UNIVERSITY OF VIRGINIA
BOARD OF VISITORS

Meeting of the Ad Hoc Committee on Commonwealth Engagement

June 7, 2018

AD HOC COMMITTEE ON COMMONWEALTH ENGAGEMENT

Thursday, June 7, 2018
8:45 - 9:45 a.m.
Board Room, The Rotunda

Committee Members:

Maurice A. Jones, Chair

Robert M. Blue

Mark T. Bowles

Elizabeth M. Cranwell

Babur B. Lateef, M.D.

James B. Murray Jr.

James V. Reyes

Frank M. Conner III, Ex-officio

AGENDA

UNIVERSITY OF VIRGINIA
BOARD OF VISITORS AGENDA ITEM SUMMARY

BOARD MEETING: June 7, 2018

COMMITTEE: Ad Hoc Committee on Commonwealth Engagement

AGENDA ITEM: I. Remarks by the Chair

ACTION REQUIRED: None

BACKGROUND: The Committee Chair will provide introductory remarks.

UNIVERSITY OF VIRGINIA
BOARD OF VISITORS AGENDA ITEM SUMMARY

BOARD MEETING: June 7, 2018

COMMITTEE: Ad Hoc Committee on Commonwealth Engagement

AGENDA ITEM: II.A. The Role of the University in the Education Supply Chain

ACTION REQUIRED: None

BACKGROUND: As a public institution, the University consistently seeks ways to contribute to the growth and betterment of the Commonwealth of Virginia. Over the next several months, the Ad Hoc Committee on Commonwealth Engagement will work with the administration to develop a robust strategy to promote the University's contributions to the Commonwealth around five key areas: economic development, healthcare, education, public service and special programs, and rural Virginia. To accomplish this, the committee will document current services, initiatives, and efforts offered by the University to the community and the Commonwealth; and identify opportunities to enhance existing efforts and engage in new initiatives to strengthen the economy, expand job creation, and improve the lives of citizens across the Commonwealth.

DISCUSSION: At the June meeting, the committee will focus on the University's role in the education supply chain with an emphasis on programs and activities at the Curry School of Education, The University of Virginia's College at Wise, and the School of Continuing and Professional Studies (SCPS). Mr. Robert C. Pianta, Dean of the Curry School of Education, will discuss projects and initiatives to address Virginia's teacher shortage crisis; improve kindergarten readiness; provide K12 teacher education; analyze data to inform state-wide educational policies; and tackle the challenge of autism. Ms. Shannon R. Blevins, Associate Vice Chancellor for Economic Development & Engagement at The University of Virginia's College at Wise, will report on programs offered by the College that have a direct impact on the Southwest region, as well as the Commonwealth, including the Center for Teaching Excellence, the Library Media Program, and the Wise Innovation Ecosystem (Wise IE). Mr. Steven E. Laymon, Interim Dean of the School of Continuing and Professional Studies, will discuss SCPS's mission to serve adult and non-traditional adult learners through inter-coordinated online programs; degree-completion programs; professionally-relevant credentialing programs (including both certificates and degrees); and seminars, workshops, and courses in high-demand fields to promote workforce development.

The written report, beginning on page 5 and shared with the committee in advance of the meeting, provides a snapshot of the University's local, regional, and statewide efforts and partnerships, as well as future planned activities and initiatives, to promote education and human development across a broad array of settings, experiences, and backgrounds.

UNIVERSITY OF VIRGINIA
BOARD OF VISITORS AGENDA ITEM SUMMARY

BOARD MEETING: June 7, 2018

COMMITTEE: Ad Hoc Committee on Commonwealth Engagement

AGENDA ITEM: II.B. Economic Development Report

ACTION REQUIRED: None

BACKGROUND: In support of the University's commitment to being a strong economic development partner for the region and the Commonwealth, the Office of Economic Development, in collaboration with schools and units across the University and various external entities, promotes economic prosperity through a broad array of programs, services, and activities to improve the lives of Virginia citizens and create a competitive and attractive environment for new and existing businesses. At each meeting, Ms. Pace Lochte, Assistant Vice President for Economic Development, will provide reports on the various programs, services, and activities in which the University is engaged to fuel economic growth across the Commonwealth.

At the December 2017 meeting, the committee discussed the University's role in economic development around three major areas: regional and statewide partnerships; research, innovation, and entrepreneurship; and workforce and talent development. The Committee also discussed the high-level findings of the economic impact study, http://www.virginia.edu/economicimpact/, and strategies to expand University communications and outreach efforts around economic development and impact. At the March 2018 meeting, Ms. Lochte reported on the establishment of the UVA Economic Development Council; funding for the Advanced Manufacturing Apprentice Academy initiative; and the University's engagement in GO Virginia.

DISCUSSION: Ms. Lochte will report on several current economic development initiatives including the work to-date of the UVA Economic Development Council; University's engagement in several proposed and approved GO Virginia projects; and the Greater Washington Partnership, a collaboration of corporate and university leaders dedicated to advancing the Washington, D.C. region/corridor.

WRITTEN REPORTS

Ad Hoc Committee on Commonwealth Engagement
University of Virginia

June 7, 2018

CURRY'S
COMMITMENT to the
COMMONWEALTH

We are scholars, teachers, clinicians and innovators whose work promotes human development across a broad array of settings, experiences and backgrounds. We prepare leaders in the practice and study of education, health, wellbeing and human services. We foster authentic partnerships linking application and scholarship. We build knowledge and tools for its application. We shape practice and policy to achieve important societal and personal outcomes.

Within these pages, you will see how the Curry School is redefining age-old questions and diving in with renewed energy and innovation to engage with and on behalf of the citizens of the Commonwealth through Early Childhood & Primary Education, K12 Teacher Education and Data and Policy Analysis.

Our work includes both statewide initiatives, as well as regional and local efforts. Our statewide projects include efforts to improve kindergarten readiness, increase literacy screenings and their results to inform teachers' instruction, addressing Virginia's teacher shortage crisis, school climate and violence prevention, and efforts to analyze state-wide data to inform policies about—but not limited to—chronic school absenteeism.

Table of Contents

Early Childhood & Primary Education

Every young child has the educational experiences she/he need for success in school and in life. The Curry School faculty lead the nation in researching, analyzing and building effective early childhood education programs. We know what young children need in the classroom and can make those experiences a reality for children in Virginia and across the country.
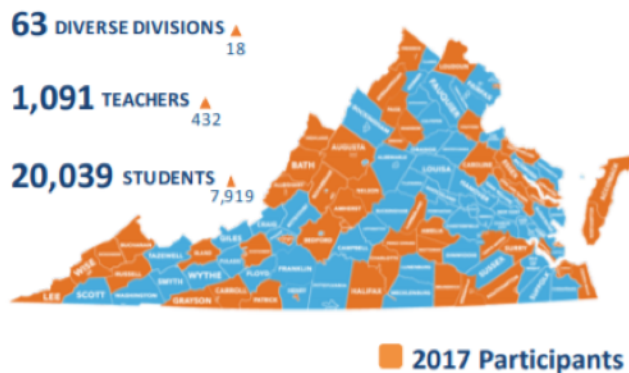
STATEWIDE EFFORTS

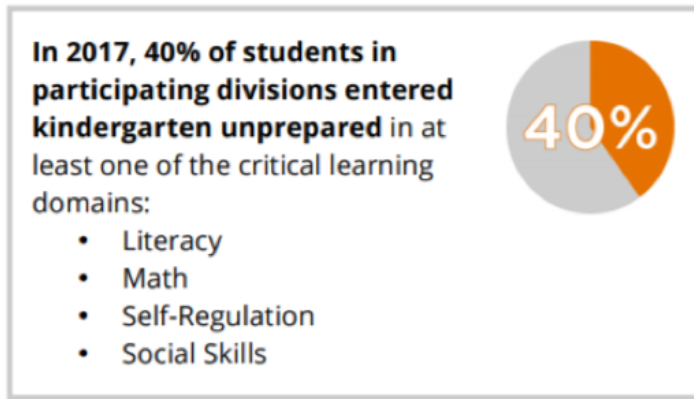### THE VIRGINIA KINDERGARTEN READINESS PROGRAM | VKRP

CASTL PI-Amanda Williford

Researchers from the Curry School are partnering with the Virginia Department of Education to implement a comprehensive assessment of children's readiness skills as they enter into Kindergarten. In the fall of 2017, Curry partnered with 63 diverse Virginia school systems, engaging 1,091 teachers and 20,039 kindergarten students (Graphic 1: VKRP Statewide Impact). Our research indicates that between 33 and 40 percent of these children enter kindergarten far behind in one or more foundational areas of learning (e.g., literacy, math, self-regulation and social skills) that puts them at risk for future school failure (Graphic 2: VKRP Assessment of Critical Learning Domains).

