

<p>Governor’s Task Force for Distance Education, Video Conferencing, and IP- Based Communications Center for Distance Learning Envisioning Session</p>	<p>Location: Holiday Inn Riverton Convention Center</p> <p>Date: December 8-9, 2009</p> <p>Facilitated by: Carl Moore and Jessie Lawrence with Maygen Yeates, Melissa Johnson, and Linda Nix</p>
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This report is the result of the work of 40 people who met in Riverton, Wyoming for a two-day visioning session to discuss the proposed Wyoming Center for Excellence and Innovation in Distance Learning and Technology. The purpose of the visioning session was to move forward with recommendations from the Governor’s Task Force on Distance Education and Video Conferencing and help define the proposed Center.

Mission Statement:

The Center is a statewide collaborative enterprise whose mission is to maximize access to quality learning resources, technology, training, and communication opportunities for all Wyoming citizens. The Center connects learners, providers, technology, and resources to serve the State’s diverse educational needs in an equitable way.

To achieve the mission, the Center shall:

- Provide leadership in identifying new and innovative distance education methods and technology;
- Serve as a clearinghouse for training, best practices and resources;
- Provide an avenue for students, providers, educational resources, and employers to communicate;
- Promote technological compatibility;
- Advocate for quality distance learning, including workforce training, professional development, technological literacy, and lifelong learning; and
- Facilitate statewide collaboration using distance technology.

Center Activities:

Specific activities will include:

High Priority Activities:

1. Act as an incubator to research, evaluate, and disseminate emerging distance learning methods and technologies
2. Facilitate collaboration for sharing resources and other efforts
3. Assess current status of distance education in the state, identify unmet needs, gaps, and overlaps in programs
4. Build relationships with constituents and key stakeholders
5. Be a clearinghouse for training, best practices, and resources
6. Provide leadership and advocacy for distance learning
7. Promote technological equity and compatibility statewide
8. Research funding and coordinate grant activities and procurement of resources

Other Activities:

1. Identify incentives for sharing of expertise
2. Maintain an on-line portal or directory that organizes assets in one place
3. Identify needs for infrastructure and technology upgrades across institutions to identify economies of scale
4. Be a resource for citizens to learn about distance learning and distance learning programs
5. Coordinate regionally and nationally
6. Model use of technology by communicating regularly to share information
7. Be learner-centered
8. Foster a shared vision
9. Educate the governing board in the complexities and issues of distance learning
10. Provide leadership for strategic planning

Center Organizational Structure:

Who are the primary stakeholders of the Center?

- Wyoming educational institutions, schools and providers
 - Community colleges
 - K-12 districts and schools, including Wyoming distance education program providers
 - University of Wyoming, including Cooperative Extension
 - Adult learners/adult basic education programs
 - Non-profit and tribal schools and colleges
 - Early Childhood/Head Start
 - Homeschool providers
- Other educational providers
 - Public TV/Radio
 - Museums
 - Libraries
- Business and Industry
 - Economic development groups

- Workforce development
- Health Providers, including Telehealth and telemedicine
- Chambers of Commerce
- Government
 - State agencies
 - State Legislature
 - Federal Agencies
 - City/County/Tribal Government
 - Governor's Office
 - Law Enforcement
 - Military
 - Courts
- State residents
- Non-profit organizations
- BOCES and BOCHES
- Professional Organizations
- Special Interest Groups
- WyDEC
- K12 DE Council

What should the organizational chart for the Center look like?



(*Examples include: a Coordinator of Research, a Committee on Professional Development, contracting for Instructional Design.)

What the Center needs to do its job:

- Funding
- Qualified people (staff, public, human resources, willing participants)
- Technology (e.g., high speed internet, infrastructure, voice, connectivity, technology center lab/testing/R&D, video conference)
- Statutory authority to exist and operate
- Credibility resulting from earned authority
- Professional leadership
- Knowledge or experts (access to expertise, Instruction Design Technologists, technical support, information, comprehensive contact list)
- Facility/facilities (building spaces, physical space for home base, furniture, equipment)
- Strong partnerships and good relationships
- Commitment to Excellence
- Communication
- Ability to do contract services
- Access to distance courses (CC/UW) (K-12)
- Wainhouse/PlanNet Reports and Assessments
- WYDEC (The people)
- WyCLASS, Wyoming Switchboard Network
- Strategic Plan
- K-12 DE Council
- Outsource Capability

What should be and what should not be the focus of the Center?

