

## Michigan Virtual Plans and Benchmarks Update for the 2019-20 School Year

This report is being submitted in fulfillment of the following legislative directive:

*The Michigan Virtual University shall provide a report to the legislature not later than November 1 of each year that includes its mission, its plans, and proposed benchmarks it must meet, including a plan to achieve the organizational priorities identified in this section, in order to receive full funding for 2020-2021.*

**Mission: Advance K-12 digital learning and teaching through research, practice, and partnerships.**

### Test, Evaluate Tools

#### Organizational Priority

*2(a)(i) - Test, evaluate, and recommend as appropriate new technology-based instructional tools and resources.*

#### Updates

- *Michigan Virtual* is deep into the development of a mobile app that is designed to help students become successful online learners by providing useful content for students, mentors, and parents. The code for the app has been developed, and it is currently being tested for functionality. The content of the app that is specific to students, mentors, and parents continues to be added, and the piloting of the app is on schedule to begin during the months of April through June of this school year.
- Virtual Reality (VR) technologies will be tested and evaluated throughout the spring of 2020. During the month of February, *Michigan Virtual* personnel began the process of loaning VR equipment to two Michigan educators who will document their experience using the equipment in their classroom for several activities. Interviews with these educators, as well as with students and experts in the VR space, will be conducted and synthesized into a publication on the *Michigan Virtual* website by September 30, 2020.
- *Michigan Virtual* has established itself as a "contributing member" of IMS Global. IMS Global works to develop interoperability standards for technology. As a contributing member, *Michigan Virtual* participates in the design groups working on IMS Global supported standards and programs. *Michigan Virtual* personnel attended the IMS Global Quarterly Meeting and Digital Credentials Summit on February 10-13, 2020 and presented "Credentialing Online: Compelling Stories of Three Online K-12 Programs."
- *Michigan Virtual* is committed to supporting educators who are utilizing technology in the classroom through the publishing of a series of 12 blog posts throughout the 2019-20 school

year. The first three blog posts written are focused on different technology tools being used by educators. The first post highlighted a tool called Autocrat, which is an app being used to automate emails using Google Forms. This tool allows for better communication between educators and others. The second blog post focused on a recent update within Google Forms, which allows educators to utilize this tool to create auto-graded quizzes and to import previously created form questions. This tool can not only be used with students as a formative assessment, but it can also be used to gather information from others. Finally, the last blog post was centered around the use of annotated images and how teachers are using the ThingLink app and annotated images to create interactive opportunities for students.

- *Michigan Virtual* also published the first podcast in a series of four designed to explore topics in educational innovation, digital learning, educational technology, and instructional design. This podcast, featuring an interview with 2019 Louisiana Teacher of the Year Spencer Kiper and focused on STEM and community engagement, was released in January 2020 through the *Michigan Virtual* website. Upcoming podcast interviews with representatives from the *Stanford d.school's* K-12 Lab Network and from 2Revolutions are scheduled to be released by April 2020.

## Research, Design, Recommend Virtual Delivery Models

### Organizational Priority

*2(a)(ii) - Research, design, and recommend virtual education delivery models for use by pupils and teachers that include age-appropriate multimedia instructional content.*

### Updates

- *Michigan Virtual's* Essential Findings of Prior Research study is well underway and on schedule to be completed this spring. Eligible resources from prior publications and blog posts by *Michigan Virtual Learning Research Institute* (MVLRI) have been identified and organized. The research team has begun reviewing the resources in order to identify what the resource contributes to research on online learning and as well as the practical implications of the new knowledge.
- The Early Warning Predictive Models research study is also underway and on schedule. This study will be ongoing throughout this fiscal year. Primary investigators Dr. Rice and Dr. Hung of Boise State University have added *Michigan Virtual School* data from the 2018 school year to their model and have obtained Institutional Review Board consent for a study with *Michigan Virtual* in 2020 to test their predictive model in real time. Findings from this research will be published on the *Michigan Virtual* website in fall 2020.
- The formal design and procedures related to the Student-Centered Learning research study, aimed at providing a snapshot of how Michigan schools and districts are using technology to personalize learning for students, have been finalized, and the data collection instruments for this *Michigan Virtual* study are currently being developed. The study will utilize both quantitative and qualitative data; therefore, an online questionnaire and individual interview

and focus group questions are being drafted. Formal data collection from schools across the state is scheduled to occur during April 2020, while the analysis of data and report writing is expected to occur during the summer of 2020.

- *Michigan Virtual's* Suite360 Implementation and Impact Study, focusing on how the Suite360 program facilitates social emotional learning, is underway with data collection currently in progress. To date, an online questionnaire was distributed to qualifying schools, and individual interviews with personnel of participating schools are scheduled to be completed by March 2020. The analysis of all data as well as the development of a summary report is on target for completion by the end of April 2020.
- *Michigan Virtual* has also been collaborating with the Friday Institute for Educational Innovation throughout the beginning of this fiscal year to develop a concept paper detailing a possible pilot study that focuses primarily on the effectiveness of the use of micro-credentials in teacher professional development. The concept paper was completed in January, and the *Michigan Virtual* leadership team has determined that it is feasible to execute such a pilot in the next fiscal year with a limited number of Michigan schools, providing that additional funding is secured to offset the costs incurred by *Michigan Virtual*.
- *Michigan Virtual* is currently working with a small, focused group of practitioners to document the complexities involved in delivering a quality virtual course experience to students in a way that provides flexibility to begin and complete coursework at different times throughout the school year, while also allowing schools to meet Michigan's reporting schedule established by the state's academic calendar. A framework detailing the complexities and identifying potential pathways toward solutions is currently in development and expected to be completed in May.

## **Recommend Evaluation Criteria for Cyber and Online Providers**

### **Organizational Priority**

*2(a)(iii) - Research, develop, and recommend annually to the department criteria by which cyber schools and virtual course providers should be monitored and evaluated to ensure a quality education for their pupils.*

### **Updates**

- *Michigan Virtual* continues to offer online program reviews at no cost to all Michigan schools and districts. These reviews involve a data collection process comprised of the distribution of an online questionnaire and subsequent interviews of key school or district personnel to understand the design and operation of their programs. Once data are collected and analyzed through the use of a standards-aligned rubric, *Michigan Virtual* personnel write a summary of the school's or district's program along with recommendations for optimizing the program for increased student performance. The questionnaire items, interview questions, and rubric have all been updated to reflect the [National Standards for Quality Online Programs](#), and *Michigan Virtual* has begun outreach to schools to offer these updated program reviews.