Graphic 1: VKRP Statewide Impact

In 2017, 40% of students in participating divisions entered kindergarten unprepared in at least one of the critical learning domains:
- Literacy
- Math
- Self-Regulation
- Social Skills

40%

Graphic 2: VKRP Assessment of Critical Learning Domains

PHONOLOGICAL AWARENESS LITERACY SCREENING

PALS K-3 | PALS-PreK | PALS Plus | PALS Español

The State of Virginia has funded the use of English PALS in kindergarten through third grade for the past 20 years. It is in every school in 131 of 132 VA school divisions and supports 1,004 schools, 15,206 teachers, 993 PreK programs, 1,897 teachers and 27,671 children (Graphic 3: Department of Education Regions).
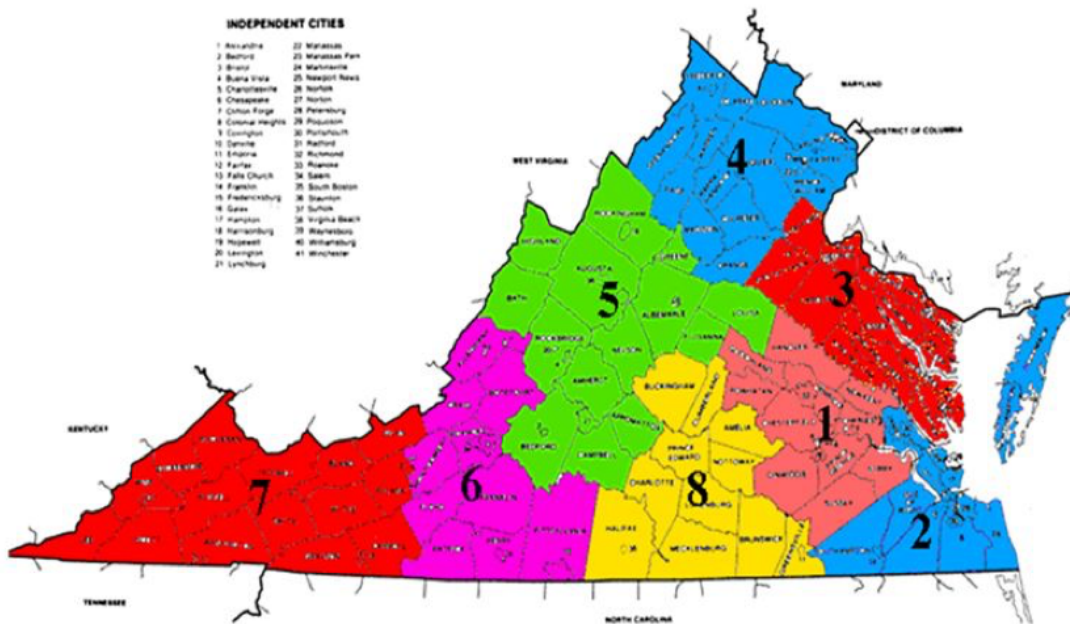
Graphic 3: Department of Education Regions

All schools in Virginia administer the PALS within the same 3-week window in fall/spring and midyear (non-mandatory). PALS supports one of the largest single-program data sys-

tems within the University, outside of the Medical Center, and accommodates 22,659 individual users of PK-3 system. In peak times, PALS serves nearly 5,000 users with over 36,000 daily transactions. Multiple reports exist to support leadership decision-making, school-level decision-making and classroom instruction.

Pilot Program with Alleghany Highlands 2018-2019 School Year

Virginia Department of Education (VDOE) supports the pilot program with the Alleghany Highlands (AH)—a region of Virginia with a population of 21,400. Hardship is significant (5.3% unemployment versus 3% state-wide; 50% of students qualify for free and reduced lunch), and geographic isolation is evident (e.g., closest urban city, population 98,000, is 60 miles away).

Study the Service we provide within the VDOE Partnership

Virginia Department of Education (VDOE) supports the pilot of six distance-learning professional modules (i.e., PD Modules) in support of data-driven K-2 literacy instruction. The VDOE has contracted with the PALS Office to build and pilot the PD Modules within the 2018–19 school year, with hopes for a statewide roll-out in 2019–20.

Expanding State, Local, and Policy Connections

We currently support Region 1 Smart Beginnings to interpret and disseminate data, as well as guide the Region 1 Brief on equity at K entry, and we collaborate with Voice of VA to help share PALS data that can positively inform policy.

We also support VDOE efforts to use PALS data as part of a public school and division quality profile, and we support VECF in shaping discussions around Early Childhood Integrated Data System and representing PALS/UVA. In addition, we participate in an advisory board related to the State School Readiness Committee on early childhood educator competencies.

REGIONAL & LOCAL EFFORTS

VIRGINIA PRESCHOOL INITIATIVE PLUS | VPI+

CASTL PI-Bridget Hamre

The Curry School's Center for Advanced Study of Teaching and Learning (CASTL) is part

of an implementation team working to ensure the success of VPI+, which improves pre-school quality, access and impact in high-need communities across the Commonwealth. Using VPI+ as a national exemplar, divisions can apply proven best practices, increase preschool enrollment and develop a statewide infrastructure of supports from curriculum to professional development to assessment. To date, 13 school divisions participate in the VPI+ program–all of which receive support from CASTL to ensure children's daily classroom experiences prepare them for kindergarten and future academic success (Graphic 4: VPI+ Reach Throughout Commonwealth).

Participating School Divisions
1. Brunswick County Public Schools
2. Chesterfield County Public Schools
3. Fairfax County Public Schools
4. Giles County Public Schools
5. Henrico County Public Schools
6. Norfolk City Public Schools
7. Petersburg City Public Schools
8. Prince William County Public Schools
9. Richmond City Public Schools
10. Sussex County Public Schools
11. Winchester City Public Schools
12. Frederick County Public Schools
13. Virginia Beach City Public Schools

Graphic 4: VPI+ Reach Throughout Commonwealth

ELEVATE EARLY EDUCATION, E3

PI—Amanda Williford

The Curry School partners with E3–a bipartisan, issue advocacy group in Virginia who raise awareness and advocate for strategic and data-driven investments in early education. E3 funds CASTL's pilot VKRP and strongly advocates for statewide implementation.

E3 also funded the University of Virginia's comprehensive and integrated curriculum package, STREAMin3, designed for implementation in any early childhood education program. In the spring of 2017, CASTL began assessing four-year-olds at the New E3 School, where children meet or exceed the benchmarks for math, literacy and self-regulation, although, some four-year-old children do not meet the additional benchmark for social skills.

JLARC REPORT ON EARLY CHILDHOOD DEVELOPING PROGRAMS

Amanda Williford and Bridget Hamre

The Joint Legislative Audit & Review Commission's (JLARC) report "Improving Virginia's Early Childhood Development Programs" identifies and reviews state-supported early childhood development programs, which can inform the Commonwealth of Virginia's strategy for future investments. Based on the report, Virginia has the opportunity to ensure high-quality early childhood development programs are effective in design, implementation and outcomes. Recommendations from this study align with E3's Policy Initiatives developed in partnership with CASTL researchers.

FAIRFAX PRESCHOOL TO THIRD GRADE PROJECT (FP3)

PI Bob Pianta, Co-PI Jessica Whittaker

Partnering with the Fairfax County Public Schools and the Fairfax Office for Children, we conducted a study designed to uncover classroom, program and school factors that create and sustain children's success from preschool to third grade. The project involves more than 2,500 students and more than 800 teachers to date.

