

Virtual Learning Reporting Technical Assistance

As part of RI's efforts to improve access to quality blended and online learning, RIDE is collecting information from LEAs about virtual learning education opportunities. This information will fulfill the annual reporting responsibility required by the [RI Statewide Virtual Education Act](#).

More importantly, this is valuable information that will inform RIDE where additional technical assistance and resources may be needed to ensure implementation of high quality virtual learning opportunities across Rhode Island.

The required reporting elements include information about the following:

- **Virtual course participation rates** with participation information disaggregated for core content areas
- **Expenditures related to virtual education** in aggregate and by district

This information is collected from districts through the **Teacher Course Student (TCS)** and **Uniform Chart of Accounts (UCOA)** data collections.

Teacher Course Student (TCS) Data

There are three ways that LEAs report on the setting in which instruction is taking place in the TCS data collection. Data managers and those scheduling courses should refer to the [SECTIONSETTINGID] found in the [TCS Data Collections Specification](#) on the RIDE web site. The following definitions and examples further clarify this data element.

1. Classroom

- Instruction takes place mainly in a **traditional classroom setting** in a traditional brick-and-mortar building with a teacher present. Use of technology or online content is not an integral part of teacher instruction. Online content may be used as a supplement for students to research information or for some students to do extra study on their own.

2. Hybrid

- Hybrid learning, often referred to as **blended learning**, is any time a student learns **at least in part at a supervised brick-and-mortar location** away from home and **at least in part through online delivery** with **some element of student control over time, place, path, and/or pace**. The difference from supplemental online content is that in blended learning situation the online content is an integrated component of instruction.
- Some examples include, but are not limited to:
 - A classroom or course in which the educator makes use of open educational resources (OER) or content such as Kahn Academy, CK12, Thinkfinity, Sophia, etc. in the instruction;
 - A classroom or course in which the educator makes use of purchased online content such as Edgenuity, DreamBox, Compass Learning, Raz Kids, NovaNet, Read180, etc. in the instruction;
 - A classroom or course in which the educator uses flipped classroom strategies;

➤ A classroom or course that makes regular use of online or digital tools;

- What is Blended Learning? (video) <http://vimeo.com/78871778>

3. Online

- Instruction and content are ***primarily delivered over the Internet*** with an instructor in a location other than the supervised brick-and-mortar location.
- Some examples include, but are not limited to:
 - Courses offered through Virtual High School (VHS) and Virtual Learning Academy (VLA);
 - Online dual-enrollment courses;

Uniform Chart of Accounts (UCOA) Data

The two UCOA data elements relating to Virtual Learning expenditures include Virtual Classrooms (53221) and Supplemental Instructional Programs (53222). Business managers and those entering related UCOA data should refer to the [UCOA Accounting Manual](#) found on the RIDE web site. The following definitions and examples further clarify these data elements.

Virtual Classroom - UCOA 53221

This UCOA element is described as “Fees paid to third party vendors for “Virtual Classrooms” that provide instructional programs via the Internet. It includes instruction provided via the Internet in lieu of face-to-face instruction time.” Examples include: Online courses provided through organizations such as Virtual High School and Virtual Learning Academy.

Supplemental Instructional Programs - UCOA 53222

This UCOA element is described as “Fees paid to third party vendors for web-based programs that are a supplement to instruction (not in lieu).” Examples include: Content used in a Hybrid or blended learning environment such as Read180, DreamBox, Raz-Kids, Compass Learning, NovaNet, Edgenuity, etc.