**APPLICATION FOR APPROVAL AS A MULTIDIVISION ONLINE PROVIDER**

*(This page of the application is to be printed, completed, signed, scanned, and submitted as a PDF document.)*

# Part I. Applicant Affidavit

Applicant: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Primary Contact Person: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_City/State/Zip: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Telephone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Fax:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-Mail Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Web Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Certification:**

The applicant acknowledges that federal and state laws and regulations prohibit certain forms of discrimination. The applicant further acknowledges that, by entering into a contract with a local school division for the provision of services, the applicant may become subject to such laws or regulations, either directly through the application of such laws or regulations to itself, or in the provision of services under the contract with the local school division.

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, certify that the information contained in, and attached to, this application is true and correct to the best of my knowledge and that the multidivision online provider program conforms to the provisions of the *Code of Virginia* *§ 22.1-212.23* through *22.1-212.27*. If changes occur in the operation or ownership of the program, I further certify that I will notify the Virginia Department of Education prior to or immediately following such changes. I understand that providing false, misleading, or incomplete information or failing to notify the Department of changes as they occur may result in the removal of the entity from the list of approved multidivision online providers as provided for in the above-referenced *Code*.

Signature of Authorized Official/Date

Title

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# Part II. Program Profile

The Application: Program Profile addresses the following section in the *Code of Virginia.*

*As specified in § 22.1-212.25, the Virginia Department of Education will develop and maintain a Web site that provides objective information for students, parents, and educators regarding online courses and virtual programs offered through local school boards by approved multidivision online providers. Some of this information must be provided by multidivision online providers as a condition of maintaining Board approval.*

Please respond to each of the following, limiting the number of characters when noted:

1. Type of program:

Full-time

Supplemental

Fully-online

Blended (online instruction by a teacher in a different physical location from the student but with local mentors)

Computer-based instruction

Other (please describe below)

1. URL for provider’s Web site where contact information for division personnel, parents, and students may be found:

1. URL for provider’s Web page that will list Virginia-approved courses with links to each course’s syllabus:

1. Grade levels served:

Kindergarten

First Grade

Second Grade

Third Grade

Fourth Grade

Fifth Grade

Sixth Grade

Seventh Grade

Eighth Grade

Ninth Grade

Tenth Grade

Eleventh Grade

Twelfth Grade

1. Target population:

Full-time

Credit recovery

Expanded options

Advanced Placement

Other (please describe below)

1. Capacity of the program in terms of the number of full-time equivalent students that can be served each year:

0.00

1. URL for provider’s Web page that provides information about enrollment schedule and course calendar, including course withdrawal dates, cohort information, and grading periods:

1. The learning management system used, including Shareable Content Object Reference Model (SCORM) compliance (300 characters):

1. Third-party providers used and their interactions with stakeholders, including how this interaction is monitored (300 characters):

1. Instructional model used in courses (600 characters):

1. Technology infrastructure model used to deliver and support courses (300 characters):

1. In general, online teacher qualifications, including academic credentials, licensure, certifications, experience, and the teacher review process (600 characters):

1. Average teacher load by subject area or grade-level range:

1. In general, type and frequency of synchronous and asynchronous methods of student-teacher interaction, including the monitoring process (300 characters):

1. Average teacher availability (hours of support) for students and parents, including communication methods (300 characters):

1. Technical support availability for students, parents, and school personnel and methods for providing timely support (300 characters):

1. How student progress is monitored and reported, including verification of authenticity of student work (300 characters):

1. Course completion rates and graduation rates, where applicable (300 characters):

1. Information on student test scores, including Virginia’s Standards of Learning assessment outcomes; English language proficiency; the SAT, ACT, and Advanced Placement test outcomes; and outcomes on other standardized assessments as applicable (600 characters):

1. Specific special education supports and services for students with disabilities who have an individualized education program (IEP) or a 504 Plan (600 characters):

1. Information on support services, including career explanation and counseling, academic advising and placement, assistance for students with limited English proficiency, mental health and social services, gifted education, high school/college dual-enrollment credits, etc. (600 characters):

1. Information on Internet safety policies, procedures, and monitoring (600 characters):

1. Information on disaster recovery plans and strategies for addressing short- and long-term service interruptions (300 characters):

1. Program experience in providing online or virtual instruction programs (300 characters):

# Part III. Program Requirements

The Application: Program Requirements addresses the following sections of the *Code of Virginia*.

