

The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

Title:	Online Learning: Alternative Learning Experience and Multi-district Providers	
As Related To:	<input checked="" type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input checked="" type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:		
Possible Board Action:	<input type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input checked="" type="checkbox"/> Other: no action?	
Materials Included in Packet:	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>The Board heard the first part of this presentation at the July 2011 meeting, when OSPI staff members Karl Nelson and Martin Mueller, and a student and staff member from the Everett School District:</p> <ul style="list-style-type: none"> • Defined key terms in online learning • Discussed the online learning options available to districts and students, including how students earn high school credit • Reviewed OSPI's multidistrict online provider approval process, and • Discussed the implementation of a district-run online program in the Everett School District. <p>For this session, OSPI staff will be joined by a representative from Washington Virtual Academies, WAVA/K¹² and a school district that operates it. This sequel to the July presentation will address:</p> <ul style="list-style-type: none"> • OSPI's implementation of the alternative learning experience (ALE) funding rules in response to ESHB 2065, • The 2009-10 online learning annual report (included in the July packet), • The experience of a large multidistrict online program, WAVA, and the district that operates it, Steilacoom, and • The promise and potential of online learning. 	



Washington Virtual Academies



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Rep Quall with WA Virtual Academy students

2009-03-25L_5763



Our Philosophy

- The early years build the foundation for all later learning.
- Parents play a critical role in the education of their children.
- Learning requires discipline; discipline requires values.
- Content matters: What children study determines how well they learn.
- Aim high, expect much, and students will prosper.
- Smart use of technology adds value.



What are the Washington Virtual Academies? (WAVA)

Statewide, tuition free, public school programs for grades K-12 of the following school districts:

- WAVA at Steilacoom Historical School District, k-8
- WAVA at Omak School District, k-12
- WAVA at Monroe Public Schools, 9-12
- Approved by OSPI's Digital Learning Department - Multidistrict Online School Programs
- Accredited by Northwest Accreditation Commission



Who Do We Serve

- Typical students who are looking for an alternative educational environment to the traditional school
- Advanced learners
- At risk students
- Homebound, medically challenged students
- Working students
- Students with special needs
- Athletes and performers
- Full time and shared enrollments
- Military families



WAVA Provides:

- Washington State certificated teachers, employed by the school districts, and are part of the districts collective bargaining agreements
- Washington State credential administrators
- Curriculum, materials, and supplies
- K¹² traditional mastery-based curriculum for k-8
- 9-12 traditional high school curriculum
- Online school, Class Connect, data management tools
- School wide activities



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Accountability

- **Senate Bill 5410** – established the Digital Learning Department and program approval system
- **Alternative Learning Experience Laws**
- **Senate HB 2065** – additional oversight and differentiated funding
- **No Child Left Behind**



Assessment Requirements

- DIBELS testing
- MSP/HSPE testing for grades 3-8 & 10
- End of Course Exams (EOC)
- Annual Yearly Progress (AYP)
- Curriculum aligned to Washington State Standards
- District and State graduation requirements



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WAVA K-8



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Teachers teach!

What does a WAVA teacher do to support the families?

- Teachers teach synchronous lessons via Class Connect
- They are curriculum specialists
- Monitor student progress and attendance
- Develop the Washington Student Learning Plan
- Develop and implement academic interventions for targeted students
- Organize outings and proctor standardized exams
- Teachers are available to support the student and family throughout the virtual experience





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K-8 Curriculum

- Language Arts
- Math
- Science
- History
- Art
- Physical Education



Kindergarten students are enrolled half time with Language Arts, Math, and Science



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Overview Alerts Attendance Progress **Plan** Student Info

Daily Plan

Weekly Plan

Today's Date: Friday, September 9, 2011



[Click to select a date.](#)

◀ Friday, 09/09/2011 ▶



Print Daily Plan

Class Connect Sessions

There are no Class Connect sessions scheduled for the day.

Courses

	Math Plus Purple WA Unit 1: Lesson 4: Write Number Words Through 10,000			Lesson Checkpoint Not Taken	<input type="radio"/>
	Language Arts Orange Handwriting Unit 1: Lesson 4: Printing Power 4			No Assessment	<input checked="" type="radio"/>
	Language Arts Orange Literature and Comprehension Unit 1: Lesson 5: Review "The Hound and the Hare"			No Assessment	<input type="radio"/>
	Language Arts Orange Spelling Unit 1: Lesson 4: Day 4: Review Spelling Words			No Assessment	<input type="radio"/>
	Language Arts Orange Vocabulary Unit 1: Lesson 4: Day 4: Introduce Word Set 2			No Assessment	<input checked="" type="radio"/>
	Language Arts Orange Writing Skills Unit 1: Lesson 5: Unit Checkpoint			Unit Checkpoint Not Taken	<input type="radio"/>
	History 2 Unit 1: Lesson 2: (Optional) Way to Go: Directions			No Assessment	<input type="radio"/>

Advance Prep for Today

Math Plus Purple WA

Unit 1: Lesson 4: Write Number Words Through 10,000

Activity: LEARN: Number Words Through 10,000 [Advance Prep Details](#)

Language Arts Orange | Literature and Comprehension



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Attendance Screen

Overview Alerts Attendance Progress Plan Student Info

Days of Missing Attendance: 0 [Enter attendance now](#)

Cumulative Totals

Today's Attendance Total: 0h10m Total Attendance to Date: 15h20m Total Days in School: 4

Course	Last 7 days	Last 14 Days	Attendance to Date
Math Plus Purple WA	3h	3h	3h
Language Arts Orange Handwriting	1h5m	1h5m	1h5m
Language Arts Orange Literature and Comprehension	3h40m	3h40m	3h40m
Language Arts Orange Spelling	1h25m	1h25m	1h25m
Language Arts Orange Vocabulary	0h40m	0h40m	0h40m
Language Arts Orange Writing Skills	0h50m	0h50m	0h50m
Science 2	1h	1h	1h
History 2	0h40m	0h40m	0h40m
Social Studies - Grade 2	0h10m	0h10m	0h10m
Art 2	0h40m	0h40m	0h40m
Physical Education	2h10m	2h10m	2h10m



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Class Connect (Synchronous) Sessions

Eliminate Live!

File Session View Tools Window Help

Participants

1 Participant

Direct Messaging

Show All

Joined: 2006-07-05 12:27:55

Send to All

Audio - Amanda Reed

Microphone Speaker

0:02

Whiteboard - Main Room (Scaled 135%)

Eliminate Live!