- Beginning in April 2020, *Michigan Virtual* personnel will begin the development of a written brief aimed at raising the awareness of the [National Standards for Quality Online Learning](#). This document aims to raise the Michigan Department of Education’s familiarity with the standards and also to communicate how Michigan schools and districts can apply the standards within their own virtual programs to increase the statewide virtual course pass rate. The written brief is scheduled to be completed during the summer of 2020 and will be published to the *Michigan Virtual* website.

## Effectiveness Report

### Organizational Priority

*2(a)(iv) - Based on pupil completion and performance data reported to the department or the center from cyber schools and other virtual course providers operating in this state, analyze the effectiveness of virtual learning delivery models in preparing pupils to be college- and career-ready and publish a report that highlights enrollment totals, completion rates, and the overall impact on pupils. The Michigan Virtual Learning Research Institute shall submit the report to the house and senate appropriations subcommittees on state school aid, the state budget director, the house and senate fiscal agencies, the department, districts, and intermediate districts not later than March 31 of each year.*

### Updates

- Work is currently underway for the 2018-19 Effectiveness Report. A presentation to the Michigan Department of Education and Center for Educational Performance and Information is scheduled for March to gather feedback and to receive permission to release the report. The report will be made publicly available through the *Michigan Virtual* website at the end of March. As with the prior year, the entire report will be posted directly as a webpage on the *Michigan Virtual* website in addition to providing a .pdf format for downloading. Making the report available in this format will help users find the content more easily by improving search engines’ abilities to discover the findings and make them available to users. Putting the content directly into the website also helps meet web accessibility standards and provides a mobile-friendly version. Information about the report and how to view it online will be provided to the required subcommittee personnel and other government staff identified under this section.
- A summary infographic and cover letter will be mailed to superintendents as well as high school and middle school principals in April, providing easy-to-consume key findings and communicating how to access the full report. A presentation will also be recorded and posted on the website for on-demand viewing.

## Deliver PD and Submit PD Report

### Organizational Priority

*2(a)(v) - Provide an extensive professional development program to at least 30,000 educational personnel, including teachers, school administrators, and school board members, that focuses on the*

*effective integration of virtual learning into curricula and instruction. The Michigan Virtual Learning Research Institute is encouraged to work with the MiSTEM advisory council created under section 99s to coordinate professional development of teachers in applicable fields. In addition, the Michigan Virtual Learning Research Institute and external stakeholders are encouraged to coordinate with the department for professional development in this state. Not later than December 1 of each year, the Michigan Virtual Learning Research Institute shall submit a report to the house and senate appropriations subcommittees on state school aid, the state budget director, the house and senate fiscal agencies, and the department on the number of teachers, school administrators, and school board members who have received professional development services from the Michigan Virtual University. The report must also identify barriers and other opportunities to encourage the adoption of virtual learning in the public education system.*

### Updates

- As of March 1, 2020, *Michigan Virtual* added twelve new courses to its Professional Learning Platform and updated and/or revised additional course offerings. These courses include five new counseling courses and seven MEMSPA courses for administrators. In order to provide educators with quality professional development, *Michigan Virtual* revised four courses offered through MASA and seven Phenomenal Science courses. In addition, the Michigan Department of Education Assessment Security course that is currently offered has been revised, and the MyPD course focused on promoting independent personalized professional learning has been revised to include new options. Currently, the *Michigan Virtual* course catalog has over 243 online professional learning courses available through its Professional Learning Portal.
- As of February 18, 2020, there were almost 24,600 enrollments in professional learning courses offered through *Michigan Virtual*. It is likely that enrollments will exceed 30,000 by June 2020, resulting in the achievement of this benchmark.
- *Michigan Virtual* is currently offering content for ACES Academy (Alpena Public Schools), and extensive support has been provided through frequent meetings with teachers and administrators of the Academy. These meetings were held virtually and in-person since the beginning of the school year. In addition, *Michigan Virtual* personnel have conducted classroom observations coupled with debriefing sessions with teachers of the school aimed at providing additional guidance and resources to help increase student and teacher success. Additional meetings, classroom observations, and debriefing sessions are planned in future months of the 2020-21 school year.
- *Michigan Virtual* facilitated a two-day design thinking session with MiSTEM regional directors in November 2019 to produce an overall framework and format for the production of "playbooks" (resources) to be used by educators, business and industry representatives, and MiSTEM directors in initiating and implementing STEM programs for students in Michigan. The group's work resulted in the creation of topic areas for the development of the playbooks and the general organizational structure and format for their production. *Michigan Virtual* is currently

working to provide capacity and strategic input on the actual production of the resources with the intent of finding additional opportunities to collaborate with the MiSTEM network.

- The planning of the 2020 Collaboration of the Minds (COM) event, which will take place on August 5-6, is underway. The event's theme for this year has been finalized - Obstacles are Opportunities - and will be the centerpiece of the conference with each element tying back to the theme throughout the two-day event. *Michigan Virtual* personnel are in the final stages of negotiations with a high school in metro Detroit to house the event this year. As part of its goal to expand its network and partner with schools across the state, *Michigan Virtual* is focused on securing contracts for this event in schools rather than in traditional venues. In addition, *Michigan Virtual* personnel have secured a prominent keynote speaker to present on the second day of the event. In lieu of a keynote speaker for day one, COM organizers have opted to follow a "TED Talk" format, showcasing teachers and how the event theme has guided an aspect of their lives or career. *Michigan Virtual* personnel are also in the process of finalizing the schedule for the event. It is anticipated that attendees of the event on the first day will include *Michigan Virtual* instructors along with mentors from across the state. The second day is likely to be open to the public.
- The 2018-19 professional development report was published as part of *Michigan Virtual's* Annual Report, and the report for 2019-20 year is on schedule to be submitted no later than December 1, 2020.

## Identify/Share Best Practices

### Organizational Priority

*2(a)(vi) - Identify and share best practices for planning, implementing, and evaluating virtual and blended education delivery models with intermediate districts, districts, and public school academies to accelerate the adoption of innovative education delivery models statewide.*

### Updates

- *Michigan Virtual* has previously published and maintained six widely used guides recognized as being important to school and district online learning programs. Three of the guides related specifically to virtual learners, their parents, and their mentors in schools are being updated to align with the recently released [National Standards for Quality Online Programs](#). These three guides are expected to be published and made available through the *Michigan Virtual* website in webpage format, updated from their current .pdf format, no later than March 31, 2020. The remaining three guides related to teachers, administrators, and school board members are all expected to be converted to webpage format by the end of August 2020.
- Four blog posts related to designing, implementing, and maintaining online learning programs have been published to the [Michigan Virtual blog](#) under the category [Success in Online Learning](#). These first four posts in the series highlighted how to prepare and support online learners, common elements of successful online programs, unseen elements of successful online courses,

and the importance of the relationship between students, mentors, and parents. The remaining blogs of the series are on schedule to be published by September 30, 2020.

