Blended Learning Initiative (BLI) Convening

January 28, 2022

Agenda

<u>9:00am-1:00pm</u>

- Welcome and Introductions
- Norms and Reminders
- Convening #1 Themes
- Discussion - Convening #1 Takeaways
- <mark>Break 10:30am-11:00am</mark>
- Variance Waiver Request Updates
- Key Terms Review
- Discussion - Instruction: Synchronous vs Asynchronous
- Closing and Next Steps

Welcome and Introductions

Welcome and Introductions

- CDE Introductions

- Padlet: *Who is in the room?*

- Today's Objectives
    - Participants will share perspectives on defining and achieving success in flexible learning models.
    - Participants will be provided updates on the formal variance waiver request process from both quantitative and qualitative data collections.
    - Participants will discuss the varying structures of synchronous and asynchronous instruction.

Norms and Reminders

Norms and Reminders

The following norms encourage productive and collaborative conversation. All attendees are asked to follow and embody them and give facilitators room to ensure they define our time together.

Remember*:* We are learning and this is new. BLI is to take information and consider it, not share our/CDE's anticipated outcomes.

- **Good Faith**: Act in good faith in all aspects of group discussion with the intent to promote collaboration and productive conversation.

- **Openness**: Be honest and open in sharing your perspectives; be open to other points of view and to the outcome of discussions.

- **Listening**: Listen to each speaker rather than preparing your response; no interruptions; refrain from use of smart phones and other technologies.

- **Focus**: Maintain focus on the goals, purpose and meeting objectives; honor agendas.

Norms and Reminders Cont.

- **Participation**: Participate actively, speak briefly, and agree succinctly. Be mindful and respectful of the presence of multiple backgrounds and avoid the overuse of acronyms or technical language.

- **Respect**: Disagree judiciously and without being disagreeable; do not engage in personal attacks; in all contexts, refrain from behavior that denigrates other participants or is disruptive to the work of the group.

- **Preparedness & Commitment**: Prepare for and attend each session; get up to speed if you missed a meeting.

Facilitation*: Let the facilitators facilitate; allow them to enforce the norms and engage them with any concerns.*

Convening #1 Themes

Convening #1 Themes

Practices

- Emerging changes to models, location, structure, courses, technology, data.

Learning

- Flexibility with accessibility, awareness, and student needs. Impacts on pacing and staffing.

Technology

- How do we deliver it? How do teachers have the skills to incorporate it? How do we bring families along with it?

Location

- Should not limit access. Spanning options outside of building throughout community and state.

Convening #1 Themes Cont.

Public Perception

- Educators know this. Institutions and the public need to know it.

Experiences

- What do students think? What do educators think?

Funding

- Seat-time. Adjustments in rule and legislation.

Success

- How do we define and measure a self-paced model? How do students demonstrate learning and mastery?

Data

- What data is accessible to justify successful models?

Discussion

Discussion

Please use the hand raising feature to speak.

Jamboard (link in chat) can be utilized to share thoughts as well.

Discussion

Convening #1 Takeaways

- *How success is defined in your model(s) and how do you know that you have achieved it?*
- *For those who are not operating flexible learning models, how would you define success and how could success be demonstrated in flexible learning models?*

Break

Variance Waiver Request Updates

Overview

The formal variance waiver request process is for districts and schools implementing a learning model outside of blended learning and/or supplemental online course guidance.

- Two year process (21-22/22-23)
- Remote learning flexibilities
- Separate from 100% remote learning programs
- Guidance for blended and supplemental courses
- Waiver for funding purposes

More on [BLI webpage](https://www.cde.state.co.us/onlinelearning/blendedlearninginitiative2021-2022):
https://www.cde.state.co.us/onlinelearning/blendedlearninginitiative2021-2022

Course Requirements Waived

Course Requirement #1

Limits on the number of allowable blended learning and/or supplemental online courses a traditional brick-and-mortar student may be enrolled in during a given semester

Course Requirement #3

In-person and/or synchronous instruction of at least 20% per week (if the course is not offered through an existing CDE- approved or recognized online school or program)