*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 and application process for approving multidivision online providers, including those specified in these sections. Per § 22.1-212.26.A & B, teachers and administrators for multidivision online providers must meet specified requirements.*

Please indicate whether your virtual instruction program meets these requirements by checking the appropriate box. Applications must provide documentation to support responses for each question. An application without the requested documentation will not be considered for approval.

This application is a

new submission

resubmission (previously denied)

resubmission (third year monitoring submission)

resubmission (expanding or revising scope of services)

## Accreditation

The multidivision online provider’s program is accredited by one of the following accrediting agencies:

*(Please check one of the agencies listed below and attach accreditation certificate with dates of validity.)*

Cognia (formerly AdvancEd)

Middle States Association of Colleges and Schools Commission on Elementary Schools and Commission on Secondary Schools

New England Association of Schools and Colleges (NEASC)

Northwest Accreditation Commission (NWAC) (formerly Northwest Association of Accredited Schools)

Western Association of Schools and Colleges (WASC)

Virginia Council for Private Education (VCPE)

Note: School divisions operating as multidivision online providers may be deemed as meeting accreditation requirements if a majority of its schools are fully accredited by the Virginia Board of Education.

## Organizational Stability

The multidivision online provider has an effective and stable organizational management structure. The multidivision online provider is financially solvent. The legal status of the online program is clear with no ambiguities in ownership, control, or responsibility.

*Please provide written documentation to support provider compliance:*

* *Independent audit findings or other financial information that document financial stability from the previous three years, if available*

*Please enter filenames for documents submitted:*

## Staffing

1. All teachers hired by the multidivision online provider who provide instruction to students meet the requirements set forth in section *§ 22.1-296.1* and *22.1-296.2* of the *Code of Virginia* and will be highly qualified, licensed by the Virginia Board of Education, and endorsed in their course content area.

*Please include evidence to support provider compliance:*

* *Evidence that the multidivision online provider will hire only highly qualified teachers licensed by the Virginia Board of Education and endorsed in the content area they will teach*
* *An electronic listing of all teachers; teacher license number; and dates of background, fingerprint, and convictions check, to be updated immediately as new teachers are hired. No course will be approved to be offered until a teacher has been hired.*
* *Willingness and ability to provide other staff records to the Virginia Department of Education with the information necessary to verify compliance for maintaining approval*

*Please enter filenames for documents submitted:*

1. All administrators hired by the multidivision online provider meet the requirements set forth in section *§ 22.1-212.26.B* of the *Code of Virginia*. The *Code of Virginia* states: “The administrator of a virtual school program must hold an advanced degree from a regionally accredited institution of higher education with educational and work experience in administering education programs.”

*Please include evidence to support provider compliance:*

* *Qualifications required by the provider for administrators*

*Please enter filenames for documents submitted:*

1. Provide at least one FTE teacher at a reasonable ratio to students based on grade and subject being taught, but not exceeding 150 students per FTE teacher.

*Please include evidence to support provider compliance:*

* *A statement regarding student/teacher ratios that will not be exceeded, listed by course, and a rationale supporting the established ratio.*

*Please enter filenames for documents submitted:*

## Data

1. Multidivision online providers must provide data to each division in which students are enrolled for the purposes of monitoring student participation and progress to ensure that students meet division participation requirements and make progress toward successful completion of the course. Data and data management meet state and federal reporting requirements.

*Please include evidence to support provider compliance including the following:*

* + *Written policies and procedures for recording, monitoring, and reporting student participation and progress*
  + *Written grading and reporting policies*
  + *Ability to deliver data to meet state and federal requirements*
  + *Ability to transmit data electronically to each division*

*Please enter filenames for documents submitted:*

1. Multidivision online providers must provide data to the Virginia Department of Education for the purposes of reporting information to the Governor and the General Assembly regarding multidivision online learning during the previous school year.

