Alternative and Flexible Instruction Models Learning Community Meeting 2

September 2024

Welcome and Agenda

- CDE Introductions
- Attendee Introductions (name and organization in chat)

Arrival and Sign-in

Meeting 1 Recap and Existing Resources

2024 Student October Count Audit Resource Guide

2024 BLI Reports

KnowledgeWorks article

Q&A and Closing

Recap and Resources

Meeting 1 Recap

- 2021-2024 BLI lead to 2024 School Finance Rules updates
  - [Approved changes](#) to the Rules for the Administration of the Public School Finance Act of 1994 (1 CCR 301-39)
  - Separate [rules that govern Colorado public online schools and programs](#) related to instructional type
- Pre-reads of CDE School Auditing's Information Session and Draft Student October Count Audit Resource Guide
  - Updated sections of the School Finance Rules related to the BLI
- Review of Alternative Instruction for brick-and-mortar schools
- [CDLS](#) courses for districts expanding options for students
- Discussion on reimagining learning, technical needs, and challenges

Meeting 1 Recap Cont.

- Next steps for school districts to:
  - Create and post a catalog of courses by the pupil count date
  - Determine how attendance for courses will be taken
  - Create a process to identify students taking alternative courses
  - Ensure students are not impacted by the exclusion of passing periods when determining eligibility funding
  - Seek continued support from School Auditing for documentation, compliance, eligibility, etc.

Meeting 1 PPT on Current Work website under Alternative and Flexible Learning Models

Meeting 2 Resources

- Auditing Support
  - [2024-2025 Student October Count Audit Resource Guide](#)
  - [CDE School Auditing Webinars and Office Hours](#)

- Reports from the Blended Learning Initiative
  - [BLI 2021-2024 Final Variance Waiver Findings](#)
  - [REL 2021 Research Scan and BLI Crosswalk Report](#)

- [CDE Leadership Learning Cohorts](#)

Meeting 2 Notes

- Reminder: Intent of sharing of external resources from outside organizations is to facilitate discussion. Not to be implied as a recommended model to emulate.
- Learning community goal for Colorado districts to explore viable opportunities then reach out to bring alternative and flexible examples into the context of funding
  - Have models and ideas ready to discuss eligibility
  - Ideas and samples from CDE or otherwise are not required and does not confirm compliance
  - audit@cde.state.co.us and blendedlearning@cde.state.co.us are CDE contacts to use

2024 Student October Count Audit Resource Guide

CDE's Auditing Office

- Each year, the [School Auditing Office](#) post the an update to the [Student October Count Audit Resource Guide](#) on or about July 1.
  - The purpose of this Guide is to outline the funding and audit documentation requirements necessary for determining eligibility as reported in the [Student October Count data collection](#).
  - Districts are encouraged to review this annual guide for relevant information.
- Data reported in the Student October Count is used by the [School Finance Unit](#) to calculate each district's Total Program funding as outlined in the School Finance formula.

2024 Audit Resource Guide

[2024-2025 Student October Count Audit Resource Guide](#)
- Alternative Instruction Courses (pg. 15-22)

Alternative instruction **courses** must be credit-bearing and are only available to secondary students in grades 6-12, and students receiving home-bound services (in any grade). These courses include only:
- Blended Learning (pg. 23-24)
- Independent Study (pg. 25-26)
- Supplemental Online (pg. 27-28)
- Work Based Learning (pg. 29-31)

2024 Audit Resource Guide

COLORADO
Department of Education

2024 Student October Count Audit Resource Guide

Fiscal Year 2024-2025

For use during the Student October Count data submission and subsequent audit

Submitted to:

Colorado Public School Districts, Charter Schools, Charter School Collaboratives, Charter School Networks, The Charter School Institute (CSI) and Colorado Boards of Cooperative Educational Services (BOCES)

By:
Colorado State Board of Education
School District Operations Division

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School Auditing Office
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Effective July 1, 2024

Colorado Revised Statutes http://www.lexisnexis.com/hottopics/colorado/
Code of Colorado Regulations http://www.sos.state.co.us/CCR/Welcome.do

Table of Contents

2024 Blended Learning Initiative (BLI) Reports

Reports from the Blended Learning Initiative

- [BLI 2021-2024 Final Variance Waiver Findings](#) (PPT)
- Participating school districts and schools implemented instructional models with varying allowable BL/SO courses *and/or* in-person and/or synchronous instruction
- CDE then completed an annual synthesis and summary of the reported models

