



— Michigan Virtual University —

# Framework

*for the Future 2009 - 2014*

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This document establishes a framework that reaffirms the organization's vision, priority goals and core strategies for the future.



# Purpose

This is the 10-year anniversary of *Michigan Virtual University*<sup>®</sup> (*MVU*<sup>®</sup>), a nonprofit 501(c)(3) organization dedicated to fostering online education in Michigan. This document provides an overview of *MVU*'s accomplishments, core assets and challenges, and examines trends in online learning. It also establishes a framework that reaffirms the organization's vision, priority goals and core strategies for the future. The strategic direction and goals in this document represent *MVU*'s response to a changing K-12 market and recognition of the challenges and opportunities that are being created through online learning. This document is intended to serve as a guide for the *MVU* Board of Directors and senior management team over the next five years. It is being widely shared with external stakeholders and customers to elevate awareness of *MVU*'s priorities and future direction.

Jamey Fitzpatrick  
MVU President

*"You Can Learn Virtually Anything"*

# WHY ONLINE LEARNING?

Expands learning options for students

Teaches 21st Century learning skills

Makes learning relevant

Proven effective

Gives educators new ways to reach students



[www.mivu.org](http://www.mivu.org)

MVU began as an agent for change in education, promoting the expansion and improvement of online learning in Michigan. That role now focuses on the K-12 community, providing online learning products, services and solutions for students, teachers and administrators. The use of online learning is growing at a rapid pace within the K-12 community in Michigan and throughout the U.S. This growth can be attributed to many things, however the five items highlighted above reflect the most common reasons why schools are using online learning.

# inside MVU

In its first six years, *MVU* provided capacity-building support services to Michigan's higher education institutions and offered targeted online training to adults employed in key Michigan industries. In 2004, *MVU* refocused its mission to target the needs of our state's K-12 community. Today *MVU* operates *Michigan Virtual School™* (*MVS™*) one of the largest state-sponsored virtual schools in the United States. *MVU* also operates *Michigan LearnPort®* in partnership with the Michigan Department of Education. *Michigan LearnPort* is a unique online professional development portal that offers school employees access to high-quality online courses, workshops and seminars. Currently the online services provided by *MVU* support three specific areas:



## Online Courses for Students:

During the 2007-08 school year, the *Michigan Virtual School* offered a robust catalog of more than 200 online courses in mathematics, science, language arts, social studies, world languages, health, career planning and computer science. In addition, *MVS* offers several specialized online courses developed through partnerships with organizations such as the Michigan Opera Theatre, the Confucius Institute at Michigan State University, NASA and the National Association of Forensic Scientists. Since the enactment of P.A. 230 of 2000 and the launch of *MVS*, the organization has provided more than 45,000 online course enrollments to high school and middle school students in Michigan.



## Online Professional Development Services for School Personnel:

From classroom teachers to school administrators, from bus drivers to maintenance staff, *MVU* offers online professional development programs designed for a wide range of the state's more than 150,000 K-12 employees. This project is redefining how professional development services are delivered in Michigan by making effective use of innovative Web-based tools and resources. To date, more than 30,000 Michigan K-12 educators have started using this free online professional development learning resource.

## myDreamExplorer®

&



## Online Career Services for Students:

*MVU* provides powerful and engaging online career development tools for high school and middle school students, parents and K-12 educators, including a no-cost online course called *CareerForward* that helps all Michigan schools meet the state's online learning graduation requirement. *MVU*'s Web-based application called *myDreamExplorer* gives students an opportunity to explore different career pathways, take personal interest surveys and build a personalized education development plan.

# Underlying Assumptions

*MVU* has identified several key underlying assumptions in preparing this framework document. Collectively, these assumptions support an expanded role for *MVU* and online learning over the next five years.

- The current educational system does not adequately serve all children in Michigan;
- Doing “more of the same” in the traditional system will not generate the results needed to make Michigan’s K-12 system globally competitive;
- Michigan’s government and legislative leaders will continue to encourage policy approaches that “open the system” and foster innovative learning options for students;
- Effective online learning environments can offer students of all abilities engaging, relevant and flexible opportunities that address individual learning needs;
- Resistance to the use of online learning by some in the K-12 community can be overcome by a persistent high-touch marketing campaign that is largely driven by research, along with student, parent and educator testimonials;



Effective online learning environments can offer students of all abilities engaging, relevant and flexible opportunities that address individual learning needs.