Follow Moderator

Find the volume and the surface area of a cylinder. Use $\pi = 3.14$

$r = 10$ cm

$h = 20$ cm

Lateral surface area

Surface area = $2\pi rh + 2\pi r^2$

$2\pi \times 10 \times 20 + 2\pi \times 10^2$

$2\pi \times 200 + 2\pi \times 100$

$6.28 \times 200 + 6.28 \times 100$

$1256 + 628$

1884

Volume = $\pi r^2 h$

$3.14 \times 10^2 \times 20$

$3.14 \times 100 \times 20$

314×20

6280



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Welcome, Laura Corkern

my time



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Help Logout

Overview

K-mail

My Account

[Online School](#)

[Family Directory](#)

[Community Chest](#)

[Tutorials \(Coming Soon\)](#)

▶ My Students

K-mail



New K-Mail

Search:

Search

Show All



[Inbox](#)



[Outbox](#)

Status	From	Subject	Date	Attachment
	Tammy Ward	Welcome to the new school year	09/03/2008 05:55 PM	
	Cleaver Tammy Ward	Welcome to the new school year	09/03/2008 05:55 PM	
	Cleaver Laura	Welcome!	08/28/2008 12:50 PM	
	Laura Ingalls	Keep up the good work	08/28/2008 12:14 PM	

Read Mail New Mail 5 Days Old Older Than 10 Days

(4 items)



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Benefits of WAVVA K-8

- Highly qualified WA State certificated teacher
- High-quality education option
- Self-paced, individualized instruction
- Mastery-based learning program
- Continuous assessments and feedback
- Group outings
- Smart use of technology
- Student/Teacher/Family partnerships





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The Learning Community

WAVA activities

- Book-It Program
- Booster Club
- Read Across America
- Family Directory
- Spelling Bee
- Outings and Field Trips



K¹² sponsored resources

- Strategies for Success
- Study Island- remedial tool
- Scantron Performance Testing
- thebigthink¹² – online community
- course orientation package
- Pathfinder – counseling system
- TurnItIn.com – anti-plagiarism tool



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Adequate Yearly Progress

Washington State Report Card - Windows Internet Explorer

https://eds.ospi.k12.wa.us/AYPPreview/AYP.aspx?groupLevel=District&schoolId=3546&reportLevel=School&orgLinkId=3546&yrs=16&printable=true&year= Office of the Superintendent of Public Instr...

File Edit View Favorites Tools Help Links R-Steilacoom R-FL R-Monroe R-Omak SAMS TV State Testing - OSPI Login

Washington State Report Card reportcard.ospi.k12.wa.us

Washington State Report Card

Washington Virtual Academy
Principal Mark Conley 1854 McNeil ST Dupont 98327 Grade Span: K-8
253.964.1068 Steilacoom Hist. School District 10/20/2010

Adequate Yearly Progress Summary

This page presents a summary of your AYP results. ([What does Adequate Yearly Progress and ESEA mean?](#)) To see the data used to compute each proficiency cell and Safe Harbor results, switch "Summary" to "Participation/Other Indicator Detail" and click "go".

Yes Group met AYP. **N<Required** Group has fewer than required.
No Group did not meet AYP. **N/A** There are no students in this group.

Made AYP Overall: Yes In Improvement: Step 2

Number of Yes:	21	Number of No:	0	% of Yes/Total:	100.0%	Number of N<Required:	12	Number of NA:	4
-----------------------	-----------	----------------------	----------	------------------------	---------------	---------------------------------	-----------	----------------------	----------

Select year: 2010-11 go Summary Description

Student Group	Met <u>Proficiency</u> Goal		Met <u>Participation</u> Goal		Other Indicator				
	Reading	Math	Reading	Math					
All	Yes	Yes	Yes	Yes	Yes				
American Indian	N<Required	N<Required	N<Required	N<Required					
Asian/Pacific Islander	Yes	Yes	Yes	Yes					
Black	N<Required	N<Required	N<Required	N<Required					
Hispanic	N<Required	N<Required	Yes	Yes					
White	Yes	Yes	Yes	Yes					
Limited English	N/A	N/A	N/A	N/A					
Special Education	N<Required	N<Required	Yes	Yes					
Low Income	Yes	Yes	Yes	Yes					
Number of Yes:	21	Number of No:	0	% of Yes/Total:	100.0%	Number of N<Required:	12	Number of NA:	4

Results with fewer students than required are not shown. Results not shown may also indicate data not available.



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WAVA High School



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High School Teachers





Virtual School = Distance Learning?

No!

WAVA students have daily lessons in each subject area, and a variety of ways of interacting with Washington State certificated teachers for group or individual instruction.





Flexibility is key!

- Daily requirements - choose to work in the mornings, afternoons, or evenings
- Lessons posted in advance
- Available syllabi for each course
- Teacher availability: scheduled instruction, office hours, kmail, telephone, and other electronic and digital means
- “Just-in-time” changes to curriculum relating to current events





Engaging instruction...

Visualizations makes abstract concepts and complex ideas more accessible

Media-rich environment:

- Animations
- Illustrations
- Simulations
- Photography
- Video/Audio
- Interactive Virtual Classroom

ENG202B, sec 2: Literary Analysis and Composition II

Instructor: Chad Donohue

Course Author Course Admin Gradebook Email Chat Doc Sharing Dropbox Webliography

Course Home

- Syllabus
- Calendar
- Teacher Contact Information
- Course Help
- Grading Information
- ClassConnect
- Course Feedback
- Course Survey*

- Unit 1
- Unit 2
- Unit 3
- Unit 4
- Unit 5
- Unit 6
- Unit 7
- Unit 8
- Unit 9
- Unit 10
- Unit 11

Exit Course Logout

Course Home

Expand All

Announcements

Video about catching up



Video!

Schedule for February 23 - 27, 2009

Schedule for March 3 - 13, 2009

Schedule for March 16 - 27, 2009

Submitter

Date

Instructor Donohue

13 Mar 09

Instructor Donohue

1 Feb 09

Instructor Donohue

30 Jan 09

Instructor Donohue

29 Jan 09

© eCollege

Done

Internet

100%

start

K12 Onlin...

Course Ho...

Links

Search Desktop

11:49 AM

ENG202B, sec 2: Literary Analysis and Composition II

Instructor: Chad Donohue

Course Author Course Admin Gradebook Email Chat Doc Sharing Dropbox Webliography

Course Home

- Syllabus
- Calendar
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- Course Help
- Grading Information
- ClassConnect
- Course Feedback
- Course Survey*

Unit 1

Unit 2

- Raise Your Hand!
- 2.00 Unit 2 Resources
- 2.01 Literary Essay
- 2.02 Choose and Develop
- 2.03 Lets Be Clear
- 2.04 Plan and Organize
- 2.05 Discuss: Essay Ideas
- 2.06 Unity and Coherence

Exit Course Logout

Literary Essay About a Character

It's a Question of Character

For the Unit 2 Literary Essay, you are going to write a 1 - 2 page essay about a character from a short story. You will be writing about the character's main traits and motivations, as well as how the character changes in their story. Choose a character from one of the stories in Unit 1 or from a story we read for class last semester. In this discussion, talk about the character you plan to write about and why you've chosen this character. Be sure to write several sentences. You only need to reply once to this discussion.