Final Variance Waiver Findings
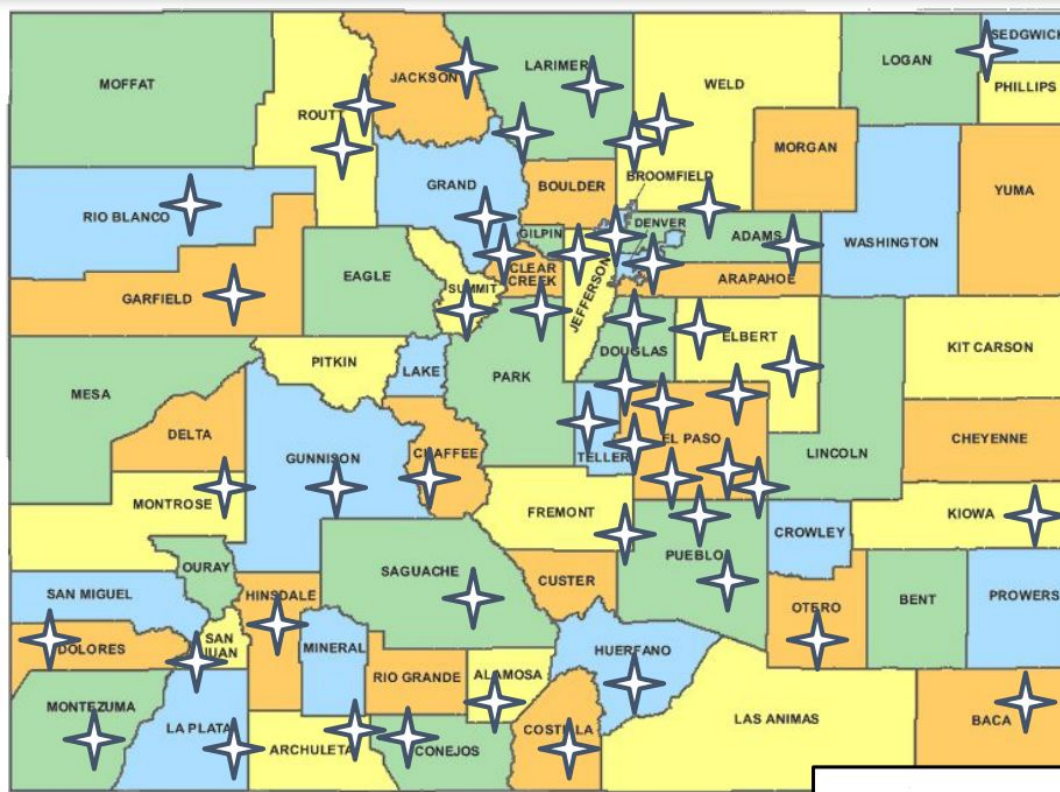
Data Form

Waiver participants reporting of instructional model(s) structure and total students:

- ❏ 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 Answer Form

Waiver participants reporting of instructional model description with questions about:

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

Final Variance Waiver Findings

- ○ *Who were these students?*
    - ■ COVID Concerns, Postsecondary or CTE, Internship or Work-based Experience, Other Special Populations, Elite Extracurriculars, Enrollment Retention, General Intervention/MTSS, Health Issues, Family Preference, GED Program, At-Risk, STEM, Entrepreneurship, Active Military Family, Habitually Disruptive, Behavior Issues

- ○ *Why were flexible learning models needed?*

    - Unsuccessful in traditional model
    - Lack of online options through district
    - Student safety and disobedience
    - Explore life outside of community
    - Economically disadvantaged
    - Mental health needs
    - Student autonomy and independence
    - Student engagement in education
    - Individualized support received
    - Continued access to courses
    - Referral from school administration
    - Alleviate prior learning barriers
    - Real-life learning experiences
    - Detained or in detention center
    - Student legal requirements and orders
    - Chronically absent and truant
    - Student employment
    - Equitable access to opportunities
    - Teachers and instructors trained
    - Access to diverse course catalog
    - Ability to learn and relearn content
    - Deeper understanding of content
    - Enhanced executive functioning skills
    - Personalization