- The use of online learning in the K-12 community will grow significantly over the next decade as a result of improvements in virtual learning environments, more rigorous student academic standards and ongoing budget constraints that limit schools’ educational options; and
- *MVU* will continue to rely on a mix of state and federal appropriations, private grant support and sales revenue to sustain operations and fuel projected growth during the next five years.

# Organizational Values

*MVU* adopted specific organizational values that represent a set of core beliefs that will continue to build a high performance team environment. These value statements serve as the foundation for the vision and mission statements contained in this document. *MVU* is committed to the following values:

- High standards for quality, ongoing research and the use of data to improve operational decisions;
- Use of innovative technologies to address persistent educational challenges;
- Listening to customer and stakeholder feedback to guide product and service development plans;
- Excellence in the design, development and delivery of online educational services;
- A professional environment that celebrates creativity, good ideas and initiative; and
- Serving as a responsible steward of public and private resources.

**VISION:** The long term view of success for *MVU* is to provide leadership by expanding, improving and innovating learning opportunities for K-12 students and educators.

In support of this vision, *MVU* will continue to be at the forefront of designing, developing and implementing effective and age-appropriate educational technology solutions. This focus reinforces *MVU*'s role as an innovative research and development incubator for K-12 products and services.

**MISSION:** The over arching goal of *MVU* is to serve as a catalyst for change by providing quality Internet-based programs that strengthen teaching and learning for K-12 education.

*MVU* believes that online learning should be as commonplace as more traditional, face-to-face classroom-based forms of instruction. As a service provider and a capacity builder, *MVU* strives to help the K-12 community better understand and utilize effective Internet-based education.

## Priority Goals

Two target goals have been identified that will serve as benchmarks for measuring *MVU*'s success over the next five years. These macro level goals represent desired outcomes that will be supported by a variety of operational objectives that will be developed and approved by the *MVU* Board of Directors on an annual basis. *MVU* has identified two unique goals for the organization's primary user groups: students and teachers.

1. Increase *MVS* online course enrollments by 25-30 percent annually and reach 40,000 enrollments by 2014 while maintaining financial stability.
2. By 2014, 40,000 Michigan K-12 school instructional personnel and another 10,000 non-instructional support staff will use one or more of the features available in *Michigan LearnPort*, *MVU*'s online professional development portal.

Increase *Michigan Virtual School* course enrollments by 25-30 percent each year. Expand the use of *Michigan LearnPort* to 50,000 state K-12 school personnel by 2014.

# Core Strategies

This document builds on the strategic plan adopted by the *MVU* Board of Directors in 2005 which placed a priority on serving the needs of Michigan’s K-12 community with quality online products and services. The six core strategies described below are designed to support *MVU*’s two priority goals over the next five years. These strategies will guide *MVU*’s investment of human, technical and financial resources.

- 1. Focus on New Graduation Requirements** – Develop specific support mechanisms and targeted solutions for Michigan’s K-12 schools as they work to implement new high school graduation requirements, including the nation’s only online learning requirement.
- 2. Policy Development** – Positively influence public policy strategies that reinforce and support Internet-based education for the K-12 community and promote *MVU*’s leadership role as a partner and a nimble change agent.
- 3. Partnerships and Sponsorships** – Partner with select organizations, corporations and foundations to secure the support and resources necessary to develop quality online instructional content and services for the K-12 community and utilize *MVU* as the delivery provider.
- 4. Global Approach** – Expand online world language and cultural learning opportunities for K-12 students and educators, and actively work to “globalize” virtual learning environments to give Michigan’s K-12 community a competitive advantage.
- 5. Innovation and New Tools** – Improve online learning through application of innovative education research and practice in concert with effective use of Web 2.0 technologies, social networking tools, computer simulations and online instructional games.
- 6. Expanded Outreach and New Markets** – Increase marketing efforts and augment the organization’s revenue base by pursuing business opportunities that focus on *MVU*’s most effective online programs and services.

# Organizational Stakeholders

As a K-12 focused organization with statewide reach, *MVU* works with multiple stakeholder groups and organizations. All of these stakeholders have an interest in the capacity and effectiveness of *MVU*. *MVU* will continue to pursue activities that engage and inform various groups and individuals, and facilitate opportunities to provide input and feedback for the organization.