Should be the Focus	Should NOT be the Focus
<ul style="list-style-type: none"> ○ Coordinate ○ Collaborate ○ Collect research and information ○ Disseminate/communicate openly ○ Educate – train individuals and organizations and fill DE needs ○ Advocate/advise ○ Promote/market ○ Champion change ○ Resource bank ○ Instructional design tools and resources ○ Carry out stated mission ○ Equitable distribution of efforts ○ Research funding and coordinate grant activities and procurement of resources 	<ul style="list-style-type: none"> ○ Content provider ○ Subject experts ○ Internet Service Provider ○ Evaluation ○ Help desk ○ Special interests ○ Policing/regulating entity ○ Dictator ○ Competition

How should the Center wrestle with centralization versus decentralization of functions?

1. To achieve its mission, the Center will have to function primarily in a decentralized fashion and work collaboratively to develop a set of guiding principles to promote, provide, serve, and facilitate various projects, functions, and services.
2. The Center will be bound together by a centralized administrative or management structure and a common goal. A catalogue of resources for use in various projects and functions will be available in the Center's centralized repository.

How should decisions be made?

Very carefully.

Before policies established, consider:

1. Recommendations by advisory groups.
2. Input from stakeholders.
3. Policies from other organizations.

Then:

4. Board establishes policy (becomes the foundation).
5. Combination of top-down and bottom-up approach.
6. Director executes policy through an inclusive and informed decision-making process.
7. Research produced by the Center can provide data to show what decisions can or should be made.

How should consensus be developed?

- Develop a set of operating principles
- Need an inclusive collaborative process
- Develop a standard operations document, including a conflict resolution procedure

Included in the Appendix is all group input on the following:

- *Participant List*
- *Questions about Wyoming distance learning:*
 - *In 2015, when the Center is operating effectively, what will be different about distance learning in Wyoming?*
 - *What is Wyoming doing well and should continue to do?*
 - *What does Wyoming need to do more of?*
 - *What does Wyoming not seem to know how to do and need to “get up to speed” to do it?*
 - *What can Wyoming cut back on or maybe even eliminate doing?*
- *Center Mission Statement*
- *Center Activities*
- *Center Organizational Structure:*
 - *Who will be the members/stakeholders of the Center?*
 - *What should the organizational chart for the Center look like?*
 - *What resources does the Center need to do its job?*
 - *What should be and what should not be the focus of the Center?*
 - *How should the Center wrestle with centralization versus decentralization of functions?*
 - *How should decisions be made?*
 - *How should conflicts be resolved?*

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8 – 9:15 AM – Welcome and Panel Discussion

Panelists from Governor’s Task Force for Distance Education, Video Conferencing, and IP-based Communications: Robert Aylward, Karla Leach, Chuck Mitchell, Maggi Murdock

9:30 – 11:15 AM – Small Group Session 1 – Distance Learning in Wyoming

In 2015, when the Center is operating effectively, what will be different about distance learning in Wyoming?

- Red Group Statement: In 2015, when the Center is operating efficiently, there will be a large variety of distance learning opportunities for the residents of Wyoming, from options for the earliest learners through university degree programs -- including continuing education and training for business and industry -- and distance learning will be available to all. We will have prepared faculty, using best practices, to provide quality learning; we will share resources and expertise; and we will focus more on learning than trying to figure out distance education technology, policy, logistics.
- Green Group Statement: The Center will serve as a central resource for all citizens to provide a forum for professional development, quality instruction, research, and address the needs of quality, consistency, and equal high-bandwidth connectivity across the State. The Center will serve as an advocate for technology literacy, distance education technologies, infrastructure, and excellence in instruction and communication. Solutions created and advocated by the Center will be accessible to all citizens and all citizens will understand the value of this resource and their right to access the resource. The support provided by the Center will provide tools for developing learner-centered, learner-accessible, and learner-designed interfaces with knowledge acquisition to expand access and use of distance education in Wyoming.
- Blue Group Statement: In 2015, when the Center is operating effectively, the center will:
 1. Be a collaboration of best practices and will provide help to other institutions. Be a collaboration of those involved. Orchestrate collaboration and consortia. Never stop.
 2. Lobby and advocate for distance education.
 3. Reach out to work force development and communities for business needs.
 4. Not be an enclosed capsule. Include all forms of education, which includes business and industry, higher education, P-16, tribal