15 Course Requirement #1 only

6 Course Requirement #3 only

22 Both Course Requirements

Syncplicity Forms

Data Form

- ❏ District/school information
- ❏ Requestor information
- ❏ Total amount of different instructional models (up to 6)
  - ❏ Unique student type(s) per Student October Audit
  - ❏ % of synchronous instruction
  - ❏ Type of courses
- ❏ Student Data
  - ❏ CDE School Code, SASID, Instructional Model

Narrative Form

1. Describe the instructional model (activities, courses, instruction)
2. Staffing
3. Target student population
4. Explain student needs being met
5. Problem the model solves for students
6. Data/evidence of model's effectiveness
7. Other options explored
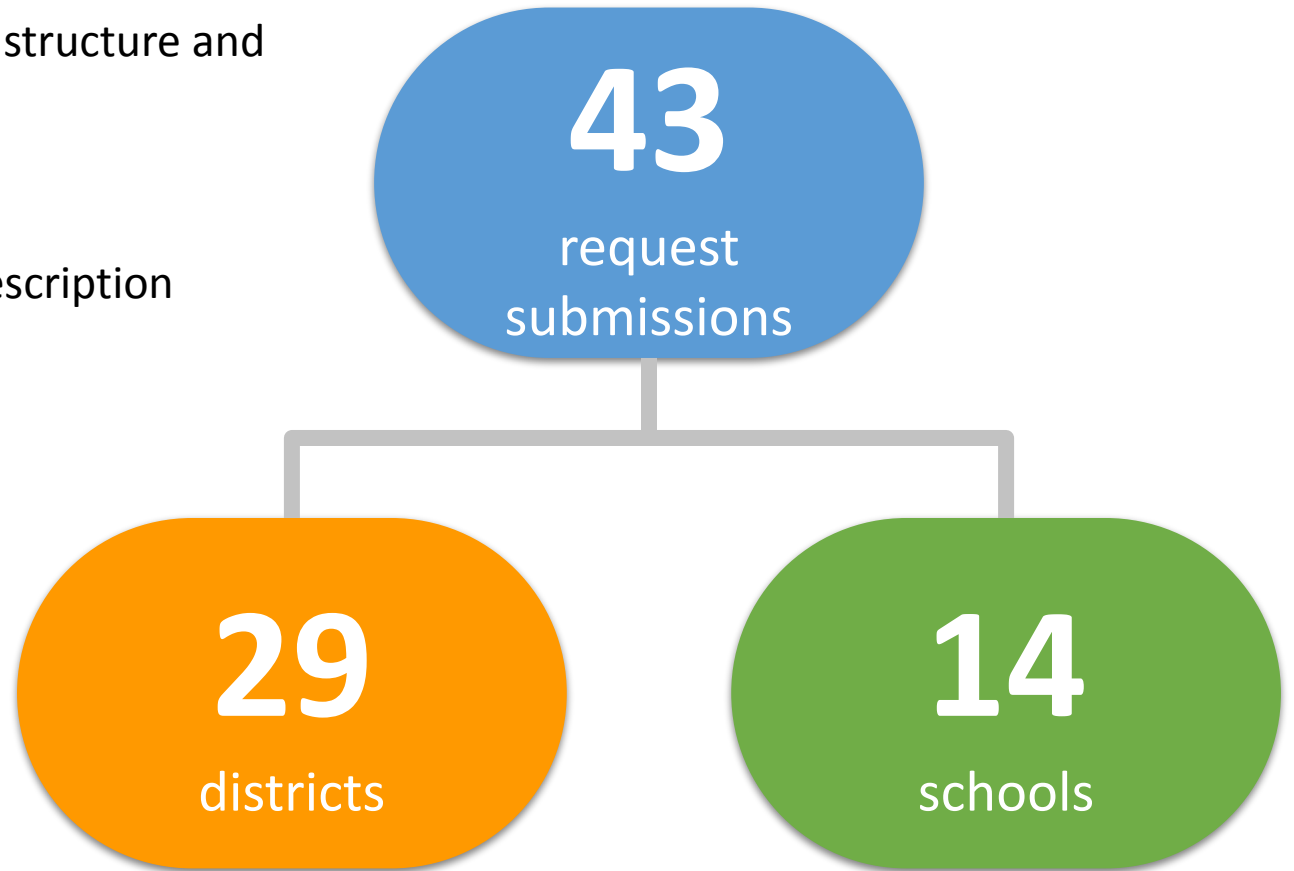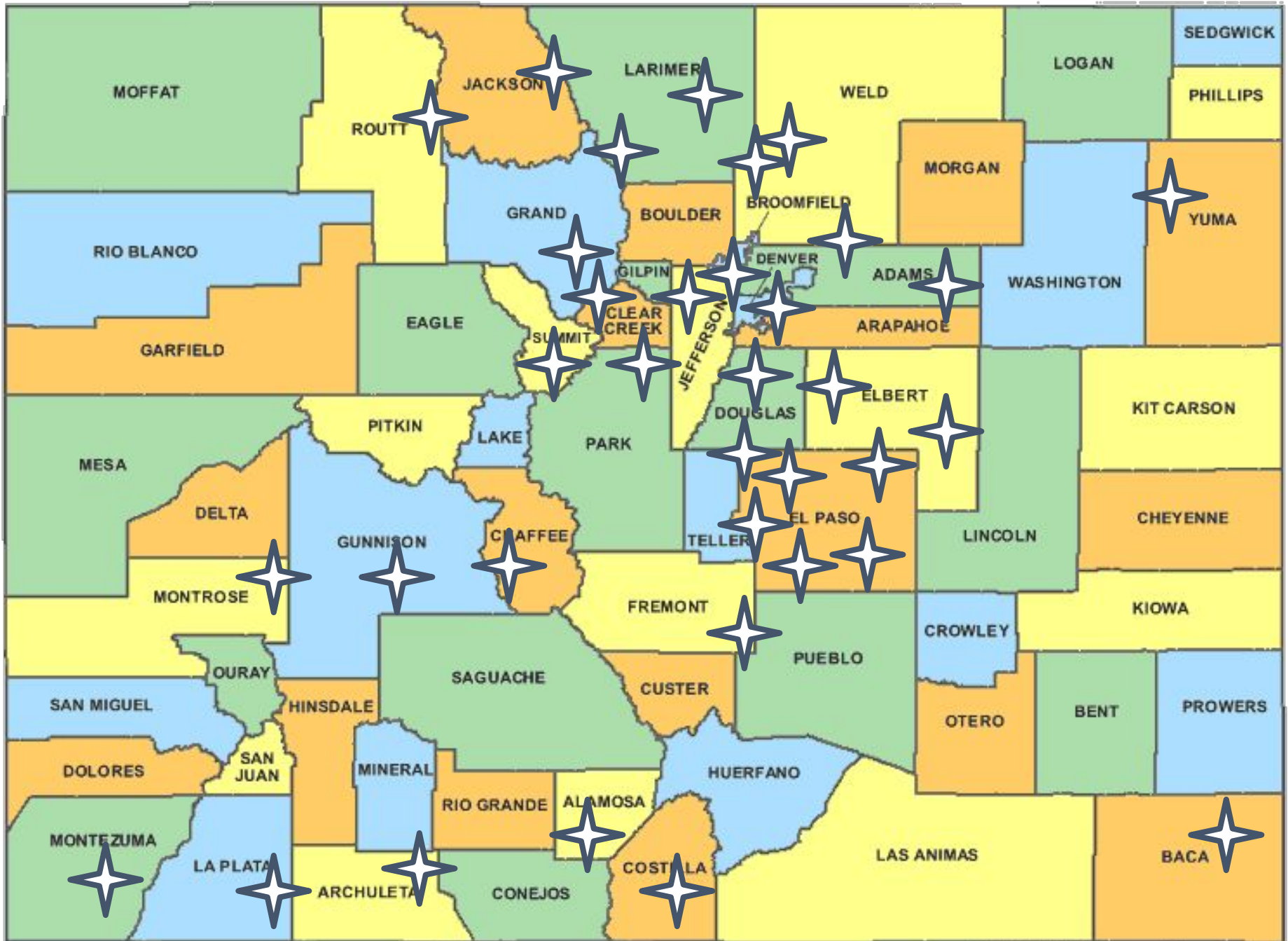8. Equitable access provided

Total Requests

Data Form
Instructional model(s) structure and total students

Narrative Form
Instructional model description

43 request submissions

29 districts

14 schools

Map of Colorado counties with star markers placed at various locations.