Stakeholders include, but are not limited to, state legislative policy makers, state education departments and agencies, school administrators and classroom teachers, students and parents, higher education institutions, educational groups and organizations, corporate sponsors and donors, and *MVU*’s leadership and staff.

Every sector of our economy can point to specific examples of how information and communications technology is increasing human productivity and expanding opportunities. Online learning is not another education trend — it has become part of everyday life for millions in schools, colleges and in the workplace.


The growth of online learning for K-12 students and educators is very promising. However, no state, region or local school district in the U.S. is currently assisting all or even a large percentage of their students in becoming successful online learners as a targeted instructional strategy. For the most part, schools currently offering online learning services serve only a limited number of students. These students tend to take courses in low-demand subject areas or courses designed to address a credit recovery need. It is anticipated that this trend will change during the next five years. It will become more common for Michigan high schools to offer online courses as a means to better address individual student needs and better equip students with 21<sup>st</sup> century learning skills for future employment or study.

Nearly all of the states in the U.S. support online learning programs and initiatives for K-12 students. These programs vary significantly in size, scope and operational format. In 2008, more than 30 states support state-led programs similar to the *MVS* model. Typically, these programs operate at the middle and high school levels and are supported by state appropriations. Most state-led online learning programs are supplemental and give students an opportunity to take the majority of their coursework at their local school and augment this activity with one or more online courses. In general, these state-led initiatives are growing rapidly and many are experiencing annual growth rates in online course enrollments that exceed 50 percent.

In 2008, the Center for Digital Education (CDE) evaluated the overall landscape of online learning and com-



It will become more common for Michigan high schools to offer online courses as a means to better address individual student needs and better equip students with 21<sup>st</sup> century learning skills for future employment or study.



pared state rankings to reflect the vision, policies, programs and strategies that states have deployed around online learning in an effort to transform their academic environment to meet student needs. The CDE review and state ranking was produced in partnership with the Council of Chief State School Officers and the North American Council for Online Learning. Michigan was ranked second in the nation for its progressive online learning policy and practice. This comes two years after Michigan gained national attention as the first state in the nation to require online learning as a requirement for high school graduation.

Approximately 20 states have “full-time” online learning programs for students that provide an opportunity to earn a high school diploma as a result of taking some or all of their coursework online. These virtual learning programs usually operate as charter schools and are available to students across the state, within a region or inside the boundaries of a local district. Nationally, it is estimated that more than one million K-12 students took an online course in 2007. Noted Harvard business researcher Dr. Clayton Christensen has predicted that by the year 2019, half of all high school courses in the U.S. will be taught online. Other experts predict less ambitious, but still substantial growth in online learning at the K-12 level for the next several years.

# Voices of Online Learning

"I wanted you to know what a difference [the middle school virtual science camp] has made in our summer. This camp has helped [my son's] self-esteem and got him doing something I could never get him to do during the school year, to take good notes and keep them organized ... I feel like a mother with a starving child who been invited to a lifelong banquet of the most exquisite foods."

**Katrina LeFlore**  
Parent of student from Detroit, MI

*"Online learning is much more than 'sit and get,' which is a common misconception that I have encountered. Online learning is the way of the future, the way to reach more students in remote places and more students with up-to-date information. If we don't use this form of learning, our students are deprived of learning the skills necessary to compete effectively with the rest of the world."*

**Lorri MacDonald**  
MVS Online Instructor from Dearborn, MI

"Michigan LearnPort is a great way to gain SB-CEU credits. I highly recommend it for those who would rather work at their own pace or in their own home. (The Differentiated Instruction course) has some tremendous insights about what it means to differentiate instruction in your classroom."

Public School Teacher from Holland, MI

“ Our online learning requirement makes **Michigan** a **leader** among all the states in using the power of the **Internet** to create **learning** opportunities in the **classroom**, the home and the workplace.”

**Jennifer Granholm**  
Governor of Michigan

**“Online learning can provide a powerful alternative for students who have a need for **greater flexibility** with their education due to individual learning styles, employment commitments and comfort with traditional school environments. There is a significant potential to **expand** the use of online learning as a practical strategy to help students **stay in school and graduate.**”**

**Michael Flanagan**  
Michigan Superintendent of Public  
Instruction & MVU Board Member

"Michigan Virtual School has helped Schoolcraft High School become a better institution of learning. Before our partnership with MVS, Schoolcraft High School had no viable credit recovery program. The MVS Flex courses provide us with a viable program, helping shrink our drop-out rate and allowing many students who had fallen behind to catchup and graduate with their classmates on time. Before MVS, students wanting to take Advanced Placement classes had to be bused to a neighboring larger school in order to do so ... Using MVS, the number of students taking AP classes has increased by a factor of four, and they score better on the AP testing than they did under the previous system."