- government, state govt. and telemedicine. Offer global wide educational opportunities
5. Be a single point of entry for education where people won't think twice about where to go. Become a place that everyone in Wyoming knows about.
 6. Have the ability to provide a peer review structure for courses. Becomes the Wyoming Matters of education.
 7. Provide more on-campus type opportunities to outreach students, eg. McNair's Scholarships.
 8. Provide professional and personal development, credit and non-credit, for educators and others.
 9. Technology
 - a. Merges technology and community building. A learning state. Learning from others.
 - b. Be the lead agent in new DE technologies. Pushes out the technology, not brings it together.
 - c. Provide or advocate for infrastructure and funding (statewide DE infrastructure and special projects) for enhanced technologies. Technology enhances and doesn't limit.
 - d. Provide resources of technical assistance to all entities in emerging technologies, that includes but is not limited to building community efforts to provide equitable training and learning to all citizens. Center acts as a clearinghouse for technology.
 - e. Center becomes a warehouse of best practices for using existing and future technologies for education.
 10. Site bound or in high school. Little red tape.
 11. The center needs marketing.

What is Wyoming doing well and should continue to do? (Underlined items were identified by the group as the most important)

Red Group:

1. Governor and legislature support funding for distance ed
2. A lot of opportunities for distance education statewide and locally for residents (for the population density in Wyoming)
3. Wyoming Distance Education Consortium (WyDEC) WyCLASS portal and Quality Matters programs
4. Support for the concept of distance education and buy-in (from institutions offering distance ed, those who want to take courses, the Governor, the Legislature) for the need for it to continue to grow
5. The passion and dedication of the people involved in distance education
6. We have common course numbering in post-secondary education in Wyoming. Good articulation between institutions.
7. First set of rules and regs (Dept of Ed)

Green Group:

1. WyClass – online course information available for students to access
2. Colleges are creating good IP coursework
3. More classes are added each year
4. Good conversations are happening, but important to add more groups from all parts of Wyoming to engage in the conversation
5. Fairly decent job in providing equipment to remote locations
6. Good, old infrastructure (WEN)
7. Allowing districts to make partnerships that create opportunities for kids
8. Allow to create partnerships in higher ed within and outside the State to create opportunities for students

Blue Group:

1. WYCLASS / WYDEC's collaborative nature
2. Wyoming Switchboard Network (Concept)
3. Provide creative solutions for unique demographics. We know our audience. (Communities are not one size fits all.)
4. More discussions with three educational entities, WDE, CCs and UW
5. Collaboration and cooperation to enable students to access and share resources (Making things easier for students to access services e.g., agreements for financial aid, Smart Thinking)
6. Community building and leadership development
7. Three virtual K-12 schools in the state. Serving kids that have typically dropped out
8. Technical assistance for video systems from WEN and UW - "Johnny on the Spot"
9. Focus on quality

What does Wyoming need to do more of? (Underlined items were identified by the group as the most important)

Red Group:

1. Find the needs of business and industry and get a handle on it
2. Develop rules and regulations of K-12 and other institutions and take them further
3. Collect assessment data and use it well to improve programs
4. Current distance rules and regs discourage or scare public schools away from distance ed (paperwork, complexity, funding issues) – get away from elements that will hinder districts from using distance ed.
5. Work on improved communication concerning distance ed in K-12. Part of the hesitance has to do with the fear of losing funding – don't understand how it really works.
6. Communication to let them know what's out there, all the resources that institutions are using, so that if someone has developed something others can use the ideas.

7. Wyoming needs to do more affordable professional development opportunities for faculty and staff in distance ed programs.
8. We need to do a better job of marketing opportunities to the consumers.
9. Better collaboration, more collaboration, in order to share ideas and make tough decisions.
10. Coordination of options, so that we're not duplicating services.
11. Needs to be more systematic development of academic credit programs through the community colleges through UW (e.g., if community colleges have strong distance programs in certain areas, what opportunities do students have to continue with university work? If UW has distance programs, are there community college programs?) for the purpose of degree paths.

Green Group:

1. Improve room setup to enhance instructional effectiveness (to be physically on the same level)
2. Address the culture of travel challenges and understanding the etiquette of distance communication to do this effectively and fairly
3. Develop professional development for effective and best ways to use tools, including course redesign for delivery
4. Better communication about the tools that we have (that may be underutilized)
5. Collaborate on course development
6. Use faculty collaboratively
7. Need as many courses as possible with consistency of coursework
8. Create public policy and funding that promotes collaboration for K-12 and higher education
9. Provide more bandwidth
10. Need to add more classes and increase the number of sections available to community (limited access for non-degree seeking students)
11. Use available technologies to accommodate the needs of students with special needs/situations
12. Assessment of needs in distance education in K-12
13. Encourage better communication between K-12 and higher education – Move toward P-16 concepts
14. Need to learn from each other better beyond WyDEC where faculty benefit (which is working well) – share best practices
15. Cradle to grave education plan similar to Georgia
16. Offer classes at non-traditional times and in non-traditional formats

