Virginia Learning Advisory Committee

Thursday, February 27, 2020

VIRGINIA IS FOR LEARNERS

VIRGINIA DEPARTMENT OF EDUCATION

Introductions

- Division Superintendents
- VDOE
- VSBA
- VASS
- WHRO
- Virtual VA
- REL
- Office of Secretary of Education

Virginia Department of Education

Dr. James Lane, State Superintendent of Public Instruction

Mr. Michael Bolling, Assistant Superintendent for Dept. of Learning & Innovation

Dr. Tina Manglicmot, Director for Office of STEM & Innovation

Dr. Meg Foley, Virtual Learning Specialist

Mr. Reggie Fox, Virtual Learning Specialist

Dr. Jen Piver-Renna, Director Office of Research

Ms. Jean Weller, Educational Technology Specialist

Ms. Cynthia Evans, Support Staff

Ms. Maggie Clemmons, Coordinator of Organizational Development & Advancement

Division Superintendents

Dr. Mervin B. Daughtery, Region I, Chesterfield County Schools (Mr. Ernest Longworth)

Dr. Jeffrey Smith, Region II, Hampton City Schools

Dr. James G. Smith, Region III, Richmond County Public Schools

Dr. Kevin Newman, Region IV, Manassas City Public Schools (Dr. Catherine Magouyrk)

Dr. Garett Smith, Region V, Staunton Public Schools

Ms. Jeanette Day Warwick, Region VI, Craig County Schools

Dr. Kevin Siers, Region VII, Pulaski County Public Schools (Mr. Lincoln Whitaker)

Mr. Robbie W. Mason, Region VIII, Charlotte County Public Schools

Organizations & Agencies

Dr. Gina Patterson, Executive Director, Virginia School Boards Association

Dr. Ben Kiser, Executive Director, Virginia Association of School Superintendents

Mr. Bert Schmidt, President & Chief Executive Officer, WHRO Public Television

Dr. Brian Mott, Executive Director of Virtual VA, Charlotte County Public Schools

Ms. Holly Coy, Deputy Secretary of Education, Office of the Secretary of Education

Dr. Jessica Mislevy, Director of Digital Learning & Technology Policy, SRI/REL

Dr. Jaunelle Pratt-Williams, Education Researcher & REL Appalachia Project Lead, SRI

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Training K-12 Students to Go Deeper

Students in every grade level will experience a new approach to instruction that focuses on key skills for success in a modern world – **Virginia's 5 C's: critical thinking, creative thinking, communication, collaboration, and citizenship skills.** This approach will prepare every student with the content knowledge they need and the skills they need to apply it successfully after graduation.

Making Student Success the Highest Standard for Every School

Virginia is changing how the Commonwealth evaluates and accredits schools across the state.

These changes, in combination with a new approach to the Virginia Standards of Learning (SOLs):

- Provide a more comprehensive view of school quality;
- Place increased emphasis on racial and economic equity;
- Recognize schools that demonstrate continuous improvement; and
- Increase expectations that schools prepare students to succeed in college and the workforce after graduation.

Preparing Virginia Graduates for What Comes Next

Virginia high school graduation requirements have been revised to incorporate the ***Profile of a Virginia Graduate***, ensuring graduates have the knowledge, skills, attributes, and experiences identified by employers and educators as critical for future success.

For the first time, all Virginia graduates will also leave high school with life changing **work-based learning experiences** that put them on the path for a good career and economic advancement.

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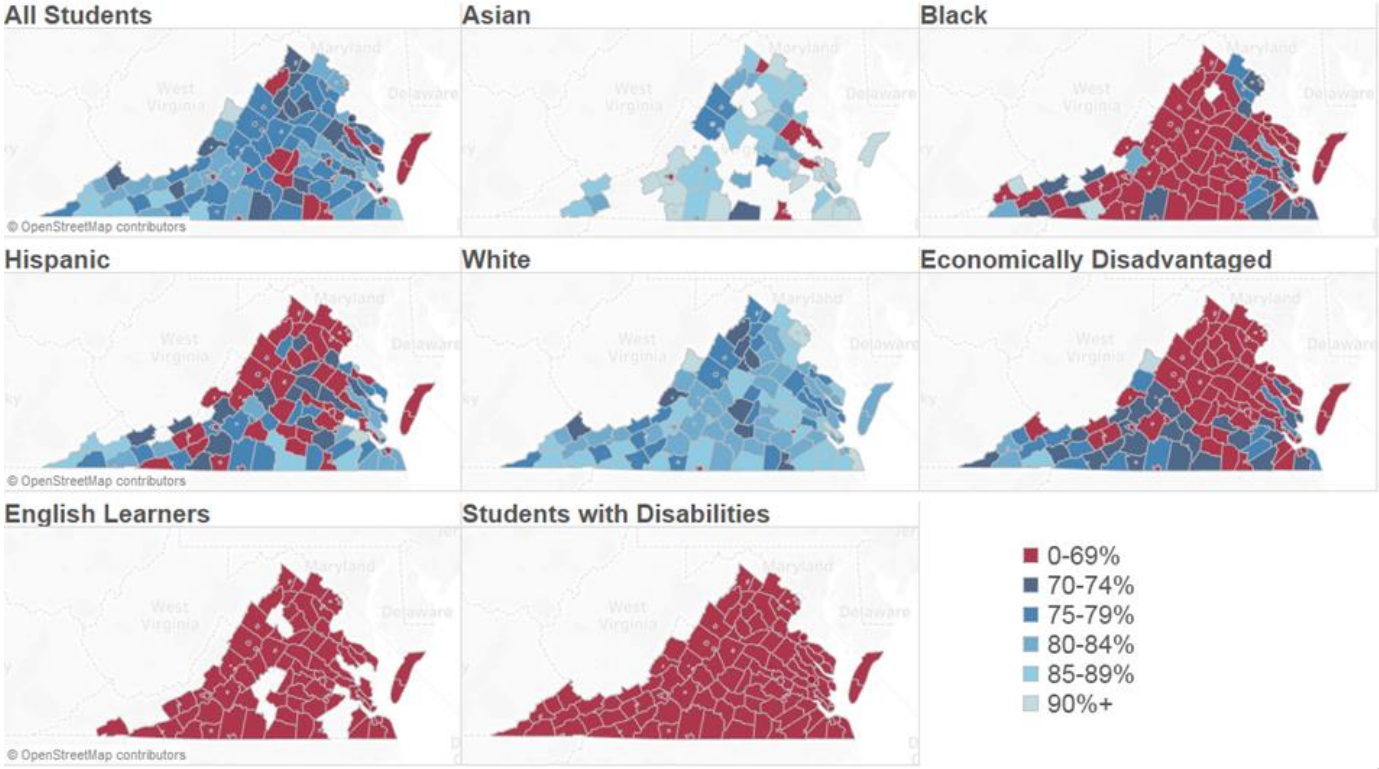
Equity

Vision for Educational Equity:
The commitment to eliminating the predictability of student outcomes based on race, gender, zip code, ability, socio-economic status or languages spoken at home

- Focus on teaching and leading
- Use an equity lens on school funding
- Ensure all students have access to high-quality curricula and programs, including gifted programs

