

WAYNE-FINGER LAKES BOCES/EDUTECH LEARNING TECHNOLOGY GRANT

Learning Brief: Analysis of Online Learning Coordinator/Facilitator Survey, April 2021

Background, Methodology and Analysis

BACKGROUND. In November 2020, LPB Consulting Services provided Wayne-Finger Lakes BOCES two learning briefs related to findings from a pre/post student online course evaluation through EduTech and a data review of online course enrollment and coaching logs maintained by three (3) program leaders. A recommendation from these learning briefs was to better understand what supports are available in the districts that garner higher levels of student success. In response, an Online Learning Coordinator/Facilitator Survey was developed by the evaluation team to better understand specific coaching practices and supports for the purpose of developing best practices to further meet students' online needs now and in the future.

METHODOLOGY. The Online Learning Coordinator/Facilitator Survey was conducted between December 7, 2020 and January 20, 2021. A link to conduct the electronic survey was sent to all 92 active coaches/online learning coordinators within EduTech and AccelerateU. LPB Consulting designed the survey instrument with input from WFL BOCES. The survey instrument included a total of nine questions. The types of questions included multiple choice, open-ended, and classification questions. In addition, participants were asked the percentage of students enrolled in online courses have consistent access to reliable, high-speed internet service. Participants were asked open-ended questions related to how they typically support students enrolled in online courses, the primary reasons for student online learning success, and the main challenges and barriers to success. Respondents were also provided the opportunity to write-in additional comments. The open-ended questions were coded to quantify responses. A total of **79 coaches completed the survey** resulting in an **86% responses rate and a margin of error equal to +/-4%** in estimated values of the active online learning coordinator population (based on the finite population correction factor at the 95% confidence level). A modest incentive was offered in collaboration with the evaluation team (raffle entry for four available \$25 Amazon gift cards) to encourage participation.

ANALYSIS. Most findings are presented using percentages based on the total responding to the question. The percentages for individual response categories do not always add up to 100%. This results from either rounding factors, a small percentage of no answers, or multiple responses provided by participants. For the purpose of determining best practices, districts were identified as being very successful ($\geq 90\%$), successful (75%-89%), moderately successful (50%-74%), or unsuccessful ($< 50\%$) based on their district enrollment and student online course completion rate over the past 1-2 years. Differences in demographic categories and online course completion rates are considered statistically significant when p-values (or attained significance levels) are equal to or less than 0.05.

Demographic Profile of Respondents

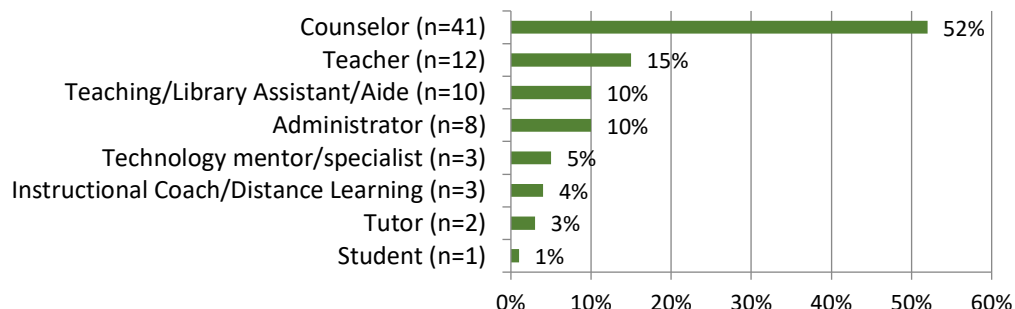
District. The sample of 79 online learning coordinators represent 42 out of the 57 (or 74%) districts/centers currently served by EduTech/AccelerateU. The sample breakdown is as follows and sorted according to student course completion rate at each of the respective districts.

Very Successful ($\geq 90\%$) n=23		Successful (75%-89%) n=30		Moderately Successful (50%-74%) n=12	
Marcus Whitman SD	5.1% (4)	Salem CSD	3.8% (3)	Newark Education Center	3.8% (3)
Wayne CSD	3.8% (3)	Seneca Falls CSD	3.8% (3)	Clyde-Savannah CSD	2.5% (2)
Elwood UFSD	2.5% (2)	Fishers Island School	2.5% (2)	Dansville CS	2.5% (2)
Midlakes Education Center	2.5% (2)	Frankfort-Schuyler CSD	2.5% (2)	Hilton CSD	2.5% (2)
North Rose-Wolcott CSD	2.5% (2)	Marion CSD	2.5% (2)	Sodus CSD	2.5% (2)
NYS School for the Blind	2.5% (2)	Naples CSD	2.5% (2)	Honeoye Falls-Lima CSD	1.3% (1)
Pittsford Sutherland School	2.5% (2)	Pavilion CSD	2.5% (2)	Wayland-Cohocton CS	1.3% (1)
Red Creek CSD	2.5% (2)	Red Jacket CS	2.5% (2)		
Richfield Springs CSD	2.5% (2)	Trumansburg CSD	2.5% (2)	Unsuccessful ($< 50\%$) n=14	
Capital Region BOCES-PTECH	1.3% (1)	Victor CSD	2.5% (2)	Waterloo CSD	3.8% (3)
Williamson CSD	1.3% (1)	Webster CSD	2.5% (2)	Wayne Education Center	3.8% (3)