Counties shown: MOFFAT, JACKSON, LARIMER, WELD, LOGAN, SEDGWICK, PHILLIPS, ROUTT, GRAND, BOULDER, BROOMFIELD, MORGAN, YUMA, RIO BLANCO, GILPIN, DENVER, ADAMS, WASHINGTON, GARFIELD, EAGLE, SUMMIT, CLEAR CREEK, JEFFERSON, ARAPAHOE, MESA, PITKIN, LAKE, PARK, DOUGLAS, ELBERT, KIT CARSON, DELTA, GUNNISON, CHAFFEE, TELLER, EL PASO, LINCOLN, CHEYENNE, MONTROSE, FREMONT, PUEBLO, CROWLEY, KIOWA, OURAY, SAGUACHE, CUSTER, SAN MIGUEL, HINSDALE, OTERO, BENT, PROWERS, DOLORES, SAN JUAN, MINERAL, RIO GRANDE, ALAMOSA, HUERFANO, MONTEZUMA, LA PLATA, ARCHULETA, CONEJOS, COSTILLA, LAS ANIMAS, BACA

Purposes

- Instructional flexibilities
- Self-paced environment
- Online education benefits
- Live feed limitations
- Unreliable internet and services
- COVID concerns per family
- District program capacity met
- Limited FTE/staff capacity
- Student needs and interests
- Limited family transportation
- Reductions in budget
- Student financial supports family
- Personal/religious reasons
- Unsuccessful in traditional model

Solutions

- Flexible login times
- Online accessibility to coursework
- Access outside of school hours
- Avoid student drop-out
- Laptop/device provided
- Internet or hotspot provided
- Selection of third-party courses
- Access to technology
- Placement meetings with families
- Access to volunteer opportunities
- Weekly-pacing schedules
- Technology platform options
- Goal setting
- Progress monitoring
- Safety at home