[Respond](#)

[Expand All](#)

[Show Options](#)

sort by: response | [author](#) | [date](#) | [read](#) | [unread](#)

Responses

	Author	Date & Time
In my essay I'm going to right	Benjamin	3 Mar 09 1:51 PM MST
That is a good story to choose	Savanna	4 Mar 09 9:40 AM MST
I agree. I think that will be	Maggie J	4 Mar 09 10:29 AM MST
I'm writing about Laurie too.	Warren H	4 Mar 09 2:26 PM MST
Good choice	Trevor Ly	5 Mar 09 2:30 PM MST
I am going to write an essay o	Savanna	4 Mar 09 9:41 AM MST
Good choice. President Clevela	Abigail G	4 Mar 09 4:37 PM MST
im going to write about the ki	Cameron	4 Mar 09 10:08 AM MST
Im planing to write about Sque	Maggie J	4 Mar 09 10:27 AM MST
Laurie from "Charlie". I chose	Meakalia	4 Mar 09 10:49 AM MST
I'm writing about Laurie as we	Benjamin	4 Mar 09 1:29 PM MST
I am writing on Jerry in 'Pres	Naomi Ha	4 Mar 09 1:38 PM MST
Jerry was my favorite characte	Spencer	4 Mar 09 1:50 PM MST

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K12 My Info Student



Page ▾



Tools ▾

Student Home →

K-mail →

2

My Account →

thebigthink¹² →

Resources

Family Connection

K¹² College & Career Source

LMS

Tutoring (coming soon)

My Courses

Student Homepage

your path begins here

My Courses	Days Since Last Login	To Do	Course Average
ENG202A: Literary Analysis and Composition II	Not Available	Not Available	Not Available
ENG202B: Literary Analysis and Composition II	2	2	47.92
HST203A: Modern World Studies	Not Available	Not Available	Not Available
HST203B: Modern World Studies	2	4	100.00
MTH203A: Geometry	Not Available	Not Available	Not Available
MTH203B: Geometry	2	6	20.45
MTH303A: Algebra II 08-09	Not Available	Not Available	Not Available
MTH303B: Algebra II 08-09	2	5	42.79
	Not	Not	



K¹²
Announcements

CollegeWeek Live Coming
Mar 25 & 26th!

Prepping for College?

World-Language Technical
Difficulties

eCollege Maintenance

Systems and Materials
Update!

LOG IN to K12 Family
Connection with My Info User
Name and Password!

the big thinkK is here!

Elluminate Live! - MR. DONOHUE'S VIRTUAL CLASSROOM

File Session View Tools Window Help



Participants

Participants

- Chad Donohue (Teacher, Me)
- cam
- D Sc
- E. V
- heal
- Holl
- J. R
- Jsnit
- KSc

12 Participants

Chat

how All

leathers: wait are you replying to me or someone else?

leathers: Mr D

. Rancourt: JSniffen- not good...

sniffen: lol

Send to This Room

Audio

Audio controls: microphone icon, volume slider, speaker icon, and a 'Teleconference available' button.

Whiteboard - Main Room (Scaled 76%)

1/30 Welcome to Grammar Friday with Mr. D... Follow Teacher

Welcome to Grammar Friday with Mr. D...

Live Sessions!



*Every
Friday at
2:00 pm on
Elluminate.*

The recorder is paused. Click to resume recording.

In session for 1 hour, 3

Assignments!

"President Cleveland, Where Are You?"

"President Cleveland, Where Are You?" by Robert Cormier is about the life of a boy during the depression. It doesn't revolve around the fact that they were going through hard times, but does play a big role and helps bring about the whole idea. It tells the story of Jerry and some things that he has learned while growing up. **This paragraph does a good job of introducing the story, but the focus needs to be on Jerry. For your thesis statement, say something about how you plan to examine Jerry's main traits and characteristics.**

Jerry is an eleven year old boy, and the same as the other kids his age is just worried about "report cards...loss of income...and the presidents"(pg 53). He lives with his siblings and parents, and seems to be naïve about what's important, and has strong determination. He works hard to get what he wants, such as doing chores for others so he can afford to get cards that all the kids covet. When the full weight of the depression hits his family, he focuses his energy on cards to try and avoid some of the struggles going on in his life and the world. **This is a good basic description of Jerrv. You have provided some relevant background**



The Social Scene

What about interaction with other students?

- All-School Assemblies on Class Connect
- WAVA HS Talent Show
- Natural Helpers Club
- Movie Club
- Yearbook Club
- Career Explorations Club
- Science Club
- Chess Club on Class Connect
- Public Speaking on Class Connect
- WAVA High School Prom



“Today’s graduates must be adept with the tools of collaboration and communication that are the reality of a global, web-driven workplace. Online learning affords unprecedented opportunities for students to complete their work using applications that are common to today’s workers, such as web-based conferencing, project management, or digital media and communications tools.”

(Virtual Schools and
21st Century Skills, NACOL, 2006)





Challenges to Online Learning

- Senate HB 2065 – reduction of Basic Education apportionment for alternative learning experiences
- Expected to do more with less
- Accountability is essential, but there needs to be a balance between teaching, student achievement and economics



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Online Learning in Washington (Part 2)

Sept. 15, 2011 – State Board of Education

Martin Mueller

Assistant Superintendent, Student Support, OSPI

Karl Nelson

Director, Digital Learning Department, OSPI

What have we covered?

- Definitions
- Online learning options
 - Individual online courses
 - Online school programs
- OSPI multidistrict online approval

What are we covering today?

- Alternative Learning Experiences (ALE) funding rules
- 2009-10 online learning report
- WAVA and the Steilacoom School District
- The promise and potential of online learning

ALTERNATIVE LEARNING EXPERIENCES FUNDING RULES

What is an “alternative learning experience” (ALE)?

- ALE is a method for claiming state basic education funding, using the existing funding system and definitions, e.g.:
 - “Enrolled student” including exclusions.
 - FTE hour definition.
 - Nine enrollment count dates.
- ALE contrasts with other methods, e.g.:
 - “Seat-time”
 - Running Start
 - Work-based Learning

What Characterizes ALE?

- Learning occurs in large part away from the attendance-based regular classroom setting.
- A written student learning plan, developed by a teacher, defines the learning experience.
- The plan may include direct instructional components.
- Student learning is supervised, monitored, and evaluated by a teacher.

How does ALE work?

- School board policy.
- Responsibility of certificated teacher.
- Written student learning plan.
- Weekly contact.
- Monthly progress evaluation (tied to enrollment reporting).
- Interventions for struggling students.
- Annual assessments.
- All other basic education requirements apply.

What were the issues with the 2005 ALE Rules?

- Growth of interdistrict enrollment.
- Emergence of large contracted programs.
- Low rates of ALE student participation in state assessments.
- Parent stipends/reimbursements.
- Diminished role of the certificated teacher in some parent-partnership programs.
- Some ALE programs look more like Home-based Instruction than public education.

Changes made to ALE rules in Spring 2011:

- Re-emphasize role of WA certificated teacher.
 - Written student learning plan
 - Weekly contact
 - Monthly progress evaluation
- Parent reimbursements are prohibited.
- High-FTE part-time students must be included in accountability reporting.
- New definitions; structural changes to improve clarity of requirements.
- Changes in enrollment reporting process.

What did ESHB 2065 do?