Geneseo CSD	1.3% (1)	Avon CS	2.5% (2)
Geneva CSD	1.3% (1)	Gananda CSD	2.5% (2)
Kendall CSD	1.3% (1)	Attica CSD	1.3% (1)
LaSalle Prep Learning Center	1.3% (1)	Lyons CSD	1.3% (1)
Little Falls CS	1.3% (1)	Otsego Northern Catskills BOCES	1.3% (1)
Pittsford Mendon School	1.3% (1)		

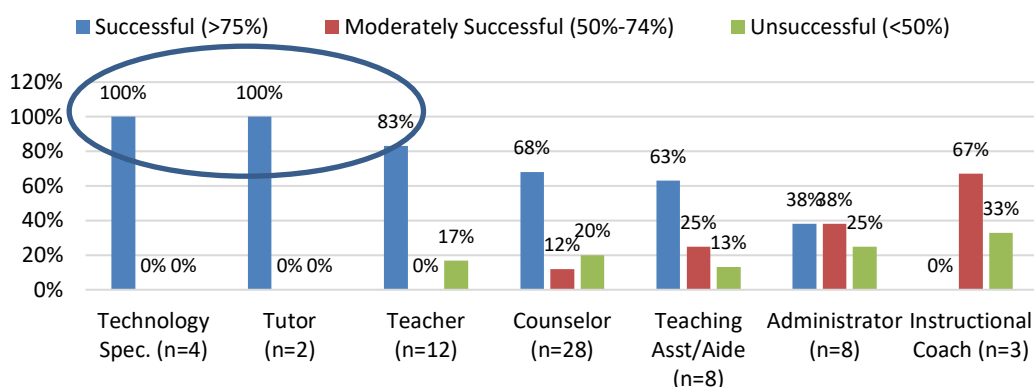
Role. More than half (52%) of respondents said that they are a counselor in addition to their role as an online learning coordinator in their school district. Other online learning coordinators are also teachers (15%), teaching/library assistants/aides (10%), administrators (10%), technology specialists (5%), instructional coaches/distance learning specialists (4%), tutors (3%), or student/peer (1%).

In addition to being an online learning coordinator/facilitator, what is your role in the school district?



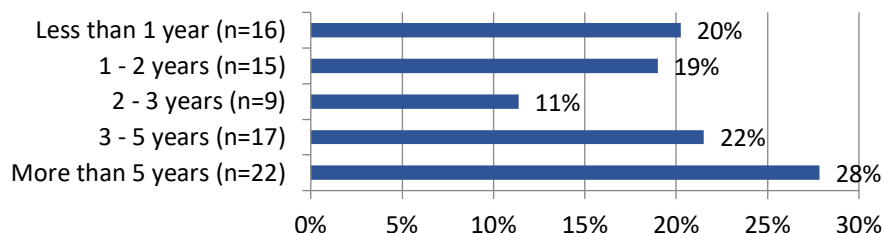
Online learning coordinators who are either **technology specialists, tutors, or teachers** are more likely, than counselors, teaching assistants/aides, administrators, and instructional coaches, to have a **successful online course completion rate of 75% or more** (statistically significant difference of 89% versus 60%, respectively).