Blue Group:

1. Communicate, Collaborate, Coordinate, Educate/Market
2. Listen

3. Retain and recruit student by offering more distance programs and courses (Through CCs and UW in order to retain Wyoming students that might go elsewhere, e.g. University of Phoenix. some students not interested in a complete degree program)
4. Flexible course taking. A-la-carte courses. (Better ways to track and register students.)
5. Preparing high school students for online learning and providing more dual courses at a distance
6. More outside-the-box, innovative thinkers
7. Provide incentives for collaboration
8. Provide incentives for innovation

What does Wyoming not seem to know how to do and need to “get up to speed” to do it? (Underlined items were identified by the group as the most important)

Red Group:

1. Collaborate on research and development of emerging technologies and coordinate more broadly
2. Reach constituents and businesses with high speed Internet
3. K-12 dual and concurrent enrollment – need to blend the rules to satisfy both entities and serve students
4. From the community college perspective, struggle with where K-12 overlaps with the community college: dual enrollment has separate rules; still struggling.
5. We need to write things down (rules and regs and how things are done); we do a lot of things verbally in the state. Need to write them down for shared understanding.
6. Try to maintain autonomy of all, but don't do it very well. Need to have discussions about sharing (common platforms, rules). Wyoming doesn't do that very well. These are tough decisions and discussions, but they need to happen.
7. Don't share resources very well (e.g., local school district doesn't open up to anything else coming in to help students, share resource, who pays for concurrent enrollment classes and textbooks). School districts are autonomous, take care of all their needs, don't look outside unless they need to.
8. Academics don't open up to business and industry very well.
9. Don't provide enough support for distance ed learners (technical or tutoring).
10. So much of distance ed world depends on technology and high speed internet access. All distance ed providers charged with going to very small communities, but the state hasn't reached the most rural or hard-to-reach areas. Legislature and the Governor and others haven't helped the state reach beyond the larger communities. So much of what we do is dependent upon the reach, but we can't reach it.

11. So technology based for distance learning, what other ways can we reach learners? Need to be not so internet based (e.g., loss of internet or operational computing means lack of learning opportunities).

Green Group:

1. More than one way out of the State for the internet
2. Bell schedules and calendars
3. Defining the 'best way' to teach at a distance – synchronous, asynchronous, online, face-to-face, hybrid
4. Consistency of fee charges
5. Budget model that helps to fund distance education more broadly
6. Better coordination of statewide infrastructure and distance education projects

Blue Group:

1. Strategic coordination of accredited degree credit banks. A brokered "Wyoming degree" piecemealed together from various institutions
2. Customized degrees
3. A can do attitude, an openness to new thoughts
4. Eliminate technical and other educational barriers, e.g., firewalls, bell schedules, semester schedules
5. Open entry and open exit degree programs
6. Accessible video and web conferencing statewide
7. Overcome the culture of travel
8. Ubiquitous wireless web access
9. Equity and diversity
10. Market what we have

**What can Wyoming cut back on or maybe even eliminate doing?
(Underlined items were identified by the group as the most important)**

Red Group:

1. Eliminate traditional thinking in terms of FTEs and square footage to fit new learning opportunities, which would change funding models
2. Identify duplication of services and technologies; determine what duplication is justified and what needs to be eliminated
3. Cut the number of online providers in K-12 or send all distance learning to its own school district
4. Buildings do not help the efforts of distance education; state has used money in past few years for buildings, but doesn't help us reach the world through distance ed.
5. Different schools use different systems and technologies (e.g., course management systems) – if that was narrowed down, we could make effective purchases (e.g., some proprietary and some open sources to meet different purposes). Could use to create our own tutoring system, e.g.

Green Group:

1. Travel!!!
2. Protectionism of institutions, territoriality that stands in the way of collaboration
3. Cut back evaluations of learning management systems

Blue Group:

1. Get rid of red-tape and bureaucracy in WDE rules and regulations
2. Reducing layers of accountability
3. Eliminate mechanisms that encourage competition between entities (funding formulas based on enrollment)
4. Cut back on duplication of systems (e.g. multiple video systems)

12:45 – 2:00 PM – Small Group Session 2 – Center Mission Statement

Red Group Draft Mission Statement: The Center is a statewide collaborative enterprise whose mission is to expand access to learning resources, technology, and services. The Center fosters quality and diverse learning options, and creates effective systems for sharing practices and seamless delivery.

