Learning Technology Grant (LTG) Year End program report

Year 2: July 1, 2019, to June 30, 2020

Deadline: Submit to ltg2018@nysed.gov no later than October 5, 2020

Date filed: October 5, 2020

Grant Recipient Name: Wayne Finger Lakes BOCES/Edutech

Name and title of person filing report: Mike Morone

1. *Describe with specificity the evidence that you have fully or partially met the goals that were outlined in your proposal. Please provide specific results for each goal that was intended to be met in year 2. This response should be based upon the information in the LTG project plan and program narrative that was submitted as part of your proposal.*

Goal 1: Expand educational opportunities to rural high school students through blended and online learning.

Tasks	Status	Narrative
1. Student enrollment in 27 new courses.	☑ Partially Met	We budgeted for 114 online course enrollments in Year 2. However, we experienced a lack of interest from several districts, with 10 of them dropping out of the grant. However, we added 4 new districts in Year 2. In total, there are 21 districts in our cohort, of which 17 participated in Year 2. A total of 88 students were enrolled in free online STEM courses. Of those 88, a total of 44 completed their courses (50% completion rate). There is some value in the initial exposure to an online course; it serves to help speed the learning curve. However, we wanted to surpass our long-time completion rate of 73%. While the total number of enrollments and the completion rate were below our goal, we did serve 4 districts that were new to our service. We hope to continue working with them.

Evaluation: Additionally, the evaluation team (www.lpbconsulting.org) analyzed coaching log data to glean any insights that may support efforts to retain students. This will be posted as an artifact. Pre and post student survey data were also analyzed by the independent evaluator and a summary of those data, related findings, and recommendations (in an evaluation brief) will also be posted and shared as an artifact.

Participating Districts: https://www.edutech.org/resources/accelerateu-online-learning/ltg-grant
Student Enrollment Year 2
Evaluation Brief – Pre and Post Student Survey Data (Not yet posted)
Evaluation Brief – Analysis of Coaching Log Data (Not yet posted)

Goal 2: Increase the availability of STEM courses in computer science & engineering
Met this goal.

Objective 2.1: Develop 27 additional online courses in computer science and engineering which align with NYS Learning Standard by June 30, 2020.

Tasks	Status	Narrative
EduTech will launch 27 new courses and participating high school students will begin learning these new subjects. Project staff will collect information based on observation of students taking the new courses, student feedback and questions, student completion rates, information from the evaluator to modify the courses in the second year, and relaunch the 27 courses in Phase III in the third year.	☑ Met	We purchased online courses from several leading vendors. Then we have our NYS-certified teachers vet them, improve them, and ensure alignment to standards. We started with 9 courses early Year 1 and increased this to 27 courses in Year 2. These courses represent a great variety of content for learners of all levels. We now have these courses available for all students.

Evaluation: In addition to course grades, online coaching logs were created through shared Google docs to track student progress in online courses. The in-person student meetings did not occur after school closures in March 2020 due to COVID-19. Online Coaching Logs - Year 2 Semester 1

A Student Pre-Course Assessment was conducted with participating students at the beginning of each semester to better understand and meet students' online learning needs. Of the 88 enrolled students, a total of 44 completed the pre-course assessment resulting in a 50% response rate and a margin of error equal to +/- 10.5% in estimated values of the online student population (Pre) (based on the finite population correction factor at the 95% confidence level). Student Pre-Course Assessment - Summary Report - March 2020

A Student Post Course Assessment was conducted with participating students at the conclusion of each semester to understand their online experience and to better meet their needs in the future. Of the 44

students who completed an online course in Year 2, a total of 10 completed a post course assessment resulting in a 23% response rate and a margin of error equal to +/-27.5% in estimated values of the online student population (Post) (based on the finite population correction factor at the 95% confidence level). Student Post Course Assessment - Summary Report - June 2020

The evaluation team provided gift card incentives to students in an effort to increase response rates for both the Pre- and Post Course Assessment Surveys.

Evaluation Brief – Pre and Post Student Survey Data (Not yet posted)
Evaluation Brief – Analysis of Coaching Log Data (Not yet posted)

Goal 3: Increase the capacity and capability of each participating district to provide online and blended learning.

Tasks	Status	Narrative
1. Online Learning Coordinators are provided 8 hours of coaching, guided practice, and professional learning.	☑ Met	A change to the methodology was proposed in the Year 2 Interim Report, based on OLC feedback, to eliminate the one-day traditional, class-based Professional Development in Year 2, and instead, implement coaching visits, student visits, Professional Learning Community activities, and Advisory Team activities. However, the official form was never submitted because additional professional development needs were identified to meet client demands for topics to help their move to more remote learning models **in response to COVID-19**. As schools began shutting down in March, it was important to us to still be able to provide value to our participating districts on how to best support and serve their students during such a unique and challenging time. To do so, we relied on our partnership with The University of Rochester, and their expertise in the area of Online and Blended Learning and Teaching. In doing so, we were able to host 4 virtual professional development sessions in June and July serving a total of 147 teachers. The name of these PD sessions was "Leveraging Online Technologies for Remote K12 Teaching". The professional development was the equivalent of a 2-day in-person PD and was a combination of

synchronous and asynchronous components. During these sessions, teachers were introduced to key principles and practices of learning and teaching online, with the main goal of enabling them to better leverage online learning during emergency remote instruction. During the synchronous sessions, teachers were paired in groups with other teachers in the same discipline/grade band to be able to share ideas, concerns, best practices, and learn from one another. [Leveraging Online Technologies for Remote Teaching PD Outline](#)

Teachers were also able to start the process of turning a lesson they taught face-to-face into a fully online experience. Teachers worked together in pairs and had the option to attend a virtual office hour, where they were able to get feedback on their lessons.

