

MINUTES  
**TECHNOLOGY TASK FORCE**  
**Online Learning Implementation Subcommittee**

**DATE:** October 11, 2011  
**TIME:** 8:30 AM  
**PLACE:** EW 42

**MEMBERS:** Chairman Andy Grover, Vice-Chair Aaron McKinnon, Spencer Barzee, Cliff Green, Mike Caldwell, Brad Patzer, Maria Nate, Penni Cyr

The Committee was called to order at 8:34 a.m.

The Committee discussed possible RFI questions. The question categories included: course content, pricing, course quality, instructor quality, assessment and roles of principals (see attached).

The Committee discussed concerns on stratifying price on statewide contract. Basing price on enrollment may be unfair to smaller districts that do not have large enrollment numbers.

**MOTION:** Cliff Green moved that the SDE and Purchasing Department create an RFI to be sent to Committee for review; **motion carried on voice vote.**

Jason Hancock, SDE, stated that an RFI draft would be sent to the Committee for review, with the hopes of disseminating to the public/vendors by next week. The results will be discussed during the November meeting.

Today's list of questions will be compiled, organized and disseminated to the Committee.

**MOTION:** Mr. Green requested that the SDE and Purchasing Department begin working on an RFP for online courses. Mike Caldwell clarified that this work would begin after the meeting in November when RFI results were discussed; **motion carried on voice vote.**

The Committee discussed overload courses. It was reiterated that statute and current practice transfers cost of overload courses to parents. Idaho statute requires that fractional ADA be used for the more expensive course, with parents paying the lower cost course.

Brad Patzer wished to go on record as stating that this is cost prohibitive to parents of students who want to accelerate their learning but cannot afford to do so.

The Committee discussed vendor contracts. Since local districts retain control, it may be difficult for a sample template to be sent out by the SDE. It was recommended that the Superintendent's Network be utilized to send out such sample contracts in order to help districts create their own vendor contracts.

**MOTION:** Mr. Green moved to make no changes to Idaho statute regarding overload and summer school credits. Mike Caldwell seconded the motion; **motion carried on voice vote.** Brad Patzer voted nay.

**MOTION:**

Mike Caldwell made an alternative motion that the SDE create a task force to look at funding formulas and the differences between online and brick and mortar funding formulas and review other options. Mr. Hancock stated that the SDE could organize a group since the motion allows for flexibility, but that changes would be ultimately made by the Idaho Legislature. Mr. Green seconded motion; **motion carried on voice vote.**

Regarding a question on overload and accelerated learning, Mr. Hancock stated that it has been suggested to use the enrollment/completion based funding formula that is being recommended for online course providers in brick and mortar schools as well. This would allow students to complete high school in less time if they wish to do so.

There being no further business to come before the Committee, the meeting was adjourned at 10:00 a.m.

## Pricing/Billing

1. The state of Idaho will maintain a portal by which parents will access and choose for their student courses from multiple vendors (preferred service providers). Would it be more beneficial to standardize the price across each PSP? For example a course from PSP X would cost \$50 regardless of whether it was an English course or a health course OR would it be more beneficial to price by content area?
2. The state of Idaho will have XX, XXX students potentially accessing 2 or more online courses over the next four years and ongoing thereafter. The state is desirous of pricing that reflects economies of scale from our PSPs. If pricing were to be stratified at what enrollment levels could the price breaks be set? i.e.: 100- 300 enrollments \$50 per course, 301-500 enrollments \$45, etc.
3. What services could you provide for X amount of students with a budget of dollars per student?
4. If there is a specialized course that would cost more, what would those costs be?
5. Would you be amenable to a pay scale system/tiered pricing structure?
6. Is this the all encompassing cost of this product?
7. Idaho is considering adopting a payment system in which a majority of payment is provided upfront and the minority paid upon successful completion of course, how would you propose doing that?