Green Group Draft Mission Statement: A collaborative center to maximize access to learning opportunities for Wyoming citizens by connecting educational needs, providers, technology, and resources regardless of location and advancing quality, availability, and expansion of knowledge through distance education.

Blue Group Draft Mission Statement: The Center's mission is to:

- A) To promote quality, innovative and equitable distance learning, training and communication opportunities for all Wyoming citizenry.
- B) To provide leadership in identifying new distance learning methodologies and technologies.
- C) To serve as the clearinghouse for best practices in and resources for distance learning.
- D) To facilitate statewide collaboration using distance technologies to improve communication, education and workforce training.

2:15 – 3:00 PM – Small Group Session 3 – Center Activities

(Underlined items were identified by the group as the most important)

Red Group:

1. Inventory expertise/experts to share with other experts and resources. (portal, resource center, clearing house, learning object repositories)

2. Find a way to share and connect experts
3. Identify incentives for sharing of expertise
4. Maintenance of an on-line portal or directory that brings assets to one place
5. Identify needs for infrastructure and technology upgrades from a broad perspective to identify economies of scale across systems/institutions
6. Research funding for upgrades
7. Provide professional development opportunities statewide in best practices, pedagogy, tools, and instructional design for K-12, post-secondary (teachers and administrators), and for trainers in state agencies and business and industry
8. Serve as content delivery connectors for business and industry
9. Lobby on behalf of the activities of the Center
10. A resource for everyone: a place to go to for potential students to find out about distance programs – get information on what programs are available and which institutions offer the programs (e.g., WyCLASS portal)
11. Incubator for distance learning – research and development (primary). Like a business incubator, but for education. E.g., if someone wants content, then content is developed and shared with institutions to deliver; develop new delivery methods
12. Biggest barrier is cost. Previously WDE provided payments to schools for providing distance learning courses to students from other schools/districts. Recognize quality programs and find ways to help them meet different needs
13. Promotion and marketing of quality programs available, including recognize new, successful programs
14. Center would take the lead on or coordinate grant activities. Translate the hoops in grants to assist others in applying
15. Research emerging technologies and get the information out those delivering the content
16. Brokering shared content (e.g., foreign language) to help reduce costs to individual schools
17. Broker collaboration between schools (e.g., community colleges say they online programs but don't have the pre-college programs – can they discuss among them)
 - a. A place where school districts could get together and discuss options (e.g., enroll in a single course rather than having to be enrolled in an online school)
 - b. Identify a place where teaching resources exist so schools can share
18. Coordinate with regional and national consortia – go beyond the state of Wyoming
19. Statewide system for quality checks or certification (Center-hosted group to review courses)
20. Big picture vision to identify unmet needs and gaps, as well as overlaps, in programs to move the state forward

Green Group:

1. Provide access to a network with great bandwidth
2. Determine the gaps and needs in educational opportunities
3. Provide connection between peers in educational institutions.
4. Disseminate information new information
5. Provide a website to make connections (5)
6. Be a clearinghouse for training, best practices, and resources (research on LMS, learning tools, technologies)
7. Provide leadership and advocacy for distance education
8. Provide a unified voice and message
9. Employee qualified people
10. Relationship builder
11. Explore new technologies (R&D)
12. Regular inventory/data from providers of what is going on in State – who has what
13. Regular teleconference to share information
14. Create standards – networking protocols and inoperability of LMS systems (promote compatibility?)
15. Advocate the creation of a technologically literate populace for Wyoming
16. Access to schedules, network, people
17. Learner-centered

Blue Group:

1. Assess the current status of DE in the state
2. Have a vision of where you want to go
3. Have a board who understands the complexities of DE in Wyoming and beyond
4. Research, advocate, explore, model, store and catalog, collect, report, plan and market
5. Build relationships with constituents and key stakeholders
6. Assess the needs and wants of consumers and providers
7. Identify opportunities and threats (SWOT)
8. Investigate partnership opportunities and barriers. Foster the opportunities
9. Develop processes and procedures
10. Procure resources
11. Research new and emerging methods and technologies
12. Model and utilize virtual meetings. Make it the norm instead of the exception
13. Advising and consulting in instructional design
14. Engaging the stakeholders in dialogue