2018-2019 SOL Reading Pass Rate



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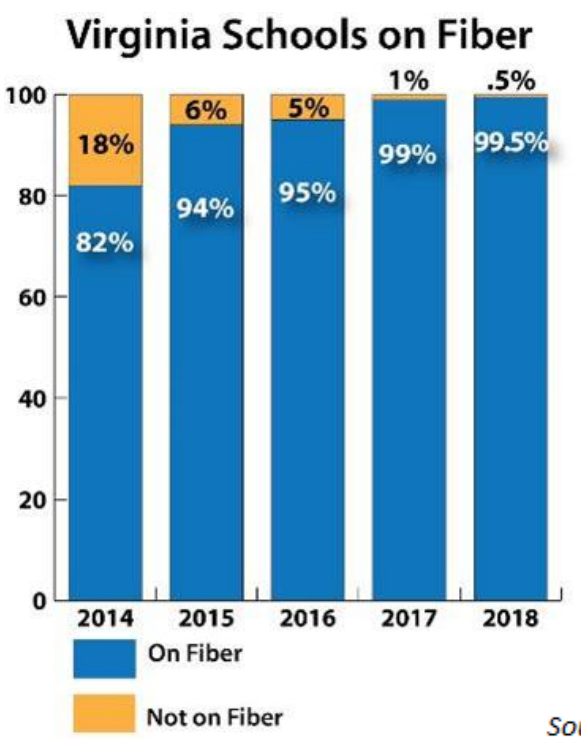
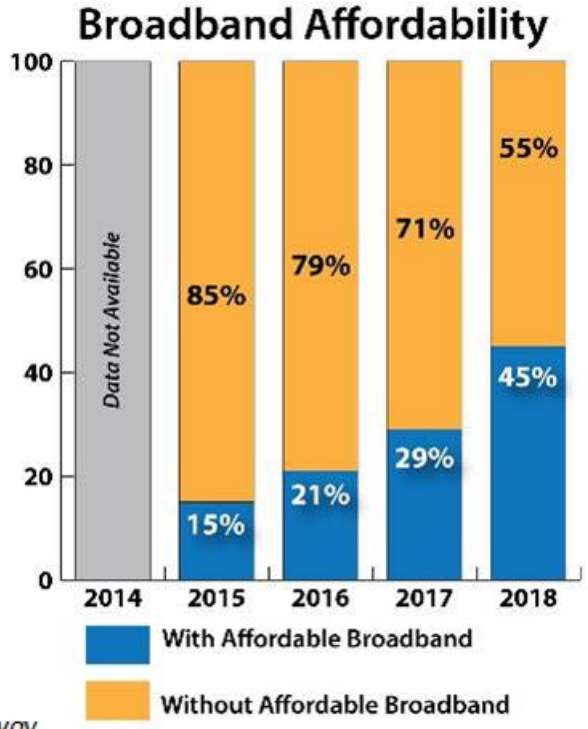
Digital Equity





Source: EducationSuperHighway

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Upcoming Work at VDOE

Possible Future Enhancements in VVa:

- ★ African-American History course
- ★ Synchronous and asynchronous models
- ★ Credit recovery
- ★ Blended learning
- ★ Professional development
- ★ Expansion to K-5
- ★ Enhanced rate structure to support more student enrollments
- ★ Vetted content and procured resources

Outcomes:

- ★ Guaranteed curriculum in every community
- ★ High quality instructional materials
- ★ Access to certified teachers

#GoOpenVA and OER

This cloud-based platform will provide:

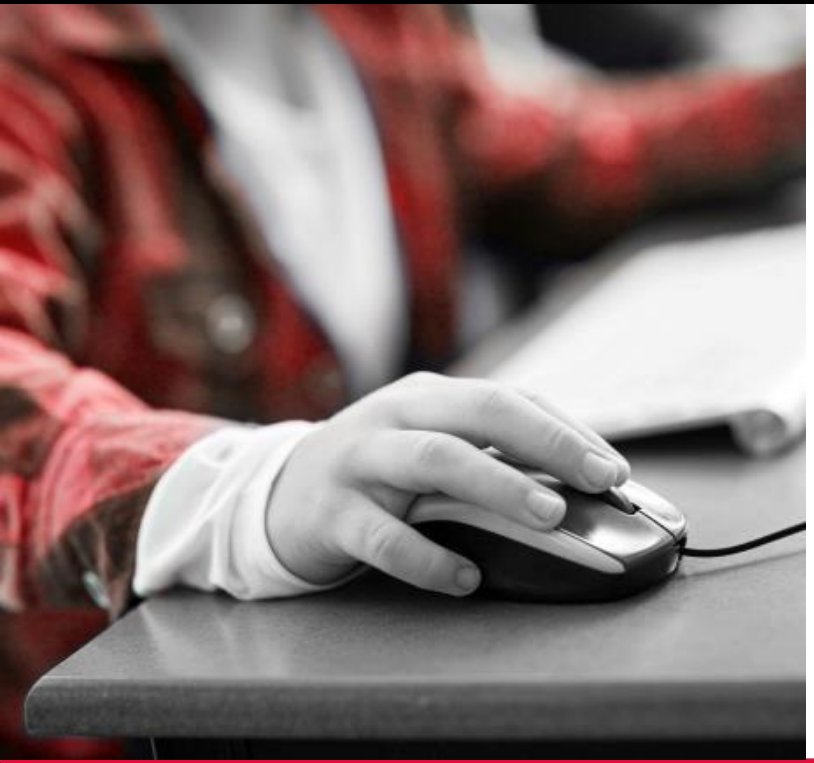
- **Equitable Access to Open Resources**
- **Collaborative Platform to Support Deeper Learning**
- **Develop High Quality Curriculum Materials**

VA LEAP

Virginia Learners Equitable Access Platform (LEAP): The introduced budget provides state funding to create the Virginia Learner Equitable Access Platform (VA LEAP), a statewide learning management system. This system will serve as a central location or virtual hub where teachers, students, and families have access to a wide variety of instructional tools and resources. The introduced budget provides $7.1 million in FY 2021 and $6.1 million in FY 2022. It will provide:

- Equitable Cost-Effective Access
- Quality Curriculum Development
- Collaborative Teacher Support
- Family Engagement Tools

Connect with Dr. Lane



James.Lane@doe.virginia.gov

Twitter: @DrJamesLane

#VAis4Learners #EdEquityVA

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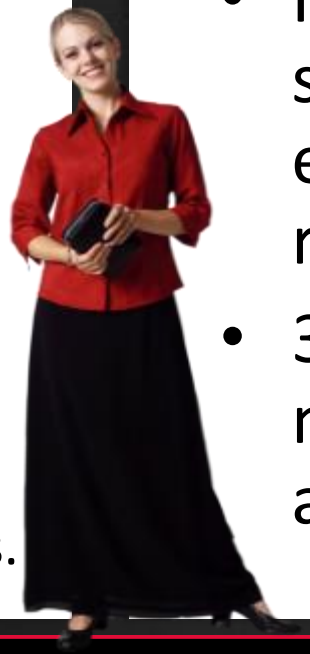
Agenda

- Breakfast
- Welcome, Introductions
- Remarks – Dr. Lane
- Committee Purpose, Role, Term
- Virtual VA Updates
- VVA Program Evaluation
- Break
- REL Cost Feasibility
- MOP Update
- GoOpenVA
- Next Steps

Purpose, Role & Term

- Advisory group: online courses, in-service training and digital instructional resources necessary for school divisions to meet graduation requirements.
- Strategic planning to expand blended and online learning opportunities in Virginia public schools, training, content and digital resources.



- Important role sharing experience, expertise & resources.
- 3-year commitment meeting twice annually.