**John Kolassa**  
Principal of Schoolcraft High School

“ With an online class I learned to be more comfortable with the computer and be more confident with working online and using online tools. This is a wonderful opportunity to get acquainted with a tool that is used in every profession these days. I’m in more control of my learning; I have to take it upon myself and have to want to learn to be successful ... I feel like more of myself is involved in this learning and that’s why I like it. ”

**Lauren MacArthur**  
Student from Engadine, MI

**“ Being against  
online learning  
is like being  
against electricity. ”**

Interview participant during PBS program  
To the Contrary/Behind the Headlines:  
Public Schools go Virtual with Online Classes, Oct. 26, 2007

# Market Analysis

*MVU* serves students, teachers, administrators and parents in both large and small urban, rural and suburban school districts throughout Michigan. In general, *MVS* serves small-to-medium sized school districts that have limited curricular options for students. In contrast, the use of *Michigan LearnPort* is less dependent on school size because individual educators can login and create an account and take online courses without paying a fee. However, school building or district-wide adoptions of *Michigan LearnPort* have also come mostly from the smaller schools and the more isolated or rural intermediate school districts. The perceived value of *MVU*'s services may be higher in smaller schools that have fewer teachers available to support unique or challenging student needs. *MVU* has an opportunity to expand its customer base by working more closely with larger urban and suburban school districts.

Keeping educational practice up to date is not primarily a technology challenge, but instead is largely an issue of whether or not teaching and learning will continue to evolve to a changing world. Online learning is one of the vital methods that educators must use to address these changes. Online learning is being used to expand the range of courses available to students beyond what

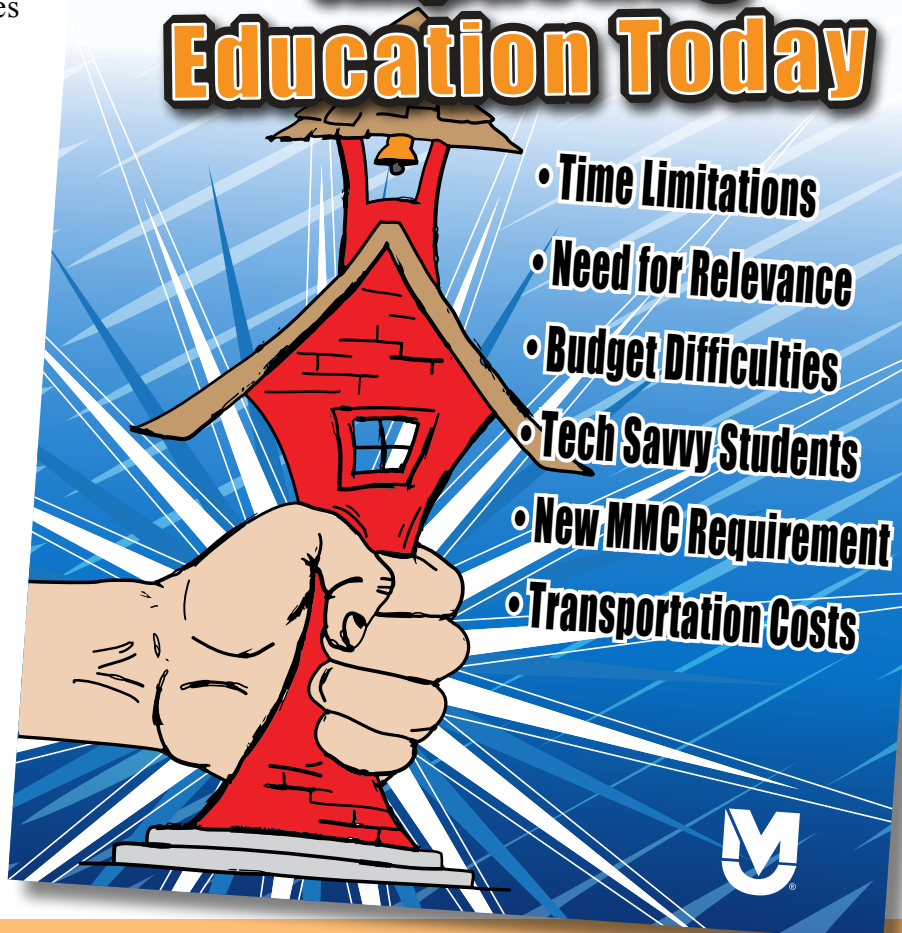
*MVS* online courses are defined by overall quality of content, the thoroughness of alignment to the Michigan Merit Curriculum standards and the provision of highly-qualified, Michigan-certified teachers.