BLI 2021-2024 Final Variance Waiver Findings

2024 BLI Final Variance Waiver Findings

- ○ *Where were students learning?*
  - ■ Off-campus, fully-remote, off-site, in-person on campus, in-person in the community, at home, individual supervised classroom, outside of traditional classroom, half in-person and half online home-based, anywhere they could successfully log in

- ○ *What staff supported the students and models?*

· Instructional Staff or Coach	· Student Academic Advisor
· Content/Core/Licensed Teacher	· Student Support Partner
· School or BOCES Support Staff	· Registrar
· Administrator	· Librarian
· Enrichment Teacher	· Test Center Administrator
· Program or Learning Coordinator	· Native American Liaison
· Expulsion Lead	· Parent/Learner-Advocate
· Tutor	· Parent/Guardian
· School Counselor	· Success Coach
· Social Worker	· Concept Coach On Demand Tutoring
· School Nurse	· SSSD Online Mentor
· Paraprofessional	· SWC eSchool Staff
· Special Education Teacher	· Stride Learning Instructors
· Special Service Provider	· Next GED Instructional Staff
· ELL Provider	· CDLS Staff
· Gifted and Talented Provider	

BLI 2021-2024 Final Variance Waiver Findings

Final Variance Waiver Findings

- ○ *How were these models structured?*
    - ■ Based on data, research, and evidence (PPT slide 22/43)
    - ■ With inclusion of parents and guardians (PPT slide 25/43)
        - ● Establishing goals, expectations, and responsibilities
    - ■ With staff preparation for the instructional models (PPT slides 27-28/43)
        - ● Training, technology, student and family supports, programming, instructional support
    - ■ Staff supporting and monitoring students (PPT slides 28-31/43)
        - ● Building rapport, maintaining attendance requirements, progress monitoring, data collection, mastery demonstration
    - ■ Staff contacting and connecting with students (PPT slides 32-33/43)
        - ● In-person and virtual meetings, goal-setting, differentiation of synchronous and asynchronous learning, technical support

BLI 2021-2024 Final Variance Waiver Findings

Final Variance Waiver Findings

- ○ *How was synchronous instruction structured?*
  - ■ Instructional goals of daily direct instruction, learning sessions, teaching of courses, lessons on academic skill development, academic guidance and assistance, advisory and targeted intervention, tutoring, interacting and engaging with students, personalizing instruction, re-instructing as needed, meeting student needs (PPT slides 35-36/43)
  - ■ Students participating in in-person and/or online courses, daily and weekly classroom learning experiences, meeting required amount of hours, meeting required amount of coursework completion, utilizing technology to access education, attending intervention, accessing office hours, attending class and social meetings, building connections, discussing content, completing assessments, real-world learning (PPT slides 37-38/43)

BLI 2021-2024
Final Variance
Waiver Findings

Final Variance Waiver Findings

- ○ *How was asynchronous instruction structured?*
    - ■ Staff delivery of SEL programming, college and career readiness programming, enrichment activities, individual academic support, individual or small group tutoring and intervention, independent coursework time, individual feedback on student progress, new courses per student progress (PPT slide 40/43)
    - ■ Students completing work and assignments independently, services hours for Special Populations, goal-setting, studying, exploring college and career opportunities, learning opportunities aligned with weekly instructional objectives, individual or small group support with instructor or tutor, learning tutorials and games, practice tests, office hours with instructor, meetings with staff members (PPT slides 41-42/43)

BLI 2021-2024
Final Variance
Waiver Findings

Reports from the Blended Learning Initiative
- [REL 2021 Research Scan and BLI Crosswalk Report](#) (Word PDF)
- Synthesized and summarized findings from the participating BLI variance waiver school districts and schools was then crosswalked with national research
  - Central Regional Educational Laboratory (REL) for the U.S. Department of Education - as administered at the time by Marzano Research
  - Research scan goals of:
    1. Investigating which remote/online instructional models and blended models support positive outcomes for students,
    2. Identifying how other states are funding students in remote, blended and online learning environments, and
    3. Identifying how other states determine full or part time funding eligibility for students.
- CDE engaged REL again in 2024 and was referred to Region 12 Comprehensive Center for a second, updated research scan of national research on online and blended learning

Research Scan and BLI Crosswalk Report

○ *What were the reported state and national data sources participating school districts and schools cited to offer flexible instructional models?*

■ International Center for Leadership in Education, Center for Excellence in Teaching and Learning, Journal of Innovation & Knowledge (JIK), DAN Institute, National Home Education Research Institute, U.S. Census Bureau, U.S. Department of Education, U.S. Census Bureau, Colorado Department of Education, Colorado General Assembly, Individuals with Disabilities Education Act (IDEA), and other national surveys, studies, scholarly articles, and scholarly journals from research institutions and centers.