*Please include evidence that the following data are collected and, where applicable, can be reported in a format consistent with the requirements of the Virginia Department of Education’s data collection:*

* + *Parental satisfaction*
  + *Activities and outcomes of course and provider approval reviews. This may include how course satisfaction and approval of the provider’s services by the contracting division are conducted and how the results will be shared with the Virginia Department of Education*

*Please enter filenames for documents submitted:*

## Accountability

1. The pupil performance standards for online courses or virtual school programs meet or exceed any applicable Virginia Board of Education Standards of Accreditation. Any educational objectives and assessments used to measure pupil progress toward achieving pupil performance standards are in accordance with the Board’s Standards of Accreditation and all applicable state and federal laws.

*Please provide written documentation to support provider compliance:*

* *Evidence that the multidivision online provider has the ability to work with divisions to meet the applicable Virginia Board of Education Standards of Accreditation, and all applicable state and federal laws*

*Please enter filenames for documents submitted:*

1. The content of each online course is rigorous and meets or exceeds the content of courses taught in traditional school environments. Standards meet or exceed the Virginia Standards of Learning and the Standards of Accreditation.

*Please provide written documentation to support provider compliance:*

* *The complete list of courses to be offered in Virginia, including a URL for the course directory which includes an online syllabus for each course*
* *Correlation using the online template provided by VDOE for all courses being offered to Virginia students, indicating what Virginia Standards of Learning are met by each course and describing where each course might exceed Virginia’s Standards of Learning*
* *Written policies and procedures related to supporting state achievement testing*

*Please enter filenames for documents submitted:*

## Curriculum and Instruction

1. Curriculum and instruction reflect both scientifically based research and best practices for online courses.

*Please provide written documentation to support provider compliance:*

* *Descriptions of basis for curriculum used and/or developed*
* *Descriptions of basis for instructional methodologies used*

*Please enter filenames for documents submitted:*

1. Differentiation in content, delivery of content, and assessments meets the needs of a variety of learners.

*Please provide written documentation to support provider compliance:*

* *Description of means used to differentiate course content*
* *Description of how delivery of content is differentiated for different learners*
* *Description of various assessments used throughout the course*

*Please enter filenames for documents submitted:*

1. Students with special needs, including students with disabilities, students with limited English proficiency, students with financial limitations, students from traditionally underrepresented groups, and others, are not excluded from participating in courses provided by the multidivision online provider. The provider must comply with all state and federal regulations specific to students with disabilities and work with the division to ensure student individualized education programs (IEP) are implemented.

*Please provide written documentation to support provider compliance:*

* *Evidence that no students are excluded based on special needs*
* *Evidence that materials used in courses are in accessible digital formats for use by assistive technology devices or programs and that content is SCORM compliant*
* *Evidence that the multidivision online provider has the ability to work with LEA to meet the applicable state and federal regulations specific to students with disabilities and to implement specific student IEP*

*Please enter filenames for documents submitted:*

## Technology

1. The system used to support course delivery and management is effective and reliable.

*Please provide written documentation to support provider compliance:*

* *Description of the chosen course delivery and management system*
* *Statistical information on system availability, downtime, and back-up procedures*

*Please enter filenames for documents submitted:*

1. Technical support is consistently available on a timely basis for students, parents, and school divisions.

*Please provide written documentation to support provider compliance:*

* *Description of technical support mechanisms in place*

*Please enter filenames for documents submitted:*

**Upon request, the applicant will provide course access to the Virginia Department of Education during the review phase of the application process.**

# Part IV. Program Description

The Application: Program Description addresses the following sections of the *Code of Virginia*.

*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 and application process for approving multidivision online providers, including those specified in these sections. Per § 22.1-212.26.A & B, teachers and administrators for multidivision online providers must meet specified requirements.*

The following information will assist the Virginia Department of Education evaluation team using the rubric in Appendix A to determine the quality of the provided services. These responses will be used while reviewing the program. Please provide a narrative response not to exceed the specified character limits. Include prior experience, if applicable (for the initial application only, such experience may reflect that from comparable states if not currently a provider in Virginia). For organizations which have not provided online courses before, and for the initial application only, descriptions of policies, procedures and descriptions of the program’s technical capabilities to meet the requirements will be considered.

