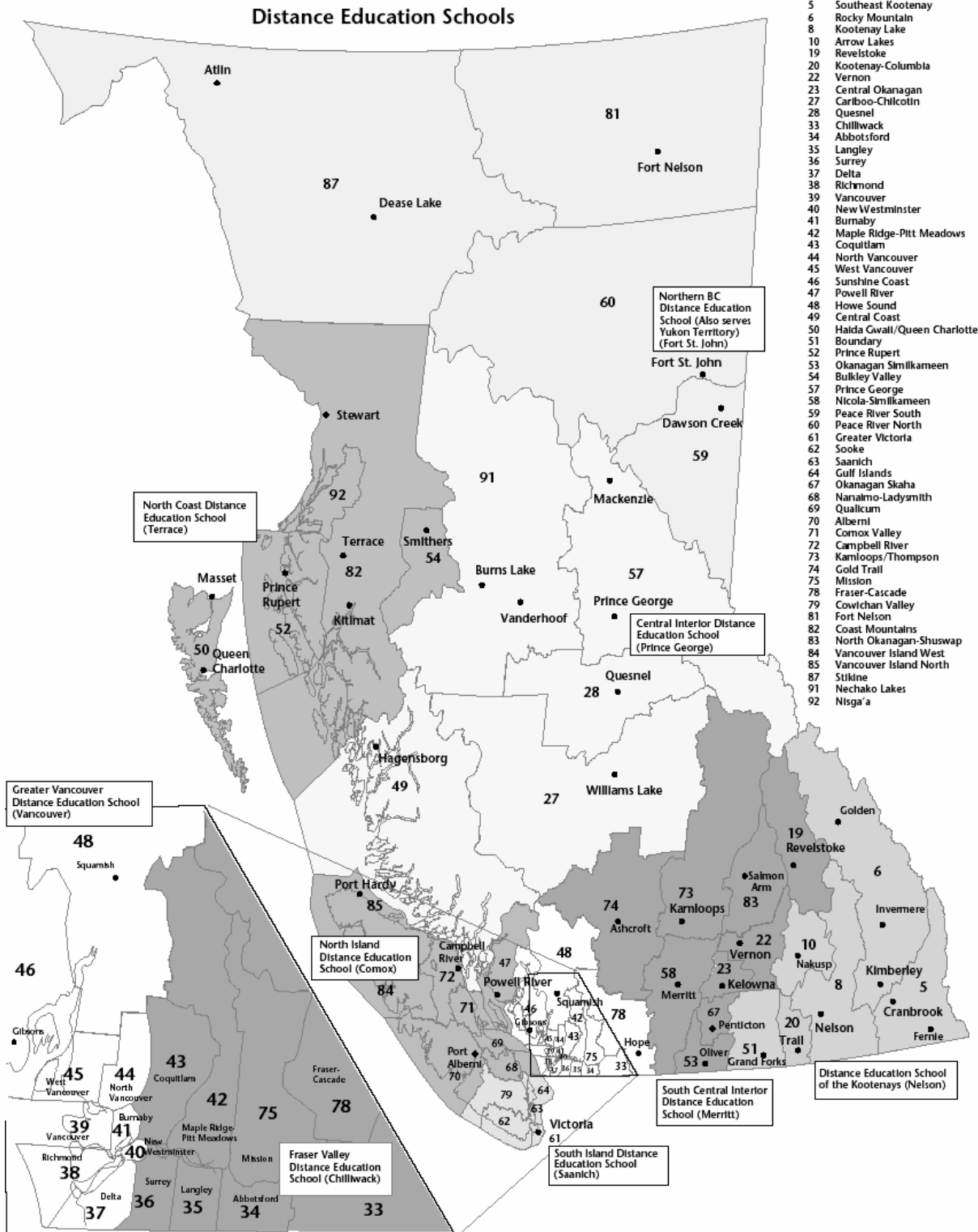
Notes:

Not shown is the satellite F2F CE center in McBride, B.C.