- In addition, three blog posts focused on student-centered learning have been published to the [Michigan Virtual blog](#) under the category [Student-Centered Learning](#). These posts define student-centered learning, how the approach relates to online and blended learning, and how one Michigan teacher has implemented components of student-centered learning in their classroom. The topics for the remaining nine blog posts have been identified, and these posts are on schedule to be published by September 30, 2020.
- Voluntary online program reviews, aligned to the [National Standards for Quality Online Programs](#), are currently being offered to all Michigan schools and districts at no cost to the schools or districts. When schools or districts contact *Michigan Virtual* and express interest in having a program review conducted, a service agreement that details the expectations of both parties during the review is executed. The school completes an online questionnaire using their program's data and participates in an interview where they expand on their survey responses. *Michigan Virtual* personnel then draft a report and obtain feedback from the school. The review concludes with a final report submitted to the school incorporating their feedback.
- Virtual learners represent a relatively small but growing portion of the total students reported on Michigan's "Count Days." *Michigan Virtual* is connecting with school practitioners (typically mentors of virtual learners) and the business officials of schools and districts responsible for reporting student counts to identify a set of best practices and/or resources schools can incorporate into their virtual programs. *Michigan Virtual* personnel will distill the legislative guidelines for reporting virtual learners detailed in Michigan's Pupil Accounting Manual as they were interpreted by the Michigan Department of Education in a webinar recently hosted by *Michigan Virtual*. *Michigan Virtual* is also in the process of seeking input from the Michigan Pupil Attendance and Accounting Association, whose membership includes the school practitioners involved in an audit as well as the auditors performing the audits. These best practices are on schedule to be published by September 2020.
- On Friday, October 25, 2019, *Michigan Virtual* presented two sessions to educators at the MACUL Computer Science Summit in Detroit. The first session titled, "Getting Data for your Students with JavaScript (without a server!)" shared tips and tricks and lesson plans related to computer science and online instruction that session attendees can use in their classrooms. Other *Michigan Virtual* staff members presented "Minecraft "Social: How to Build Minecraft into Your Classroom." Together, they shared their experiences using Minecraft for Education in online and blended environments and engaged the attendees in a hands-on learning opportunity that allowed them to blend Minecraft for Education into their curriculum.
- On Thursday January 16, 2020, *Michigan Virtual* staff presented to school superintendents at the MiCoOp Winter Conference in Mt. Pleasant. The focus of this session was a discussion on the challenges that school districts face related to the implementation of blended and online

learning. As part of this discussion, resources produced by *Michigan Virtual* were shared, including the guides to online learning; published webinars, podcasts, and blogs; the web-based Online Learning Orientation Tool (OLOT); and the availability of online program reviews - all free resources aimed at helping schools and districts design and implement effective digital learning programs for students.

- Also on Tuesday January 16, 2020, *Michigan Virtual* personnel presented “Creative Uses of Online Learning for MMC Requirements” at the Michigan Merit Curriculum Flexibility Conference hosted by MASSP in Lansing. This session was an interactive discussion with a panel of Michigan counselors sharing how their schools implemented *Michigan Virtual* student courses to help their students meet their individual MMC requirements for graduation.
- Moving forward, *Michigan Virtual* will be delivering seven presentations at the annual MACUL (Michigan Association of Computer Users in Learning) conference in March. The MACUL conference has approximately 5,000 attendees and is the state’s premier educational technology professional learning conference. Session titles include: “Coaching: A playbook for Teachers,” “10-Year Challenge: Teaching in 2020 vs 2010,” “20 Tech Tools to Bring into Your Classroom in 2020” (presented twice), “Beyond the Basics: Hidden Features of Google Classroom,” “Experience It for Yourself: Student-Centered Learning,” and “A Face-to-Face Teacher’s Guide to Designing Online Experiences.” In addition, a lab session entitled “No More Wasted PD - Design Your Own Learning Pathway & Earn SCECHs” will also be presented. *Michigan Virtual* will also be submitting sessions for the upcoming MASSP and MASA annual conferences in addition to the MAA (Michigan Afterschool Association) Spring Conference.
- *Michigan Virtual* personnel have been busy connecting with educators across the state to provide guidance and insight on the design and implementation of personalized learning models. To date, four onsite training sessions for educators have been conducted: Mt. Pleasant Teacher Boost (11/4/19), Ingham Teacher Boost: (11/21/19), Wayne RESA Teacher Boost (1/29/20), and Kent ISD Teacher Boost (2/13/20). Based on the success of these sessions, additional on-site trainings are being planned.
- *Michigan Virtual* researchers are currently investigating best practices associated with identifying and evaluating learning management systems/platforms (LMS) that can meet the customized needs of schools and districts. Through the execution of a study that follows their own evaluation, selection, and implementation of an LMS, *Michigan Virtual* is seeking to understand and share the challenges and opportunities experienced by schools and districts regarding the implementation and maintenance of such systems/platforms. This research study is currently in the study design process, and formal data collection is expected to occur in April 2020. The data collection and analysis are expected to last several months, culminating in a written brief made available to schools and districts no later than September 30, 2020.



## Policy Recommendations to Gov./Legislature

### Organizational Priority

*2(b)(i) - Develop and report policy recommendations to the governor and the legislature that accelerate the expansion of effective virtual learning in this state's schools.*

### Updates

- *Michigan Virtual* shared virtual learning recommendations which included three areas of opportunity. The first area of opportunity was to shift the teacher effectiveness rating reporting requirement from the local school to the virtual provider when the teacher is an employee of the virtual provider rather than the school. The second area was to create an online mentor training course, endorsed by the Michigan Department of Education, to inform and reinforce best practices in local support strategies for virtual learners. The final recommendation was to update a data field, Virtual Method, in the Michigan Student Data System whose current data value is not yielding insightful data with a simpler set of values that provide data on whether an enrollment is delivered virtual as well as whether it was for credit recovery.