a single school can offer; provide highly qualified teachers in subject areas where they are lacking; expand credit recovery options for students; and increase the teaching of technology skills by embedding technology literacy in academic content. Online professional development for teachers offers many of the same benefits as online courses for students: flexibility, cost effectiveness and technology literacy. Cost savings are a particularly important component of online professional development, as a variety of costs associated with professional development programs can be avoided with online PD.



*MVU* operates in a competitive environment where there are often multiple providers of online content for schools. Even though *MVS* courses offer considerable savings compared to the costs of traditional face-to-face instruction, many competitors offer prices that are even cheaper. Upon thoughtful examination, however, these less expensive rivals often do not measure up in terms of the overall quality of content, the thoroughness of alignment to the Michigan Merit Curriculum standards, or the provision of highly-qualified, Michigan-certified teachers. An informal analysis of the *MVU* target market has identified the following barriers or competitive pressures related to achieving increased online course enrollments for *MVS*.

# Core Factors Impacting Education Today



- Low-cost correspondence courses;
- Online courses available from for-profit companies;
- Online courses available from colleges and universities that target the K-12 market;
- Self-paced online instructional solutions that are “teacher-less”; and
- A lack of understanding by school officials of the competitive market pricing for online courses from both private and nonprofit providers.

Schools increasingly face significant challenges in today's educational environment. *MVU* is as a partner in helping schools address these challenges through online learning solutions for students, teachers and administrators.

Barriers to the adoption and sustained use of *Michigan LearnPort* appear to be less a question of price competitiveness, and more a question of breaking with tradition. Namely, the delivery model for professional development of K-12 teachers has a history of costly, face-to-face in-service activities. Although the use of *Michigan LearnPort* is free to Michigan teachers and would represent a considerable cost savings to districts, teachers seem reluctant to adapt to new modes of online learning for their own professional development needs.

# Assets & Challenges

*MVU* has developed significant expertise and capacity in operating one of the nation's largest statewide virtual schools. *MVU* has also provided Michigan's K-12 community with leadership and assistance in adopting new and innovative strategies to serve students and teachers with quality online educational products and services. Summarized below are *MVU*'s current core assets and challenges.

## Core Assets:

- Experience serving more than 45,000 online course enrollments since 1999;
- *MVS* accreditation status by the NCA/CITA ;
- Current customer base of more than 500 Michigan schools;
- Extensive staff expertise in developing and delivering online learning;
- State-of-the-art technology infrastructure, including robust learning management systems;
- Professionally diverse and committed Board of Directors;
- A cadre of highly-qualified online instructors;
- Extensive online course catalog in multiple curriculum areas for students and educators;
- Demonstrated success in serving as a change agent for the K-12 community;
- Recognized by its peers as one of the best K-12 online learning organizations in the U.S.;
- Innovative organizational mind-set with the ability to be self-critical;
- Willingness to evaluate and use new and emerging technology;
- Partnerships with MSU's Confucius Institute and the Michigan Mathematics and Science Center Network;
- Deep relationships with and understanding of Michigan schools, curricula, administrators, teachers, and their needs; and
- Responsiveness to Michigan school needs, e.g., Michigan Merit Curriculum alignment, trimester scheduling.



## Challenges:

- Limited state policies that fund student access to online educational services;
- Establishing a stronger sustainability model that can accommodate significant growth in online course enrollments;
- Effective use of data to make operational decisions related to product offerings, design specifications and support services to inform instructional practice;
- Dependency on annual appropriation support that is subject to change without much notice;
- Overcoming a general resistance to the use of online learning within the K-12 community;
- Constant improvements in software, hardware and Web-based tools that support online learning applications; and
- Limited marketing resources to inform Michigan students and parents about the value of online learning and the role of *MVU*.