REL 2021 Research Scan and BLI Crosswalk Report (pg. 27/28)

Research Scan and BLI Crosswalk Report

○ *What were the reported local data sources participating school districts and schools cited to offer flexible instructional models?*

■ Longevity of program, past student enrollment and program completion, past student success, academic data (academic growth, benchmark data, achievement data, passing grades, course and credit completion, graduation rates, PSAT and SAT scores), attendance data, engagement data (time spent, increased engagement), participation data (on-track for graduation, high school diplomas earned, GED completion, Postsecondary & Workforce Readiness preparation scores), third-party provider data on program success, teacher feedback, student feedback, student reports, parent surveys, and research of other Colorado school districts' flexible instructional models

REL 2021 Research Scan and BLI Crosswalk Report (pg. 27/28)

Research Scan and BLI Crosswalk Report

- ○ *What were the comparison findings for enrollment practices?*
    - ■ Prepare for students' academic success
    - ■ Prepare for students' social success
    - ■ Prepare for students' behavioral success
    - ■ Identify the type of students to anticipate successful performance needs
    - ■ Prepare students for successful attendance
    - ■ Monitor student engagement
    - ■ Support and service Special Populations of students

REL 2021 Research Scan and BLI Crosswalk Report (pgs. 12-13/28)

2024 BLI Research Scan and BLI Crosswalk Report

- ○ *What were the comparison findings for accessibility?*
  - ■ Provide devices and connectivity
  - ■ Identify which digital platforms will best serve the learning model(s)
  - ■ Set-up a space for blended and online learning
  - ■ Provide troubleshooting
  - ■ Support families with technology

REL 2021 Research Scan and BLI Crosswalk Report (pgs. 13-14/28)

Research Scan and BLI Crosswalk Report

- *What were the comparison findings for learning models?*
    - Determine learning and instructional model(s)
    - Select curriculum and courses
    - Provide advanced academic learning options
    - Provide community-based options for learning
    - Prepare instruction to deliver to students
    - Deliver instructional materials to students
    - Supervise blended and remote learning students
    - Provide intervention to students

REL 2021 Research Scan and BLI Crosswalk Report (pgs. 14-15/28)

Research Scan and BLI Crosswalk Report

- *What were the comparison findings for instructional practices?*
    - Identify blended learning and supplemental online staff
    - Utilize external providers
    - Establish contact requirements
    - Make in-person contact with students
    - Make virtual contact with students
    - Provide peer-to-peer interaction
    - Support students
    - Monitor student progress in courses
    - Communicate about student progress in courses
    - Ensure student proficiency
    - Create individualized plans for students
    - Offer in-person and virtual synchronous learning
    - Offer virtual asynchronous learning
    - Determine amount of time required for instruction
    - Develop interactive activities

REL 2021 Research Scan and BLI Crosswalk Report (pgs. 16-18/28)

Research Scan and BLI Crosswalk Report

○ *What were the comparison findings for student achievement?*

- Encourage online learning if prepared
- Discuss state-level requirements
- Select curriculum and materials accordingly
- Determine appropriate pacing per students
- Offer either in-person and/or virtual options for location of learning
- Determine if location depends on activity
- Deliver synchronous and asynchronous learning
- Provide non-academic services

[REL 2021 Research Scan and BLI Crosswalk Report](#) (pgs. 19-20/28)

Research Scan and BLI Crosswalk Report

- *What were the comparison findings for family support?*
  - Determine parent/guardian involvement in education
  - Offer educational support
  - Maintain access for families
  - Establish a contact plan for student progress
  - Reinforce school investment with parents and students
  - Provide mental health resources
  - Ensure staff are available
  - Determine amount of time for contact with family
  - Encourage student learning
  - Meet individual life needs

REL 2021 Research Scan and BLI Crosswalk Report (pgs. 20-22/28)