## Research Clearinghouse

### Organizational Priority

*2(b)(ii) - Provide a clearinghouse for research reports, academic studies, evaluations, and other information related to virtual learning.*

### Updates

- *Michigan Virtual* continues to maintain the nationally-recognized Research Clearinghouse, and there were 1,051 resources in the Research Clearinghouse as of the publication of the Quarterly Newsletter in November. The next quarterly newsletter is on schedule to be distributed in March 2020.
- Four blog posts related to research on online and digital learning have been published to the [Michigan Virtual blog](#) under the category [Research Round Up](#). The first four posts in the series highlighted approximately 16 resources including peer reviewed journal articles, journal special series, white papers, educational thought leader blogs, and updated online course and program standards. The final two blogs currently being planned are on schedule to be published by September 30, 2020.

## Promote/Distribute Instructional Design Guidelines and Standards

### Organizational Priority

*2(b)(iii) - Promote and distribute the most current instructional design standards and guidelines for virtual teaching.*

## Updates

- *Michigan Virtual* continues to promote and distribute the most current instructional design standards and guidelines for virtual teaching. Recently, *Michigan Virtual* issued a press release about its involvement in the creation of the [National Standards for Quality Online Learning](#). As a result of that press release, *Michigan Virtual* staff were interviewed on Education Talk Radio, and the [recorded interview](#) is now published on the *Michigan Virtual* website. In addition, *Michigan Virtual* personnel updated several pages on its website to incorporate the new information about the standards, and four separate blog posts sharing the standards were published to the *Michigan Virtual* website. The webpages and blog posts were also promoted through *Michigan Virtual* social media channels.
- *Michigan Virtual* personnel continue to add instructional design guidelines, aligned to the [National Standards for Quality Online Learning](#), to the Research Clearinghouse on an ongoing basis. These standards have all been tagged and entered into the Research Clearinghouse in addition to three other instructional design specific resources in 2019.
- The instructional design team at *Michigan Virtual* created a course titled, "So You Want to be an Instructional Designer?" which is now available and open for enrollment in *Michigan Virtual's* Professional Learning Portal. This course provides an introduction to instructional design as well as the role of an instructional designer. A second instructional design course is currently being planned and development is expected to begin in March 2020. An instructional designer has been identified to take the lead on the development, the course content has been outlined, and the timeline is under development.
- The promotion of instructional design courses for teachers throughout the state is a priority for *Michigan Virtual*, and a session titled, "A Face-to-Face Teacher's Guide to Designing Online Experiences" is scheduled to be presented at the 2020 MACUL conference. The goal of the session is to provide classroom instructors with mindsets and strategies, based on instructional design theories, to support them in designing and developing online learning experiences for their students.

## Work with Teacher Preparation Institutions on Digital Learning

### Organizational Priority

*2(b)(iv) - In collaboration with the department and interested colleges and universities in this state, support implementation and improvements related to effective virtual learning instruction.*

### Updates

- Beginning in April 2020, *Michigan Virtual* personnel will be communicating with various teacher preparation institutions to inform them of the various online resources and courses that can help pre-service teachers develop their knowledge and understanding of literacy, digital

teaching and learning, and the myriad open educational resources that are available to support virtual teaching and learning.

- In addition, the design and planning of a research study focused on student-centered learning across the state (including the ways in which technology and virtual learning supports such pedagogy) is currently underway at *Michigan Virtual*, and the execution of an outreach strategy to invite colleges and universities to partner with *Michigan Virtual* is scheduled for March 2020. Specifically, institutions that offer teacher or administrator preparation programs will be contacted to participate in the development of data collection instruments, the collection of data through an online questionnaire and school interviews, data analysis, and/or report writing.

## Public/Private Partnerships

### Organizational Priority

*2(b)(v)- Pursue public/private partnerships that include districts to study and implement competency-based technology-rich virtual learning models.*

### Updates

- As part of *Michigan Virtual's* planned student-centered learning research study, the organization's research team will be collecting data through the dissemination of an online questionnaire and the execution of individual and focus group interviews. Specific questions related to the use of technology and competency-based strategies will be included in the process. The collection of this data is scheduled to begin in April 2020, with outreach to possible education-related organization partners to occur during March 2020. Anticipated partners of this research study may include colleges, universities, or education organizations that have statewide memberships.
- *Michigan Virtual* is also continuing partnerships with other organizations through its micro-credentialing work. Meetings with the Michigan Assessment Consortium are currently underway, preparing to launch a district-wide pilot in late spring or early fall using assessment micro-credentials created in 2018-2019. In addition, the MASA Human Resources micro-credential stack will start to be released in spring 2020. Each micro-credential is paired with a separate course component. Additional micro-credentialing work has been executed with MEMSPA. The following micro-credentials related to this particular work have been developed and released in the following areas: Social Emotional Learning, Leadership & Literacy Part 1 (rework), Leadership & Literacy Part 2 (rework), Leadership & Literacy Part 3 (rework), SEL and Whole Child, SEL and MTSS, SEL and Family Engagement, Staff Well-Being, Title IV, and Leading Student Engagement.
- *Michigan Virtual's* leadership and promotion of this micro-credentialing initiative is growing as the organization is now a "contributing member" of IMS Global, which allows the organization to participate in the design groups working on IMS Global supported standards and programs.

*Michigan Virtual* personnel attended the IMS Global Quarterly Meeting and Digital Credentials Summit on February 10-13, 2020 and presented "Credentialing Online: Compelling Stories of Three Online K-12 Programs."

- *Michigan Virtual* is also partnering with schools and districts on a research study to investigate the degree of implementation and best practices related to the use of the Suite360 digital character development and behavior intervention program. *Michigan Virtual* researchers have already collected questionnaire data from participating schools, and interviews of personnel from these schools and districts is on schedule to occur during March 2020.

## Mentor Network

### Organizational Priority

*2(b)(vi) - Create a statewide network of school-based mentors serving as liaisons between pupils, virtual instructors, parents, and school staff, as provided by the department or the center, and provide mentors with research-based training and technical assistance designed to help more pupils be successful virtual learners.*

### Updates

- *Michigan Virtual* has scheduled face-to-face trainings to allow mentors of online learners to connect with one another to share details about their online learning programs and build expertise in the area of mentoring. To date, two trainings were executed in February 2020 - one in Coopersville and one in Plymouth- and another is scheduled for mid-March 2020 in Houghton Lake. The planning for a fourth training to be held in Livingston County is currently underway.
- An additional support to mentors of online learners provided by *Michigan Virtual* is the continued operation of the Online Mentor Community. This community, hosted within the Brightspace LMS, has been updated with new discussion board threads and is moderated on a periodic basis to facilitate conversation between mentors. The platform has also been updated to include a new organizational framework for resources for mentors and includes links to the latest research-based mentor resources produced by *Michigan Virtual* and other leaders in this space. Work will begin in spring 2020 to build collaboration spaces and resources for mentors, building upon the updates of the Online Mentor Community, in a mobile environment.
- Another way that *Michigan Virtual* is supporting mentors of online learners is through the delivery of presentations at Michigan education conferences. On Monday, November 11, 2019, *Michigan Virtual* personnel presented at the Michigan School Counselors Association annual fall conference in Lansing. The focus of this session was a discussion on the challenges that school counselors face when mentoring students in an online environment. As part of this discussion, best practices were shared for supporting online learners with tips for pupil accounting, creating policies, proctoring exams, and holding students accountable in the online learning space.