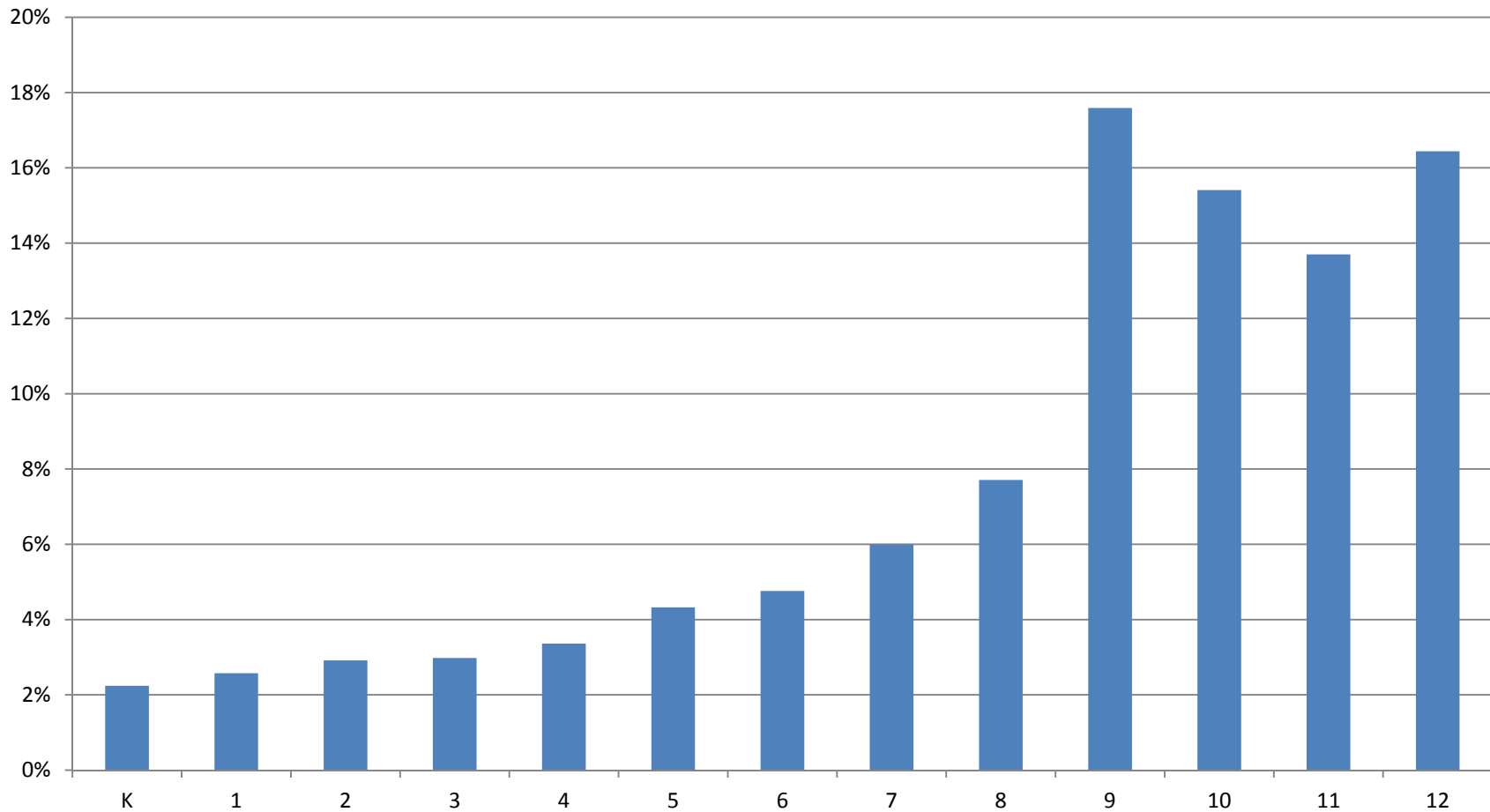
- Defines ALE in statute.
- Adds new restrictions to spending on ALE programs (in addition to OSPI rule change eliminating reimbursements):
 - Purchases of materials, equipment, supplies;
 - Contracts for services, experiences, activities (“substantially similar”).
- Creates differential funding scheme to accomplish 15% statewide cut to BEA.
- Prohibition against employees receiving recruitment bonuses.
- Requires districts to issue credit for certain online courses.

2009-10 REPORT

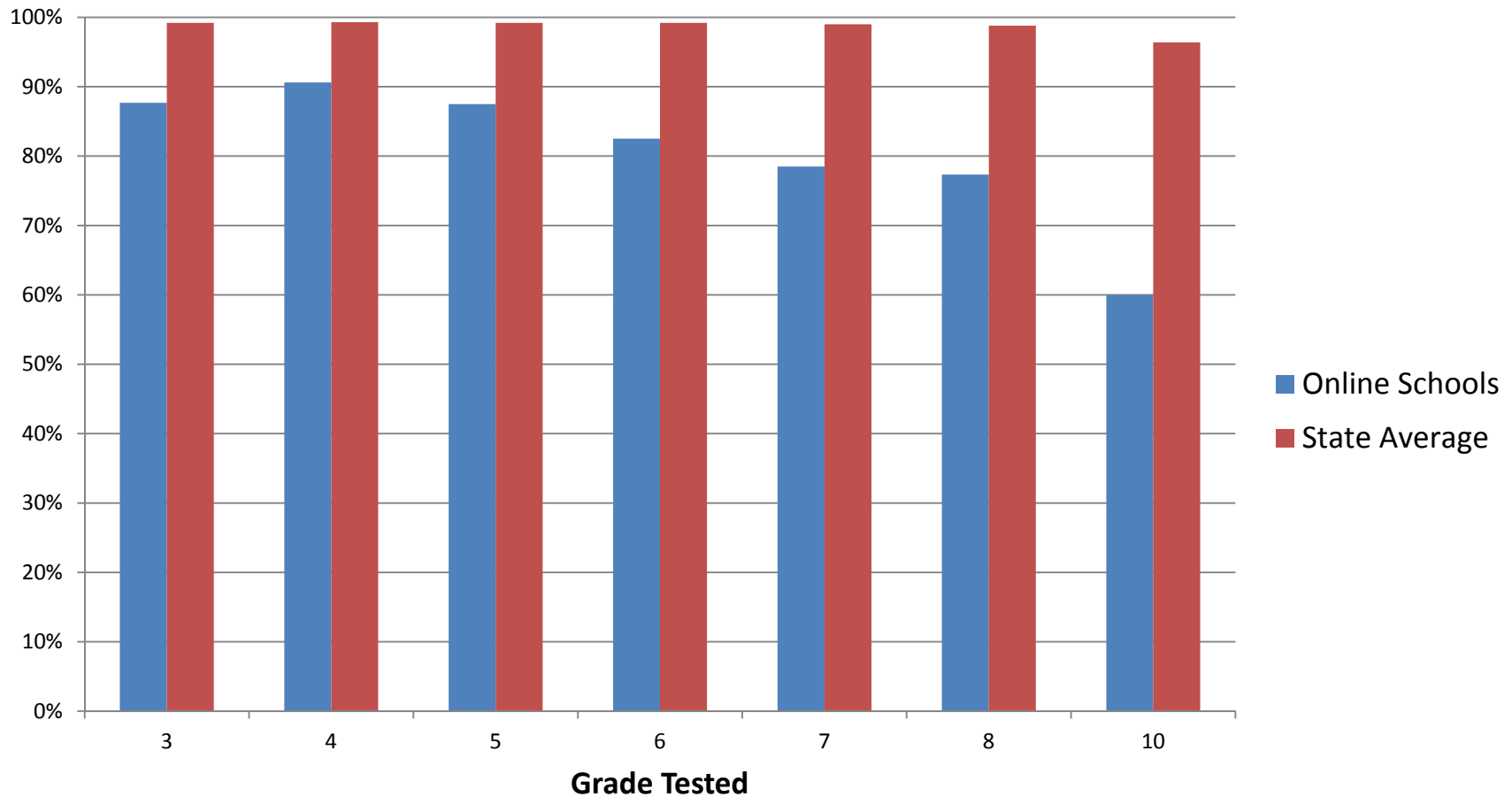
Students in Online Courses/Programs – 2009-10

- 10,000 to 16,000+ students
- 40+ online school programs
 - 14 multidistrict online school programs
- Approx. two-thirds of students in online ALE programs transferred from one district to another to attend the program