UNDERSTANDING THE POWER OF PRESCHOOL FOR KINDERGARTEN SUCCESS (P2K)

PI's Jason Downer and Amanda Williford

CASTL's P2K project works closely with preschool programs in Suffolk and Newport News Public Schools to measure and observe three critical contributors to school readiness: children's executive function skills (e.g., self-control, working memory and mental flexibility), children's individual engagement with teachers, peers, learning tasks and the quality of children's experiences and interactions in the classroom. Participants will include

more than 100 Pre-K classrooms by 2019, providing a better understanding of what high-quality preschool education means, as well as the specific classroom experiences that increase kindergarten success for children.

K12 Teacher Education

TEACHER EDUCATION: INITIAL PREPARATION & LICENSURE

The Curry School Teacher Education program prepares life-long teacher leaders who exemplify best practices and apply research-based practice in the classroom. Curry School alumni foster academic, social and emotional growth for students with diverse backgrounds and needs and have measurable and meaningful impacts on student learning in early childhood, elementary, middle and high school classrooms across the Commonwealth of Virginia. Each year, the Teacher Education program produces m**ore than 140 teachers** who immediately move into classrooms, **impacting over 9,000 students annually.**

STATEWIDE EFFORTS

ADDRESSING VIRGINIA'S TEACHER SHORTAGE CRISIS

Curry School Dean Bob Pianta has taken a leadership role in gathering stakeholders to address Virginia's single biggest challenge: teacher shortage. In October 2016, more than 1,000 vacant teaching positions existed in Virginia. In the fall of 2017, Pianta and, then Governor Terry McAuliffe, along with education leaders and policymakers gathered at the Curry School for a day-long summit to discuss potential solutions. Among other efforts, Curry School's education policy researchers are using data on teacher graduates to start heat-mapping where the needs are, to identify where the graduates may or may not be coming from and to create a data foundation for policy decisions.

Teacher Education graduates serve the diverse communities of Virginia.
Teacher Education students serve diverse communities after graduation. Of the 306 new classroom teachers from the last three years, 110 are working in Title I schools, which have a high ratio of economically disadvantaged students. Many teacher education graduates choose to work in rural and urban communities where staffing needs are greatest.

Graduates from the Teacher Education program also fill a range of critical shortage areas across Virginia. Over the last three years, Curry has prepared:

- 161 elementary teachers;

- 86 special education teachers;

- 23 foreign language teachers;

- 24 math teachers;

- 24 science teachers;

- 52 social studies teachers;

- 33 English teachers;

- 31 English as a second language teachers.

The greatest critical shortage areas in Virginia is special education. To meet this need, Curry offers a **part-time special education program in Northern Virginia**, a region with approximately 100 vacant special education positions during the 2017-18 school year. Curry's Northern Virginia program is tailored to meet the needs of special education teachers working on provisional teaching licenses. These teachers are also eligible for Curry's K-12 Educator Tuition Discount, which **reduces the cost of classes by more than 30%**. By reducing financial barriers to teacher training, Curry has made high-quality preparation more accessible to new teachers.

REGIONAL & LOCAL EFFORTS

MAKING AN IMPACT THROUGH SCHOOL PARTNERSHIPS

The Curry Teacher Education program currently partners with 18 school divisions across Hampton Roads, the Richmond metropolitan area, Northern Virginia and Central Virginia to support over 60 urban, rural, and suburban school communities. In addition, the program partners with four independent schools serving students with disabilities and their families to better prepare future special educators–a critical shortage area across the Commonwealth (Graphic 5: Teacher Candidates Placed During the 2017-18 School Year).

Placement Numbers	Placement Type	Community Served	Virginia Region Served	Special Population(s) Served
155	Internship	Rural, Suburban, & Urban *18 Divisions	Tidewater (2), NOVA (24), Central VA, and Richmond Metro (11)	All (public school placements)
3	Fellowship	Rural & Urban	NoVA, Tidewater and Central VA	Gifted, STEM, ElEd
337	Practicum	Rural, Suburban, and Urban	NoVA (22), Central VA public and independent schools (315)	1st Gen. College Students; English Learners; Students with Disabilities; Autism Spectrum Disorder

Graphic 5: Teacher Candidates Placed During the 2017-18 School Year

COMMUNITY PARTNERSHIPS TO STRENGTHEN TEACHER INDUCTION AND RETENTION

Curry School Teaching Fellows.

Teacher preparation has traditionally been the work of universities, while induction into the profession has been the work of the schools and divisions that hire new teachers. In an effort to bridge this gap, Curry partners with Frederick County Public Schools, Goochland County Public Schools and Virginia Beach City Public Schools to implement a new way of preparing and retaining high quality teachers.

Each school division selects from among Curry teacher candidates in its areas of critical need and hires these candidates to work in instructional support roles. During the final year of preparation, candidates co-teach alongside mentor teachers carefully identified by school division leadership and trained by Curry School faculty members.

After graduation, the Curry fellows take on their own classrooms in the division and continue to receive coaching and support from the Curry school. This ensures fellows receive four semesters of coaching to help them refine their teaching practices. This pilot project is supported by the Jefferson Trust, Apple Federal Credit Union Education Foundation and partner school divisions.

TEACHER INDUCTION NETWORK.

The Curry Teacher Education Program is one of three universities engaged with the Teacher Induction Network (TIN), an improvement network comprised of 12 divisions across the northern region of the Commonwealth. The TIN facilitates partner work across school divisions' new teacher induction programs. Curry faculty participate in network meetings by conducting research on the network, presenting current research on new teacher development and collaborating on teacher training programs. Two major initiatives have been developed through Curry's work with the TIN:

1. *Curry Leadership Academy: Coaching for Change.*
   https://curry.virginia.edu/curry-leadership-academy-coaching-change
   This three-day institute – a partnership with the Administration and Supervision program – brings together teachers and administrators for intensive training in observation and coaching skills. The institute is offered annually in Northern Virginia and Charlottesville.

2. *Curry Teaching Fellowship in Falls Church City Schools.*
   Each year, one teacher candidate is funding while completing his or her internship in Falls Church City. This fellowship has created a strong pipeline of Curry alumni now retained in the school division. This fellowship is highly valued by the school division and has since been built into the school division budget.

DATA & POLICY ANALYSIS

STATEWIDE INITIATIVES

SCHOOL CLIMATE ASSESSMENT

Dewey Cornell

Since 2013, the Curry School of Education has assisted the Virginia Center for School and Campus Safety (an agency of the Department of Criminal Justice Services, DCJS) in conducting annual surveys of school climate in all Virginia secondary schools (grades 6-12). Curry provides more than 700 secondary schools with detailed reports of student and staff perceptions of their school.

The school climate survey shows that the majority of students and staff feel safe and respected at school. However, the survey has identified many areas that can be targets for school improvement initiatives. Here are just two examples:

1.   Eleven percent of middle school students report being bullied on a weekly basis

2.   Twenty-one percent of high school girls report sexual harassment in the form of unwelcome physical sexual contact at school in the past year.

DEVELOPING A POLICY AND RESEARCH AGENDA TO IMPROVE SCHOOL CLIMATE IN VIRGINIA

Dewey Cornell, Luke Miller

The Curry School is working with the Virginia Department of Education on an extension of the school climate survey to include grades 4-12 and potentially to use school climate as one of the federal ESSA indicators of school quality. This researcher-practitioner partnership research project is designed to respond to the needs of the State Board of Education and VDOE's Office of Student Services Mention. We will conduct a statewide survey of school climate (students grades 4-12 and staff) in 2019 and are conducting several research studies to highlight how school climate varies across the Commonwealth and the connection between school climate and student outcomes.

SCHOOL VIOLENCE PREVENTION

Dewey Cornell

In response to national concerns about school shootings, Curry developed the Virginia Student Threat Assessment Guidelines in 2001. These Guidelines are widely used in Virginia schools and nationwide. Curry has conducted multiple controlled studies in Virginia schools showing that this approach allows schools to identify truly serious threats by a small group of students and avoid over-reacting to a large group of students who make threats that are not serious. The Guidelines replace the use of zero tolerance discipline with a more calibrated approach that often uses counseling and rarely resorts to suspension, expulsion or arrest. As a result of this approach, schools have documented safer conditions, decreased use of suspension, reductions in racial disparities in school discipline and improved school climate.