- *Michigan Virtual* will also be submitting sessions for the upcoming MASSP Annual Conference, MAEO (Michigan Alternative Education Organization) Annual Conference, MEMSPA summer leadership conference, and the MPAAA conference.
- Mentors of online learners are also supported through content posted monthly to the [Michigan Virtual blog](#) under the category [Mentor Forum](#). Four blog posts related to the sharing of best practices for mentors have been published to date. These posts highlighted real-world success strategies for mentors, looked at mentoring through the lens of personalized learning, heard from mentors themselves, and talked with leading experts on mentoring. The final two blogs are on schedule to be published by September 30, 2020.

## Focus Groups /Annual Surveys

### Organizational Priority

*2(b)(vii) - Convene focus groups and conduct annual surveys of teachers, administrators, pupils, parents, and others to identify barriers and opportunities related to virtual learning.*

### Updates

- *Michigan Virtual* personnel aim to provide solutions and supports for virtual learners in all schools across the state. In order to develop these solutions, *Michigan Virtual* will be conducting focus groups in May 2020 as part of the process of collecting data to identify student-related factors and school- or program-related factors that impact student success. The specific questions for the focus groups have been drafted with the finalization of the questions to be completed in March 2020. The identification of focus group participants is scheduled to occur in April 2020.
- The planned statewide study of student-centered learning will include a data collection process that utilizes an online questionnaire. This questionnaire is comprised of various questions designed to determine the degree to which schools and districts are implementing student-centered learning as well as the ways that online and blended learning are facilitating this type of learning model. This questionnaire is scheduled to be distributed to schools and districts in April 2020.
- Additional focus groups comprised of online students were conducted by *Michigan Virtual*. Specifically, two student focus groups were completed during the Fall 2019 semester with a combined total of 13 students. The focus groups were held at Novi High School (eight students) and Brighton High School (five students). Each focus group interview lasted approximately 50 minutes. The focus group discussions centered on: (a) student perceptions of *Michigan Virtual* online classes, (b) how the students felt when they found out they would be taking an online class and what they did during this “discovery” phase, and (c) their experience in the online class. At least one additional student focus group is planned for the Spring 2020 semester.

- Additional data are collected from students and adults through the dissemination of voluntary end-of-course questionnaires. All learners enrolled in *Michigan Virtual* professional and student courses are presented with a questionnaire at the end of each course. Since October 1, 2019, our professional learning questionnaire has received 2,841 responses. Our student end-of-course questionnaire has received 1,231 responses in that same period (through January 15, 2020).
- *Michigan Virtual* also values feedback and input from mentors of online learners. *Michigan Virtual* personnel plan to disseminate an online questionnaire to mentors at the end of the 2019-2020 school year. A mid-year mentor questionnaire has already been disseminated. This questionnaire, sent to all mentors with students enrolled in *Michigan Virtual* courses, received 132 responses from mid-December 2019 through mid-January 2020. The questionnaire included questions on overall satisfaction, suggestions for improving satisfaction, professional development needs, preferences within the *Michigan Virtual* Student Learning Portal, and the number of students supported.
- The final means by which data will be collected from stakeholders will be through the execution of focus group interviews with educational organization partners. In mid-January 2020, *Michigan Virtual* prepared and distributed questionnaires focused on better understanding the challenges and opportunities faced by today's educators and students as well as to learn about views on the future of education and the role technology will play in schools. This questionnaire was shared with MASSP, MEMPSA, MASA, MAISA, MASP, and MANS with the intent that it be distributed to their memberships. *Michigan Virtual* personnel are also coordinating focus groups with two or more educational organizations to gain deeper insights into the topics covered in the questionnaire. Data collection through questionnaires and focus groups is expected to be completed by May 2020.

## Consumer Awareness Report

### Organizational Priority

*2(b)(viii) - Produce an annual consumer awareness report for schools and parents about effective virtual education providers and education delivery models, performance data, cost structures, and research trends.*

### Updates

- *Michigan Virtual* continues to host and update the Consumer Awareness Report twice annually. The fall update is complete, and the spring update is forthcoming. In addition to updating the report with the spring data, the spring report will also include data from the upcoming *Effectiveness Report* for the 2018-19 school year. The purpose of this resource is to make consumers aware of the status of online learning in Michigan. It is specifically designed to inform parents, school personnel, and school board members of the nature of online learning

options, their effectiveness for Michigan students, the cost of these programs, and current trends.

## **Internet-based Platform**

### **Organizational Priority**

*2(b)(ix) - Provide an internet-based platform that educators can use to create student-centric learning tools and resources for sharing in the state's open educational resource repository and facilitate a user network that assists educators in using the content creation platform and state repository for open educational resources. As part of this initiative, the Michigan Virtual University shall work collaboratively with districts and intermediate districts to establish a plan to make available virtual resources that align to Michigan's K-12 curriculum standards for use by students, educators, and parents.*

### **Updates**

- To provide leadership to the state's GoOpen initiative, *Michigan Virtual* participates in the GoOpen task force in collaboration with the Michigan Department of Education and other Michigan stakeholders. A representative from *Michigan Virtual* serves on a work group tasked with providing and creating professional development around the Michigan GoOpen initiative. Recently, *Michigan Virtual* has been assisting the REMC Association in creating training to further deepen educators' understanding of the GoOpen initiative. Time has been dedicated to building a micro-credential for educators interested in advocating for open educational resources. *Michigan Virtual* continues to host an online GoOpen course for teachers. This course, titled "GoOpen: Open Educational Resources in Michigan," is available and open for enrollment in *Michigan Virtual's* Professional Learning Portal. This course provides instruction on how and why to use open educational resources, where to find them, and how to incorporate them into the design of course work.
- Additional resources are being added to the GoOpenMichigan website. By March 2020, 250 free learning objects are expected to be added to the website, and an additional 250 free learning objects are scheduled to be added by July 2020.