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Virtual VA Updates

- Program Overview
- Update
- Outlook

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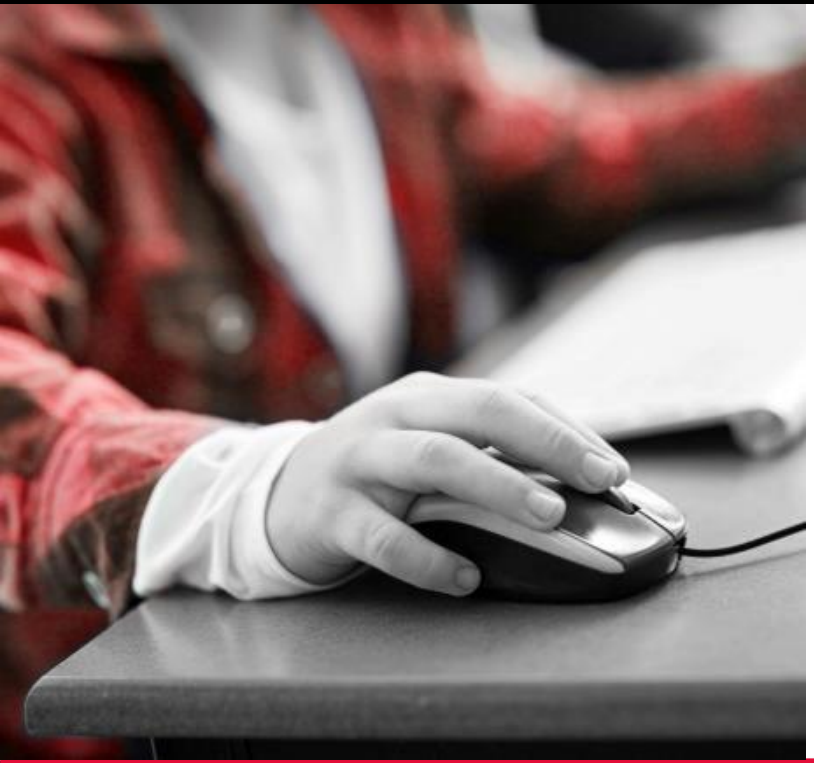
VIRTUAL VIRGINIA



Dr. Brian Mott

Executive Director

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(866) 650-0025

www.virtualvirginia.org

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VIRTUAL VIRGINIA

The Virginia Department of Education's Virtual Virginia Program (VVA) offers **online courses**, **professional learning** opportunities, and **digital content** to schools, students, and educators across the Commonwealth.

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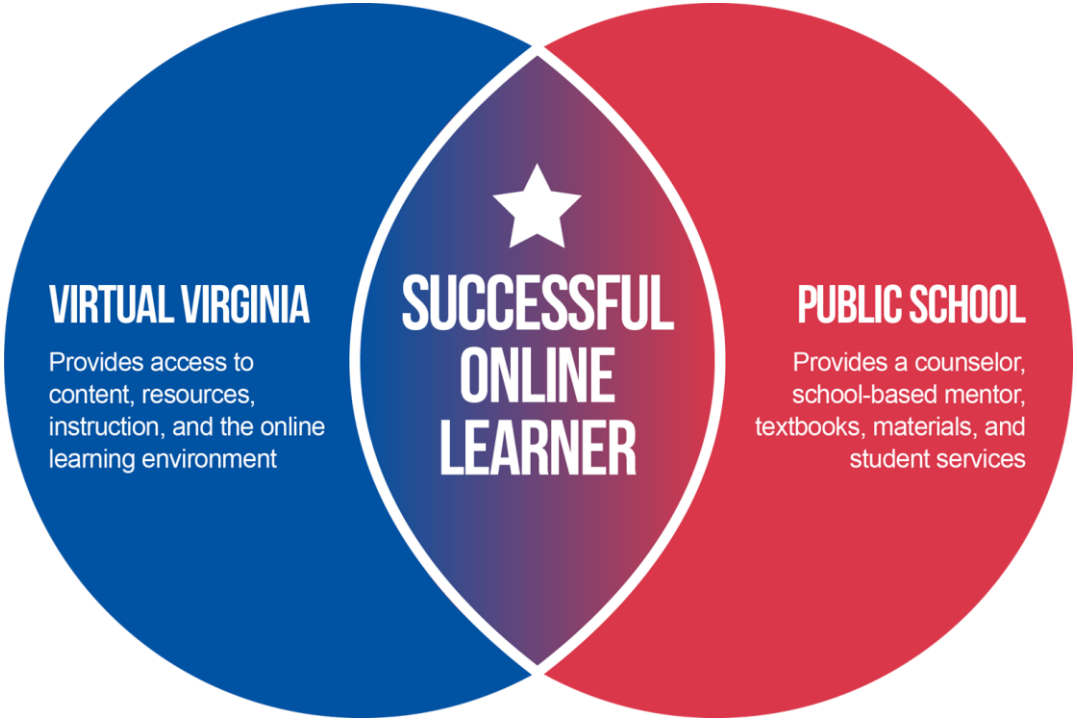
Partnership



Virginia public school divisions & Virtual Virginia **partner** together to ensure learners have access and opportunity that **complement** those available in the physical school.

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Public Schools & Virtual Virginia

A history of collaboration & partnership for more than 25 years.

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Products & Services

Complementary Program

81

AP, core, Word Language and elective courses taught by Virginia educators.

Outreach Program

14

blended learning resources available to public school teachers and their students—at no cost.

Professional Learning

11

PL options in blended learning facilitation, OER resources, and online teaching available to public school teachers —at no cost.

Summer Session

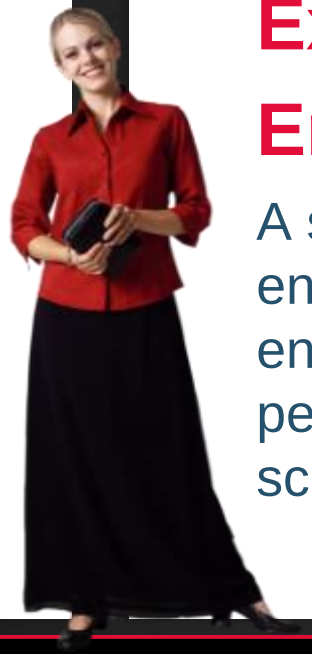
51

core, WL, and elective courses offered in Summer Session 2019, available to all Virginia students.

Expanded Enrollment

Regular Enrollment

A school may enroll up to **15 enrollments** per course (pending space availability) on a first-come, first-served basis.



Expanded Enrollment

A school has **unlimited** enrollment beyond the free-enrollment allocation on a per-student, per-course fee schedule.

Complementary Program

VVA courses are instructed by Virginia public educators

VVA courses are developed by Virginia public educators

Instruction is both synchronous and asynchronous

Each student is offered a minimum of 2 live instructional sessions per week

Outreach Program

SOL-aligned content is developed and annually updated by Virginia public educators

Content includes Instructor Guides, fully developed lessons with interactive practice and assessments, and SOL question banks

Local school teachers are enrolled in a statewide PLN for each subject area

Local school teachers may participate in Professional Learning workshops and monthly statewide webinars

Summer Session

Courses are instructed by Virginia public educators

Courses are developed by Virginia public educators

Instruction is both synchronous and asynchronous

Each student is offered a minimum of 2 live instructional sessions per week

Professional Learning

VVA offers PL in online learning best practices, blended learning facilitation, subject-area online tools, and #GoOpenVA

VVA PL offerings are offered at no cost to Virginia public educators

PL offerings are developed by Virginia public educators

Complement to projects and innovations

Let’s Review

Big Concept

Virtual Virginia offers online courses, digital content, and professional learning opportunities.

Partnership

Virtual Virginia and school divisions work together to ensure learners have opportunity and access.

Access

Virtual Virginia is accessible anywhere and at any time.

Evolution

As schools and learners change, Virtual Virginia can provide solutions tailored to evolving needs.

Unlimited

Expanded Enrollment offers unlimited enrollment in Virtual Virginia courses.

Summer Session

51 courses offered in Summer Session 2019.