We are conducting a federally funded project to evaluate and improve the use of threat assessment to prevent violence in all Virginia public schools. In the past year we have reported the good news that threat assessment teams in Virginia schools each year resolve thousands of student threats to harm someone with fewer than one percent carried out, none resulting in serious harm to others, and approximately one percent resulting in expulsion or arrest. Schools using threat assessment are seeing reductions in suspensions, less bullying and increased feelings of safety among both students and teachers. This project is the culmination of 18 years of work by Curry in developing, evaluating, and disseminating threat assessment as a violence prevention strategy in Virginia schools and has become a model for the nation.

STUDENT SCHOOL ATTENDANCE | GOVERNOR'S CHILDREN'S CABINET

Luke Miller

This project responded to the GCC's need for data analytics to inform their collaborative efforts to improve outcomes for youth. Using VLDS data, we produced two research projects on chronic absenteeism and on within-year student mobility. The work specifically informed the GCC's initiative on the Challenged School Divisions (Norfolk, Petersburg, and Richmond). Please reference Graphic 6: Chronic absenteeism rates, 2014-15.
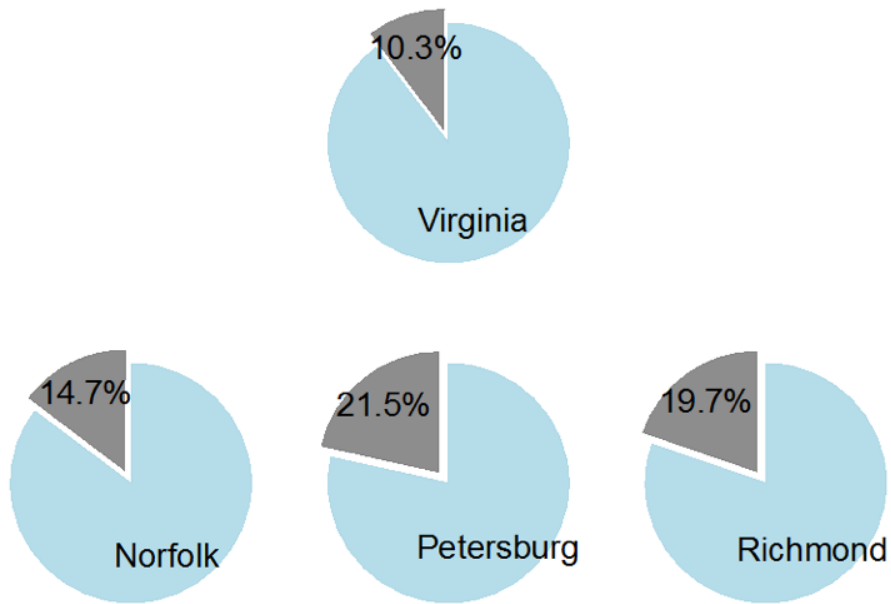
Graphic 6: Chronic absenteeism rates, 2014-15

## *BEST PRACTICES IN TEACHER EVALUATION POLICY*

Jim Wyckoff

In partnership with Virginia Department of Education, researchers are working to survey best practices employed by states to assess teacher and school leader effectiveness and document the feasibility of implementing a best practice system in Virginia school divisions. The paper is in preparation.

TEACHER ATTRITION IN VIRGINIA

Jim Wyckoff

Professor Wyckoff is authoring a research paper in partnership with the Virginia Department of Education to examine the incidence and potential causes of attrition of novice Black teachers from Virginia public schools (Graphic 7: Teacher Attrition in Virginia).
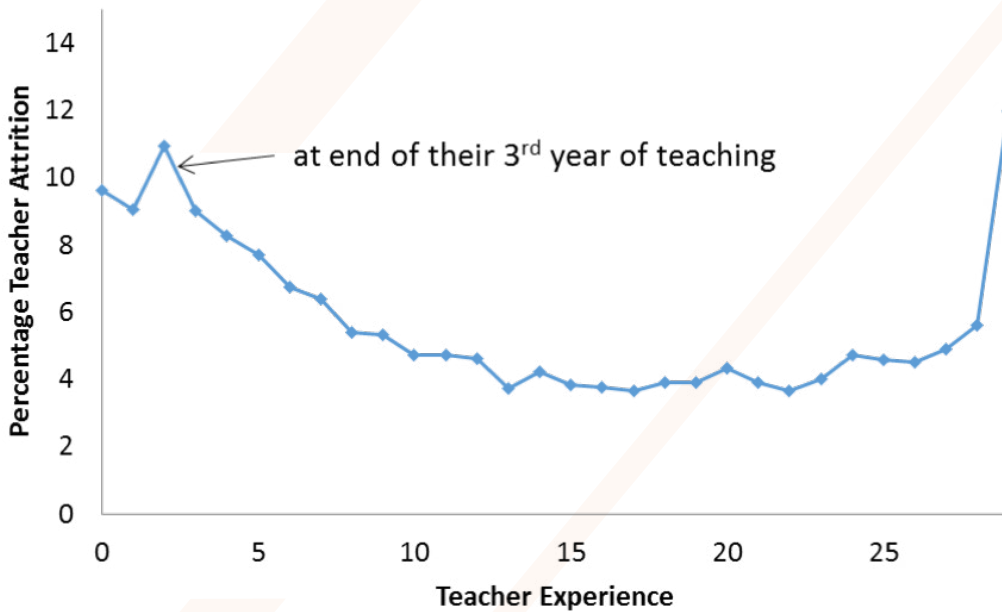
Graphic 7: Teacher Attrition in Virginia

IMPROVING VIRGINIA'S EDUCATION AND WORKFORCE SYSTEMS

Jim Wyckoff

This pilot project employs the Virginia Longitudinal Data System (VLDS) on three projects. The goal is to identify strengths and weaknesses in the VLDS. Scholars are conducting research examining K-12 teacher recruitment and retention, high school-college dual enrollment programs, workforce development programs and the relationship between "some college" and employment outcomes.
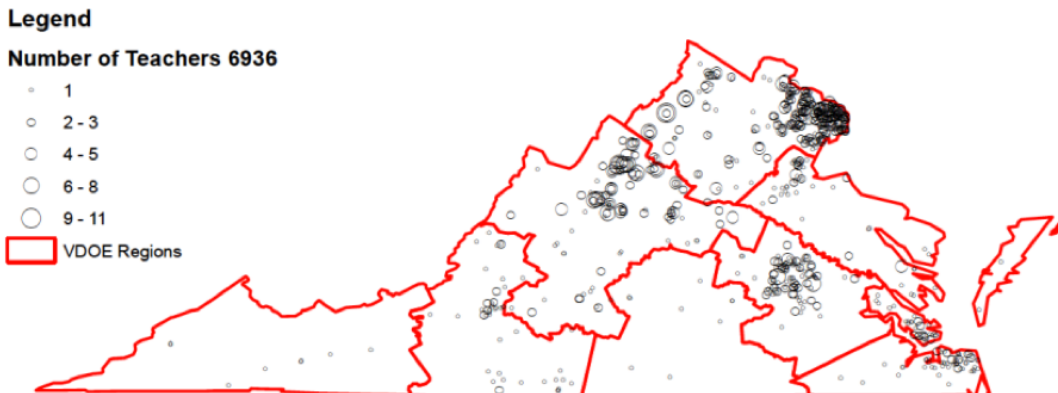