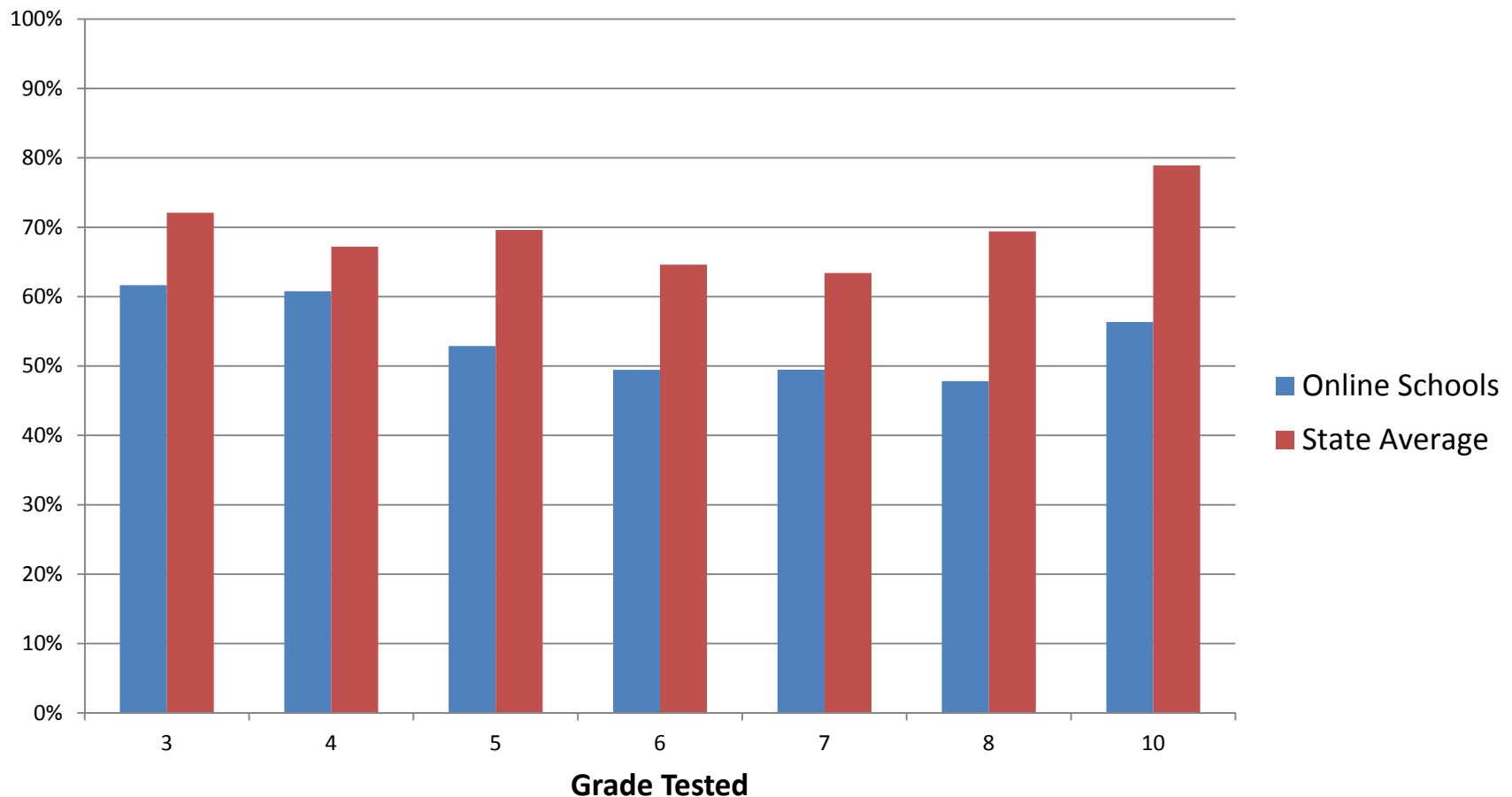
Students in Internet ALE programs



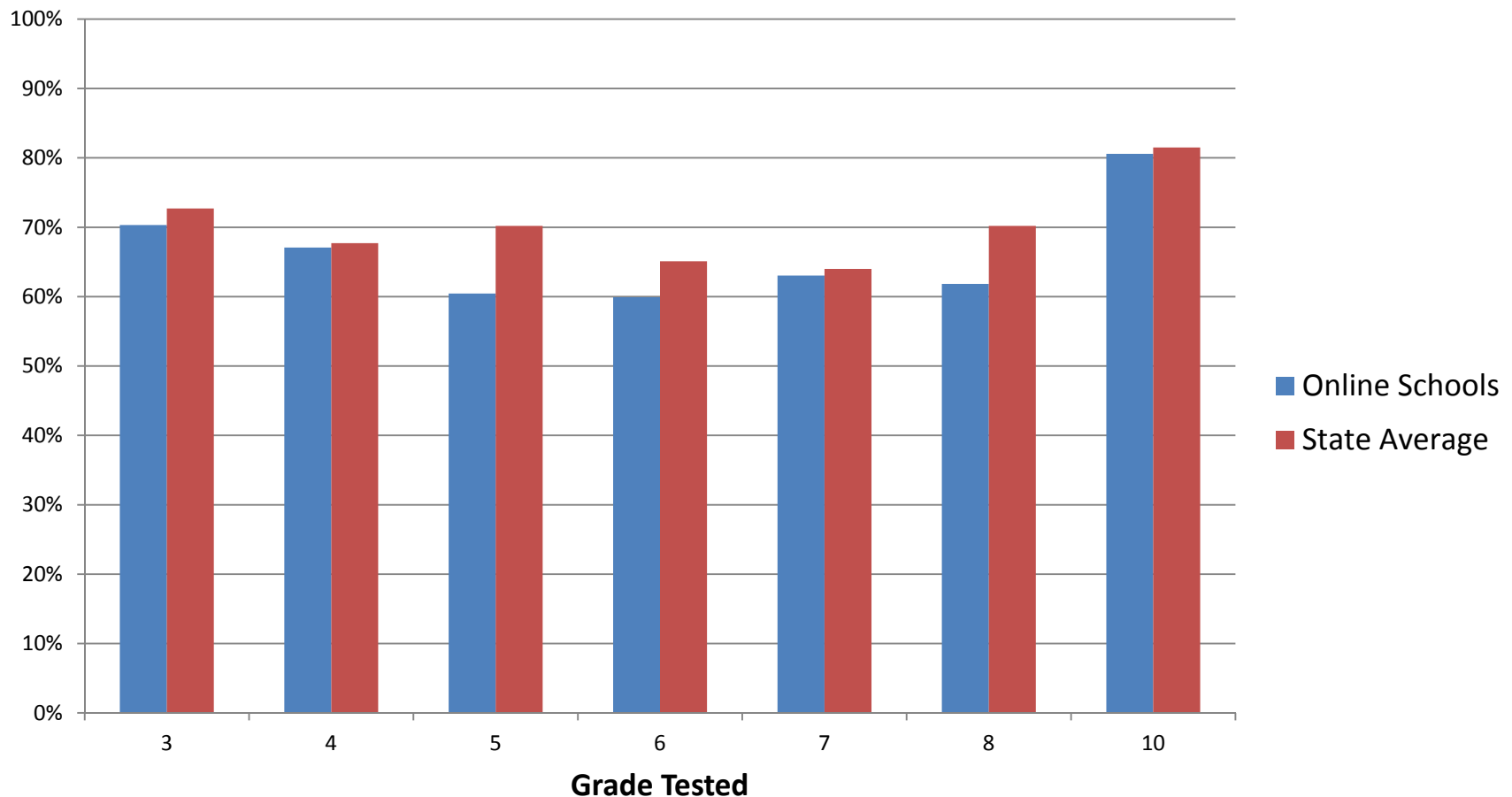
Reading – Percent Tested (2010 MSP/HSPE)