## **Maintain Statewide Catalog of Online Courses**

### **Organizational Priority**

*2(b)(x) - Create and maintain a public statewide catalog of virtual learning courses being offered by all public schools and community colleges in this state. The Michigan Virtual Learning Research Institute shall identify and develop a list of nationally recognized best practices for virtual learning and use this list to support reviews of virtual course vendors, courses, and instructional practices. The Michigan Virtual Learning Research Institute shall also provide a mechanism for intermediate districts to use the identified best practices to review content offered by constituent districts. The Michigan Virtual Learning Research Institute shall review the virtual course offerings of the Michigan Virtual University, and make the results from these reviews available to the public as part of the statewide catalog. The Michigan Virtual*

*Learning Research Institute shall ensure that the statewide catalog is made available to the public on the Michigan Virtual University website and shall allow the ability to link it to each district's website as provided for in section 21f. The statewide catalog shall also contain all of the following:*

*(A) The number of enrollments in each virtual course in the immediately preceding school year.*

*(B) The number of enrollments that earned 60% or more of the total course points for each virtual course in the immediately preceding school year.*

*(C) The pass rate for each virtual course.*

## Updates

- In an effort to provide the best experience to users of the statewide catalog, *Michigan Virtual* has engaged with a web developer, Web Ascender, to completely redesign publicly accessible pages of micourses.org. This change is in response to growing accessibility concerns of the original design as well as the desire to provide a more up-to-date experience to users. The front-end search functionality has been divorced from the backend system and, as part of an extensive overhaul, was developed in the Wordpress content management system. The new user experience is set to launch in the first quarter of 2020 as work is being completed on development and a communication plan to current users.
- *Michigan Virtual* is committed to incorporating the ability for schools to use [National Standards for Quality Online Courses](#) when reporting their online course reviews. The organization has done an analysis and defined the scope of the work that needs to take place to include the standards as part of the course review and upload on micourses.org. It was determined that the statewide catalog core systems require extensive development and updates in order to implement the new standards. A course of action related to the best way to approach this development work and whether to engage the original developers of the micourses.org systems or to approach a new developer to completely overhaul and futureproof the system should be finalized no later than April 2020.
- *Michigan Virtual* continues to add online courses that have been successfully reviewed for quality to the statewide catalog. To date, four semester-length courses (Health Education - Abstinence Only, Japanese 2B, German 2B, and French 2B) were submitted for Quality Matter review in 2019; however, the review was completed in 2020. *Michigan Virtual* personnel are developing nine new semester-length courses (Medical Terminology, Trig/Pre-Calc A, Trig/Pre-Calc B, Bioethics, Advanced Programming: Mobile Apps and Game Design, AP World History: Modern A, AP World History: Modern B, Calculus A, and Calculus B) during 2020 and have planned to have the courses reviewed by Quality Matters by August 2020.



## Support Registration, Payment Services, and Transcript Functionality to Statewide Catalog

### Organizational Priority

*2(b)(xi) - Support registration, payment services, and transcript functionality for the statewide catalog and train key stakeholders on how to use new features.*

### Updates

- As a way to provide technical and customer support for users of the statewide catalog, *Michigan Virtual* maintains knowledge base articles specific to micourses.org. These articles include information specific to guardians; students or counselors who want to search the catalog for online courses; instructions for enrolling via the catalog; and to companies, districts, or other qualified parties that want to list their online courses in the catalog. The articles are accessible from the "important links" menu on micourses.org and maintained on the [Michigan Virtual Knowledge Base website](#). *Michigan Virtual's* Customer Care Center is also available on business days from 7:30am - 5:00pm ET to answer calls and to respond to online support tickets that are submitted for the statewide catalog.

## Examine District-Level Accountability and Teacher Effectiveness Related to Virtual Learning

### Organizational Priority

*2(b)(xii) - Collaborate with key stakeholders to examine district level accountability and teacher effectiveness issues related to virtual learning under section 21f and make findings and recommendations publicly available.*

### Updates

- *Michigan Virtual* has implemented an updated Modified Danielson Rubric for the evaluation process of its teachers. Throughout the year, course “walk-through” reviews have been conducted by *Michigan Virtual* department leads/instructional coaches. In addition, a large portion of the *Michigan Virtual* instructional staff received mid-year evaluation reviews as an opportunity to check on progress and provide some just-in-time feedback to support their growth in the second half of the year. The scheduling of formal annual evaluations will begin in April 2020.
- *Michigan Virtual* representatives met with representatives from the Center for Educational Performance and Information and the Michigan Department of Education to discuss the challenge that currently exists with teacher effectiveness reporting and the implication of the current process within the state. A formal recommendation has been submitted to the house and senate subcommittees, the state fiscal agents, the Michigan Department of Education, and the state budget office.

## Institute Annual Report

### Organizational Priority

*2(b)(xiii) - Provide a report on the activities of the Michigan Virtual Learning Research Institute.*

### Updates

- The 2018-2019 report on the *Michigan Virtual Learning Research Institute* was sent to the legislature in December 2019 and is also posted on the *Michigan Virtual* website as part of *Michigan Virtual's Annual Report*. The 2019-2020 report will be provided to the legislature in December 2020.

## Operate the Michigan Virtual School

### Organizational Priority

*(3) To further enhance its expertise and leadership in virtual learning, the Michigan Virtual University shall continue to operate the Michigan Virtual School as a statewide laboratory and quality model of instruction by implementing virtual and blended learning solutions for Michigan schools in accordance with the following parameters:*

*(a) The Michigan Virtual School must maintain its accreditation status from recognized national and international accrediting entities.*

### Updates

- As part of the process of maintaining accreditation, *Michigan Virtual's* staff connected with Michael Nauss at the MASA Mid-Winter Conference in January 2020 to discuss Cognia's (formerly known as AdvancEd) plan to publicize the online learning standards expected for the upcoming Spring 2021 accreditation visit. Mr. Nauss indicated that he would notify *Michigan Virtual* personnel when the standards will be made available.

## Restricted Use of Appropriation for MVS

### Organizational Priority

*(b) The Michigan Virtual University shall use no more than \$1,000,000.00 of the amount allocated under this section to subsidize the cost paid by districts for virtual courses.*

### Updates

- On October 4, 2019, *Michigan Virtual's* board of directors approved its fiscal year 2020 budget fulfilling this benchmark. Similarly, based on audited figures from the prior fiscal year, an independent third-party auditing firm concluded that *Michigan Virtual* adhered to this requirement for the 2018-19 school year.