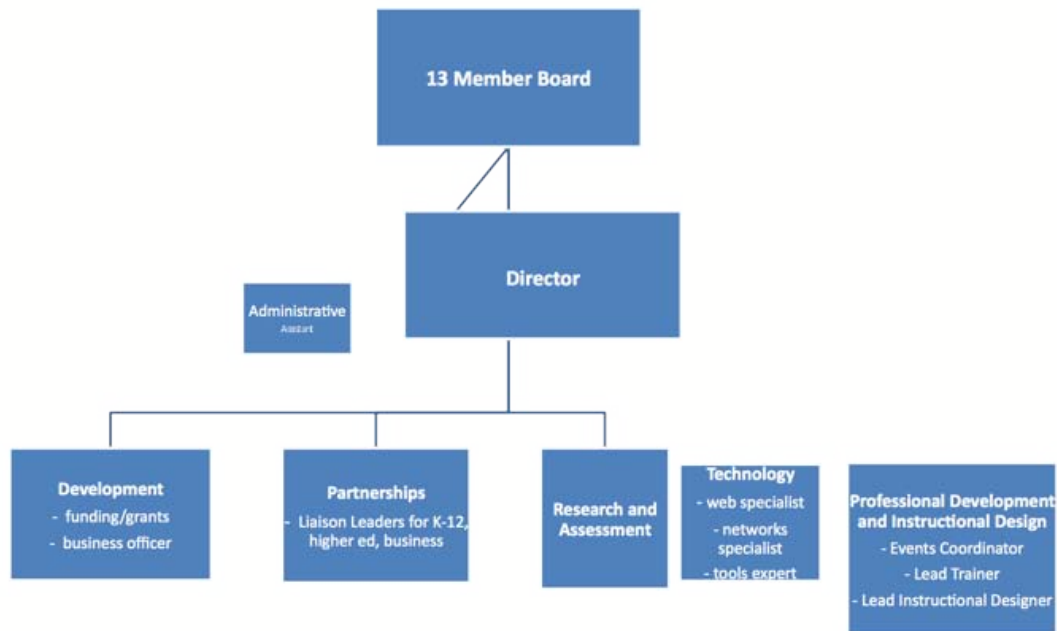
3:15 – 5:00 PM – Small Group Session 4 – Center Organizational Structure

Red Group:

Who will be the members/stakeholders of the Center?

- Community colleges
- K-12
- Educational institutions/schools
- Businesses
 - Will for-profit entities be allowed to use the services of the Center?
If so, will they pay a fee?
 - Wyoming businesses that need the services of the Center (e.g., research, data, training).
- State agencies (= WDE, Dept of Workforce Services, all state agencies)
- Students
- Parents
- University of Wyoming
- State Legislature
- Adult learners/adult basic education programs
- BOCES and BOCHES
- Non-profit organizations
- Libraries
- Local governments
- Economic development groups
- Workforce development
- Telehealth/telemedicine

What should the organizational chart for the Center look like?



What resources does the Center need to do its job?

- Money
- People (staff, public, human resources, willing participants)
- Technology (high speed internet, infrastructure, voice, connectivity, technology center lab/testing/R&D, airplane)
- Authority or leadership (to provide incentives, create credibility, set goals, to get the job done, develop policies)
- Knowledge or experts (access to expertise, information, comprehensive contact list)
- Facility/facilities (building spaces, physical space for home base)
- Strong partnerships and good relationships
- Commitment to Excellence
- Communication

What should be and what should not be the focus of the Center?

- It will not be a college, university, or K-12 school.
- It will not be a policing regulating entity.
- It will not provide duplication of services.
- It will not be competing.
- It will not be in charge of all educational institutions.
- It will be an entity that helps trains individuals, organizations, and fulfills distance education needs.
- It will be a collaborative entity.
- It will connect resources (e.g., web conferencing, other technology tools, information)

- It may provide some services for a nominal fee.
- It will do research.
- It will have to wrestle with the issue of decentralization and centralization – what does that look like?

How should the Center wrestle with centralization versus decentralization of functions?

- By the Governor mandating this, it implies some kind of centralization to “whatever this is.”
- Wyoming likes to “cowboy up” and do its own thing – Center will have to wrestle with.
- Some kind of centralized, overall structure, the support could be decentralized (e.g., the trainers, the tech support, the day-to-day functioning could be decentralized).
- 13-member board and director would have to be the salespersons and visionaries: present ideas to many different folks.
 - The board gives some credence to the decentralized notion.
- Let’s look at other states to see how they handled this issue.
- The partnership branch of the Center lends itself to a decentralization notion.
- Some things working toward centralization, other things working better under a decentralized notion: fashion and present to the public (becomes a challenge).
- Should the Center director or a partnership rep be part of or sit in on the advisory or governing boards of K-12, community colleges, community college commission, UW, and UW Outreach School advisory council: to get an idea of what’s going on in all the educational groups?