Student Totals

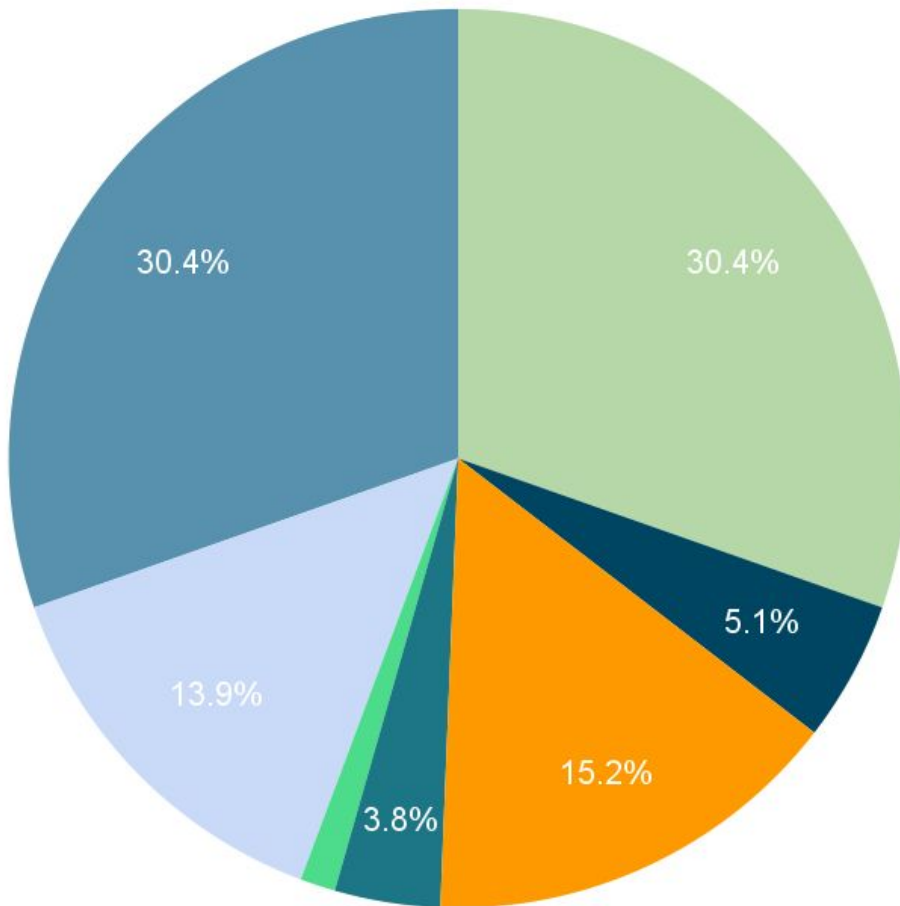Amount of Students per Instructional Model (42 total)
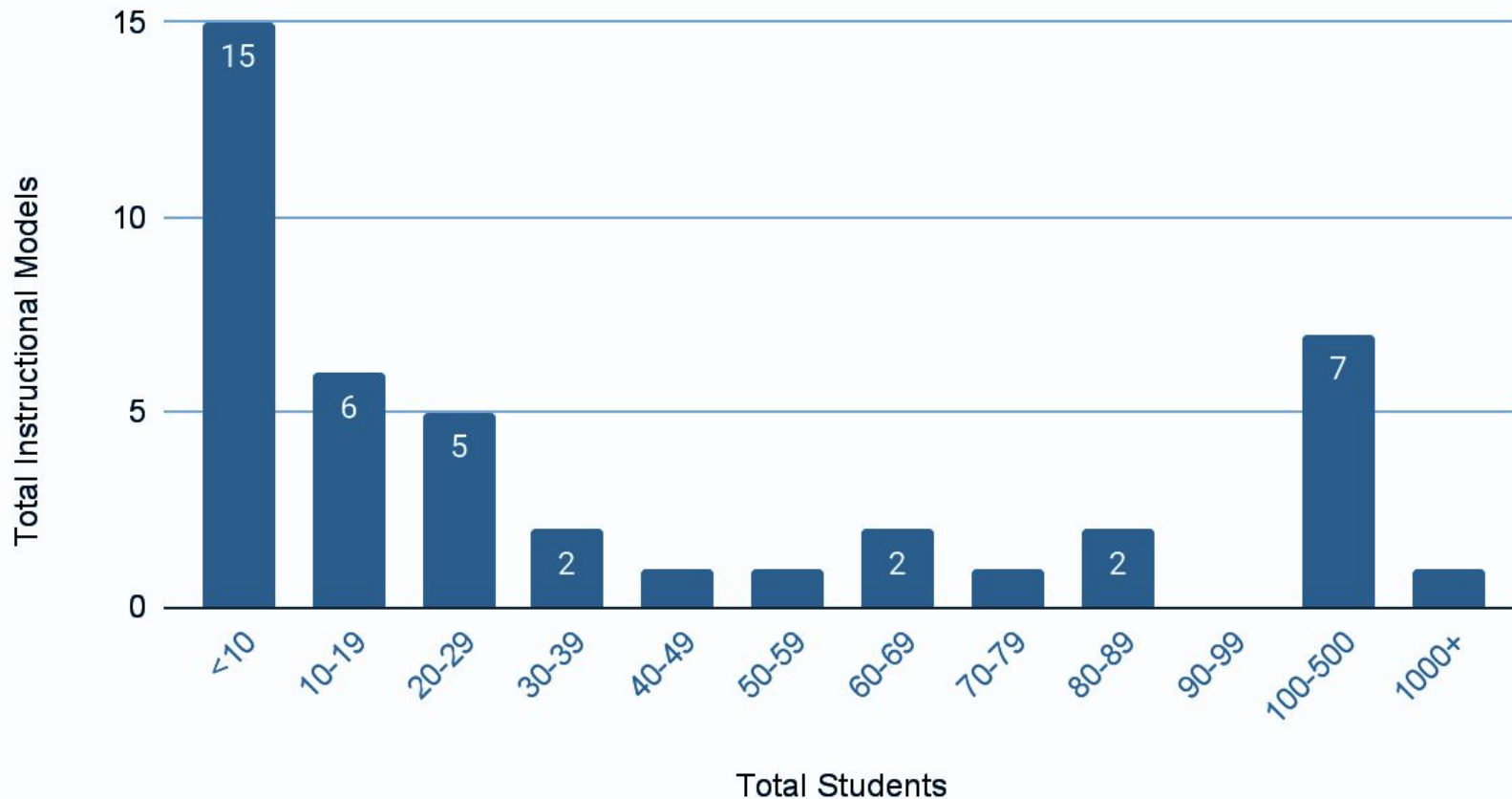
Absolute Total: 3,081 students