## Background Checks for MVS

### Organizational Priority

*(c) In providing educators responsible for the teaching of virtual courses as provided for in this section, the Michigan Virtual School shall follow the requirements to request and assess, and the department of state police shall provide, a criminal history check and criminal records check under sections 1230 and 1230a of the revised school code, MCL 380.1230 and 380.1230a, in the same manner as if the Michigan Virtual School were a school district under those sections.*

### Updates

- *Michigan Virtual* is approved by the Michigan State Police (MSP) as a qualified entity to use the MSP Criminal History Record Internet Subscription Service (CHRIS) for fingerprinting for employment, assignment, or volunteer placement as authorized by the National Child Protection Act. *Michigan Virtual* works with its teachers and staff to complete background checks and MSP fingerprint checks through this process.

## Appropriation for Expanding Online and Blended Professional Development Programs

### Organizational Priority

*(4) From the funds allocated under subsection (1), the Michigan Virtual University shall allocate up to \$500,000.00 to support the expansion of new online and blended educator professional development programs.*

### Updates

- *Michigan Virtual* is in the process of developing three new professional development courses to support Michigan teachers and schools. The first course being developed is in partnership with the Michigan Association of College Admissions Counselors (MACAC). *Michigan Virtual* is working with subject matter experts from the US Army (Education Service Specialists) to develop an introductory level (5 SCECH) course that meets the updated professional development requirements for school counselors in the state of Michigan. This is one of *Michigan Virtual's* first courses for which the intended audience is counselors, and it broadens *Michigan Virtual's* impact in the professional space. This course is nearing the end of development and will be available in the *Michigan Virtual* catalog in March 2020.
- *Michigan Virtual* has also partnered with the Michigan Association of Secondary School Principals (MASSP) to create a series of five small courses that introduce educators to services available through the College Board, including their AP program and ACT testing. These courses are currently in the development stage which is expected to continue through the spring of 2020.

- The third course is being developed in partnership with the Michigan Association for Supervision and Curriculum Development (MASCD) with contributions from the Michigan Assessment Consortium (MAC), Learning Forward Michigan, and the Michigan Department of Education. Through this collaboration, *Michigan Virtual* is developing a course to introduce educators to the Whole School, Whole Child, Whole Community (WSCC) Model for Continuous Improvement in their schools and districts. With the state of Michigan expecting the launch of a new method for data collection for a Continuous Improvement Plan (MiCIP) in the spring of 2020, this course, which is nearing the end of the development stage, is meant to help educators better meet student, school, and community needs and help them apply those practices to their continuous improvement plans.
- In another effort to support educator professional development, *Michigan Virtual* will be releasing the first in a series of MASA micro-credentials focusing on district superintendent human resources in spring of 2020. To date, the following MEMSPA micro-credentials have been developed and released in the following areas: Social Emotional Learning, Leadership & Literacy Part 1 (rework), Leadership & Literacy Part 2 (rework), Leadership & Literacy Part 3 (rework), SEL and Whole Child, SEL and MTSS, SEL and Family Engagement, Staff Well-Being, Title IV, and Leading Student Engagement.

## MVS Catalog

### Organizational Priority

(5) If the course offerings are included in the statewide catalog of virtual courses under subsection (2)(b)(x), the Michigan Virtual School operated by the Michigan Virtual University may offer virtual course offerings, including, but not limited to, all of the following:

- (a) Information technology courses.
- (b) College level equivalent courses, as defined in section 1471 of the revised school code, MCL 380.1471.
- (c) Courses and dual enrollment opportunities.
- (d) Programs and services for at-risk pupils.
- (e) High school equivalency test preparation courses for adjudicated youth.
- (f) Special interest courses.
- (g) Professional development programs for teachers, school administrators, other school employees, and school board members.

### Updates

- As part of its process of ensuring virtual courses are compatible with modern web browsers, *Michigan Virtual* is systematically removing course components that were previously designed with the Adobe Flash multimedia software platform. Flash components were removed from a total of 63 courses to date, and the following courses are scheduled for Flash removal in the upcoming months: Earth Science A and B, Oceanography A and B, AP Calculus AB (Sem 1 and 2), and AP Calculus BC (Sem 1 and 2). *Michigan Virtual* is also in the process of acquiring a new

earth science course from a Virtual Learning Leadership Alliance member to address Flash instances in the currently offered course, and it has reached out to Advantage Press about acquiring the rights to the Flash-based eText for the current Oceanography course. All remaining courses that are being migrated from *Michigan Virtual's* Blackboard instance will have Flash components removed as part of the migration process. This course migration is expected to be completed by July 2020. *Michigan Virtual* is also in the process of redeveloping the Calculus A/B, Pre-Calc/Trig, and Medical Terminology courses, during which all Flash components will be removed. This work is expected to be completed by the end of March 2020.

- *Michigan Virtual* personnel are also currently developing a new AP World History Modern A course. The subject matter expert assigned to this project completed the scripting for the course at the end of January 2020, and the anticipated completion date of the course is March 2020. The team will then move on to the development of the second semester of AP World History Modern B.
- *Michigan Virtual*, in partnership with St. Clair County Community College (SC4), introduced statewide access to twelve online dual enrollment courses in the Fall 2019 term: ART 120: Art Appreciation; BUS 150: Principles of Business; ENG 101: English Composition I; HIS 101: History of Western Civilization to 1715; HIS 102: History of Western Civilization since 1715; HIS 150: History of the United States, 1877 to Present; MTH 104: Foundations of Math; MTH 113: Pre-Calculus; MTH 120 Introduction to Statistics; PS 101: Introduction to Political Science; PSY 180: Introduction to Psychology; and SOC 101: Principles of Sociology.
- The primary benefits to Michigan schools and their high school students include: (a) the ability to locate postsecondary dual enrollment options within an online catalog that schools often reference in order to explore options for student scheduling, *Michigan Virtual's* Student Learning Portal; (b) statewide access to SC4's lower, in-district tuition rate; and (c) support services provided by *Michigan Virtual* in collecting and transmitting student registration data and files to the college, assistance in communicating questions to the college's representatives from school enrollers and registered students, facilitation of invoicing and transmission of tuition and fees from all parties to the college, as well as communication of students' final grades to the enrolling party at each participating school.
- As a means of increasing the benefits offered to high school students through *Michigan Virtual's* partnership with SC4, both parties committed to a goal of increasing the number and variety of online course offerings in alignment with the aim of permitting returning students the ability to fully complete the requirements of the Michigan Transfer Agreement (MTA) over the course of two to four years of online dual enrollment coursework while in high school. In order to accomplish this, SC4 needed to provide a minimum of three additional online offerings through *Michigan Virtual* in at least two subject areas (e.g., a second English composition or communications course as well as two science courses, at least one of which containing a lab requirement).