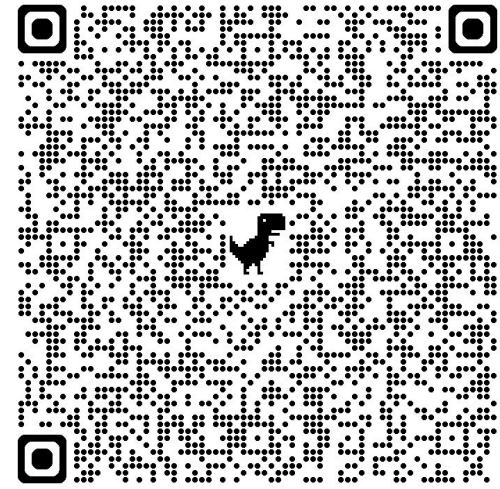# Research Scan and BLI Crosswalk Report

○ *What were the comparison findings for professional development?*

- ■ Train and support staff
- ■ Discuss best practices
- ■ Encourage collaboration

[REL 2021 Research Scan and BLI Crosswalk Report](#) (pg. 22-28)

KnowledgeWorks Article

KnowledgeWorks Article

2024 Legislative Session Recap

- Read: Summary about encouraging personalized learning, expanding student learning pathways and supporting cultures of innovation

- Poll: Which of the 12 policy conditions necessary for the successful implementation of student-centered learning are currently successful at your local level or within your community?

- Discussion: 5 trending policy conditions from the 2024 legislative session:
    - **Responsive funding systems** (Colorado H.B. 24-1364)
    - **Equitable conditions and supports for historically underserved students**
    - **Student learning pathways**
    - **Culture of innovation**
    - **Quality framework for student success**

KnowledgeWorks Article

Article Summary: [12 policy conditions](#) necessary for the successful implementation of student-centered learning and [5 trending policy conditions](#) from the 2024 legislative session include:

- Vision for student success
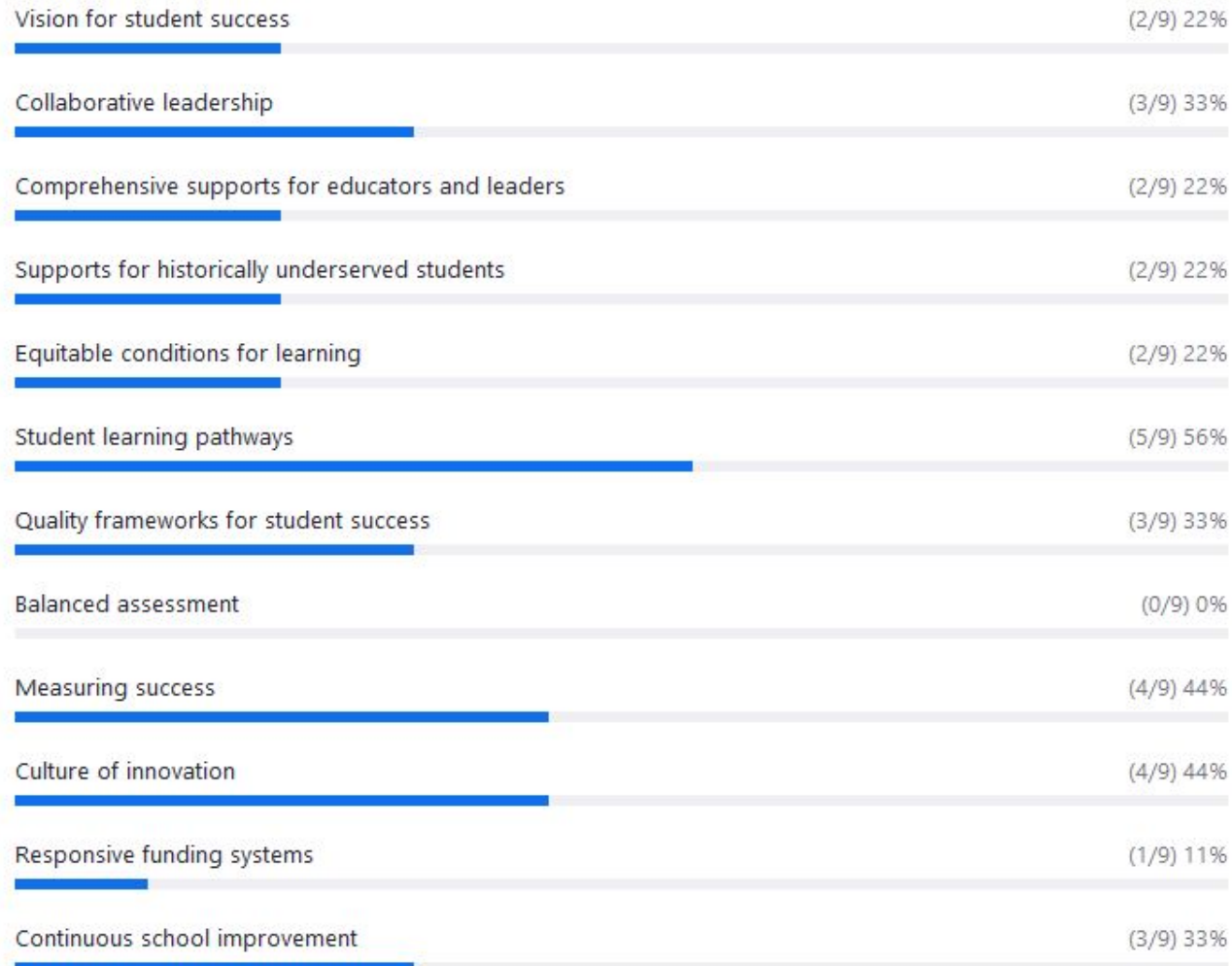- Collaborative leadership
- Comprehensive supports for educators and leaders
- **Supports for historically underserved students (&)**
- **Equitable conditions for learning**
- **Student learning pathways**
- **Quality frameworks for student success**
- Balanced assessment
- Measuring success
- **Culture of innovation**
- **Responsive funding systems**
- Continuous school improvement