Unique Student Types

Unique Student Types per Instructional Model (42 total)

Legend:
- Expelled
- Homebound
- Home-school
- High School Equivalency Diploma
- Transition or SPED (1.3%)
- No
- Other
  - COVID Concerns
  - Postsecondary or CTE
  - Internship or Work-based Experience
  - Other Special Population
  - Elite Extracurriculars
  - Enrollment Retention
  - General Intervention/MTSS
  - Health Issues
  - Family Preference
  - GED Program
  - At-Risk

Pie chart values: 30.4%, 30.4%, 5.1%, 15.2%, 3.8%, 13.9%

Narrative Form Question 2

- Instructional Staff
- Content/Core/Licensed Teacher
- Administrator
- School Nurse
- Tutor
- CDLS Staff
- School Counselor
- Staff Member
- Next GED Instructional Staff
- Paraprofessional
- Special Education Teacher

- Social Worker
- Native American Liaison
- Success Coach
- Concept Coach On Demand Tutoring
- SSSD Online Mentor
- Distance Learning Coordinator
- Enrichment Teacher
- Live Tutors
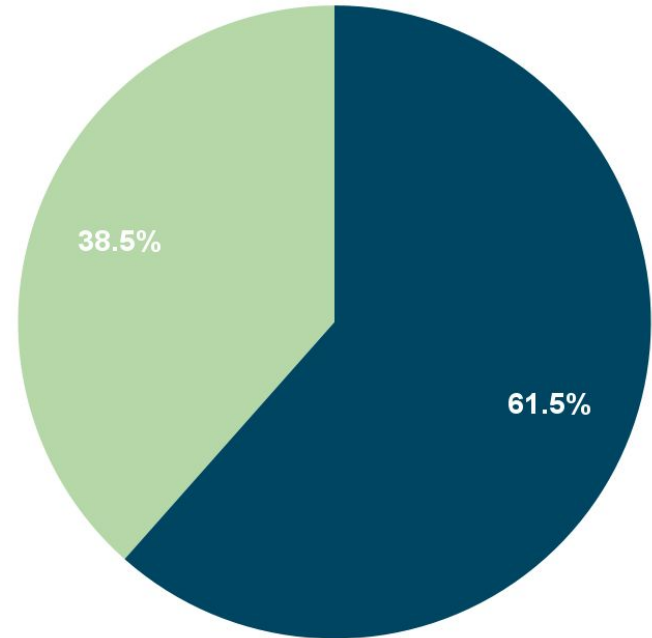- Program Coordinator
- Registrar
- Parent/Guardian