- As of the SC4's Winter 2020 academic term, the stated goal was met with both the continued offering of the original twelve courses as well as the introduction of thirteen new dual enrollment course offerings: BIO 101: Essentials of Biology (w/ Lab)\*; BIO 110: Cell Biology Basics\*; BUS 153: Business Law; CIS 110: CIS Concepts and Careers; CJ 101: Introduction to Criminal Justice; ENG 102: English Composition II\*; GEO 101: Earth Science (w/ Lab)\*; GEO 233: World Regional Geography; HE 101: Math Related to Drug Administration; HE 102: Medical Terminology; PSY 220: Life Span Developmental Psychology; PSY 230: Psychology of Effective Leadership and Supervision; and PSY 260: Abnormal Psychology. *Note: Asterisks (\*) above indicate each of the four new dual enrollment courses that fulfill the stated benchmark.*
- Michigan high school students now have the ability to fully complete the requirements of the Michigan Transfer Agreement (MTA) through the following online course work.

MTA Requirement	Course Offerings	Possible Credits
English Composition, plus a second semester of English Composition or Communications	ENG 101 + ENG 102	6
Two Social Science courses in two disciplines	Two of the following: GEO 233, HIS 150, PS 101, (PSY 180 or PSY 220 or PSY 230 or PSY 260), SOC 101	6- 8
Two Humanities and Fine Arts courses in two disciplines	ART 120 and either HIS 101 or HIS 102	7
Two Natural Science courses, one with Lab	Two of the following: BIO 101, BIO 110, GEO 101	7-8
One Mathematics course	MTH 104 or MTH 113 or MTH 120	4
Minimum of 30 Total Credits	Nine Total Courses	30-32

- In order to provide the most effective and user-friendly online learning experience, *Michigan Virtual* is deep into the process of implementing a new learning management system (LMS) and migrating courses from its current Blackboard instance to this new platform. In October 2019, *Michigan Virtual* released a Request for Proposals for a new K-12 Learning Management System (LMS). Three vendors submitted their letters of intent to demonstrate their wish to participate and their ability to meet our requirements and timeline. The *Michigan Virtual* review committee selected two of the vendors as finalists, and the team completed a rigorous testing process of both vendors' platforms. A contract with the chosen vendor was signed and work began to install, configure, and test the new LMS. *Michigan Virtual* is now working to develop effective

methods of adding its many courses to the new system and planning for a small pilot to occur by the end of March 2020. A subsequent pilot will occur in the summer of 2020, training of staff and instructors will be delivered by the vendor, and multiple items will be validated by the internal team. Public launch for the new LMS is slated for early August 2020.

## Home-Schooled and Non-public Students

### Organizational Priority

*(6) If a home-schooled or nonpublic school student is a resident of a district that subscribes to services provided by the Michigan Virtual School, the student may use the services provided by the Michigan Virtual School to the district without charge to the student beyond what is charged to a district pupil using the same services.*

### Updates

- *Michigan Virtual's prices for 2019-2020 school year are the same for home-schooled and nonpublic school students as they are for district students using the same services. Pricing Information is available on the [Michigan Virtual website](#).*

## MVS Annual Report

### Organizational Priority

*(7) Not later than December 1 of each fiscal year, the Michigan Virtual University shall provide a report to the house and senate appropriations subcommittees on state school aid, the state budget director, the house and senate fiscal agencies, and the department that includes at least all of the following information related to the Michigan Virtual School for the preceding state fiscal year:*

*(a) A list of the districts served by the Michigan Virtual School.*

*(b) A list of virtual course titles available to districts.*

*(c) The total number of virtual course enrollments and information on registrations and completions by course.*

*(d) The overall course completion rate percentage.*

### Updates

- The 2018-2019 report on the MVS was sent to the legislature in December 2019 and is also posted on the *Michigan Virtual website* as part of *Michigan Virtual's [Annual Report](#)*. The 2019-2020 report will be provided to the legislature in December 2020.

## MVS Schools Served

### Organizational Priority

*(8) In addition to the information listed in subsection (7), the report under subsection (7) shall also include a plan to serve at least 600 schools with courses from the Michigan Virtual School or with content available through the internet-based platform identified in subsection (2)(b)(ix).*

## Updates

- *Michigan Virtual* is on schedule to serve a minimum of 600 schools throughout the 2019-20 school year. As part of this process, additional free learning objects are being developed on an ongoing basis and are being added to the GoOpenMichigan website. By March 2020, 250 free learning objects are expected to be added to the website, and an additional 250 free learning objects are scheduled to be added by July 2020.

## Advisory Board

### Organizational Priority

*(9) The governor may appoint an advisory group for the Michigan Virtual Learning Research Institute established under subsection (2). The members of the advisory group shall serve at the pleasure of the governor and without compensation. The purpose of the advisory group is to make recommendations to the governor, the legislature, and the president and board of the Michigan Virtual University that will accelerate innovation in this state's education system in a manner that will prepare elementary and secondary students to be career and college ready and that will promote the goal of increasing the percentage of citizens of this state with high-quality degrees and credentials to at least 60% by 2025.*

### Updates

- Since this section pertains to the actions of the Governor's office rather than *Michigan Virtual*, no plan were created by *Michigan Virtual*.

## MVS Budget Costs

### Organizational Priority

*(10) Not later than November 1 of each year, the Michigan Virtual University shall submit to the house and senate appropriations subcommittees on state school aid, the state budget director, and the house and senate fiscal agencies a detailed budget for that fiscal year that includes a breakdown on its projected costs to deliver virtual educational services to districts and a summary of the anticipated fees to be paid by districts for those services. Not later than March 1 each year, the Michigan Virtual University shall submit to the house and senate appropriations subcommittees on state school aid, the state budget director, and the house and senate fiscal agencies a breakdown on its actual costs to deliver virtual educational services to districts and a summary of the actual fees paid by districts for those services based on audited financial statements for the immediately preceding fiscal year.*

### Updates

- A detailed budget breaking down 2019-2020 projected costs to deliver virtual educational services to districts and a summary of the anticipated fees to be paid by districts for those services was submitted in November. The breakdown of *Michigan Virtual's* actual costs to deliver virtual educational services to districts and a summary of the actual fees paid by districts for those services based on audited financial statements for the immediately preceding fiscal year was included in the same mailing as this update.