Graphic 8: Distribution of Teachers

NUDGES TO THE FINISH LINE

Ben Castleman

Recent evidence suggests that many college students who withdraw from their institution complete most of the credits they need to graduate before stopping out. Researchers are working with eight Virginia Community College System (VCCS) institutions to leverage mobile technology and nudges to increase graduation rates among students who have earned most of the credits they need for a diploma but who are at risk of withdrawal. Results from a pilot experiment show that these nudges increase graduation by over 30 percent among students at the highest risk of withdrawal.
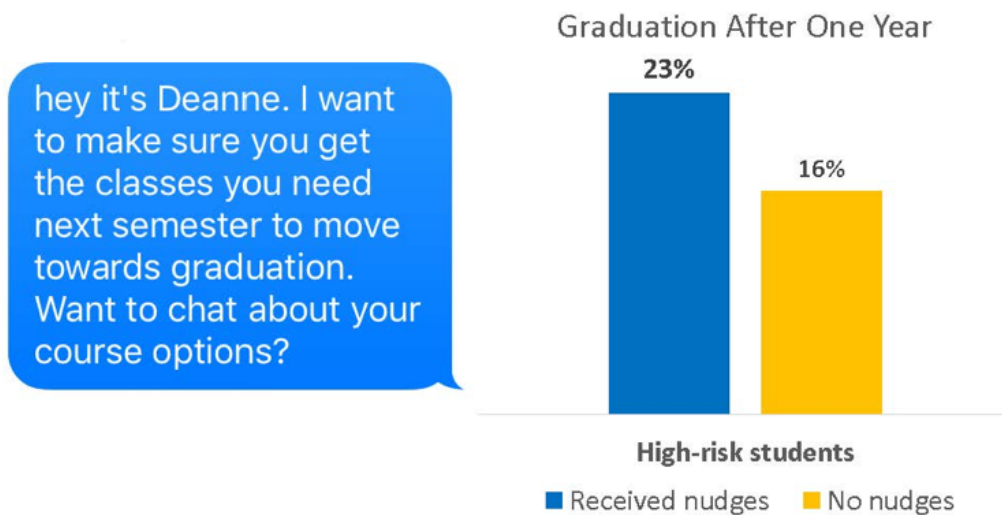
Graphic 9: Nudges to the Finish Line

INCREASING TRANSFER RATES AMONG COMMUNITY COLLEGE STUDENTS

Ben Castleman

Using advanced data science strategies, researchers are providing VCCS students with simplified and highly personalized information about four-year college options where they have a good chance of transferring and succeeding, along with customized information about their progress towards transferring to these institutions.

IMPROVING OUTCOMES FOR STUDENTS PLACED IN REMEDIAL EDUCATION

Ben Castleman

Millions of community college students each year are placed in remedial education classes that do not bear college credit. Up to one-third of students are incorrectly assigned to remedial education based on placement test results. We are working with VCCS to evaluate alternative placement strategies that factor in a combination of student self-assessment, military experience for veterans and work experience for adults to more accurately place students and improve student outcomes.

REGIONAL & LOCAL EFFORTS

RESEARCHER-PRACTITIONER PARTNERSHIP | RICHMOND PUBLIC SCHOOLS

Jim Wyckoff

Similar to a long-term partnership with DC Public Schools, the Curry School's education policy research center has reached an agreement with Jason Kamras, superintendent of Richmond Public Schools (RPS), to partner with RPS over the next several years to provide data and analytic support to him as he initiates efforts to improve the quality of teaching and student outcomes for RPS students.

USING DATA TO DRIVE SCHOOL IMPROVEMENT | DANVILLE PUBLIC SCHOOLS

Jim Wyckoff and Dan Player

Last fall, faculty members Wyckoff and Player engaged in a conversation about school improvement with Danville Public Schools, Pittsylvania County Public Schools and civic leaders in Danville, Virginia.

TIF LEARNING LEADERS INITIATIVE IN HENRICO COUNTY PUBLIC SCHOOLS & PRINCE WILLIAM COUNTY PUBLIC SCHOOLS

Jim Wyckoff

School districts have a growing interest in the use of "performance based compensation systems" (PBCS) as a tool for encouraging teacher effectiveness. The U.S. Department of Education encouraged the use these types of systems through the use of Teacher Incentive Fund (TIF) grants. In two separate initiatives, researchers assess the effects of the Teacher Incentive Fund grant to Henrico County Public Schools and in Prince William

County Public Schools. Do financial incentives for teachers coupled with feedback and other supports offered by the system improve teacher retention and student achievement?

THE POLICY PARTNERSHIP LAB

Jim Wyckoff

Policymakers in Virginia face pressing questions of great importance, yet too often must make consequential decisions without informed, evidence-based perspectives. The Policy Partnership Lab provides the expertise and infrastructure to initiate a virtuous cycle of collaboration between researchers at the UVA and Virginia policymakers to address the Commonwealth's most pressing educational problems. We have the experience, capacity and willingness to collaborate on the use of data to inform policy and practice. We have successfully collaborated to define problems, design solutions and analyze data to improve outcomes for children. The Lab is home to 14 faculty, two post-doctoral fellows and more than 15 graduate students.

The University of Virginia's College at Wise

Impact on Education in Southwest Virginia and Beyond

May 2018

UVA WISE

The aim of preparing educators in Southwest Virginia and across the commonwealth is something that runs deep in the veins of UVA-Wise. This mission harkens back to the origin of the college in 1953 when wise women and men appealed to the University of Virginia to open a college in the western most region of the state. The founders of the college imagined secure futures for those who attended college in Wise, including the teachers who would return to the community and pour their knowledge back into schools and young people.

For more than a quarter of a century, UVA-Wise has prepared students to excel in the noble profession of teaching. Our faculty members challenge and encourage our future teachers to meet the needs of our children as they face an increasingly complex world.

Highlighted below are examples of how the College at Wise is positively influencing the educational infrastructure not only in Southwest Virginia but also in all corners of the Commonwealth. We do this through our work in the Center of Teaching Excellence, otherwise known as CTE, the Library Media program as well as the Strategic Investment Funded initiative WISE Innovation Ecosystem (Wise IE) which targets increasing enrollment in science, technology, engineering and math disciplines.

Center for Teaching Excellence

The UVA-Wise Center for Teaching Excellence provides a diverse range of continuing education courses to teachers throughout Virginia. These include classes to assist teachers and school administrators who need to earn recertification points, coursework to meet Virginia Department of Education licensure and endorsement requirements, and workshops designed to enhance teaching practices. Particular emphasis is placed on meeting the needs of school divisions in the southwest region of Virginia but school divisions from across Virginia benefit as well.

During the 2017-2018 academic year, The Center for Teaching Excellence maintained an enrollment of over 3,200 students in 164 course sections.

In 2008, CTE began focusing on providing credit-bearing coursework to address licensure and recertification needs of teachers in Southwest Virginia. Introducing online courses in 2009, the program expanded to offer full licensure curriculum to address the Virginia Department of Education requirements for provisionally licensed general education teachers throughout the state in 2010. Two years later, CTE developed and implemented a special education curriculum for teachers who held a Provisional License in Special Education: General Curriculum.

Since then, the Center has continued to develop new courses for teachers that address emerging challenges in K-12 education, including coursework dealing with special student populations, navigating legal aspects of the profession, effective use of instructional technologies, and courses specific to core content areas.

Since 2008, CTE has served over 20,000 K-12 Educators enrolled in over 1200 course sections. The map below represents zip codes of student addresses for the 2017 -2018 academic year.