Course Instruction

Supplemental Online Courses (32/42 requests)
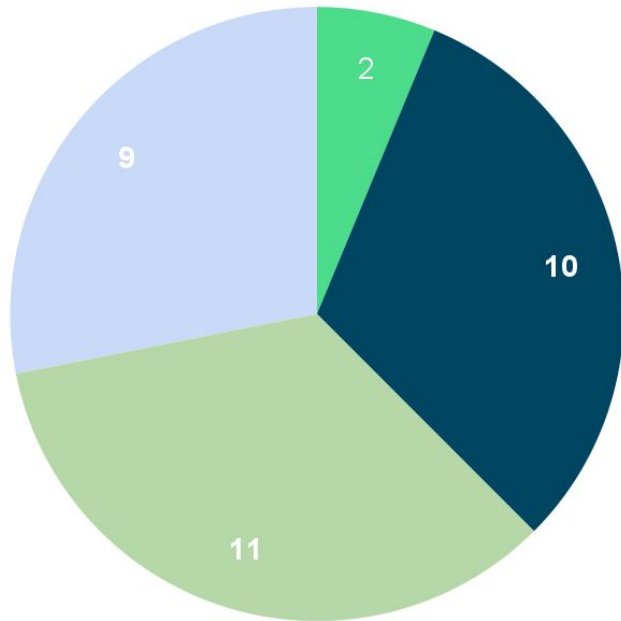
Legend:
- 100% Synchronous
- Less Than 20% Synchronous
- At Least 20% Synchronous
- 0% Synchronous

Values: 2, 10, 11, 9

Blended Learning Courses (13/42 requests)

Legend:
- Less Than 20% Synchronous
- At Least 20% Synchronous

Values: 38.5%, 61.5%

In-person On-site Courses (10/42 requests)

Delivery Method

- Learning Management System
- Zoom
- Google Classroom
- Google Meet
- Microsoft Teams
- Schoology
- Edustar
- Learning Board
- PowerSchool
- MashMe
- email
- phone

Content Used

- Fuel Education
- Apex
- Remote Learning Academy
- Kaplan GED Prep
- iReady
- Edgenuity
- IXL
- Colorado Digital Learning Solutions
- SEL's Base curriculum
- Aztec
- Waldorf Main Lesson courses
- Accelerate Education
- PLP Online curriculum
- Pearson Connexus
- GradPoint

- Course success in previous year
- Credits earned in previous year
- Student self-report of support
- Grade data from third-party
- Completion rate from third-party
- Time spent evidence
- Established program
- Parent/guardian surveys
- On-track rate for graduation
- Past participation for reenrollment
- Participation and performance rates

- Attendance rates
- On-pace completion in courses
- Passing grades in courses
- Benchmark assessments
- Graduation rates
- Increased GED completion
- High school credits recovered
- Scholarly articles and journals
- Research institutions and centers
- Third-party program success
- Local reporting data

Key Terms Review

Working Definitions:

- **Asynchronous learning** - teacher-to-student instruction that does not occur in real-time.

- **Blended learning** - a formal education program through which a student learns at least in part through digital content with some element of student control and at least in part at a supervised physical location that is not the student's home[1]

- **Brick and Mortar School** – general term used to refer to an in-person school. Brick and mortar schools are not online schools and operate with certain expectations for calendar days, physical attendance, and bell schedules for the calculation of seat time.

- **Online learning** – for today's purposes, this term will be used to refer to learning that is provided by a CDE approved or recognized online school or program.