Virtual Virginia Program Evaluation Overview

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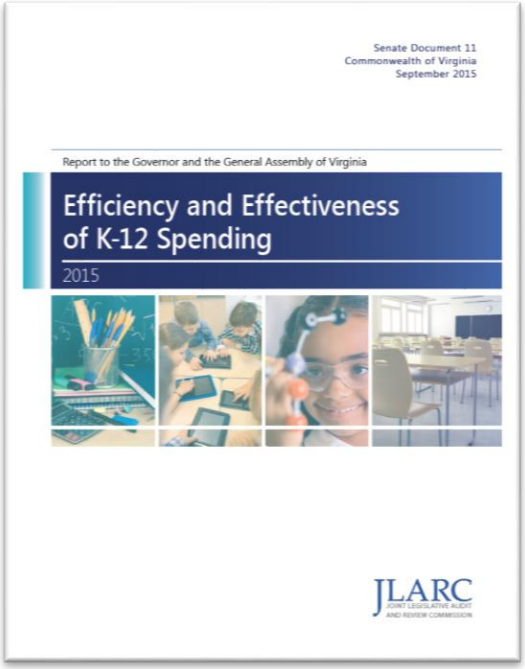
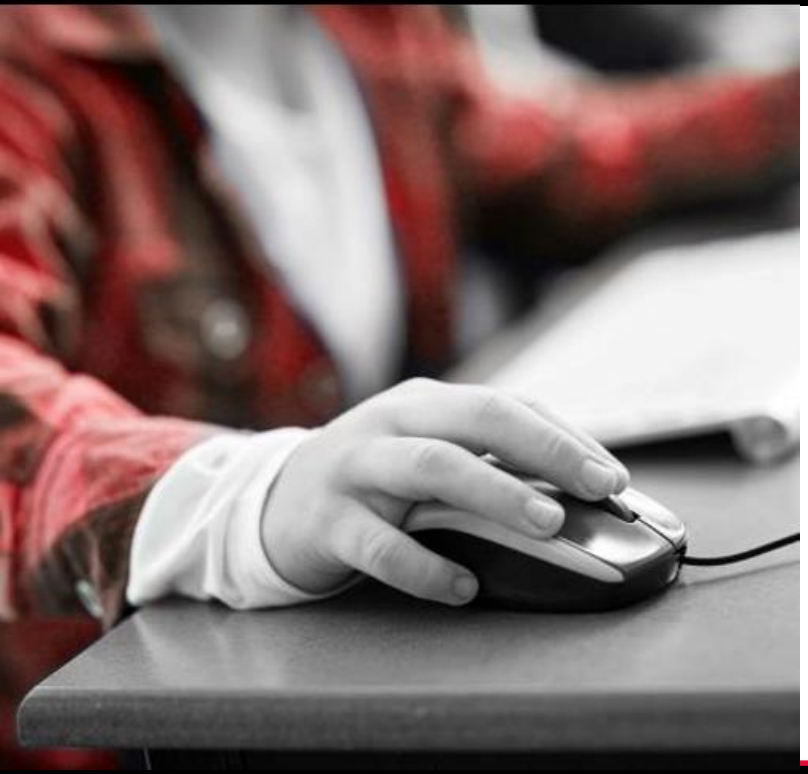
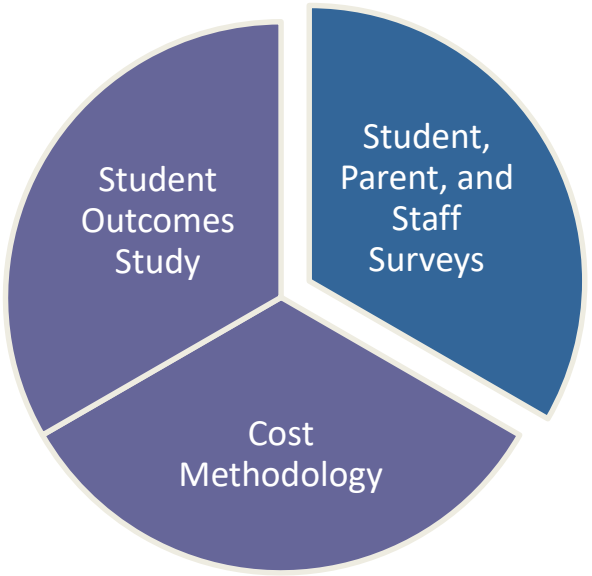
Evaluation Purpose



- The Virginia Joint Legislative Audit and Review Commission (JLARC) recommended that the state:
  - **Conduct ongoing analysis of student outcomes in online programs compared with place-based schools**
  - **Develop a methodology for estimating costs of fully online programs**
- This information is of particular policy relevance as the state continues expanding virtual learning opportunities in Virginia

Three Evaluation Components





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2018-2019 Survey Content and Administration

- Student Survey: Participant experiences and satisfaction (*n* = 1,990)
- Parent Survey: Interactions with course and perceptions of instructional quality (*n* = 857)
- Staff Survey: Implementation experience and satisfaction (*n* = 97 divisions)

Why do students take Virtual Virginia courses?

	Students say…	Parents say…	Staff say…
Course not offered at school	48%	42%	86%
To get ahead	44%	47%	--
Prefer/interest in virtual courses	31%	23%	74%
Scheduling conflict	24%	27%	--
To catch up	7%	9%	--
To raise a previous grade	3%	5%	--

Are students prepared for virtual instruction?

- Nearly 90% of students agreed that they had the skills necessary to be successful in the course
- Staff identified students' skills with virtual learning and use of technology as the most difficult aspects of implementation

What is the quality of instruction?

- 90% of parents agreed their child was appropriately challenged by the course
- 93% of staff were satisfied with the rigor of course content

Do students feel supported?

- 78% of students agreed that their mentor checked on their progress regularly
- 87% of parents agreed communication with the instructor met their child's needs
- 89% of staff were satisfied with the support the program offered to students

Would students participate again?

- 84% of students reported interest in taking another online course
- 84% of parents would enroll their child in the program again
- 92% of staff agree that the program creates positive attitudes toward virtual learning

Next Steps

- Release findings from student outcomes study
- Revisit survey content and methods to increase participation for 2020-2021 school year

REL Cost Feasibility

- Introduction to REL Appalachia & virtual learning work with VDOE
- Overview of cost analysis
- Orientation to Cost Feasibility Analysis (CFA) Toolkit
- Potential application for CFA Toolkit

Assessing the costs of online learning programs: The Cost-Feasibility Analysis Toolkit