## Organizational Strengths (5,000 characters)

Provide information about the leadership, organizational, and management structure of the multidivision online provider, including:

* Mission statement
* Functions, organization, responsibilities, and membership of the governance organization
* Stability of management structures
* Tenor of relationships between all levels in the organization

## Teacher and Administrator Quality (5,000 characters)

Provide information on teacher quality within the virtual program, indicating the proficiency of teachers—including descriptions of measures—in the following areas:

* Content area knowledge
* Multimedia applications and tools
* Developmentally appropriate software
* Assessment
* Internet safety policies

This should also include professional development requirements and teacher evaluation procedures.

Descriptive information should include the following data. No course will be approved to be offered until a teacher has been hired.

* Total number of teachers
* Number and percentage of teachers with advanced degrees
* Average and range of years of teaching experience
* Average and range of years of online teaching experience
* Number and percentage of highly qualified teachers
* Percentage of National Board Certified teachers
* Teacher/staff turnover rates

Provide information about administrator quality within the virtual school program, including information about:

* Requirements for previous experience with administering educational programs
* Number of teachers supervised
* Ongoing professional development requirements

## Data Management (5,000 characters)

Provide information about the use of data for management and instruction and how data is protected:

* How data integrity is managed
* Data security policy and implementation plan, as well as verification that data management and reporting practices are in compliance with federal and state privacy laws, including the Family Educational Rights and Privacy Act (FERPA) and Virginia’s Government Data Dissemination and Practices Act, known as the Privacy Act

Include information on the following:

* Protection from security threats such as viruses and hackers
* Reporting and data transmission policies and measures to ensure compliance with state and federal privacy laws

## Provider Accountability (5,000 characters)

Provide information documenting student assessment and program accountability (for the initial application only, this may include examples from comparable states if currently not a provider in Virginia)—including the ability to provide electronic data to the Virginia Department of Education, school divisions, and other stakeholders—and how the following are tracked:

* Student participation rates in the Virginia Standards of Learning tests, early literacy assessments, or other types of standardized tests, including the names and types of assessments, grade levels, and participation rates
* Student, school, and program performance results, including nationally recognized standardized test results; Standards of Learning assessments; results from end-of-course exams; college entrance and readiness exams, including the SAT, ACT, and Advanced Placement tests, where applicable; rates of promotion to the next grade; high school graduation rates; postsecondary enrollment rates and the need for remediation/developmental coursework upon enrollment in postsecondary education programs; professional licenses and credentials earned; successful completion rates; student mobility rates; and dropout rates
* Summary data on noncompleters or dropouts related to the timing of and primary reasons for withdrawal

## Curriculum and Instruction (10,000 characters)

Provide information documenting your curriculum’s design and effectiveness. Include the following:

* Source or origin of your course content
* Strengths of teaching pedagogy followed and supported
* Basis for and frequency of revisions
* Progress monitoring used to frequently assess students’ growth toward meeting specific learning objectives with a description of how students who are not meeting objectives receive additional assistance
* How course requirements and expectations are communicated to parents, students, and other stakeholders
* What type of orientation and other supporting services for students are provided
* Equity-related policies and practices for providing access to students with disabilities, students with limited English proficiency, traditionally underrepresented students, and students with financial and other constraints (see the [Americans with Disabilities Act](http://www.ada.gov/) and the Individuals with [Disabilities Education Act](http://idea.ed.gov/))
* Steps taken to ensure content is SCORM compliant and in accessible digital formats
* Protection from online bullies and potential predators
* Resources to promote Internet safety and positive digital citizenship

## Technology Infrastructure, System Performance, and Technical Support (5,000 characters)

Describe the technology infrastructure that supports the delivery of online courses, including the following:

* Technical requirements for end users
* Alternative means of delivery for content if the system is down

Describe the overall system performance of the learning management system, including the following:

* Off-site back-up frequency for student data and other critical information

Describe the technical support for students, parents, and staff, including the following:

* Training provided for mentors and/or parents, if course is blended
* Types of technical assistance provided
* Hours/days technical support is available and how support can be accessed
* Staffing levels for technical support
* Average response time
* Typical procedures for students when encountering problems

## Other Indicators of Program Success (2,500 characters)

Describe any additional support for the program, such as the following:

* A summary of stakeholder satisfaction survey results with links or an address to obtain copies of the complete survey results
* Awards, recognitions, testimonials, etc.