Evaluations for our modified PD sessions were overwhelmingly positive. Below is a snapshot from one session. Link to the full evaluation summary report is provided below.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
The workshop was well organized	50.00% 35	44.29% 31	5.71% 4	0.00% 0	70	3.44
The workshop goals were clearly stated	44.29% 31	42.86% 30	12.86% 9	0.00% 0	70	3.31
The facilitators were knowledgeable on the topic area	58.57% 41	37.14% 26	4.29% 3	0.00% 0	70	3.54
Workshop activities were engaging	35.71% 25	52.86% 37	10.00% 7	1.43% 1	70	3.23
The materials/resources were readily available	58.57% 41	38.57% 27	2.86% 2	0.00% 0	70	3.56

Further, Pre Covid-19 we took one district from a state of never using online courses to a state where they enrolled 4 students, and all completed their courses. The district notably demonstrated an improvement in its ability to support online learners, developing supports and best practices. We hope to continue working with this district after the grant expires. Another new district experienced a similar success, with 2 of 3 students completing and a noticeable improvement in its support capabilities.

Additionally, a third district used the online course (Robotics) to help their new teacher develop

		confidence in a blended environment. All six students completed the course and the teacher, along with the technology coordinator, experienced growth in their ability to support online learners. This district may enroll students in the same course in year 3 and then expand into their own offering afterwards. Thus, the grant helped in the development of new experience for students.

Evaluation:

A "Leveraging Online Technologies for Remote Learning" evaluation was conducted with participating teachers at the conclusion of the PD to gauge their experience and level of satisfaction with key workshop components and ability to achieve workshop objectives. Of the 147 teachers who participated in the PD, a total of 74 completed an evaluation resulting in a 50% response rate and a margin of error equal to +/-8% in estimated values of the teacher participant population (based on the finite population correction factor at the 95% confidence level). Leveraging Online Technologies for Remote Teaching - Summary Report - July 2020

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2. *If you have not met one or more of the year-two goals, what factors came in to play that made it difficult to do so? Please be very specific, as this will help us to improve the process and assist you and others to be successful going forward. List the goals that were not met at all or were partially met and the specific reason why this occurred. If you fully met all goals, please list them and describe the factors that came into play that made it possible for you to do so.*

As noted, some of our districts were unresponsive. Several dropped out and we responded by inviting four more to join mid-grant.

Additionally, instead of enrolling all students in semester one, districts enrolled throughout the year. While this can be accommodated in terms of curriculum, it was difficult to support students using a rolling enrollment. This also prevented us from accurately comparing completion rates of grant-funded enrollments (with greater support) than non-grant-funded enrollments (that experienced our "normal" level of support). To combat this challenge in Year 3, we will require all districts to enroll by October 31st. We anticipate stronger student outcomes with more support from our team.

We will also be working with the evaluation team to implement processes to better understand and track reasons why students are dropping courses in an effort to increase completion rate.

If there is surplus money due to unused enrollments, this will give us time to plan for alternate activities, pending approval, to appropriately use any remaining funds.

3. *Please list the artifacts that you produced in year 2 that have been posted to your LTG website. For each artifact, please list its related goals and provide a link to the web page where the artifact is posted. If it is not yet posted, state when and where it will be posted. Keep in mind that the deadline to post artifacts from Year 2 was August 1, 2020. The artifacts posted should match up to the artifacts that were promised in your original proposal and/or to program changes that have been approved since then.*

Our portal site has all our artifacts stored, and we continue to update it.
https://www.edutech.org/resources/accelerateu-online-learning/ltg-grant

<u>Artifacts from Year 2</u>

Professional Development:
1. Leveraging Online Technologies for Remote Teaching PD Outline
2. Online Learning Coordinators Workshop – Mini-PD Session - January 2020

Survey Instruments:
1. Student Pre-Course Assessment
2. Student Post-Course Assessment
3. Leveraging Online Technologies for Remote Learning

Summary Evaluation Reports:
1. Student Pre-Course Assessment Evaluation Summary Results
2. Students Post-Course Assessment Evaluation Summary Results
3. Leveraging Online Technologies for Remote Learning Summary Results:

Evaluation Briefs:
1. Pre and Post Student Survey Data (Not yet posted)
2. Analysis of Coaching Log Data (Not yet posted)

Please let me know if you require more information.

Additionally, we continue to let other grantees and districts know that we are happy to support their grant activities by advising and sharing. In this manner, we are currently working with Mohawk RIC as they develop a brand-new online learning program this semester.

4. *Please use this space to provide any additional information about your grant activities in Year 2.*

We also provided a make-up mini-PD session for the new districts to quickly onboard them in mid-grant. Online Learning Coordinators Workshop – Mini-PD Session - January 2020

5. *Please use this space to provide any additional feedback.*

As always, we greatly appreciate the support and encouragement provided by Mary Ann. Whereas in the past with other grants, I was a bit intimidated at times and therefore reluctant to ask questions about possible options. But with the openness that Mary Ann demonstrates, we have often brainstormed ideas with her. This resulted in our ability to flex to the needs of our districts more effectively.

We also encourage NYSED to feel free to collaborate with AccelerateU staff. We started offering online courses in 2003-04, and our program is most likely the largest online learning program in New York State, excluding NYC. While we are not experts, we do specialize in online learning and enjoy collaborating and sharing with others.

Thank you.

AccelerateU.org

A Service of EduTech (Wayne Finger Lakes BOCES
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