Jessica Mislevy
SRI International

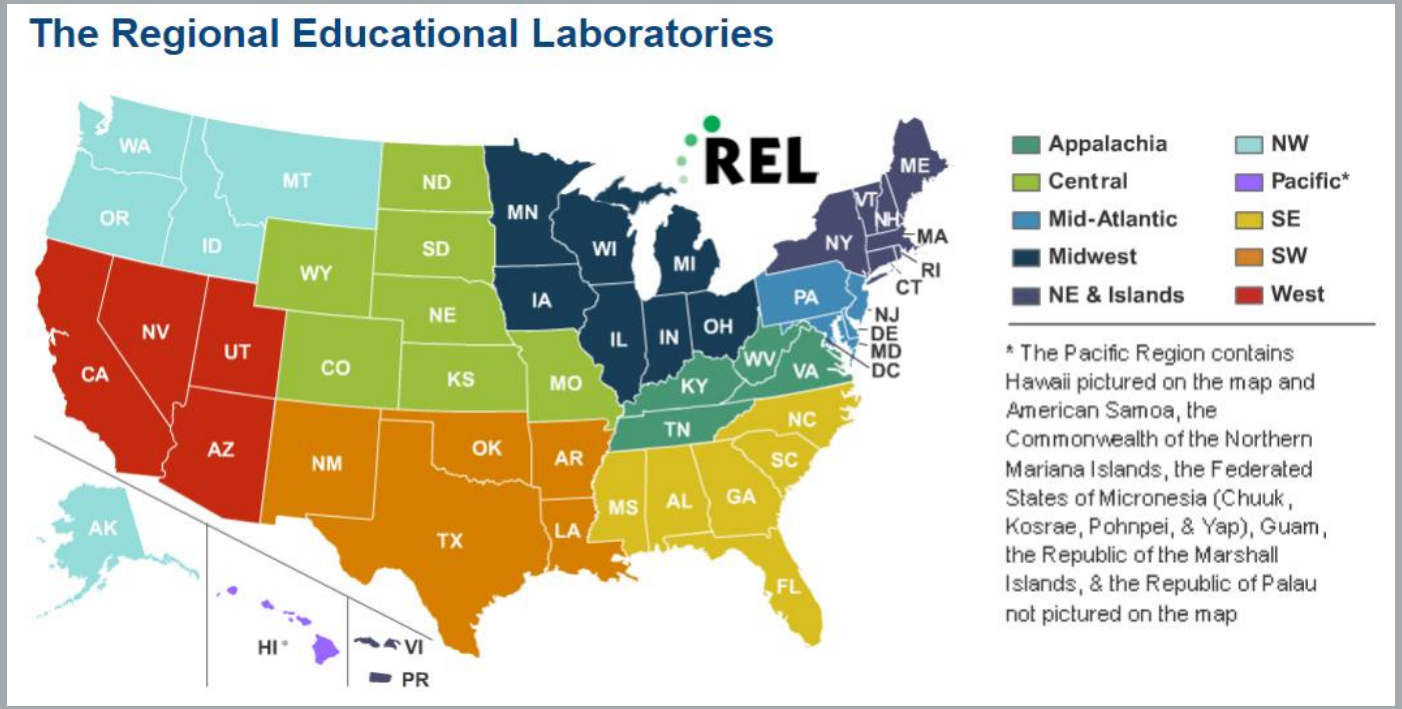
Jaunelle Pratt-Williams
SRI International

Meet your presenters

Jessica Mislevy, Ph.D.,
REL Appalachia @ SRI International (REL AP)

Jaunelle Pratt-Williams, Ph.D.,
REL Appalachia @ SRI International

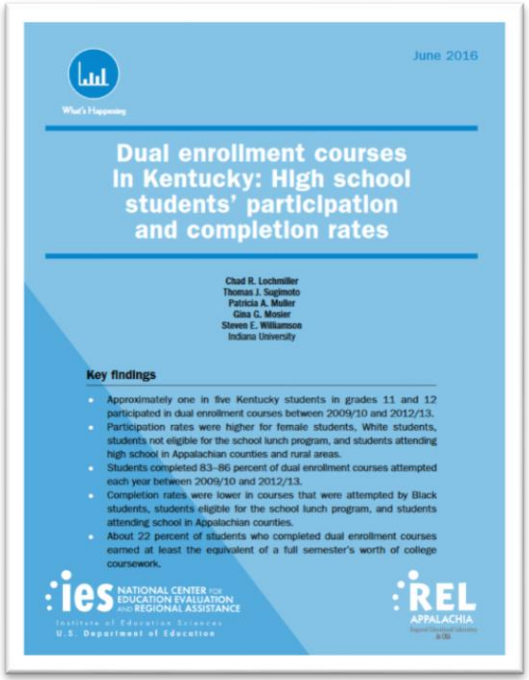
Introduction to REL Appalachia and our virtual learning work with VDOE



The 10 Regional Educational Laboratories (RELs) work in partnership with stakeholders to conduct applied research and training. The REL mission is to support a more evidence-based education system.

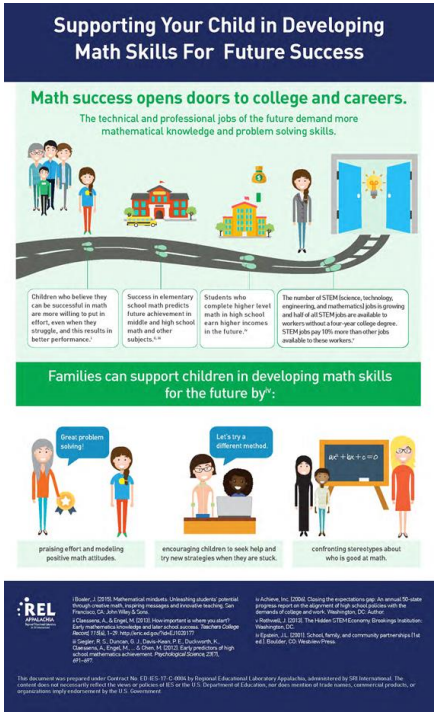
Administered by the U.S. Department of Education, Institute of Education Sciences (IES)

Applied Research



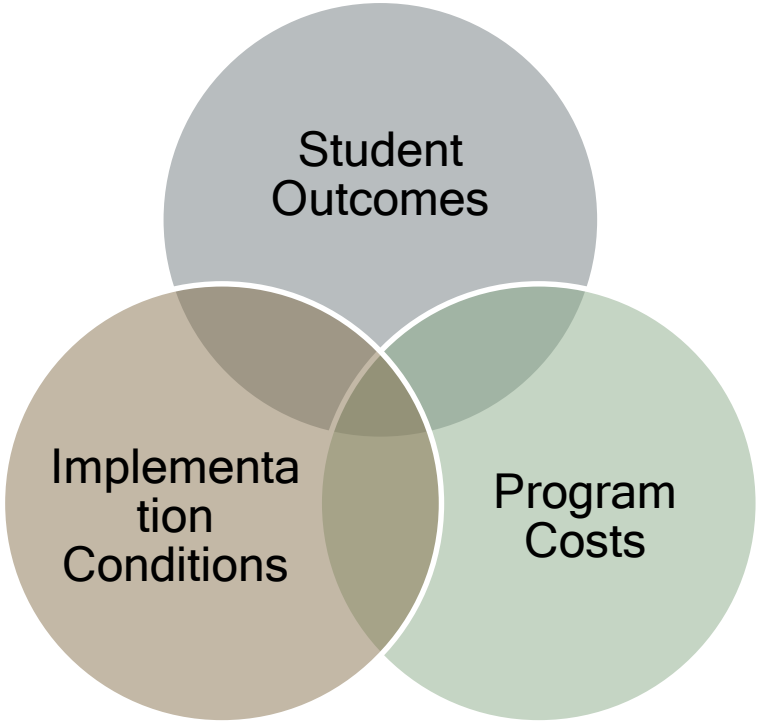
Training, Coaching, and Technical Support

Dissemination



REL AP's virtual learning support activities

- Providing VDOE with in-depth coaching and consultation to codesign a comprehensive plan to evaluate the **implementation**, **outcomes**, and **costs** of virtual learning programs and initiatives, including Virtual Virginia (VVA) and GoOpenVA.
- Conducting a secondary analysis to compare the academic achievement of students in VVA courses with that of their peers in face-to-face courses.



Goals for the VDOE/REL AP cost analysis collaboration

- Build VDOE staff capacity to conduct cost analyses for online learning programs.
- Develop a cost feasibility methodology that the VDOE can implement.
- Better understand the local resources needed to implement online learning programs like VVA.

Cost feasibility analysis for virtual learning programs

What is a cost analysis?

- A cost analysis is an economic evaluation of resources.
- There are four types of cost analysis.
  1. Cost-feasibility
  2. Cost-effectiveness
  3. Cost-benefit (also referred to as benefit-cost)
  4. Cost-utility
- Each type of analysis uses the same initial approach to assess the resource costs but answers different questions.
- This initial approach entails calculating the cost of resources, which includes personnel, facilities, materials, and any other items necessary for implementation, using the **ingredients method**.