Circled sites are Provincial Resource Programs, funded differently, and students do not appear in CDES school enrollment figures.

Appendix B

Regional Map of School District 57 (SD57) and for the Central Interior Distance Education School (CIDES) covering School Districts 27, 28, 49, 57, and 91.



Source: Ministry of Education, Distance Education K-12 Guidebook, 2003-2004

Appendix C

Distance Education Student Enrolments for Junior and Senior Secondary Courses

Junior Courses Gr. 8 - 10					
Course	1701 Enrolment	Full Grade³³ Enrolment	In School³⁴	Grad Adult³⁵	Total
Eng 8	15	14			29
Eng 9	31	12			43
Eng 10	28	18			46
SS 8	10	4			14
SS 9	15	5			20
SS 10	22	7			29
Sci 8	6	4			10
Sci 9	14	8			22
Sci 10	6	4			10
Math 8	23	15			38
Math 9P	21	4			25
Math 9A	7	11			18
Math 10E	6	13			19
Math 10P	18	7			25
CAPP 8	5	1			6
CAPP 9	5	1			6
CAPP 10	2	1			3
French 8	8	2			10
French 9					0
French 10					0
InfoTech 8	5				5
InfoTech 9	9				9
InfoTech10	1				1
Senior Courses Grades 11-12					
Course	1701	Full Grade	In School	Grad Adult	Total
EngLit12	3		6		9
Eng 11	21	12	32		65
Eng 12	15	5	24	1	45
SS 11	11	4	13	1	29
Geogr 12		1	4		5
Hist 12	3		7	2	12
CompCiv12	1		4		5
Chem 11	4	1	13	3	21
Chem 12	2		5	3	10
Phys 11	3	1	6	2	12
Phys 12		2			2
Biol 11	5	3	9		17
Biol 12	6	2	13	13	34
Math 11E	13	18	22	1	54
Math 11Ap	1		8		9

³³ Full time students registered after Sept 30th.

³⁴ Students attending neighborhood schools, but registered with DE for a course(s)

³⁵ Graduated student requesting courses for upgrading

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Math 11P	17	6	17	2	42
Math 12Ap					0
Math 12P	1	1	9	11	22
Calc 12			7	7	14
CAPP 11	16	2	12		30
CAPP 12	13		3		16

Appendix D

Cool School Enrolment by Courses January 20, 2004 – SD57 High Schools

Course	CHSS	COED	DPTS	DUCH	HPMS	KRSS	LWJR	MBSS	MACK	PGSS	TOTALS
Acct 11		1						1			2
Acct 12		2									2
Bi 11								1			1
Capp 11/12			1								1
Chem 11		1									1
Comm 11		1									1
Eng 8					1						1
Law 12										2	2
Math 9			1			1	1	2	1		6
Math 10A						1					1
Math 10P		1				2		1			4
Math 11E						5					5
Math 11P		1	1			2					4
Sc 8				1							1
Sc 9						3					3
Sc 10						1		1			2
SS 9	1					10				16	27
SS 10				5		10				3	18
SS 11				1		9				2	12
TOTALS	1	7	3	7	1	44	1	6	1	23	94

Appendix E

Ministry of Education Guidelines for Online Electronic Program Delivery

1. Distance Education – Electronic Programs

Students enrolled in a distance education - electronic program are not home schooled children, even though learning may take place in the home. Some distinctions are that:

- these students are enrolled in a school
- their education program is the responsibility of the school district
- their education program must be supervised by a British Columbia-certified teacher
- their program must follow British Columbia learning outcomes, and must meet the required areas of study for students in Grades K-9 and the graduation requirements for students in Grades 10 - 12 (this includes all core and non-core subject areas)
- a member of the British Columbia College of Teachers must assess and evaluate the student
- as per ministry policy and the School Act, the students must receive on-going regular assessments, report cards, provincial letter grades and a permanent student record, as would a student in a neighborhood school.
- parents may assist in facilitating the learning process, but are not the teachers

School districts receive the same annual per-pupil funding (\$5,408 in 2003/2004) for students enrolled in a distance education – electronic program as they do for students enrolled in a neighborhood school. A copy of the May 2002 distance education policy is available on the ministry website. All distance education - electronic programs in British Columbia must be able to demonstrate compliance with this policy.