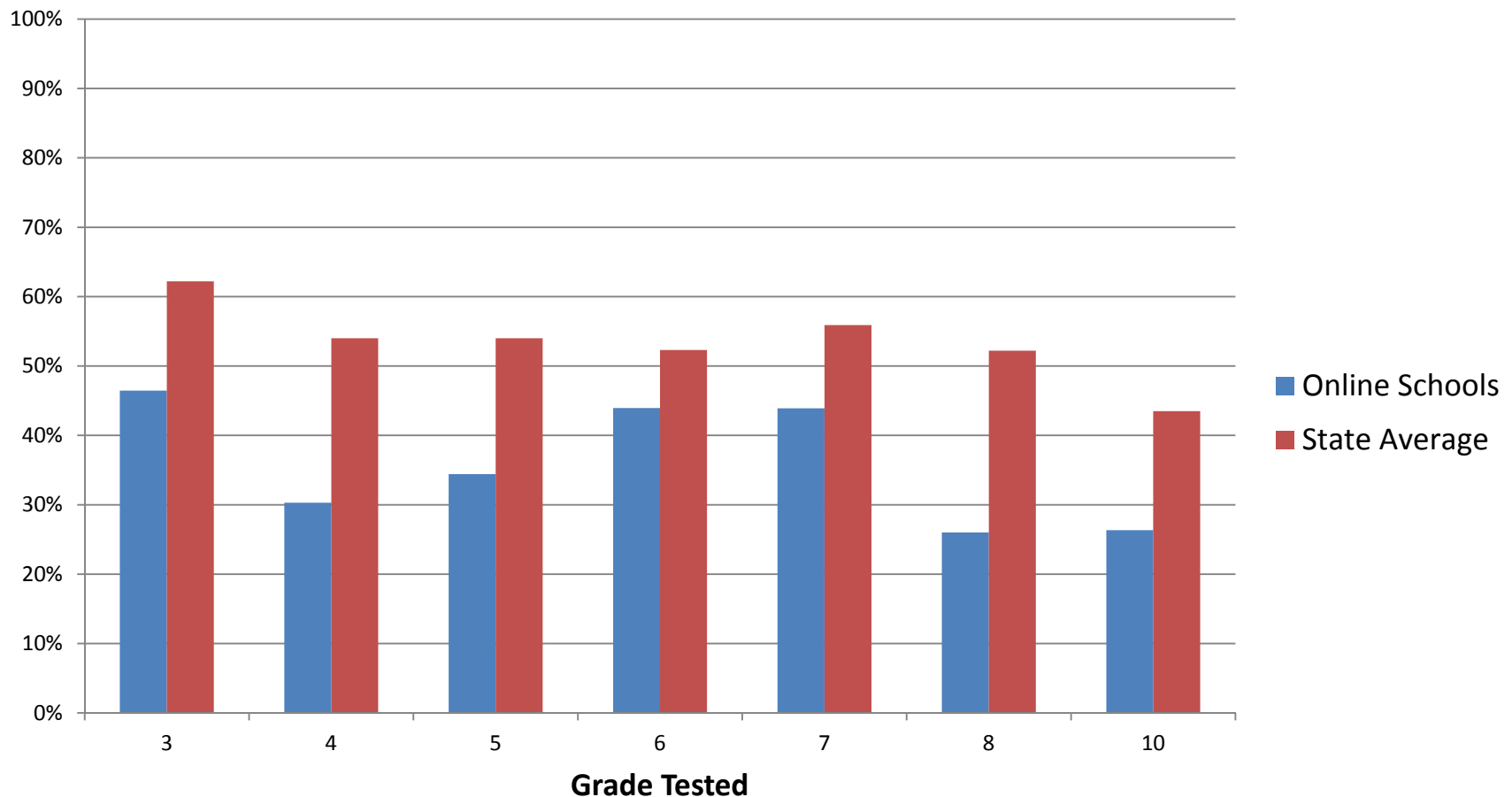
Reading – Percent Met Standard (2010 MSP/HSPE)



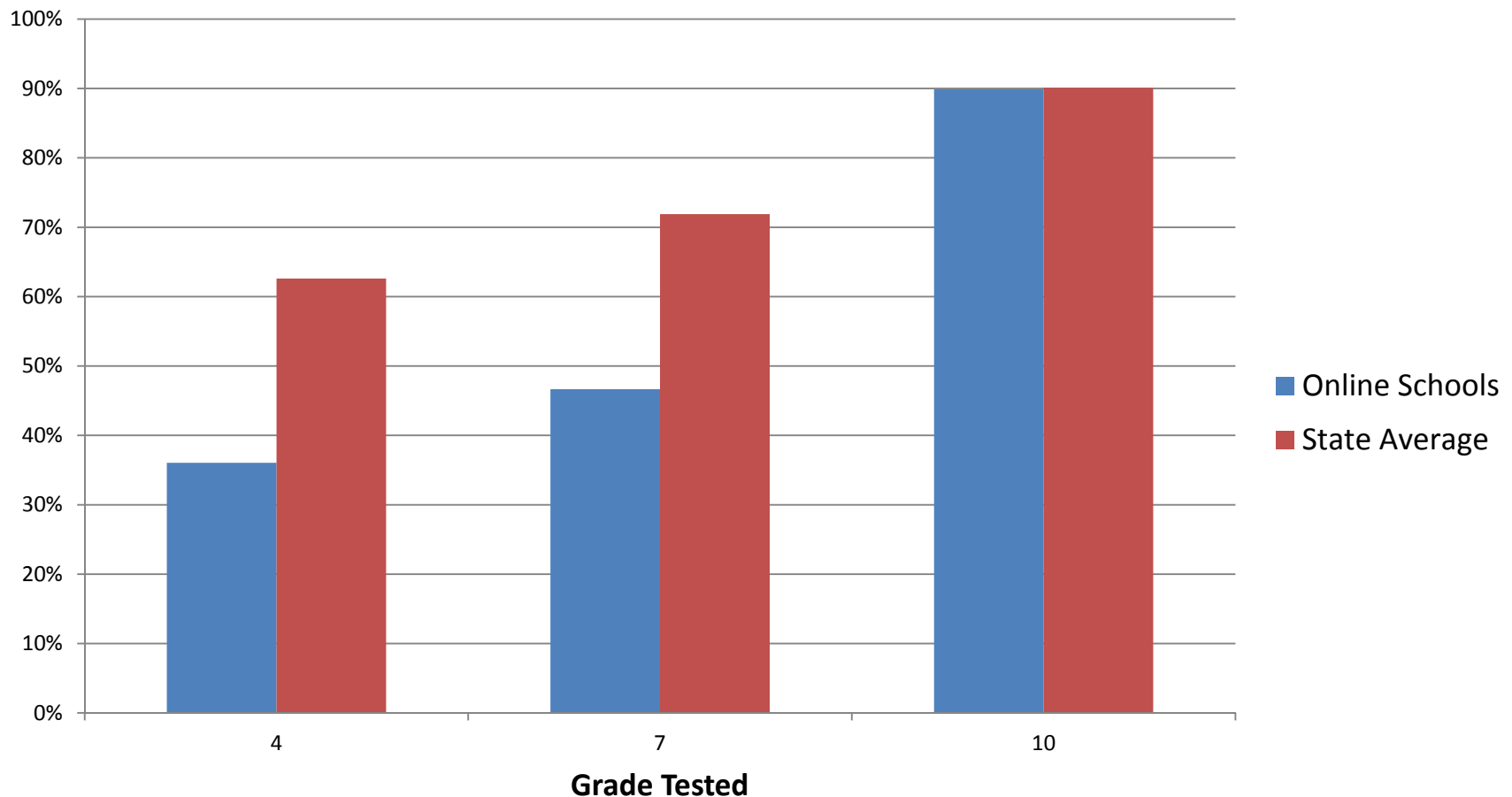
Reading - Percent Met Standard, Excluding No Score (2010 MSP/HSPE)



