



Virtual Advanced Placement (VAP) Program

Erie 2- Chautauqua-Cattaraugus BOCES VAP Program

Program Overview

The E2CCB Virtual Advanced Placement (AP®) Academy (hereafter, VAPA) has developed as a consortium of Erie 2- Chautauqua-Cattaraugus BOCES (hereafter, E2CCB) and 10 partnering school districts in Western New York.

The project has the following four overarching goals at its foundation:

- Enhance the region's highly rural regional distance learning infrastructure by building and implementing a schedule of high-quality high school AP® courses delivered via a blended virtual learning model.
- Thoroughly address the needs of teachers to plan, conduct, and support blended virtual learning AP® courses – with an emphasis on low-income students – through upgraded professional development offerings to AP® faculty.
- Plan and implement smart extensions to recruitment, outreach, and supports, designed to reach the targeted student population
- Operationalize high quality, stringently evaluated, extended regional supports while establishing sustainable grounding for long-term, flexible maintenance and growth of the program.

Program Activities

The VAPA consortium projects enrollment of a minimum of 123 students (unduplicated count) in at least one AP® course during the 2013-14 academic year, with at least 19 teachers across ten districts teaching at least 15 distinct courses. VAPA is designed to help convert the infrastructure supporting existing and in-progress coursework to a blended instructional model, infusing technology support for students and faculty while scaling up regional virtual AP® course offerings, coursework enrollment and successful completion, and staffing capacity, with embedded attention to course rigor and universal design.

Repository

All materials developed for and within courses (e.g., video recordings of lectures and activities, teacher-created assignments and assessments, and student work samples) will be preserved for inclusion in the statewide virtual learning repository.

Professional Development

E2CCB plans to design/deliver cohesive, full-scale professional development on (a) virtual learning course design, pedagogy, and effective practices; and (b) conversion from fully DL-based AP® instruction and content to blended DL-plus-online delivery mode. Intensive VAPA Boot Camps will be conducted with Cohorts 1 and 2 teachers (Summers 2013 and 2014) (projected at 25 teachers in Summer 2013, and 10 teachers in Summer 2014). The project will also conduct semi-annual crosswalk analyses of AP® practices and materials to ensure consistency with VAP expectations as well as AP® practices and materials, iNACOL & INTASC standards, UDL and universal access standards of practice, & Common Core standards and practices. As needed, the project will make revisions in practices, based on these formative reviews. Finally, the project will conduct stringent, “Guskey-smart” evaluation of process and outcomes integral to project professional development.

Recruitment and Outreach

The project will utilize universal access to materials, instruction, assessment, advisement and support for students with disabilities. Elements of Universal Design will be incorporated into instruction and a mobile device program with on-demand internet access, complete with electronic textbooks and applications, will eliminate connectivity and financial barriers. Virtual collaboration tools will be included in strategies designed to provide remote assistance. Technical support will be delivered as needed.

Evaluation and Sustainability

Both short and long term planning will be relevant to evaluation data that will assess online program availability as compared to student needs and be used to lay the groundwork for sustained post-grant programming. A systematic process of conducting routine standards crosswalk analyses will be in place. The elements of the project infrastructure (Distance Learning Network, E2CCB Moodle server, broadband access) will be tested to determine viability for post-grant programming. The professional development model will establish a sustainable system for design and implementation of virtual learning courses, using Guskey-smart evaluation of process and outcomes. The existing Distance Learning CoSer will be modified, as needed to ensure sustained funding.

Program Contact

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