UVA-Wise Center for Teaching Excellence 2017-2018 Enrollment
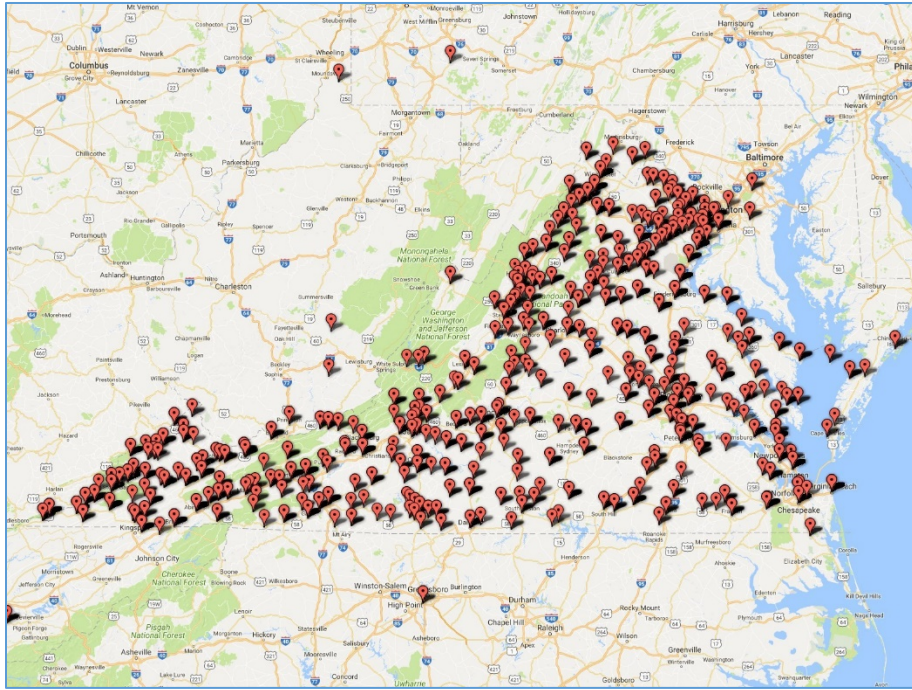
CTE Enrollment Growth
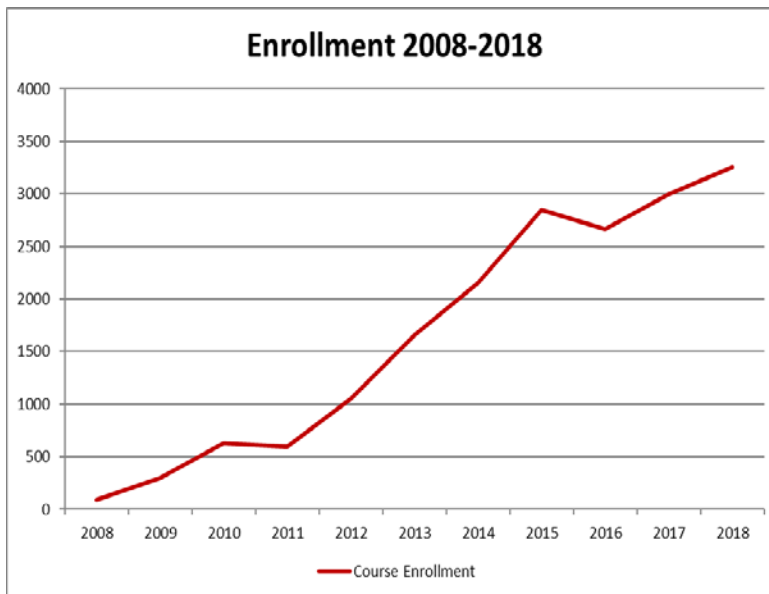
The growth and quality of the CTE programming is a direct reflection of the excellence of over fifty instructors across the state. They bring a wealth of knowledge and skills acquired over years of service in K-12 education. As teachers and administrators, they are able to use their experience to guide the next generation of educators.

In addition to courses, CTE collaborates with local education organizations to support a number of regional conferences and workshops in Southwest Virginia.

Partners have included the Southwest Virginia Public Education Consortium, the Appalachian Writing Project, the Southwest Virginia Council of Teachers of Mathematics, the Cove Ridge Center at Natural Tunnel, the UVA-Wise Foreign Language and Education Departments, and local school divisions. Initiatives include the Regional Leadership Conference, Early Childhood Conference, Tech Splash Summer Conference, Southwest Virginia Math Conference, Appalachian Writing Project Workshops, Spanish Immersion Project, and the collaborative development of courses to address specific needs in individual school divisions.

Library Media Program

The Library Media Program is a joint venture between the College at Wise and the Curry School of Education at UVA. It is administered at UVA-Wise by Robin P. Benke, Director of Library Services and Associate Professor of Library Science. In existence for over ten years, students from all across the Commonwealth have completed this online program and received add-on certifications in Library Media to their teaching license. Currently there are over 55 students enrolled. Within the past three to five years, an average of approximately 50 students per year have enrolled in the program. Library Media addresses the significant shortage of school system library personnel in Virginia and the program has been very successful as a growing segment of the education curriculum. There are plans underway to establish a graduate component within the Education Department.

The typical student is a teacher in public school systems across Virginia who are seeking to become librarians. A significant part of the program includes an internship in which the students are required to complete 200 hours. Additionally, course instructors as well as supervisors to oversee the internships are engaged from across the state.

The Library Media program is an exemplary joint program between UVA and UVA's College at Wise. UVA-Wise teaches reference bibliography and oversees the internship program while UVA teaches the literature and education technology courses.

Wise Innovation Ecosystem (WISE IE) – A Strategic Investment Fund Initiative

In the summer of 2017, UVA's Board of Visitors approved a $3.5M, five-year Strategic Investment Fund (SIF) grant for the UVA-Wise Innovation Ecosystem, also known as Wise IE. To create a culture of innovation that materially enhances the UVA-Wise student experience and the Southwest region of Virginia, the College at Wise is leveraging funds from SIF with existing resources in a strategic and intentional way. The goal is to support organic economic growth, enhance student experiences through engagement, and develop the talent needed to expand creative ventures across the broader region.

Currently, UVA-Wise offers the only four-year, ABET accredited Software Engineering degree in the Commonwealth of Virginia. Additionally, prior to the SIF award, UVA-Wise offered entrepreneurship courses, a student entrepreneurship organization (Innovators INC.), business concept competitions, and a small "maker space" with 3D printers and a laser cutter.

The primary focus of the SIF funded Wise IE effort is to expand on these assets and:

1. increase enrollment in technical programs such as software engineering, computer science and management of information systems (MIS);
2. create a center for innovation for students to collaborate and develop entrepreneurial skills through real world, hands-on learning experiences.

In order to accomplish these objectives, the College at Wise is leveraging funds from the Virginia Tobacco Commission, the Virginia Department of Housing and Community Development's Building Entrepreneurial Economies grant and private donors to do the following:

1. Increase Enrollment and Enhanced Experience in Technical Programs

The software engineering program at UVA-Wise has the capacity to double in size but requires additional marketing resources to increase the awareness of the program throughout the state and nation. Furthermore, opportunities exist for the College at Wise to increase retention of STEM students and enhance the student experience through summer bridge programs, turbo classes in mathematics, data-structures and programming as well as enhancing an early prevention program to identify at-risk students and offer a more high-touch approach to enabling them to succeed. New initiatives such as summer programs in cybersecurity and entrepreneurship as well as coordinating and hosting a cybersecurity symposium for the region are part of this initiative. Additional staffing, including a cybersecurity faculty member, as well as instructors in math and technology are supported by SIF funds.

2. Establish a cross-disciplinary Center for Innovation

The Center for Innovation will serve as a resource to all academic disciplines across the UVA-Wise campus, coordinating interdisciplinary teams engaged with businesses throughout the region, providing educational programming and support for student business ventures, coordinating business competitions, and other activities. The creation of an interdisciplinary center will link the existing entrepreneurial assets and activities on Wise campus and provide a foundation that crosses traditional academic lines that will drive creative approaches to problem solving. To accomplish this, UVA-Wise will host an entrepreneurship boot camp with international components this summer (2018) and provide both virtual and physical spaces for student collaboration housing critical components for entrepreneurial ecosystem. Additionally, an entrepreneurial certificate program will provide students with an extra educational opportunity beyond the four-year degree to commercialize their business idea and have increased opportunities for paid internships through the Wise Works internship program.