Role of Online Learning Coordinator by District Online Course Completion Rate

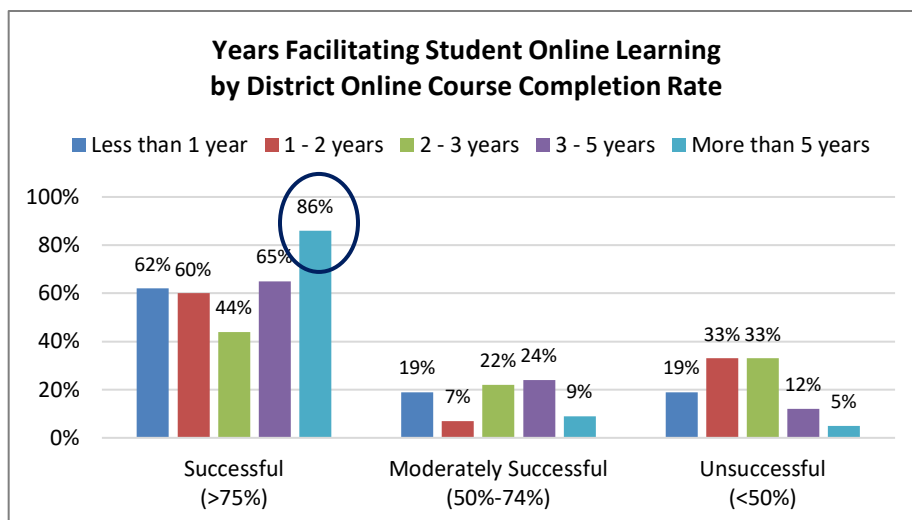


Experience. Twenty-eight percent (28%) of online learning coordinators said they have facilitated student online learning in their district for more than five years. The average number of years of experience facilitating student online learning among respondents equals 3.25 years.

How long have you facilitated student online learning in your district?



Online learning coordinators who have facilitated student **online learning for more than five years are more likely**, than online learning coordinators who have facilitated student online learning for less than five years, **to be in a district with a successful online course completion rate of 75% or more** (statistically significant difference of 86% versus 58%, respectively).



Summary of Findings

Responsibilities. When asked **does your role as an online learning coordinator/facilitator include recommending and/or enrolling students for online courses or do you only manage students after they have enrolled**,

86% (67) said they manage/monitor/support students after enrollment.

63% (49) said they enroll students in online courses.

59% (46) said they recommend students for online course.

Only 6% (5) selected Other (please specify). "Recruit students for the grant courses." "I filter requests and I recommend ones that fit criteria to principal. She has the final say." "Transcript release." "Not applicable to myself." "Approve online course enrollment."

Counselors who are also online learning coordinators tend to be responsible for all three areas of responsibility: recommend students for online courses, enroll students for online courses, and manage/monitor/support students after enrollment. Although the sample size is small (n=3), instructional coaches are also responsible for all three areas. Teaching assistants/aides, tutors, and teachers are primarily responsible for managing, monitoring, and supporting students after enrollment; however, a small percentage (25%) of teachers also recommend and enroll students. The majority of administrators (75%) recommend students for online courses, half (50%) also manage, monitor, and support, and one (13%) is responsible for enrollment.

	Recommend	Enroll	Monitor/Support
Counselor (n=41)	83% (34)	95% (39)	88% (36)
Teacher (n=12)	33% (4)	25% (3)	92% (11)
Teaching Asst/Aide (n=10)	0% (0)	0% (0)	88% (7)
Administrator (n=8)	75% (6)	13% (1)	50% (4)
Technology Specialist (n=4)	0% (0)	75% (3)	100% (4)
Instructional Coach (n=3)	67% (2)	100% (3)	100% (3)
Tutor (n=2)	0% (0)	0% (0)	100% (2)

Frequency of Contact. When asked **during the semester, how often do you check-in with students who are taking an online course,**

17% (13) responded Daily.

3% (2) respondent Bi-weekly.

33% (26) responded Weekly.

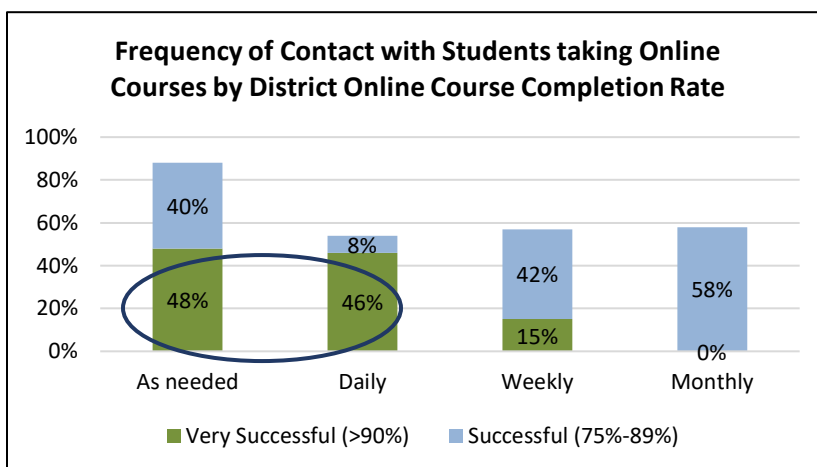
15% (12) responded Monthly.

32% (25) of respondents said they check-in with students “as needed.” Respondents further explained that it depends on the student and their individual needs. Respondents said they tend to monitor the students who are struggling more closely. “As needed. I monitor the grades and check in accordingly.”

One respondent mentioned that their district works as a team: “Rely on guidance counselor and tutor to contact me.”