2. Teacher Supervision

Current policy states that a member of the British Columbia College of Teachers must supervise a student's educational program. Electronic programs must be able to demonstrate a level of teacher service comparable to what is provided at a neighborhood school. This means that adequate supervision must be demonstrated both quantitatively and qualitatively. The ways a district can demonstrate this include evidence of:

- teacher course planning (e.g. course overviews, learning outcomes to be achieved, variety of teaching and learning strategies)
- a teacher is leading the evaluation and assessment of students, not simply receiving and/or reviewing reports of parental assessment

- ongoing teacher reporting on student achievement (e.g. report cards, documented oral communications and conferences with parents/students);
- ongoing teacher engagement in student learning including indications of the type and length of teacher contact with each student (e.g. subject portfolios, contact logs, assessments) and ongoing evidence of one-on-one teacher-student discussions and student-to-student peer interaction
- the ability to authenticate student work (learned through home visits, online teaching sessions, electronic meetings, etc.)

The parent's role in a distance education - electronic program is as a facilitator for student learning; they do not replace the British Columbia-certified teacher's role. The parent is not responsible for the primary planning, teaching, assessing or reporting of the student's educational program. Teachers should work with parents and/or students to plan a student's education program. The teacher may not delegate, and the parent may not assume, the teacher's responsibility for planning, teaching, assessing and reporting. The difference in funding between \$250 per-registered home schooled child and per-pupil FTE funding (\$5,408 for 2003/2004) for a student enrolled in a distance education - electronic program is largely reflective of the teacher's role.

3. Quality Programs

Best practice shows that the cost of a quality program in a distance education environment is comparable to the costs of offering a program in a neighborhood school. The purchase or development of quality educational content, the technical and educational resources, as well as teacher in-service are vital to the success of the program and must be considered by a district that offers an electronic program.

Appendix F

Proactive Planning List

Decision making and organization- Internal
<i>Plan collaboration</i>
Optimize the current process of change into an opportunity to see metamorphosis into an organization of excellent e-learning.
Decision making structures need reorganizing and monitoring for success.
Maintain staff cohesion directed towards a shared vision. Well-articulated vision required, developed and maintained with all stakeholders.
Use a collaborative change mechanism that keeps up the momentum and keeps stakeholders involved.
Use compensation as a motivator where possible. Involve all stakeholders in planning and assessment of goals and objectives.
Prioritization of market opportunities must be decided through collective consultation of staff
Develop a well-defined plan of what is being developed, by whom, using what model, with which resources or team within what time restrictions. Clear directions regarding ownership of actions are required.
Need closer communication between Administration and staff, and planning which involves all stakeholders in regular planning meetings.
Administrative team must act on recommendations of knowledgeable staff .
Well-planned implementation stages scheduled required. Develop a well-defined plan of what is being developed, by whom, using what model, with which resources or team within what time restrictions.
It will be necessary to make choices. Perhaps set specific goals for introducing some on-line elements into all courses. In keeping with the other strategies, get a good design system in place by working well with a specific course or two.
Start staff with the work of going on-line in small increments with sufficient knowledge sharing and skill building time allowed for all subject area experts.
The administration should be specific about what the rewards and compensation are for good collaboration on the short, mid and long term goals. The 'ready for September' goal has to be broken down into small, doable parts with precise objectives.
Do not just produce a course. Produce an optimal course incorporating high interactivity and optimal demonstration of learning...and record how this was done and how it was received. Use a systems approach to how this can be done for other courses. Set excellence as a goal with specific ways of monitoring excellence.
Build on current DE initiatives while developing additional expertise and infrastructure to maximize successful growth.
<i>Plan Success</i>
Have a long-term vision for all areas.
Develop clear projections of the anticipated funding and appropriate fund allocation.
Develop financial management plan that provides funding to support online initiatives.

