



COLORADO
Department of Education

Blended Learning Initiative (BLI) Convening

April 22, 2022

Agenda

9:00am-1:00pm

- Welcome and Norms
- Field Presentation
- Field Presentation
- Field Presentation
- Break 11am-11:30am
- Field Presentation
- May BLI Convening
- Closing and Next Steps

Welcome and Norms



Welcome and Introductions

- CDE Introductions
- Today's Objectives
 - Participants will hear from the field about examples of online and/or blended learning in their districts, schools, programs, and/or instructional models.
 - Participants will identify and share key takeaways from each field presentation.
 - Participants will debrief on the conclusion of the 21-22 SY BLI Convenings with the final meeting in May 2022 and future BLI goals for policy considerations and stakeholder engagement.

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.

- **Good Faith:** Act with the intent to promote collaboration and productive conversation.
- **Openness:** Be honest in sharing your perspectives; be open to other points of view.
- **Listening:** Listen to each speaker; no interruptions; refrain from use of technologies.
- **Focus:** Maintain focus on the goals, purpose and meeting objectives; agenda.
- **Participation:** Participate actively, speak briefly, and agree succinctly.
- **Respect:** Refrain from behavior that denigrates others or is disruptive to the group work.
- **Preparedness & Commitment:** Attend each session; get up to speed if you miss.

Field Presentation or Discussion

Presentation Participation



Presentation Takeaways	Presentation Questions
<ul style="list-style-type: none">• Add specific takeaway(s) from the presentation here•	<ul style="list-style-type: none">• Add specific question(s) for presenter here•

**The “Presentation Participation Takeaways” slides for each field presentation were added to this PowerPoint after the meeting*

Novastar Academy
Larisa Hegenbarth

*Presentation Participation Takeaways

- High ELL student population and addressing native language needs in homeschool pilot program
- Very structured schedule
- Utilization of PBS kids and various vendors for curriculum
- LMS capabilities to upload course content
- Fun way to have students create their own character/avatar
- Direct instruction contributed to improved math skills
- Explicit, consistent direct instruction per CDE guidelines for literacy
- Hybrid blended model with project-based pedagogy, STEAM integrated curriculum, CTE certification
- Personalized learning
- Inspired by Kunskapsskolan KED Global Network and Education Reimagined, USA for personalization
- All curriculum aligned with academic standards
- Blended = use of technology
- Hybrid learning rotation through learning zones with teacher and paraprofessional
- Students grouped by skills and passions, not by age
- Block scheduling approach through tracks per student daily schedules (core, CTE, electives)
- Students earn micro-credentials (career path or college bound)
- RAND Corporation through the Gates Foundation initiative conducted research

Colorado Connections Academy

Shannon Cox

*Presentation Participation Takeaways

- MDOL with staff and students throughout CO, two decades of online education
- College prep curriculum hits state and national standards with Connection Academy schools across the country
- CDE certified educators, teachers trained in online education
- Statewide opportunities and school choice
- Enrollment of 504 Plans, health, and medical needs of students
- Deepened collections, relationships, and buy-in with families enrolling multiple students
- Transient population for safety, credit recovery, deficiency for graduating on time
- Withdrawal, pass, retention rates tracked
- Challenge with determining if students are either disengaged or academically struggling since at home/online
- High content completion
- 1:1 phone calls to dive into mastery
- District authorizers work with education organization (Pearson)
- Students receive some supplies (art) or activities focus on common materials at home
- Students must meet weekly attendance requirement for the state but weekly workload looks different, all students expected to finish work by end of each semester
- Students moving ahead are taking additional courses, earning more credits, excelling in electives (foreign language)
- Middle and high school typically need parent to just check-in, more independent than elementary school needing a parent at home daily
- In-person and online concurrent enrollment through statewide partnerships, parameters to qualify, college courses paid for if passed by the school
- Continuous improvement cycles (SIP, UIP, accreditation)
- Parents serve role as Learning Coach
- Transparency and student success meetings to address disengagement

GOAL Academy
Ramon Arriaga & Jill Toussaint

*Presentation Participation Takeaways

- Charter, AEC, online
- 9-12+ high school only, older students
- Divide state into 6 regions (S, Central, Springs, Denver, NE, NW) so students can access staff in their area
- Blended for SEL
- Drop-in sites / flexibility in attendance
- Pods 2-3 adults for 70-100 students, 35 students per academic coach
- Two graduation paths (22 credits or competency-based for over age/under credits)
- Dashboard built by in-house data team shows attendance, connection, pass rate
- Quarters allow students to stay on track and complete in shorter amount of time
- STAR360 beginning, middle, end of year to measure growth
- E-sports!!
- Indicators (drop-out, credit deficiency) drive re-engagement strategies (MTSS)
- Kits sent out for CTE virtually from home
- Intramural and competitive E-sports
- Handbook addresses bell schedule (time does not always equal completion, log in daily and complete work) expectation for seat time
- Live and recording of instructional sessions for access anytime
- Coordinators for curriculum (developed in-house aligned to state standards), CTE, EL, content area with scope and sequence across the state
- Concurrent enrollment based on number of students and course either during or after school hours

Break



Small Rural CO Districts
Dan Morris & District Representatives

*Presentation Participation Takeaways

- Supplemental program comes out of state funding
- Goal to provide the largest amount of options to the smallest districts
- CDLS is not a state virtual/online school, students are enrolled in their local school district
- Bridge to fill in gaps for districts
- Online courses are not independent study
- Online courses address staffing issues
- District assigns “online” instructors, mentors, monitors asynchronously
- Accountability is on district to monitor students locally using CDLS
- CollegeBoard and AP approval to provide their approved courses asynchronously, but only district can access courses and data
- Online learning to fill gaps
- Hybrid for COVID support
- Addresses shortage of teachers for electives
- Approach to prepare students for college
- Small amount of students can access elective options
- District specifies the amount of courses a student can take
- Some districts provide structured time to take courses on site, some do not
- Teachers paid per student
- Summer school (sign-up through the school) will be subsidized and 24 hour homework help

May BLI Convening





Meeting Goals

- Build awareness and understanding of CDE summer work related to BLI
 - Review and offer thinking on stakeholder engagement
 - Advance more direct conversations to understand policy ideas/options/sentiment
 - Data/research discussion
- Brainstorming for fall activities
 - Review data collected over summer
 - Building/refining recommendations
 - Other



- Spend time having a conversation about the questions to ask/discuss as part of stakeholder engagement
- Topic areas*
 - Remote/Blended Learning
 - Waiver options
- Possible Examples:
 - Remote/Blended Learning*
 - Should school finance rules be changed to explicitly allow brick and mortar students to take some form of online classes off-site? If so, what are reasonable limits?
 - How should independent study be treated for funding purposes?
 - Should rules for off-site learning be different for ES, MS, and HS students?

*The purpose is to circulate possible examples. These are (and should be) big questions that a broad range of stakeholders could respond to. To get to recommendations, we will need to start by having direct conversations and hear from many stakeholders.



Closing and Next Steps



May Convening

- Monday, May 16 from 11am-3pm
 - Final meeting for the 2021-2022 SY
 - Planning for in-person at a site visit location or CDE's Denver office

Moving Forward

- Second cohort of BLI Convenings
 - During the 2022-2023 SY
 - Ideas of site visits, key focus groups by instructional model