## Content Quality

1. Given the nature of online instruction, describe how your content meets state standards and provides a rigorous experience for Idaho's students.
2. Does your course meet Common Core Standards for English/Math courses?
3. Does your course meet Quality Matters standards?
4. Does your course meet Idaho Standards?
5. Does your course meet the standards of iNACOL?
6. Are your courses NCAA approved?
7. Which professional organizations do you subscribe to?
8. Given the nature of online instruction and describe how your content will provide a differentiated educational experience for Idaho's students. What are the different delivery methods offered?
9. Describe how your content aligns with the ISAT or Common Core tests as far as sequence and the state of Idaho's testing window.
10. Describe how the PSP will provide ancillary courseware items if required? ie: books, lab equipment, PE equipment.
11. Describe digital assets which support the instructional environment that will be provided with courses. ie: plagiarism software, e-encyclopedias, Elluminate, tutoring, etc.
12. Describe any student support systems which will be provided with courses.
13. Where does your content come from and what makes it good?
14. Do your courses meet the Idaho State Board of Education's definition of an online course?
15. Describe the delivery model of your online courses. Can your courses be delivered on a flexible, individualized student schedule?
16. What is the typical length of time in which it takes a student to finish a semester long course?
17. Are your courses designed to be delivered in a single semester, yearlong, both or other?
18. Do you have courses specifically designed for credit recovery students? Advanced track/honors students? ELL? Special Education?
19. Describe the nature and media types of learning objects contained within a sample set of your courses?
20. What types/how much student participation is required?
21. How do you ensure that teachers are accessible to the students?
22. How does your content address accessibility and universal design for learning?
23. How does the content in your courses accommodate for different learning styles?
24. How does the content in your courses scaffold instruction to reach higher levels of learning in Bloom's taxonomy?
25. Approximately what percentage of the learning takes place directly through student to content interaction?
26. How does your content provide student engagement?

27. How does your content address and teach for 21st century skills such as life and career skills, creativity, collaboration, critical thinking, and communication?
28. How does your content address and teach for 21st century skills such as information, media, and technology skills?
29. Is there any component of synchronous learning, including in person discussion?

### **Assessment**

1. Describe how evaluation of student progress is accomplished in your courses. Include frequency and type of summative and formative tools used.
2. How will the PSP provide data on the following items?
  - a. Yield (retention)
  - b. Historical and Course Completion (awarding of transcript by home district)
  - c. Course Grade
  - d. Communication (meaningful communication between the instructor and student)
3. How do you define completion?
4. Describe testing procedures. What is the weight of a final exam?

### **System**

1. Generally describe how your LMS and how you plan to train students who enroll in at least one class to have a functional use of the system?
2. What requirements are going to be needed by the computing device?
3. What types of district implementation or best practices do you require for your courses?
4. How will your company insure your product can work on any system a student may use to complete their online coursework?
5. What is the type of system requirement for your courses?
  - a. Are the courses web-based?
  - b. Are the courses on-site server based?
  - c. What other requirements are needed to run this course?

### **Instructor Quality**

1. How will the PSP insure that each instructor is certified and highly qualified?
2. What type of professional development is provided to instructors of online content to keep them abreast in changes in the PSP LMS and the industry as a whole?
3. What is your hiring process?
4. How do you monitor/asses your instructors?
5. Does your instructor meet the standards of iNACOL?
6. Are you accredited and by whom?
7. What is the turnaround time for student initiated communication with your teacher?
8. What percentage of teachers is endorsed to teach online?
9. Is your instructional method NCAA approved?
10. Do your courses require regular teacher to student interaction and communication? Is interaction optional for students?
11. How do your instructors elicit peer to peer collaboration? Describe the various ways in which peer to peer collaboration takes place?
12. Do your courses require any real time, synchronous teaching element? If so, what percentage of the instruction takes place synchronously? If not, is synchronous instruction an optional part of your courses?
13. What type of professional development program, certification, and/or pre-requisite training is required of your teachers before they teach in your courses? What type of ongoing professional development is required, if any?
14. How do you monitor and evaluate your online teachers? How often? What criteria are used to measure effective instruction?

15. Given the nature of the classroom environment, how often will your service provide regular feedback to the student and teacher?
16. How does the course accommodate for students that do not have access to the internet during a traditional five day week?
17. How will your course design reflect a clear understand of student needs and incorporate varied learning modalities and multiple levels of mastery?
18. How do you ensure quality instruction takes place? What is your process to support or intervene with a teacher that is performing poorly?
19. Describe the supervision model of your instructors. Are your principal's Idaho certified?

### **Registration**

1. Who has the ability to register a student?
2. Can your system work with the State portal?
3. Regardless of the process used to register for classes provided by your company, how will you ensure the registration information gets to the right entities including the high school counselor of the school the student attends?
4. When will logins be provided to allow access to the course?

### **Tech Support**

1. Describe your support system with local districts implementing online learning.
2. What is your average turnaround time when technical support issues arise?
3. What percentage of your team members reside in Idaho?
4. Describe the progress reporting system to schools for students taking an online course through you?
5. Do you provide tier 1 technical support for students? Tier 2? What hours/days of the week is technical support offered? What method of communication is used for technical support?
6. Is there an orientation/tutorial provided for students new to online learning?

### **Misc**

1. What relationships are currently in place with Idaho colleges and universities?
2. What is the role of parents in your program?
3. What is the role of principals?