Online learning coordinators that check-in with students on a **daily or as needed** basis (i.e., student dependent) are more likely, than online learning coordinators that check-in with students less often (weekly or monthly), to have an **online course completion rate of 90% or higher** (statistically significant difference of 47% versus 11%, respectively).

Online learning coordinators that check-in with students on an **as needed basis** (i.e., student dependent) are more likely, than the other online learning coordinators, to have an **online course completion rate of 75% or higher** (statistically significant differences of 88% versus 57%, respectively).



Check-In Method. When asked **what method(s) do you use to check-in/communicate with students,**

87% (69) said In-person.

81% (64) said Email.

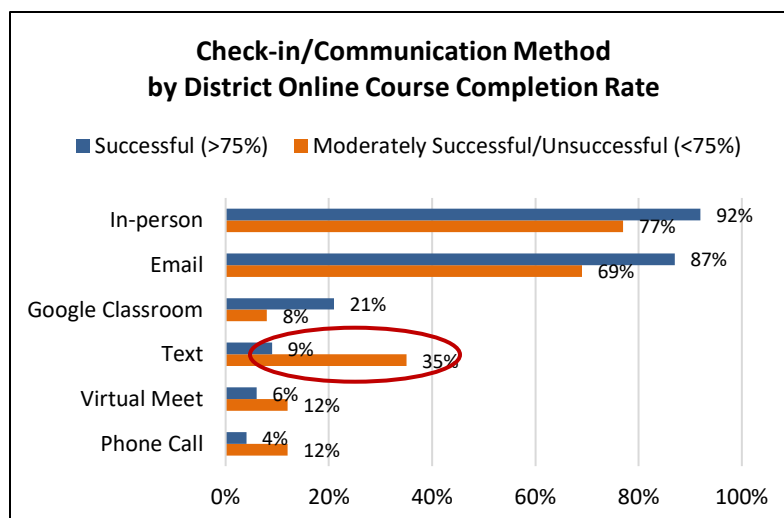
18% (14) said Text.

17% (13) said Google Classroom.

8% (6) said Virtual Meet (Zoom, Google Meet, Microsoft Teams)

6% (5) said Phone Call.

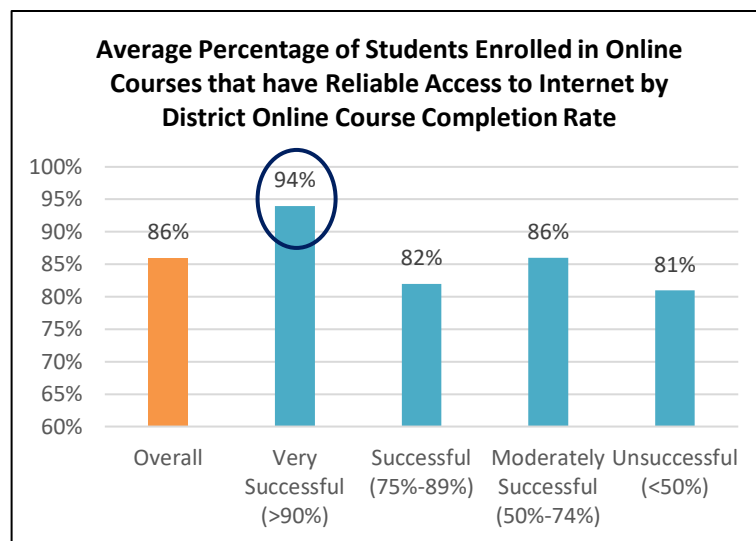
The majority of online learning coordinators **use multiple methods of communication** to check-in/communicate with students. In-person meetings and email are used most often by more than 80% of respondents overall.



Although not statistically significant, respondents of districts that have a student online course completion rate of 75% or higher tend to utilize in-person meetings, email, and Google Classroom to check-in and communicate with students more often than respondents of districts who have a lower than 75% student online course completion rate. However, online learning coordinators in districts with less than a 75% online course completion rate are more likely, than districts with a higher online course completion rate, to utilize text messaging to check-in/communicate with students (statistically significant difference of 35% versus 9%, respectively).

Access to Reliable, High-Speed Internet. Overall, on average 86% of students enrolled in online courses have consistent access to reliable, high-speed internet service according to the online learning coordinators surveyed; however, access remains a problem in some districts and a barrier to successful course completion for many students.