Questions cost analysis can answer

Cost analysis type	Cost questions this type of analysis answers
Cost-feasibility	Are there adequate resources to implement a new policy or program or scale up an existing one?
Cost-effectiveness	Which of several policies or programs produce the desired outcome for the lowest cost? or Which maximizes the desired outcome for a given cost?
Cost-benefit	Are the economic benefits of a policy or program greater than the costs?
Cost-utility	Is the usefulness of a policy or program valued by stakeholders compared with the costs?

The ingredients method

A detailed list of all the resources needed to initiate and carry out a program or intervention

Let’s use a brownies recipe as an example …

Levin, H. M., McEwan, P. J., Belfield, C. R., Bowden, A. B., & Shand, R. D. (2017). Economic evaluation in education: Cost-effectiveness and benefit-cost analysis (3rd ed.). Thousand Oaks, CA: Sage.

Costing with the ingredients method

- Itemizes resources needed for program replication.
- Makes an effort to understand value of resources regardless of price.
- Is inclusive of all payers (or is explicit about particular purchasers).
- Relies on budgets as one but not the only data source.
- Provides techniques for spreading out cost of investments over the life of the program.

Stages of a cost-feasibility analysis

Cost Analysis Stage	Stage 1. Planning	Stage 2. Data Collection	Stage 3. Cost Estimation and Iteration	Stage 4. Determining Feasibility
Key Activities	☐ Identify resources associated with implementing the online program ☐ Enter the list of resources in the CFA estimator ☐ Pre-populate any data (quantity, value, or time) in the CFA estimator available via existing sources/ documents ☐ Identify the study population or sample	☐ Schedule and conduct interviews ☐ Iteratively update the CFA estimator with data (quantity, value, or time) as new information is learned ☐ Conduct additional interviews if needed	☐ Use the CFA estimator to calculate the estimated costs of the resources required for online program implementation ☐ Adjust cost assumptions to explore costs under different implementation scenarios ☐ Conduct additional interviews, if needed	☐ Determine the feasibility of online program based on scenarios ☐ Seek additional resources, adjust the implementation model, or explore other program alternatives if costs exceed available resources
Estimated Time	2 to 6 weeks	4 to 12 weeks	2 to 8 weeks	1 to 4 weeks
Corresponding CFA Toolkit Resources	• User's Guide • Resource List	• User's Guide • Interview Protocols • CFA Estimator	• User's Guide • CFA Estimator	• User's Guide

Orientation to the Cost Feasibility Analysis (Virginia CFA) Toolkit

Virginia CFA Toolkit Components

- The Virginia CFA toolkit has four main components:
  - **User's guide**: detailed guide on how to use each component of the Virginia CFA toolkit.
  - **Resource list**: detailed list of the potential resources needed to implement an online learning program and to maintain it annually.
  - **Interview protocols**: guides for conversations with school division staff.
  - **CFA estimator**: data-collection tool designed using Microsoft Excel.
- Each component of the Virginia CFA toolkit helps facilitate one or more stages of a cost-feasibility analysis.

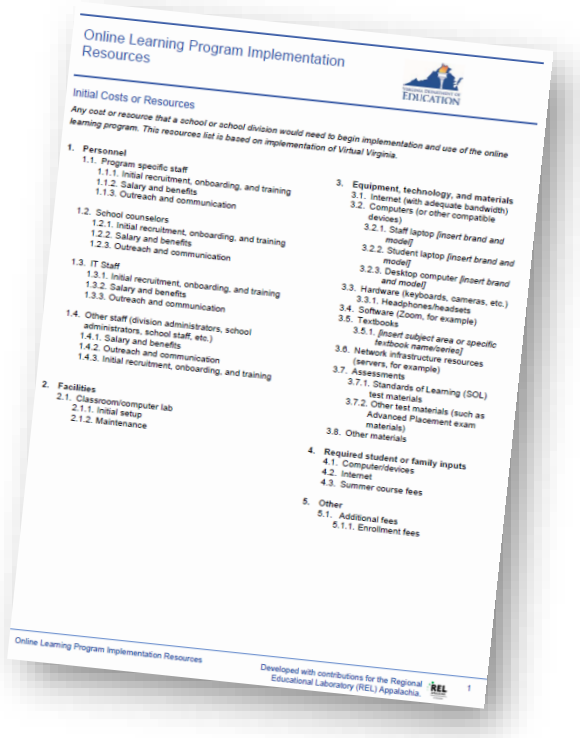
User's guide

- Detailed guide on how to use each component of the Virginia CFA toolkit.

Cost Analysis Stage	Stage 1. Planning	Stage 2. Data Collection	Stage 3. Cost Estimation and Iteration	Stage 4. Determining Feasibility

Resource list

- Detailed list of the potential resources needed to implement an online learning program and to maintain it annually.



Online Learning Program Implementation Resources

Initial Costs or Resources

Any cost or resource that a school or school division would need to begin implementation and use of the online learning program. This resources list is based on implementation of Virtual Virginia.

1. Personnel
   - 1.1. Program specific staff
     - 1.1.1. Initial recruitment, onboarding, and training
     - 1.1.2. Salary and benefits
     - 1.1.3. Outreach and communication
   - 1.2. School counselors
     - 1.2.1. Initial recruitment, onboarding, and training
     - 1.2.2. Salary and benefits
     - 1.2.3. Outreach and communication
   - 1.3. IT Staff
     - 1.3.1. Initial recruitment, onboarding, and training
     - 1.3.2. Salary and benefits
     - 1.3.3. Outreach and communication
   - 1.4. Other staff (division administrators, school administrators, school staff, etc.)
     - 1.4.1. Salary and benefits
     - 1.4.2. Outreach and communication
     - 1.4.3. Initial recruitment, onboarding, and training
2. Facilities
   - 2.1. Classroom/computer lab
     - 2.1.1. Initial setup
     - 2.1.2. Maintenance
3. Equipment, technology, and materials
   - 3.1. Internet (with adequate bandwidth)
   - 3.2. Computers (or other compatible devices)
     - 3.2.1. Staff laptop *[insert brand and model]*
     - 3.2.2. Student laptop *[insert brand and model]*
     - 3.2.3. Desktop computer *[insert brand and model]*
   - 3.3. Hardware (keyboards, cameras, etc.)
     - 3.3.1. Headphones/headsets
   - 3.4. Software (Zoom, for example)
   - 3.5. Textbooks
     - 3.5.1. *[insert subject area or specific textbook name/series]*
   - 3.6. Network infrastructure resources (servers, for example)
   - 3.7. Assessments
     - 3.7.1. Standards of Learning (SOL) test materials
     - 3.7.2. Other test materials (such as Advanced Placement exam materials)
   - 3.8. Other materials
4. Required student or family inputs
   - 4.1. Computer/devices
   - 4.2. Internet
   - 4.3. Summer course fees
5. Other
   - 5.1. Additional fees
     - 5.1.1. Enrollment fees

Online Learning Program Implementation Resources

Developed with contributions for the Regional Educational Laboratory (REL) Appalachia.