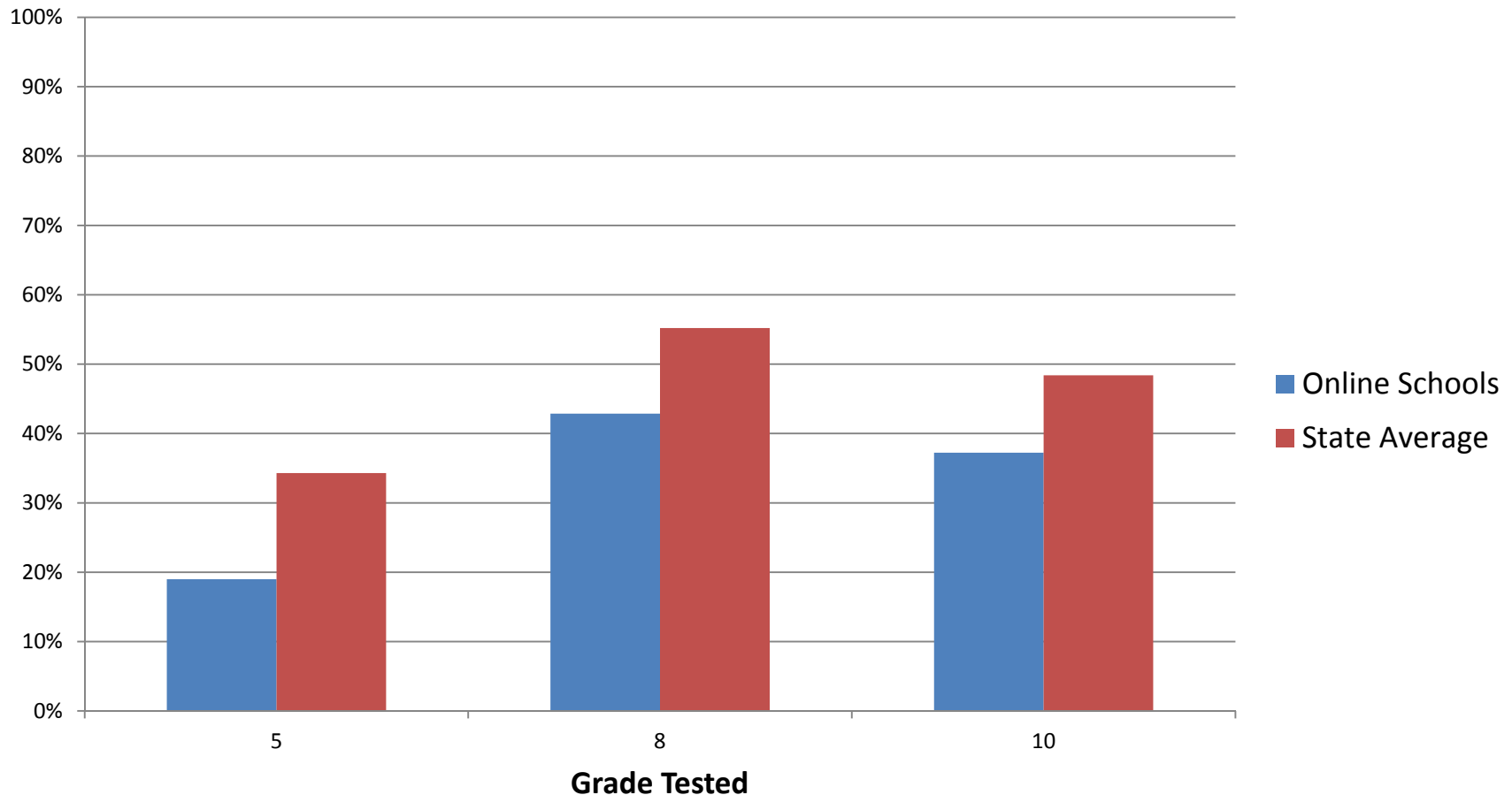
Math - Percent Met Standard, Excluding No Score (2010 MSP/HSPE)



Writing - Percent Met Standard, Excluding No Score (2010 MSP/HSPE)



Science - Percent Met Standard, Excluding No Score (2010 MSP/HSPE)