The data indicates that there is a correlation between access to reliable, high-speed internet and student success rate with online learning. **Districts with a very successful student online course completion rate (90% or higher) reported that their students enrolled in online courses have more consistent and reliable internet access than districts with a student online course completion rate of less than 90% (94% versus 82%, respectively).**



There are 12 districts/centers where access to consistent, reliable, high-speed internet is not optimal ($\leq 75\%$ of students enrolled in online courses have reliable access) and may be negatively impacting students' level of success with online learning (highlighted): NYS School for the Blind, Salem CSD, Seneca Falls CSD, Frankfort-Schuyler CSD, Victor CSD, LaSalle Prep Learning Center, Newark Education Center, Clyde-Savannah CSD, Waterloo CSD, Wayne Education Center, Lyons CSD, and Otsego Northern Catskills BOCES. Within these identified districts, there are seven districts/centers where access may be dependent on where a student lives within the district or whether a student accesses internet from school or their home as the responses differed considerably by online learning coordinator (*).

Average Percentage of Students Enrolled in Online Courses that have Reliable Access to Internet By District and Online Course Completion Rate					
Very Successful ($\geq 90\%$) n=21		Successful (75%-89%) n=24		Moderately Successful (50%-74%) n=12	
Marcus Whitman SD	99% (4)	*Salem CSD (50%, 50%, 99%)	66% (3)	*Newark Education Center (50%, 87%)	69% (2)
Wayne CSD	99% (2)	*Seneca Falls CSD (50%, 75%)	63% (2)	*Clyde-Savannah CSD (35%, 75%)	55% (2)
Elwood UFSD	98% (2)	Fishers Island School	90% (1)	Dansville CS	100% (2)
Midlakes Education Center	95% (2)	Frankfort-Schuyler CSD	70% (1)	Hilton CSD	100% (2)
North Rose-Wolcott CSD	100% (1)	Marion CSD	94% (2)	Sodus CSD	100% (2)
*NYS School for the Blind (50%, 82%)	66% (2)	Naples CSD	100% (2)	Honeoye Falls-Lima CSD	100% (1)
Pittsford Sutherland School	100% (2)	Pavilion CSD	95% (2)	Wayland-Cohocton CS	99% (1)
Red Creek CSD	88% (2)	Red Jacket CS	98% (2)	AVERAGE with Reliable Internet=86%	
Richfield Springs CSD	100% (2)	Trumansburg CSD	88% (2)	Unsuccessful (<50%) n=10	
Capital Region BOCES-PTECH	92% (1)	*Victor CSD (49%, 100%)	75% (2)	*Waterloo CSD (46%, 95%)	71% (2)
Williamson CSD	95% (1)	Webster CSD	90% (1)	Wayne Education Center	50% (1)
AVERAGE with Reliable Internet=94%		Geneseo CSD	n/a	Avon CS	100% (2)
		Geneva CSD	n/a	Gananda CSD	97% (2)
		Kendall CSD	100% (1)	Attica CSD	100% (1)
		LaSalle Prep Learning Center	63% (1)	Lyons CSD	75% (1)
		Little Falls CS	87% (1)	Otsego Northern Catskills BOCES	60% (1)
		Pittsford Mendon School	99% (1)	AVERAGE with Reliable Internet=81%	
		AVERAGE with Reliable Internet=82%			

Type of Support Provided to Online Course Students. Seventy-five (75) online learning coordinators responded to the following prompt: "Please describe how you typically support your students enrolled in online courses. In other words, what do you do to help them succeed?"

Responses fell into the following categories:

33% (25) Monitor Progress including grades, attendance, logon frequency, and project completion.

32% (24) Be the Main Point of Contact for students and between students, administration, AccelerateU program leaders and online teachers. Respondents described answering student questions and providing course related reminders.

24% (18) Assure Course Accessibility including materials and technology needs and troubleshooting technical problems as they arise and/or referring them to a technology specialist.

21% (16) Help Students Manage Schedule including identifying barriers to success such as time management and assisting students with setting goals and creating plans. This typically happens in response to students who are struggling or when grades begin to slip.

20% (15) Assign Time during School Day for student to work on online class work and either provide an in-person staff person to answer questions or align the student with an in-person teacher of the same subject area.

19% (14) Check-in with Students who are Struggling. This includes contacting the student directly after monitoring has determined that the student is struggling with grades and/or missing assignments.

17% (13) Check-in with Students Regularly. This includes contacting the student directly on a regular and ongoing basis to see how they are doing in their online course(s). The frequency of check-ins (daily, bi-weekly, weekly) is typically dependent upon the students and their individual needs ("as-needed").

17% (13) Provide Direct Academic Support to help students be successful in their online courses. The types of support may include outlining, clarifying, modifying assignments, reading instructions, assisting with writing, or providing extension materials. Nine out of these 13 online learning coordinators, who are also teachers, aides, or tutors, said that they work with alternative education students.

15% (11) Update/Communicate with Parents regarding students' progress in their online courses and to gain their support as part of the process.

13% (10) Provide Ongoing Encouragement to students to not only stay engaged in the online courses but to advocate for themselves by communicating directly with their online teacher and/or technology specialists when they have questions or when problems arise.