How should decisions be made?

1. Policy decisions created at the board level.
2. Director executes this through an informed decision-making process.
3. Individual staff at the Center gather resources: if a decision needs to be made it goes up to the unit/department directors; if the decision lies within the unit/department the decision is made and leader carries it out; if it crosses more than one unit/department, then the decision goes to the director level.
4. Question about how the policy decisions of the Center board apply *vis a vis* the operations, policies, decisions of the other entities (e.g., can the Center tell individual institutions what to do, like what CMS to use, what bell schedule to have, what semester schedule to have?)
5. Some balance between the toothless lion and a mandating authority is needed in order to make this work (e.g., statutory or other authority?)
6. Research produced by the Center can provide data to show what decisions can/should be made (e.g., the data may show where money is being wasted).

7. Board is authority over the Center, not educational institutions, but, for example, can undertake a study and leverage a technology/software contract that would benefit everyone – can't dictate that all use it or the mission of collaboration is undermined.
8. Everyone mandated to participate in the Center, then collaboratively make decisions/recommendations? Is this just a recommending body? If so, who do they recommend to? The Center will not be effective if participation and decisions are voluntary?
9. Legislative mandate may be necessary for the Center if it is to be effective (rewriting current legislation?)?
10. How much authority will the entity be granted and who will define it?
11. How will funding be utilized to back up the decisions of the Center?

How should conflicts be resolved?

- Depends on the level of the conflict (e.g., a conflict within the Center could be handled within the Center; larger issues might have to be handled by the board or the Legislature).

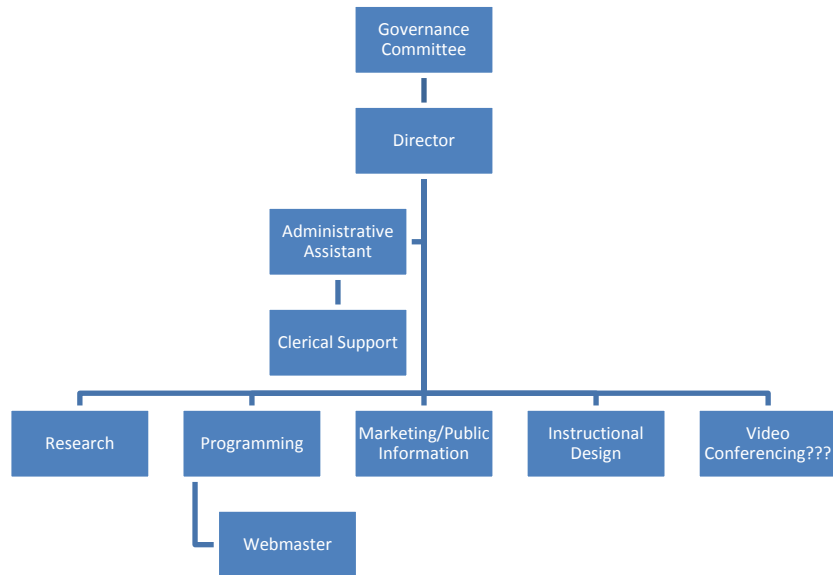
Green Group:

Who will be the members/stakeholders of the Center?

- State citizens
- Workforce
- Elderly
- Students
 - Non-traditional
 - Traditional
- Legislators
- State Agencies
- Industry
- Business and Industry
- Health Providers
- Federal Agencies
- Law Enforcement
- City/County/Tribal Government
- Religious Entities
- Non-Profits
- Professional Organizations
- Special Interest Groups
- State educational institutions (providers)
 - K-12
 - Community Colleges
 - UW
 - Tribal College
 - Catholic College

- Libraries
- Museum
- Public TV/Radio

What should the organizational chart for the Center look like?



Each box represents a resource/help desk for the particular function.

What resources does the Center need to do its job?

- Computer network/servers
- Technical Support
- Funding
- Physical Space/Furniture
- Equipment
- Qualified people
- Broadband/T1
- Access to Video Network
- Ability to do contract services
- Vehicle

These resources are impacted by the centralization/decentralization decision.

What should be and what should not be the focus of the Center?

Should be the Focus	Should NOT be the Focus
Coordinate	Content Provider
Collaborate	Subject Experts
Collect – R&D	ISP

Disseminate	Funding Source
Educate	Evaluation
Advocate/Advise	Help Desk
Promote/Market	Dictator
Champion Change	
Resource Bank?	
Instructional Designers?	
Expertise Bank?	