[1] Term is used as applied to the statewide supplemental online and blended learning program as outlined in 22-5-119, C.R.S.
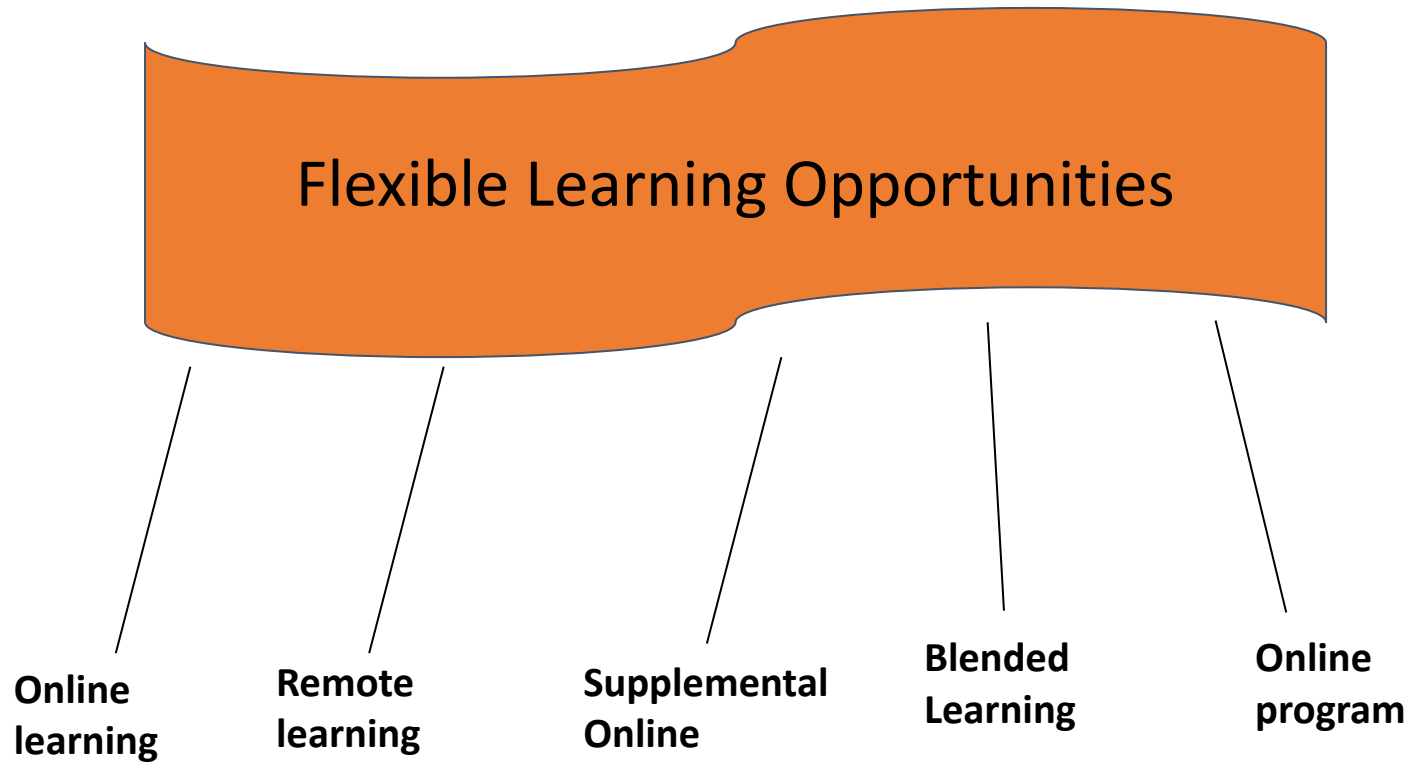
Working Definitions:

- **Online program** - a full-time education program that delivers a sequential program of synchronous or asynchronous instruction, directed by a teacher, primarily through online digital learning strategies that provide students choice over time, place, path, and teacher-guided modality of learning. "Online program" does not include a supplemental program. Accountability for each student in an online program is attributed to a designated school that houses the online program. An online program with one hundred or more students is an online school and not an online program.[2]

- **Online school -** a full-time education school that delivers a sequential program of synchronous or asynchronous instruction, directed by a teacher, primarily through online digital learning strategies that provide students choice over time, place, and path, and teacher-guided modality, of learning. An online school has an assigned school code and operates with its own administrator, a separate budget, and a complete instructional program. An online school is responsible for fulfilling all reporting requirements and is held to state and federally mandated accountability processes.[3]

- 2 See 22-30.7-102 (9), C.R.S.
- 3 See 22-30.7-102 (9.5), C.R.S.

Flexible Learning Opportunities

Online learning

Remote learning

Supplemental Online

Blended Learning

Online program

Discussion

Please use the hand raising feature to speak.

Jamboard (link in chat) can be utilized to share thoughts as well.

Discussion

Synchronous

- *Teacher-to-student instruction that occurs in real-time.*

Asynchronous

- *Teacher-to-student instruction that does not occur in real-time.*

Closing and Next Steps

Coming Up

BLI Survey

- Optional, but feedback appreciated for moving forward
- Will also email the survey link with post meeting materials

March Convening

- Scheduled for February 25, 2022 (registration to come)