11% (8) Refer/Remind Students of Support Services that are available in-house to help them succeed in their online courses. This typically happens in response to students who are struggling or when grades begin to slip.

9% (7) Advocate on Behalf of Students when there is a disconnect with the teacher or when there are not services available to support individual student needs.

8% (6) Pre-Meet with Students Prior to Enrollment to review available online courses, assist with enrollment decisions, and provide tips for success. Contact with students occurs only during the first two weeks of the semester.

5% (4) Provide Support to the Online Teacher.

4% (3) Provide Oversight.

4% (3) Enroll Students in Online Courses.

The following chart shows the type of online support provided to students by online course completion rate (Successful $\geq 75\%$ versus Moderately Successful/Unsuccessful $< 75\%$).

Type of Online Support Provided to Students by Online Course Completion Rate (OCCR)			
Successful OCCR ($\geq 75\%$) n=49		Moderately Successful/Unsuccessful OCCR ($< 75\%$) n=26	
35% (17)	Main Point of Contact	38% (10)	Monitor Progress
31% (15)	Monitor Progress	31% (8)	Help Students Manage Schedule/Set Goals
29% (14)	Assure Course Accessibility	27% (7)	Main Point of Contact
25% (12)	Check-in with Students Regularly	27% (7)	Assign Time during School Day/In-person Support
16% (8)	Assign Time during School Day/In-person Support	23% (6)	Check-in with Students who are Struggling
16% (8)	Provide Direct Academic Support	23% (6)	Update/Communicate with Parents
16% (8)	Help Students Manage Schedule/Set Goals	19% (5)	Provide Direct Academic Support
16% (8)	Check-in with Students who are Struggling	19% (5)	Provide Ongoing Encouragement/ Teach Advocacy
12% (6)	Advocate on Behalf of Students	15% (4)	Refer/Remind Students of Support Services
10% (5)	Update/Communicate with Parents	15% (4)	Assure Course Accessibility
10% (5)	Provide Ongoing Encouragement/Teach Advocacy	12% (3)	Enroll Students in Online Courses
8% (4)	Refer/Remind Students of Support Services	8% (2)	Pre-Meet with Students Prior to Enrollment
8% (4)	Pre-Meet with Students Prior to Enrollment	8% (2)	Provide Oversight
6% (3)	Provide Support to the Online Teacher	4% (1)	Check-in with Students Regularly
2% (1)	Provide Oversight	4% (1)	Provide Support to the Online Teacher

It is evident that the type of support provided by online learning coordinators to students enrolled in online courses is multi-faceted and the areas of responsibility differ by district. However, **districts that have successful online course completion rates tend to be more proactive in their support of students** and districts who have moderately successful or unsuccessful online course completion rates tend to be more reactive in their support of students.

As further evidence, online learning coordinators that **contact students regularly, regardless of student grades, are more likely**, than online learning coordinators that do not contact students regularly, **to have a successful online course completion rate** (statistically significant difference of 25% versus 4%, respectively).

Reasons for Student Online Course Success. Seventy-two (72) online learning coordinators responded to the following prompt: "Thinking about the students that have been the most successful with online learning, what do you think are the primary reasons for their success? What are their strengths or circumstances that support online success?"

Responses fell into the following categories:

56% (40) Intrinsically Motivated, Independent Learners, and High Achieving. "Students who are most successful in this class are those for whom academic success is a priority and who exhibit self-discipline."

25% (18) Interest in Course Content/Invested in Decision to take Course. "Most of our students are in courses by choice so they are in content that they are interested in which helps significantly."

24% (17) Strong Organization and Time Management Skills/Good Study Habits and Daily Attendance. "Students that are organized also seem to do better and stay on top of the material and due dates."

15% (11) Provided Structured Time and Staff Support during School Day for Students to Work on Online Courses. "Scheduling structured times to work on coursework in school."

8% (6) Ability to Work at Own Pace/Flexibility of Due Dates. "Ability to complete work on their schedule with teachers flexible to allow them to submit overdue assignments."

7% (5) Strong Self-Advocate and comfortable communicating directly with online teacher. "Students do best when y they are taking a class out of interest, are self-starters, have strong advocacy skills, and have good virtual correspondence etiquette."

4% (3) Desire to Graduate On-Time. "We typically schedule online classes for seniors in need of credit to graduate, but cannot fit in their schedule or the course isn't available."

4% (3) Support from AccelerateU teachers and program staff including weekly progress reports. "Regular contact from AU and sharing it with principal, parent, counselor, staff who monitors AU students."

3% (2) Parental Support. "Their success is because they are driven/interested in the subject and/or have parental support."