1

Cost Analysis Stage	Stage 1. Planning	Stage 2. Data Collection	Stage 3. Cost Estimation and Iteration	Stage 4. Determining Feasibility

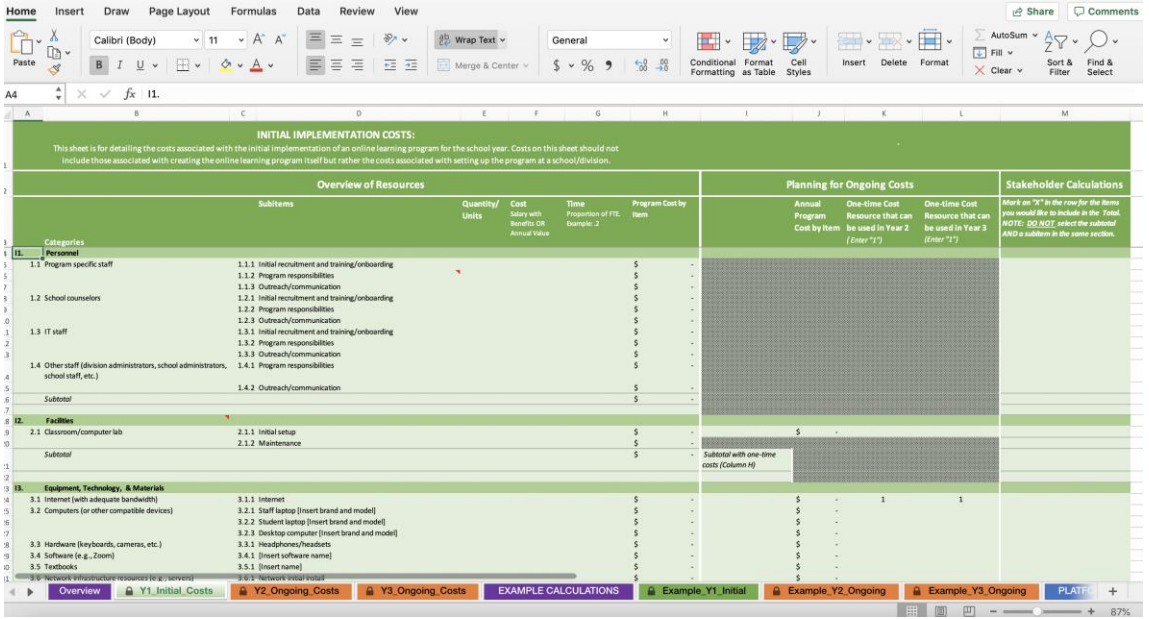
Interview protocols

- Guides for conversations with selected school division staff to understand time and resources required to implement a program.

Cost Analysis Stage	Stage 1. Planning	Stage 2. Data Collection	Stage 3. Cost Estimation and Iteration	Stage 4. Determining Feasibility

CFA estimator

- Microsoft Excel data-collection tool designed to estimate the cost of resources to implement and maintain an online learning program.



Cost Analysis Stage	Stage 1. Planning	Stage 2. Data Collection	Stage 3. Cost Estimation and Iteration	Stage 4. Determining Feasibility

Virginia CFA Toolkit's user-friendly design

All analysis documents are in Microsoft Office formats (MS Word or MS Excel) to:

- Promote ease of sharing with leaders and educators in Virginia.
- Allow for changes and modifications to the format or to the content.

The User's Guide:

- Uses language that is approachable for a range of audiences, with clear explanations of technical elements.
- Allows users to navigate to the sections they need via page jump links.

The goal is to enable a broad range of users to conduct the cost-feasibility, even those who are not familiar with cost analysis.

Potential applications for the Virginia CFA Toolkit

VDOE and **Virginia schools/school divisions** could use the toolkit to:

Assess the costs and cost feasibility of **supplemental online programs**, such as VVA or Multidivision Online Provider Programs (MOPs)…

Assess the costs and cost feasibility of **other types of virtual learning programs**, such as fully-online schools...

Assess the costs and cost feasibility of **other types of programs beyond virtual learning**...

As is/with little modification.

With some modification.

With further modification.

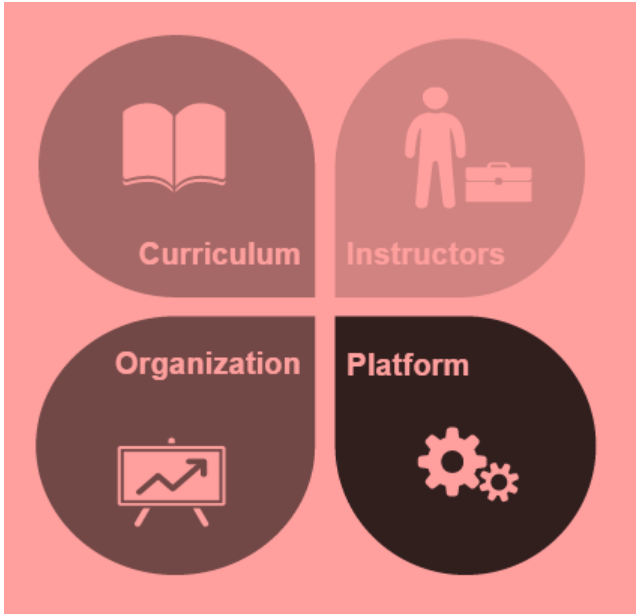
Why a MOP Program?

- As specified in § 22.1-212.24.A & B, the Superintendent of Public Instruction will develop, and the Board of Education will approve, the criteria for approving multidivision online providers, including those specified in these sections.

What is a MOP?

- A Multidivision Online Provider (MOP) is a local school board or a private or nonprofit organization that provides online courses or programs to students in multiple public school divisions in Virginia.

MOP Application Criteria



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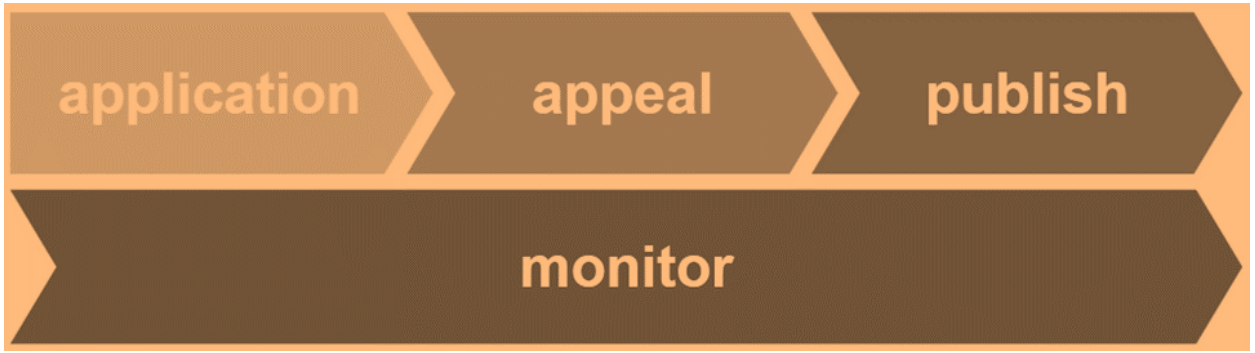
Annual MOP Processes



Current MOP Information

- 19 active MOPs
- 146 courses submitted
- 51 SOL, 28 CTE, & 67 electives
- 118 approved, 28 in approval process

Automation & Streamlining Efforts

- Updated and simplified MOP related websites and documents
- Created spreadsheet templates for course submissions
- Incorporated phone interview questions into the annual Monitoring report
- Streamlined and automated renewal process

MOP Renewal

- Automation
- Questionnaire & Monitoring Report
- 12 MOPs renewed
- Courses
- Alignment with SOL, new competencies
- 3-year cycle

#GoOpenVA: An Introduction

Jean Weller

Virginia Department of Education

2/27/2020

VLAC

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#GoOpenVA

A cloud-based platform built exclusively for Virginia educators allows for *creation*, *distribution* and *collaboration* of OER (openly-licensed education resources).

—Digital resources for deeper learning

—Equitable distribution

—Collaborative community

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What are OER?

- Free
- Generally digital (*much can be printed locally, as needed*)
- Copyright licensing is key
  - Provides permissions upfront
  - Removes burden from teachers
  - Encourages sharing and remixing

Not just a repository

#GoOpenVA

GoOpenVA is a repository of openly-licensed educational resources

BUT

it is also a community of people who create, curate, and share.