KnowledgeWorks Article Poll Results

1. Which of the following are currently successful at your local (or state) level? (Multiple Choice)

9/9 (100%) answered

Option	Result
Vision for student success	(2/9) 22%
Collaborative leadership	(3/9) 33%
Comprehensive supports for educators and leaders	(2/9) 22%
Supports for historically underserved students	(2/9) 22%
Equitable conditions for learning	(2/9) 22%
Student learning pathways	(5/9) 56%
Quality frameworks for student success	(3/9) 33%
Balanced assessment	(0/9) 0%
Measuring success	(4/9) 44%
Culture of innovation	(4/9) 44%
Responsive funding systems	(1/9) 11%
Continuous school improvement	(3/9) 33%

CDE's PWR Office

- Regarding Colorado H.B. 24-1364, the Office of Postsecondary and Workforce Readiness (PWR) shared the following:
  - This house bill came out of the 18 month-long Task Force 1215 to streamline PWR programs at CDE
  - The taskforce provided 13 recommendations in their final report
  - There are two parts to the bill with the first addressing the recommendation for:
    - Slalom is the selected vendor for the financial cost study that is currently interviewing at least 40+ local education providers, school districts, charter schools, online schools, etc. to understand how these programs are being provided to students
    - The study will help the field, the state, and legislators understand the immense costs of PWR programs that work for students

CDE's PWR Office Cont.

- The second part to the bill addresses the recommendation for:
    - Creation of statewide longitudinal data system (SLDS)
    - CDE was able to provide some student data to the taskforce members, however they wanted to know more about student outcomes beyond high school
    - CDE was unable to provide that data, although it exists in the state our data systems do not talk to each other
    - The system ideally will track student participation in programs, success of programs, certain degrees and certifications, industry demands, etc.
    - Currently, the infrastructure of the SLDS is being built
    - Governance includes Colorado Department of Education, Colorado Department of Labor and Employment, Colorado Department of Higher Education, Colorado Community College System (CCCS)

CDE's PWR Office Cont.

- ■ Governance includes Colorado Department of Education, Colorado Department of Labor and Employment, Colorado Department of Higher Education, and Colorado Community College System (CCCS)
- ■ Currently, these entities are working on implementation within different committees
- ■ The first report comes April 2026
- ○ CDE wants to learn the true cost, human capital required, and burden to districts wanting to implement these programs
- ○ CDE is looking forward to the data to come that will support these PWR programs

Thank You!