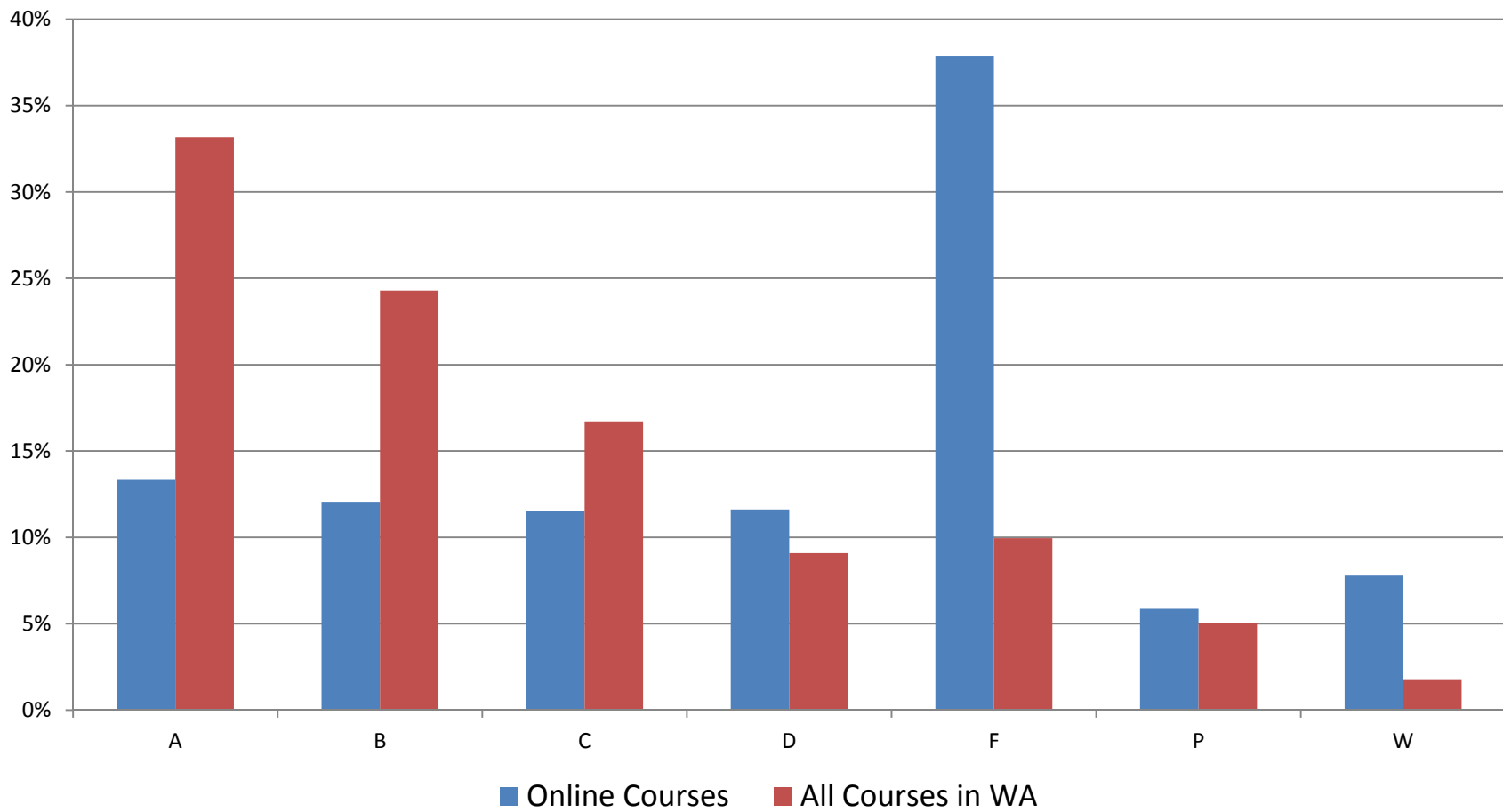
Completion Rates

- 60% of online students in CEDARS have grade history data
 - Only collected for 9-12
 - Reporting issues
 - Definitional issues
- 92.2% online courses were completed
- 98.3% of all courses, statewide, were completed

Pass Rates

- 46% of online courses passed with a C- or better
 - 80.6% statewide
- 59% of online courses passed with a D or better
 - 89.9% statewide

Grades



Why are online and non-online grades so different?

- Online courses often use a proficiency-based grading model
- Online courses are often more rigorous
 - Easier to track student progress
- Student selection
 - Online courses often attract students of varying academic backgrounds and motivations
 - Programs may not filter out students who aren't suited for online learning

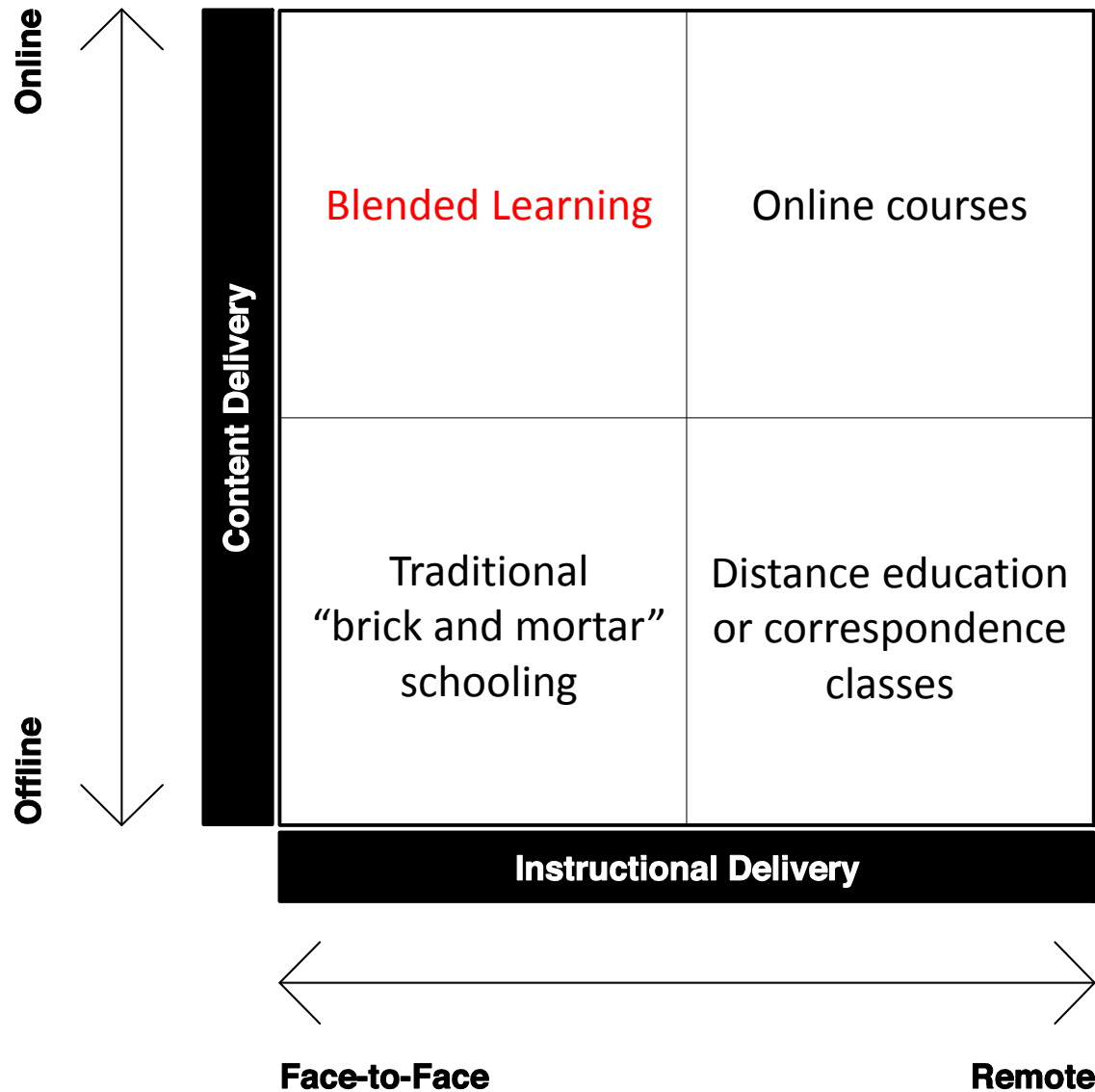
WAVA AND STEILACOOM SCHOOL DISTRICT

PROMISE AND POTENTIAL

Why Online?

- Course availability
- Acceleration
- Remediation
- Schedule flexibility
- Learning styles
- Environment
- Health

Blended Learning



Blended Learning Drivers

- Low-cost devices (laptops, tablets, handhelds)
- Online content and tools
- Online assessment systems
- Adaptive curriculum
 - Data-driven
 - Common Core standards
- Individualizing and personalizing

Blended Learning Spectrum



Digital textbook replacements:

- Every student has a device
- Digital content
- Similar pedagogy

Personalized learning:

- Every student has a device
- Adaptive content (informed by assessments)
- Personalized instruction
 - Students may have some autonomy
 - Teachers mix group and individual instruction

Open Educational Resources (OER)

- “Free” textbooks and curricular materials
 - No licensing costs. Content has an open license (e.g. Creative Commons)
 - Able to modify, rearrange, extend
- OERs can be printed or distributed digitally
- Why?
 - Cost
 - Frequency of updates

OER projects

- WA State Board of Community and Technical Colleges “Open Course Library”
 - 81 high-enrollment courses
- Multiple organizations offer content (example: [CK-12](#), [Curriki](#))
- States/districts adopting OER (California, Utah Open HS)

Q&A

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