The graphic below captures the components of the Wise IE initiative with first year of the SIF grant almost completed.
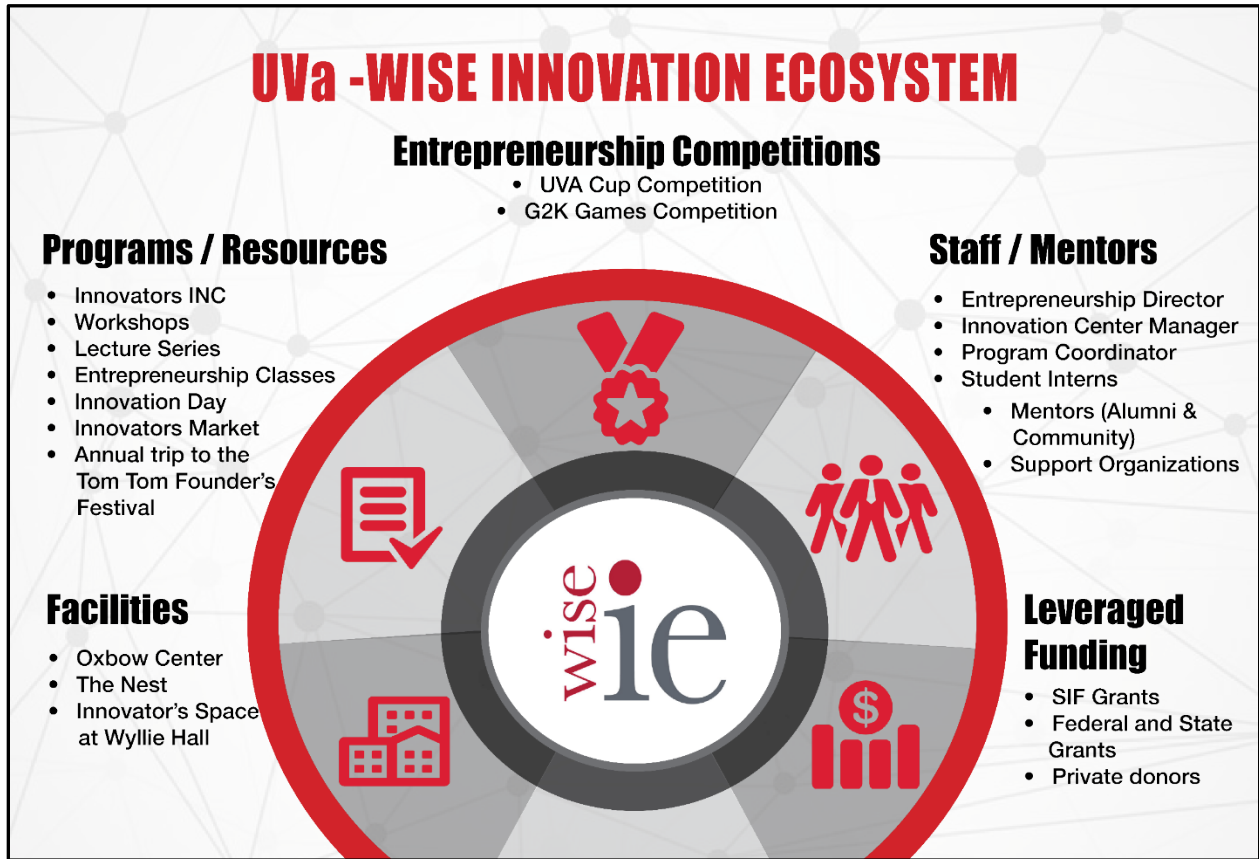
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Providing Access for Over 100 Years
Since 1915, the School has been consistent in its mission to provide outreach to communities across the Commonwealth, while using the latest technologies available.

Celebrating 100 Years: 1915-

1915-1925
Beginning of Extension at UVA

1925-1957
Books sent to communities without libraries
Off-grounds engineering courses
Northern VA Center opens

1958-1968
Bureau of Conferences & Short Courses
Southwest VA Center opens
George Mason 2-year program

1968-1973
Televised Courses
Roanoke Center opens

1974-1986
FBI National Academy
Off-Grounds Professional Certificates
Partnership to offer UVA master's degrees off Grounds

1988-1995
Summer on the Lawn
Center for Liberal Arts
VA Festival of the Film
Curry reading classes delivered via satellite

1996-Present
BIS launched, expanded, online
Growth in online certificates
Bachelor's in health sciences online

The University of Virginia School of Continuing and Professional Studies (SCPS) has been dedicated to providing educational opportunities for a wide cross-section of Virginians for more than one hundred years. The school loaded rail cars with books and brought the library to remote corners of the Commonwealth. It offered a "School of Citizenship" across the Commonwealth to prepare women for voting when they won the right to vote. It offered extension courses at communities throughout the Commonwealth. Mary Jackson, NASA's first African American female engineer and one of the women highlighted in *Hidden Figures*, qualified for her position by taking graduate courses in math and physics offered through UVA Extension at Hampton High School. We helped coal miners and farmers acquire college-level courses through radio and television and have been on the leading edge of every emerging technology, including online courses and degrees.

Rather than being anchored to the Lawn, SCPS' mission has focused on the Commonwealth and the communities that compose the state's landscape. The School's name has changed over time, but our mission has remained consistent: to provide life-long learning to audiences across the state of Virginia. Describing the founding of the Bureau of Extension, UVA President Edwin Alderman said:

The ultimate mission of the State University in America will be to supply this training not only for the fortunate few who can repair to its walls, but to all the people who constitute the life of the State. Universities must, therefore, in a peculiar sense draw nearer to the people, young and old, in helpfulness and service. (University of Virginia Record, Extension Series 1:2 (1915), p. 5.)

That mission still motivates the work we do in the School of Continuing and Professional Studies. Along the way, we have expanded the circle of inclusion, to include populations Alderman would have never considered, and we have

expanded the types of programs we offer, to include courses and credentials and methods of delivery beyond the scope of Alderman's imagination.

The School of Continuing and Professional Studies' (SCPS) mission is to serve adult and non-traditional students. We do this by creating programs that give students the chance to complete four-year degrees through accessible, affordable formats; to complete professionally-relevant credentials – certificates and degrees – to be competitive in an evolving occupational marketplace; and to take seminars, workshops, and courses that will allow students to acquire new insights and tools.

Characteristically, we do this work by forging links in the broader educational supply chain. We move students who have completed their two year associate's degree onward, giving them the opportunity to complete their baccalaureate online or close to home. We provide stackable certificates – which can later be translated into credit toward a degree – so adult and non-traditional learners can benefit today by acquiring new knowledge and resume-building credentials, and benefit tomorrow by applying these credits toward their next degree.

Our programs include a pair of baccalaureate degree completion programs, allowing students whom have completed the first two years of college at another institution – often one of the Commonwealth's Community Colleges – to earn a UVA degree.

Bachelor of Interdisciplinary Studies (face-to-face and online)
Bachelor of Professional Studies in Health Sciences management (online)

We also have a portfolio of business and professional certificate programs. These consist of carefully designed curricula – as few as four courses, or as many as eight – that position students to work in a variety of occupations. These include:

Accounting (online)
Certified Financial Planning (face-to-face, in Northern Virginia)
Cyber Security (online, both undergraduate and graduate)
Digital Marketing (online)
Health Sciences Management (online)
Human Resources Management (online, both undergraduate and graduate)
Information Technology (online)
Criminal Justice (face-to-face, in Richmond)
Procurement and Contracts Management (online)
Project Management (online)
Public Administration (online)
Public Relations (online)

We also offer a post-baccalaureate program for pre-med students, here in Charlottesville. In addition, we offer access to courses offered by other schools across Grounds through Community Scholar, allowing students, with faculty approval, to take single courses that fit their interest or professional or academic needs.

To do this work we partner with organizations and institutions across the Commonwealth. We offer classes and recruit students on community college campuses. We have a guaranteed admission agreement with the Virginia Community College System, creating pathways from community colleges through our Bachelor of Interdisciplinary (BIS) and Bachelor of Professional Studies in Health Sciences Management (BPHM) programs.

PARTNERS
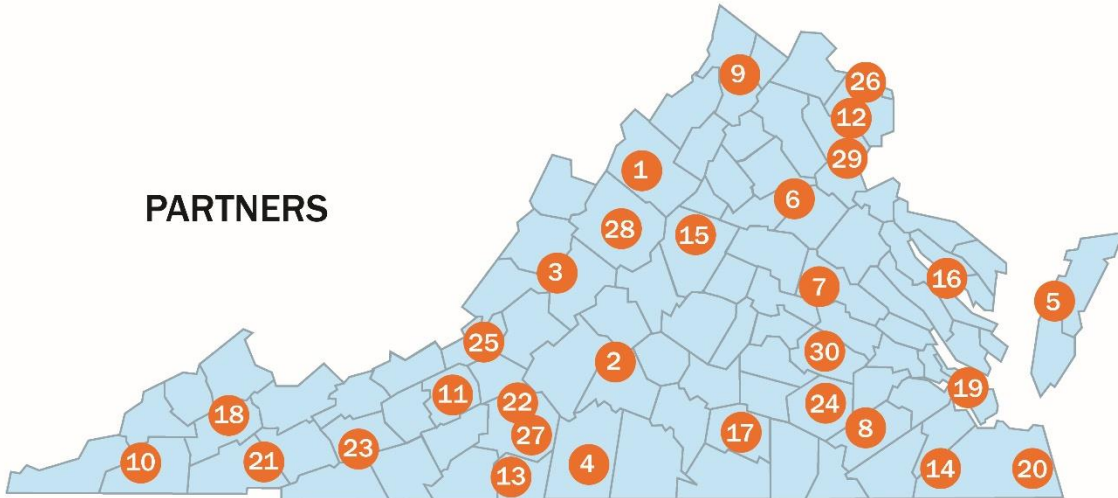
Guaranteed Admission Agreements