Structure organization to maintain good reputation of student service and support for established client base.
Examine clerical configurations for increased cost efficiencies as more courses move online.
Maintain focus on cost effective delivery as online course development proceeds
Look for efficiencies created by online delivery of educational services to all students.
Explore new configurations of students from various programs
Minimize disruptions to students.

Staff, facilities and resources
Staff
Secure current staff employment
Encourage and support staff development of expertise with technology and developing and teaching in online learning environments.
Meet staff training needs. Sufficient funding required
Continue to build the in-house technical expertise and explore the need for contracted technical expertise.
Find the key knowledge that is important for most staff and organize knowledge sharing with rewards
Support continued development and recruitment of qualified and experienced e-learning professionals
Contract web designer/developer for immediate and future developments
Assistance to resistant staff to move to different assignments in SD57
Information gathering and sharing
Seek out and integrate the best information possible regarding decision in all areas of the organization.
Keep abreast of developments in online learning delivery. Utilize the District's "distributed" model.
Support staff collectively and individually to keep abreast of developments in the field of e-learning in k-12 and adult education
Immediately implement and use of CDES' Windsor management system for all online students.
Use the established access to both gather and disseminate information pertinent to the excellent e-learning role of CDES
Explore existing administrative management systems already available on the market that could serve the needs of the school in all areas
Facilities
Need a new facility to house main office and all DE staff together
Need well planned facility
Obtain, continuously monitor, and purchase necessary resources to provide quality online educational delivery specifically, initially, consider the following: telephone needs, software and hardware needs, LXR test server

Developments- External
<i>Build on reputation and market</i>
Maintain quality online courses as the premier method of delivery in decision-making processes.
Create marketing strategy that focuses on neighborhood schools and small schools in small communities within DE regional area.
Incorporate strengths and history of DE in all marketing strategies. Create a plan to develop school culture. Incorporate and use a unique identity within the marketing strategies. Develop a multi-faceted plan for the exploitation of CDES' history and reputation with a focus on the new and expanding excellent e-learning role of CDES.
Create an implement a marketing strategy that highlights CDES's strengths in DE and its ability to delivery quality online learning
Set specific goals with regard to exploiting the expanding market in the K-12 and Adult arenas.
Have a plan for how the market will be exploited.
Develop a three-year marketing plan that includes showcasing online learning.
Begin planning of an online learning symposium for the North two years hence.
<i>Partnerships</i>
Capitalize on existing partnerships and seek new ones within our Regions of responsibility
Maximize benefits of Consortium membership. Explore partnerships with other online schools in the DE consortium and outside. Look for partners for CDES initiatives. Partner with district schools/teachers seeking to develop online courses using CDES' D2L delivery system. Explore ways to share knowledge and development costs. Strong marketing strategy, respect of Consortium boundaries, or Consortium collapses
Strengthen the voice of the Consortium. Participate in the new emerging BC Online Consortium.
Acquire all Cool School students in SD57.
Seek further partnerships and expanded offerings during yearly Asian tour.
Capitalize on existing partnerships and seek further partnerships to offer online education to international students. Set expansion into this e-learning market as a goal.
Open and maintain dialogue with local Aboriginal Education Authority and First Nation Bands to create partnerships. Explore ways to share knowledge and development costs.
<i>Maintain performance for funding</i>
Take advantage of 1701 classifications wherever possible that meet the strict guidelines of the Ministry.
Set specific goals regarding how CDES is meeting its commitment to expand e-learning.
Set in place a monitoring system. Monitor and report. Be specific with regard to priorities.
Look at successful K-12 examples and learn.
Ensure all Ministry guidelines are adhered to and met
Monitor all government activities with regard to e-learning initiatives.
Maintain strong contacts and engage in all avenues and organizations that provide a voice to the Ministry of Education.

Appendix G

Current Administrative Structure of Continuing and Distance Education Services School District 57, British Columbia