THIS is it's most important role in supporting equity, deeper learning, and student-focused education

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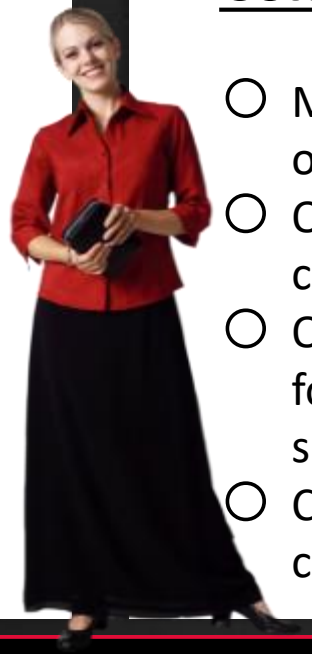
Designed for Teachers

Digital Resources

- Address components of deeper learning
- Support personalized learning
- Search engine uses several fields to help teachers find the most helpful resources, including drop-down menus for Virginia SOL



Community

- Multiple ways to participate based on YOUR passions and needs
- Openly-licensed materials lead to creative remixing
- Open Author is built-in; easy tool for creation, with lots of help and support
- Communication tools for collaborating

Deeper Learning Support

- Virginia is for Learners: focus on K-12 education is to ensure that every student is ready to succeed when they graduate
- 5 C's
  - Critical thinking
  - Creative thinking
  - Collaboration
  - Communication
  - Citizenship
- Support for teachers implementing personalized learning
  - materials that fit the needs of many different students at different times and in different ways
  - flexibility that is not available with most traditional classroom materials

#GoOpenVA and OER

- #GoOpenVA is one component of a coordinated system for providing digital learning materials and opportunities for Virginia's students.
- #GoOpenVA role is to provide the creative space where educators in all areas of the state can share and develop resources.

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How do resources get to #GoOpenVA?

- Initial and continued sharing from other repositories
- Teachers and Educator teams adding original resources they have created or remixed
- Teachers and Educator teams adding curated resources links from around the Web

#Go Open VA Open Educational Resources (OER) Initiative

WE'RE JUST GETTING STARTED!

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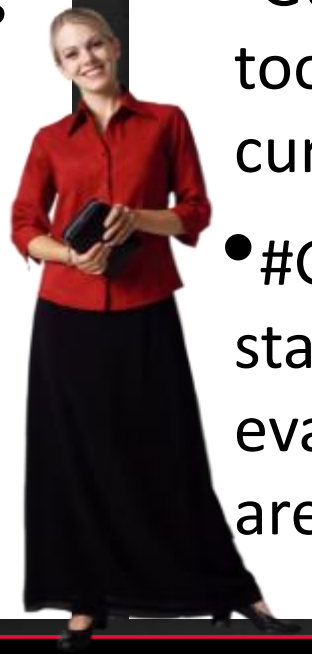
Who vettes the resources? Everyone!

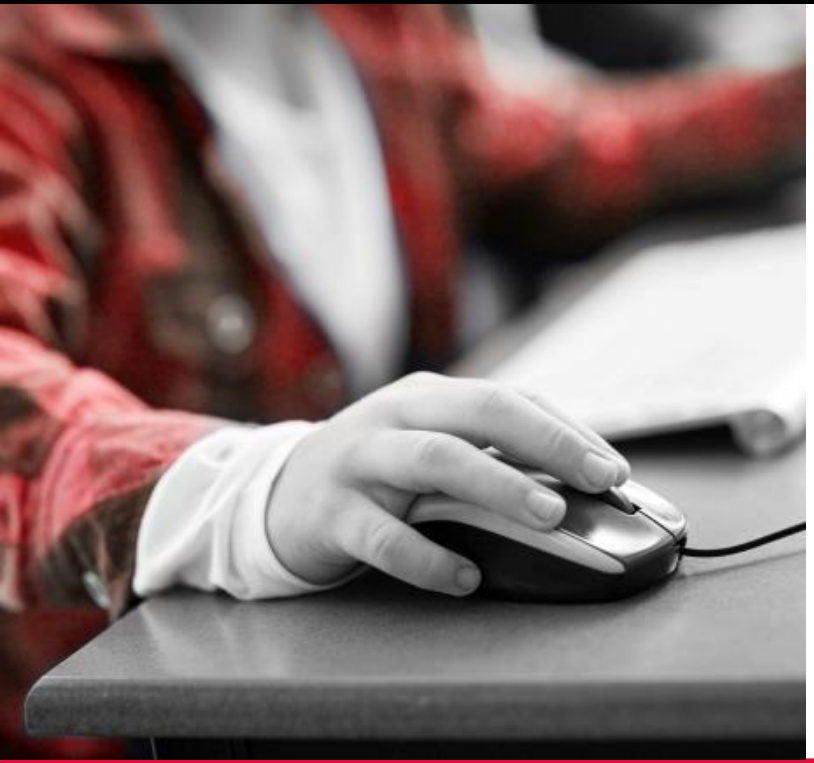
- Levels of initial vetting
  - ✓ School Divisions
  - ✓ Educator teams
  - ✓ Individuals



- Guidelines and other tools help creators and curators to self-evaluate
- #GoOpenVA includes star rating system, evaluation rubrics, and areas to add comments

#GoOpenVA Website

#GoOpenVA Contact Information



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#VAis4Learners #EdEquityVA

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Summary

- Questions
- Discussion
- Establish next meeting date

Thank you for your work on this advisory committee

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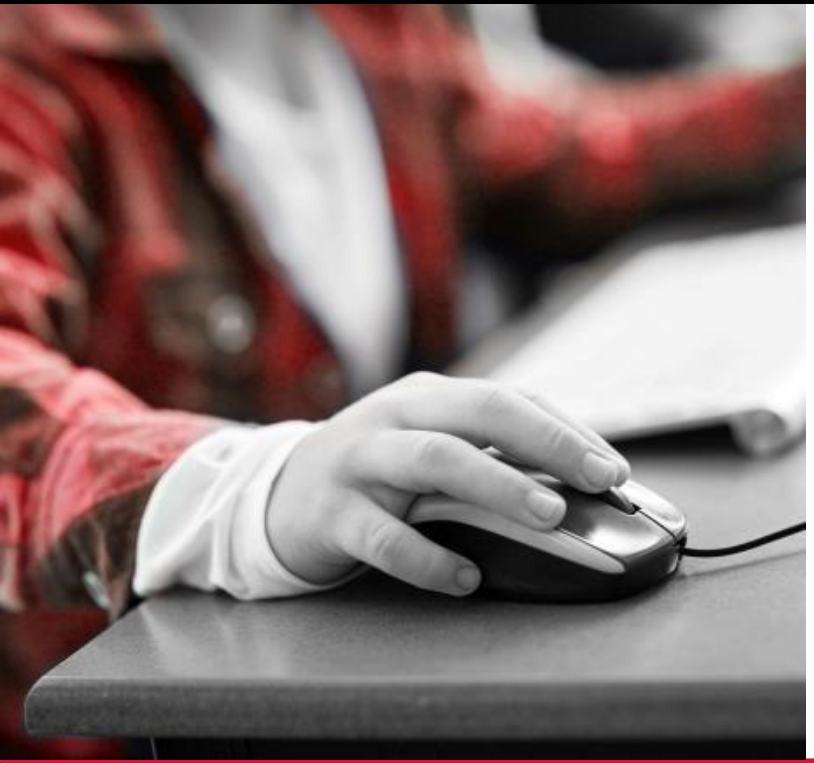
Contact Information



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