# Top 5 Myths about virtual schools

Adapted from the North American Council for Online Learning



## 1. Myth: Virtual schools are a separate system from traditional education.

Truth: *Michigan Virtual University* works in partnership with local districts and schools in providing online courses to Michigan students. Local schools award grades and credits for successful completion of *MVS* courses.

## 2. Myth: Online courses are for gifted and talented students only.

Truth: Online courses work well with all students, including at-risk students, urban and rural students, those with limited English proficiency and those with special needs.

## 3. Myth: Online courses lack interaction.

Truth: Learners often have more one-on-one interactions with their instructors and fellow learners in online courses, especially when team projects are assigned, than in traditional classrooms. *MVU* instructors report that learners who are normally reluctant to contribute to class discussions tend to contribute more in an online environment.

## 4. Myth: Online teachers have easy jobs.

Truth: Online teachers report that they work much harder and spend more hours online than in the classroom. Online instructional design, writing, management of instruction, and communicating with students can take considerable time and be quite different from what goes on inside a traditional classroom.

## 5. Myth: Online courses are easier than regular courses.

Truth: *MVU* core online courses are aligned with rigorous state content expectations. Course requirements include active participation, the completion of course assignments and state standards-based assessments. The courses are supervised by state-certified teachers who adhere to competency-based academic requirements. *MVS* is accredited by the Commission on International & Trans-Regional Accreditation (CITA) and the North Central Association Commission on Accreditation and School Improvement (NCA CASI).



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Michigan Virtual University | [www.mivu.org](http://www.mivu.org)

Michigan Virtual School | [www.mivhs.org](http://www.mivhs.org)

Michigan LearnPort | [www.learnport.org](http://www.learnport.org)

Overcoming a general resistance to the use of online learning within the K-12 community is key to the expansion and growth of virtual schools.

# Conclusion

With the enactment of Public Acts 123 and 124 of 2006, Michigan became the first state in the U.S. to require students to successfully complete an online course or learning experience prior to graduation from high school. Online learning is:

- Dramatically expanding access to high quality K-12 education across the United States and the world;
- Being used to expand the range of courses available to students beyond what a single school can offer;
- Providing highly-qualified teachers in subjects where qualified teachers are lacking;
- Expanding credit recovery options for students; and
- Increasing the teaching of technology skills by embedding technology literacy in academic content.



Online professional development for classroom teachers offers many of the same benefits as online classes for students, including flexibility, cost-effectiveness and embedded teaching of technology literacy. Educators and students are discovering the flexibility and convenience

Whether it is a high school or middle school student accessing an online Mandarin Chinese language or Algebra I course, participating in a virtual science camp during the summer or after school, or an educator taking a free online professional development course linked to the new Michigan Merit Curriculum, *MVU* is developing innovative solutions to help students and educators succeed.

of learning online, leading to explosive growth that is expected to continue for the foreseeable future. Whether it is a high school or middle school student accessing an online Mandarin Chinese language or Algebra I course, participating in a virtual science camp during the summer or after school, or an educator taking a free online professional development course linked to the new Michigan Merit Curriculum, *MVU* is developing innovative solutions to help students and educators succeed.

This framework for the future document provides a strategy for guiding *MVU*'s human, technical and financial investment decisions over the next five years. This document will be reviewed annually with the *MVU* Board of Directors to determine the need for modifications. In addition to this document, organizational performance objectives will be developed annually as a companion resource to monitor progress on specific measurable activities.

# Key MVU Milestones

As a relatively small organization, *Michigan Virtual University* has demonstrated an ability to be nimble and adjust to the changing environment of online learning. Below are some of the key *MVU* milestones since its inception in 1998.