3% (2) Being Clear and Upfront with Students regarding time commitment, course expectations, etc. "The students who have been successful have been strong students. We are also very clear and upfront with the time commitment and what goes along with an online class. That has helped students know what is expected from the class before they start it."

Responses did not differ significantly by demographic categories or online course completion rate.

Challenges/Barriers to Student Online Learning Success. Seventy-two (72) online learning coordinators responded to the following prompt: "Thinking about the students that have not been successful with online learning, what do you think are the primary reasons for their lack of success? What are their main challenges or barriers??"

Responses fell into the following categories:

39% (28) Lack of Self-Motivation/Not Taking Course Seriously/Not Understanding Purpose of Education. "Lack of motivation, they did not take it seriously. Not sitting in a classroom made them put it off and almost forget about assignments."

38% (27) Lack of Organization and Time Management Skills/Lack of Good Study Habits. This also includes students not working enough hours per week on the course, forgetting assignments, and falling behind and not being able to catch up. "Not spending enough time in the class, not completing assignments in a timely fashion, trying to complete lots of work in the class at once rather than pacing out a few hours per day. Lack of motivation and organizational skills."

24% (17) Struggle Academically. Students not having the skills/ability to work on their own, need for curriculum modification, and low reading comprehension. "Some students take online courses due to credit deficiency. Typically, these students come into the program not having a good foundation of study skills/habits."

15% (11) Not Independent Learners. Asynchronous environment is not appropriate for all students. "Students who have a difficult time learning independently."

13% (9) Lack of Interest/Not Taking Online Course by Choice (Credit Recovery or Need Course to Graduate). "Students who are taking credit recovery or forced to take classes because they lack credits for graduation are usually unsuccessful."

13% (9) 100% Virtual Instruction/Lack of Face-to-Face Instruction. "One student went from hybrid to virtual and lost academic ground and is not recovering from that." "They are not meeting with anyone face-to-face." "Since going full virtual, many grades have dropped for this student. Unsure what is going on at this point for him."

11% (8) Lack of Accessibility and/or Access to Technology. "Many students struggle with not having WIFI/Hotspots available for continuing education at home." "One of the main challenges for my legally blind students is accessibility and access to technology. These two things are often manageable once communication begins between sources."

11% (8) Lack of Exposure to Online Learning. "Confusion over the online system." "Not understanding how to navigate modules independently." "Not really understanding the parameters of the model of online learning."

10% (7) Uncontrolled Outside Forces (Mental Health, Behavior, Family Environment). "Typically, they relate to physical or mental health issues that sometimes are beyond our control unless we are able to make a connection and build confidence to assist the student."

8% (6) Absenteeism. "When the student I work with is not in attendance, he falls behind." "Attendance is a challenge this year." "Not consistently logging in and completing work."

7% (5) Lack of Parental Support. "Lack of support at home/need for special education supports that cannot be replicated at home." "Home environments are not conducive to academic work and limited academic ability."

7% (5) Lack of Self-Advocacy. "Students that don't self-advocate or communicate with teachers when needed." "Unable to advocate for themselves when difficulties arise."

6% (4) Lack of Structured Time/Supports During School Day. "Don't have a structured time for doing work." "They don't have the skills to work on the course on their own time and need specific scheduled time in their day to work on it with a teacher in front of them for support."

4% (3) Lack of Resiliency/Perseverance. "Lack of skills to persevere when frustrated or fallen behind." "Students who have challenges are students who are already displaying difficulties such as motivation, discipline, prioritization skills, resiliency, persistence, and accessing academic resources."

Responses did not differ significantly by demographic categories or online course completion rate.

Additional Comments. Thirty-one (31) online learning coordinators responded to the following prompt: **"Please provide any additional comments regarding your experiences as an online learning coordinator/facilitator."**

Positive Comments:

36% (11) Options for Students to take Courses not otherwise Available through their District.

- "Online courses have opened avenues for specific students to prepare for a career or participate in a course that is otherwise not available."
- "I really appreciate the opportunity to take online classes through AccelerateU. They are unique in nature, something we typically do not offer here at the high school."
- "Students have appreciated being able to take classes that we don't offer. It has helped some students be able to graduate on time who otherwise would not have. A few times students have felt lonely taking a class by themselves. I am so thankful for AU. I wish we could let more students take classes."
- "Using EduTech has provided my students with curriculum that is not always readily available for visually impaired student. It has been a great learning experience for my students and staff, and the coordinators at Accelerate U have helped us every step of the way."
- "I have really enjoyed this experience. This was something very new to our district and students and this grant gave us the opportunity to start. We now have expanded our offerings to courses that our students do not have access to within the district and are interested in. We have students taking courses they are curious about, using to graduate early, and taking to advance their knowledge in an area."
- "The students have enjoyed having the option to take online classes on topics that they haven't had available to them in the past. It has been nice to have the classes as an option to offer to students."