How should the Center wrestle with centralization versus decentralization of functions?

- Recognition that it will be mostly a decentralized collaborative of stakeholders.
- Identify types of projects and functions.
- Identify resources across State for various projects/functions.
- Resources (collection of) are centralized.
- Completing projects used decentralized collaborative resources to serve on committees, work on projects.

How should decisions be made?

- Virtual center and virtual work groups using appropriate technology as determined by project
- See above! Combined with centralization/decentralization

How should conflicts be resolved?

- Types of conflict
 - Lack of cooperation
 - Bad citizenship
 - Territorialism
 - Business vs. Non-Profit Uses
- Grievance Process
 - Director will ask governing council to form an ad hoc panel.
 - Council will select appropriate people (from outside) to resolve the conflict.
 - Individual from outside with appropriate expertise chosen by Director
 - Member of governing council
 - Complainant chooses representative

Blue Group:

Who will be the members/stakeholders of the Center?

Members/ Contributors

- WYDEC
- CCs / UW

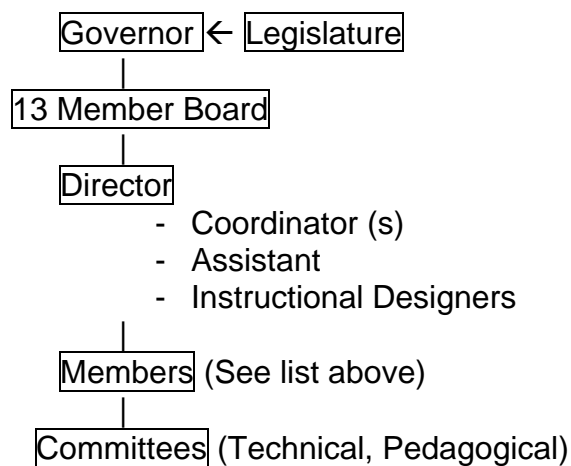
- School Districts
- WDE/WCCC
- WFD/B&I
- Medical community.
- Libraries
- Private/Tribal schools.

Stakeholders/Clients

- School Districts
- CCs / UW
- State and Federal agencies
- Legislators & Governors Office
- Telehealth
- Libraries.
- WFD/B&I
- Economic Development Groups
- City/Town/Couth Government
- Chambers of Commerce
- Employment Agencies
- Citizens
- Private/tribal schools
- Tribal Government.
- Early Childhood/Head Start
- Homeschoolers.
- Military

What should the organizational chart for the Center look like?

(Lines down, indicates reporting type structure or linkages.)



Might include specialized advisory boards. Other employees might include: Grant Writers.

What resources does the Center need to do its job?

Existing

- IDTs (Instructional Design and Technologists)
- Tech Support
- Online Courses (CC/UW) (Virtual K-12)
- Wainhouse/PlanNet Reports and Assessments
- WYDEC (The people)
- P-16 Council
- WyCLASS, SBN
- WDE staff and Superintendent of Public Instruction

Needs

- Strategic Plan
- IDTs
- Tech Support
- Hardware - Servers
- Ubiquitous Wireless Access
- Grant Writing
- 1 Central Portal (Combination of SBN / WyCLASS)
- Administration
- Place at UW
- K-12 DE Council (Districts, Users)
- Outsource Capability.

What should be and what should not be the focus of the Center?

Should

- Carry out the stated mission.
- Be equitable in their distributions of efforts. (no favorites)
- Communicate openly.

Shouldn't

- Be diverted by special interest and/or personal/political agendas.
- Dictate or strong arm how member entities conduct business.
- Compete with member entities.

How should the Center wrestle with centralization versus decentralization of functions?

- Develop set of weighted, guiding principles – to promote, provide, serve and facilitate.
- Mission statement should guide.
- No unnecessary duplication, including technology and personnel.
- Inclusive and collaborative process. (Refer to the decision process – Question 6.)

How should decisions be made?

Very carefully.

Before policies established:

- 1) Recommendations by advisory groups
- 2) Surveys of stakeholders.
- 3) Review other policies from like organizations. (R&D – Rob and Distribute.)

Then

- 4) Board establishes policy (becomes the foundation)
- 5) Combination of top-down and bottom-up approach.
- 6) Director authority.

How should conflicts be resolved?

First – Develop set of principles e.g.,

- Student Driven
- User Driven
- Costs and Time Efficiencies
- Quality

Second – Inclusive Collaborative Process

- Group processes.
- Never one person.