- *MVU* was established as a private nonprofit 501(c)(3) corporation. **(1998)**
- *Michigan Virtual High School (MVHS)* was founded in July. **(2000)**
- Working hand-in-hand with the Michigan Department of Education, *Michigan LearnPort* was created. **(2003)**
- *MVHS* launched its online summer school program. **(2004)**
- *MVU* mission was refocused to target the needs of the state's K-12 community. **(2004)**
- With generous support from Microsoft Corporation, *MVU* redesigned and improved *mydreamexplorer*®, *MVU's* web-based career development resource. **(2005)**
- *MVS* was awarded accreditation by the North Central Commission on Accreditation and School Improvement (NCA) and the Commission on International and Trans-Regional Accreditation (CITA). **(2005)**
- *MVHS* renamed *Michigan Virtual School (MVS)* to reflect an expanded course catalog that included middle school courses. **(2006)**
- *MVU's* president served on a State Superintendent-appointed advisory committee that recommended inclusion of an online learning requirement as part of proposed high school graduation requirements. **(2006)**
- Michigan became the first state in the nation to require all students to have an online learning experience. **(2006)**
- The *CareerForward* career development course was created. With development funds provided by Microsoft, the course is delivered at no cost to Michigan students in partnership with the Michigan Department of Education. **(2006)**
- Partnership with the Confucius Institute at Michigan State University was formed and online Chinese language courses were added to *MVS* curriculum. **(2006)**
- *MVU* made available innovative two-week online summer camps in mathematics and science for middle school students. **(2007)**
- *Michigan LearnPort* adopted a robust new learning management system. **(2007)**
- Michigan Merit Curriculum courses added to *MVS* catalog and *Michigan LearnPort* offerings. **(2007)**

- *Michigan Virtual University* Website:  
[www.mivu.org](http://www.mivu.org)
- *Michigan Virtual School* Website:  
[www.mivhs.org](http://www.mivhs.org)
- *Michigan LearnPort* Website:  
[www.mi.learnport.org](http://www.mi.learnport.org)
- The Michigan Online Learning Report available at  
[www.mivu.org/upload\\_1/MiOnlinePrimer\\_web\\_RPT.pdf](http://www.mivu.org/upload_1/MiOnlinePrimer_web_RPT.pdf)
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## VISION (Long Term View of Success)

Provide leadership by expanding, improving and innovating learning opportunities for K-12 students and educators.

## MISSION (Overarching Goal)

Serve as a catalyst for change by providing quality Internet-based programs that strengthen teaching and learning for K-12 education.

## MVU's PRIORITY GOALS

- Increase MVS enrollments by 25-30 percent annually and reach 40,000 enrollments by 2014 while maintaining financial stability.
- By 2014, 50,000 Michigan K-12 school personnel will use one or more of the features of Michigan LearnPort.

## ORGANIZATIONAL STAKEHOLDERS

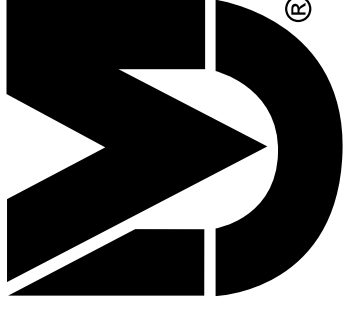
- Michigan Legislature
- Governor of Michigan
- State Board of Education
- School administrators
- Partner organizations
- Higher education
- Michigan Department of Education
- MVU Board of Directors
- MVU staff
- Citizens of Michigan
- Educators, parents and students
- Donors and corporate partners

## ORGANIZATIONAL VALUES

- High standards for quality, ongoing research and the use of data to improve operational decisions;
- Use of innovative technologies to address persistent educational challenges;
- Listening to customer and stakeholder feedback to guide product and service development plans;
- Excellence in the design, development and delivery of online educational services;
- A professional environment that celebrates creativity, good ideas and initiative; and
- Serving as a responsible steward of public and private resources.

## CORE STRATEGIES

- **Focus on New Graduation Requirements:** Develop support mechanisms and solutions for Michigan's K-12 schools that help them implement high school graduation requirements, including the nation's only online learning requirement.
- **Partnerships and Sponsorships:** Partner with organizations, corporations and foundations to secure support and resources that assist in developing quality online content and services, and that utilize MVU as the provider.
- **Policy Development:** Positively influence public policy that reinforces and supports Internet-based education and promotes MVU's leadership role as a partner and a nimble change agent.
- **Global Approach:** Expand online world language and cultural learning opportunities, while working to "globalize" these opportunities so Michigan's K-12 community realizes a competitive advantage.
- **Innovation and New Tools:** Improve online learning through innovative research and practice in concert with the use of Web 2.0 technologies, social networking tools, computer simulations and online instructional games.
- **Expanded Outreach & New Markets:** Increase marketing efforts and augment revenue base by pursuing opportunities that focus on MVU's most effective programs and services.



# STRATEGY MAP