36% (11) AccelerateU Staff and Level of Support.

"Salem employs on-line as credit recovery. Encouraging students who have previously failed a course while sitting in a classroom is a very difficult task. The **frequent feedback** they receive from the instructor is very valuable."

- "I've really enjoyed coaching and working with accelerate U. Communication and tech support has been excellent."
- "I enjoy working with the AccelerateU staff in providing an out of the box /alternative education solution to meet student's needs."
- "The communication and support from the administrative side is fantastic. It is nice to have options available for students in order to fit their specific needs."
- "I appreciate the all the support from Mr. Morone and Mrs. Stonecipher my students and I receive. Their quick and knowledgeable responses helps us navigate the site and helps my students be successful."
- "The AccelerateU staff and support help to make this an easy job! Thank you for giving your students this opportunity. We really appreciate it!"
- "The support system is awesome."

7% (2) Registration/Enrollment Process.

- "The registration process is very smooth, and our district is grateful for the support we and our students receive from the AccelerateU Team."
- "It is easy to enroll and work with the staff. Everyone has been very flexible and helpful."

Suggestions for Improvement:**10% (3) Update Platform/System and/or Course Materials.**

- "I have found that the platform is not very user friendly at all. For instance, students cannot upload Google docs in some classes, which makes it difficult when they are using Chromebooks as their primary tool for their courses. It seems they have to search for assignments and it seems harder to navigate than other platforms."
- "Experience has been good. Occasionally I feel some of the material should be updated. An easy avenue for suggestions should be available. Maybe it already is."
- "The platform is antiquated and not easy to follow."

10% (3) Clearer Expectations of Role/Responsibilities of OLC/Mandatory Orientation.

- "It took more time than I realized it would take, I was just trying to help out and not let an opportunity get away but, in some ways, it came back and bit me."
- "I believe that FEV Tutor will help. The orientation should be mandatory with the district and myself involved."
- "I am thankful for the option of these courses! Although at times frustrating and time-consuming, when a student is invested and excited about the course it is worth it!"

3% (1) Provide Course Curriculum in Advance to Better Support Students.

- "I wish I had access to the course before the students did so I could learn it to better support them from the start. It was hard to navigate their frustrations while I was also frustrated."

3% (1) Online Teachers Provide More Facetime with Students.

- It may be more helpful to have more "face" time with the instructor – Zoom or recorded lessons. Seeing the lessons taught would have a greater impact than just reading through material.

Conclusions and Recommendations

More than half of the active online learning coordinators are also counselors; however, the title of who to recruit for the online learning coordinator position is inconsequential. The most successful online learning coordinators, who are defined by the online course completion rate within their district, are individuals that have more than five years experience in the district, are able to assure course accessibility including providing materials, navigating students through the online platform, and meeting/responding to technology needs/problems, and are able to respond to students' individual academic needs by providing needed supports. Online learning coordinators must also have the time to dedicate to being in contact with the student on an almost daily basis to either check-in on their progress or provide direct academic assistance.

Depending upon the number of students participating in online learning, districts may need multiple online learning coordinators or provide a team that split the different areas of responsibility. All online learning students, however, need to have one main point of contact that initiates contact with them directly, using multiple methods of communication (email, in-person meetings, Google Classroom), is able to answer their questions, respond to problems as they arise, monitor their academic progress, and support their daily academic needs as appropriate.

It is not surprising that the students who are most successful with online learning tend to be intrinsically motivated, independent learners, high academic achievers, interested/invested in course content, exhibit strong organizational and time management skills, and have access to consistent, reliable, high-speed internet. However, many districts utilize online learning opportunities for students who need credit recovery, specific courses to graduate, and/or have alternative learning needs.

The data shows that the districts who are most successful are proactive in responding to student needs versus being reactive once student grades start to slide. Being in constant communication with all online learning students, having support services readily available, and providing time during the school day for students to work on their online class work will more likely result in a successful online learning experience. Students who do not show the typical characteristics of an online learner, however, must be provided with time during the school day to work on online class work and have a staff person readily available to provide academic assistance. Some students may need to be aligned with a teacher or tutor to provide direct support on an ongoing basis or to modify assignments depending upon a student's individual learning needs.

It is evident that online learning course opportunities provide a must needed service in many districts -- opportunities that students would not have otherwise -- and the support provided by EduTech/AccelerateU staff is exemplary. Areas of improvement lie primarily in how districts support their online learning students to yield optimal success. These data and findings should be shared with district decision makers -- those who may grapple with questions related to what level of support and frequency of contact and nature of contact they wish to see in support of students engaged in online courses.