1. Blue Ridge Community College
2. Central Virginia Community College
3. Dabney S. Lancaster Community College
4. Danville Community College
5. Eastern Shore Community College
6. Germanna Community College
7. Reynolds Community College
8. John Tyler Community College
9. Lord Fairfax Community College
10. Mountain Empire Community College
11. New River Community College
12. Northern Virginia Community College
13. Patrick Henry Community College
14. Paul D. Camp Community College
15. Piedmont Virginia Community College
16. Rappahannock Community College
17. Southside Virginia Community College
18. Southwest Virginia Community College
19. Thomas Nelson Community College
20. Tidewater Community College
21. Virginia Highlands Community College
22. Virginia Western Community College
23. Wytheville Community College
24. Richard Bland College

Articulation Agreements

25. Hollins
26. Marymount
27. Virginia Tech
28. Mary Baldwin

Programmatic Partners

29. FBI National Academy
30. Virginia State Police

We also partner with law enforcement agencies within the Commonwealth, through our cooperation and curriculum design and oversight role with the Federal Bureau of Investigation National Academy in Quantico and our training and educational partnership with the Virginia State Police in the National Criminal Command College program in Richmond. Like the other work we do, these partnerships produce stackable, professionally focused certificate programs. Note: beginning in Fall 2019, pending SCHEV approval, we will also offer a Master in Public Safety, a blended graduate degree program which will form the next set of links on the educational supply chain for law enforcement executives.

We operate centers, or have offices in centers, across the Commonwealth, so we can better understand the needs of local communities, and fashion educational solutions for residents and employers in those regions. This includes centers we share with Virginia Tech in Northern Virginia (in Falls Church), in Newport News, and in Richmond. It also includes offices we operate in Roanoke and Abingdon at state Higher Education Centers.

LOCATIONS AND OFFICES
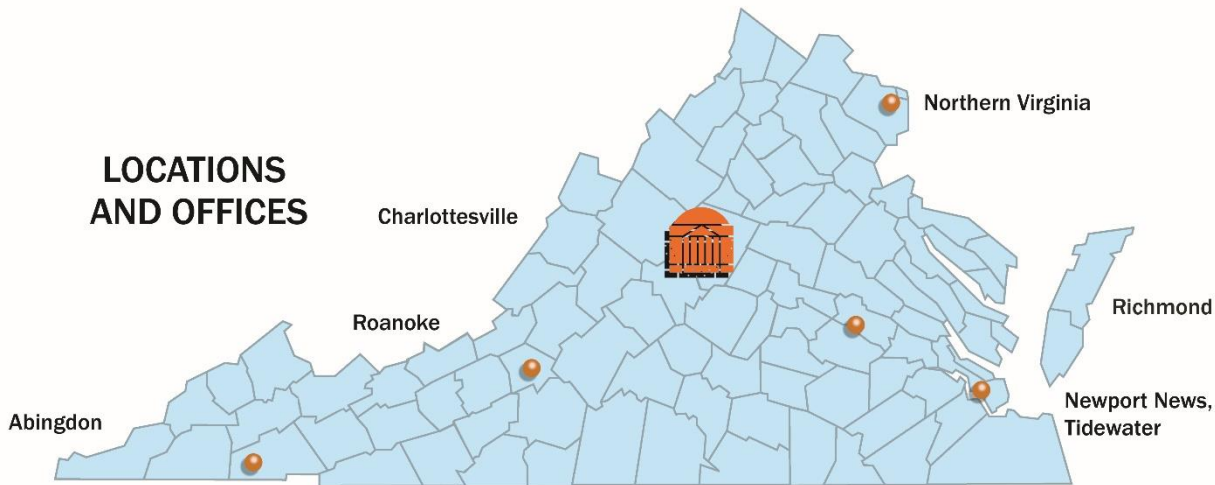
We enroll students from across the Commonwealth (and nationally and internationally as well, through our online programs). Sorting our enrollment numbers – broken out to represent individual students (or headcount) and the cumulative numbers of classes they take (or registrations), our impact across the state can be measured.
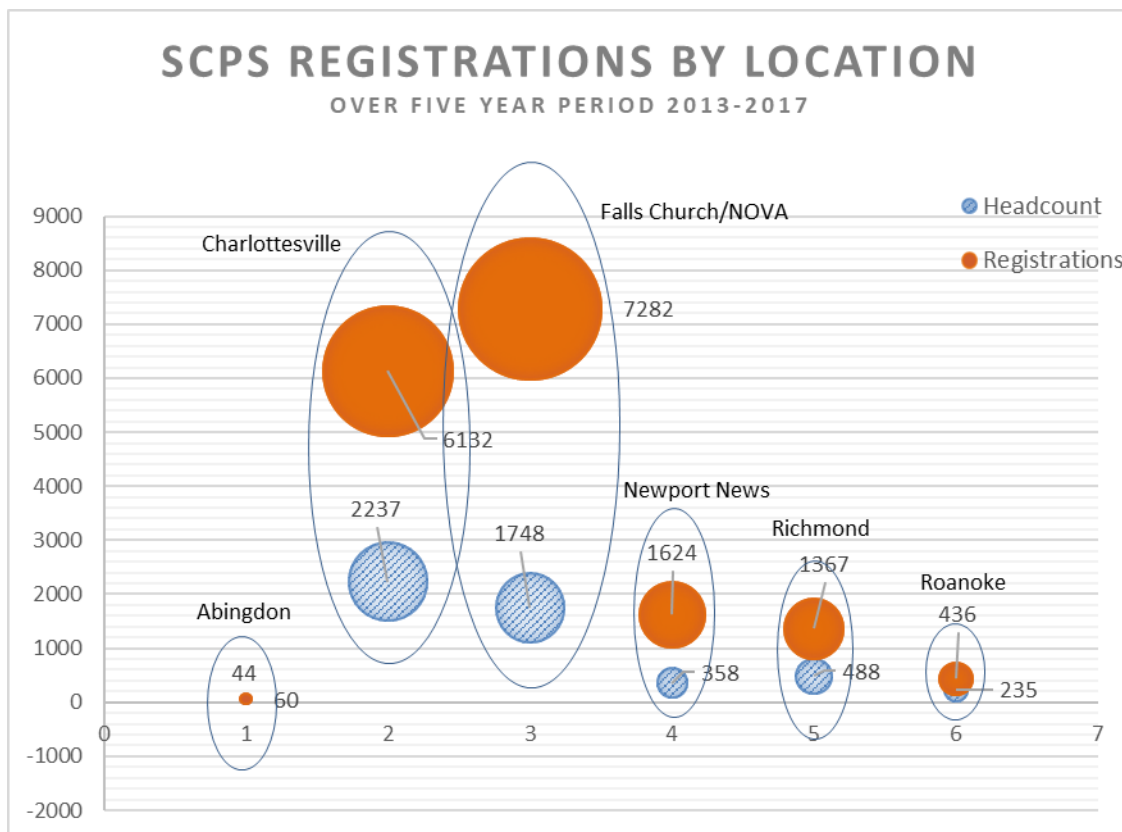
Looking at the numbers, shaped to align with our operational presence across the state by clustering enrollments in neighboring counties and linking them with one of our centers or offices, we see robust enrollments in Charlottesville and Northern Virginia, smaller numbers in Tidewater and Richmond, and few enrollments in the areas around Abingdon and Roanoke.

These numbers can serve as a starting point for intentionally engineered efforts to improve how we connect with adult and non-traditional students across the Commonwealth. We capture more students in the population centers of Northern Virginia, Charlottesville, the Hampton Roads region and Richmond. We enroll many fewer in Southwest Virginia and rural parts of the state. In part this is because of our greater presence in the "golden crescent," where our centers and outreach and recruiting staff are located. But it is also a product of our program mix, which is oriented toward students interested in four-year degrees and graduate-level certificates in cyber-security, finance, and governmental occupations.

SCPS and UVA can partner with local governments, state agencies, the community college system, Go Virginia, and other stakeholders and influencers to engineer consequential programs for adult and non-traditional learners, designed to meet the needs of local economies and the students who reside in those communities.