Blended Learning Initiative (BLI) Convening

May 16, 2022

Agenda

11:00am-3:00pm

(~11:00am-11:10am) Arrival, Welcome, and Norms

(~11:10am-11:15am) Meeting Goals

(~11:15am-11:45am) Convenings Policy Discussions Recap

(~11:45am-12:15pm) Break

(~12:15pm-12:30pm) Framing for Stakeholder Engagement Discussion

(~12:30pm-1:45pm) Breakout Discussions on Stakeholder Engagement

(~1:45pm-2:30pm) Discussions Share Out and Reflections

(~2:30pm-3:00pm) CDE Summer Work and Closing

Welcome and Norms

Welcome and Introductions

- CDE Introductions

- Today's Objectives
  - Participants will recap previous policy discussion from the February and March Convening meetings as framework and in preparation for today's May Convening meeting.
  - Participants will break out into groups, for in-person and virtual attendees, for guided discussion with CDE on topics and questions pertaining to policy and upcoming stakeholder engagement.
  - Participants will learn about CDE's next steps with the Blended Learning Initiative.

Norms and Reminders

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.
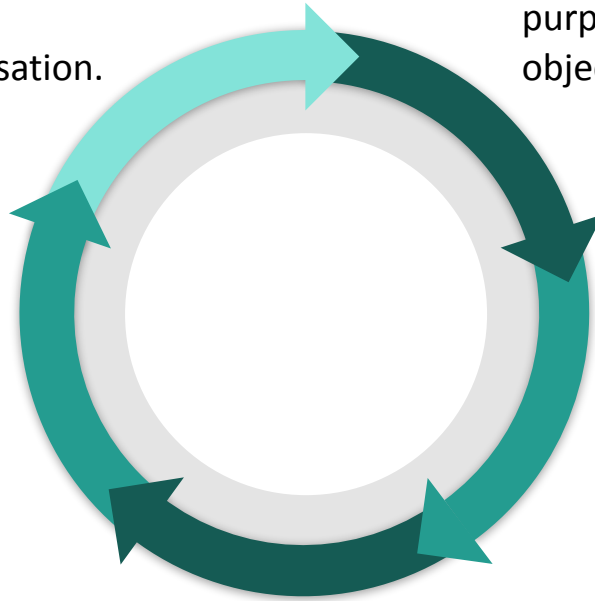
Thank you for demonstrating these each monthly meeting!
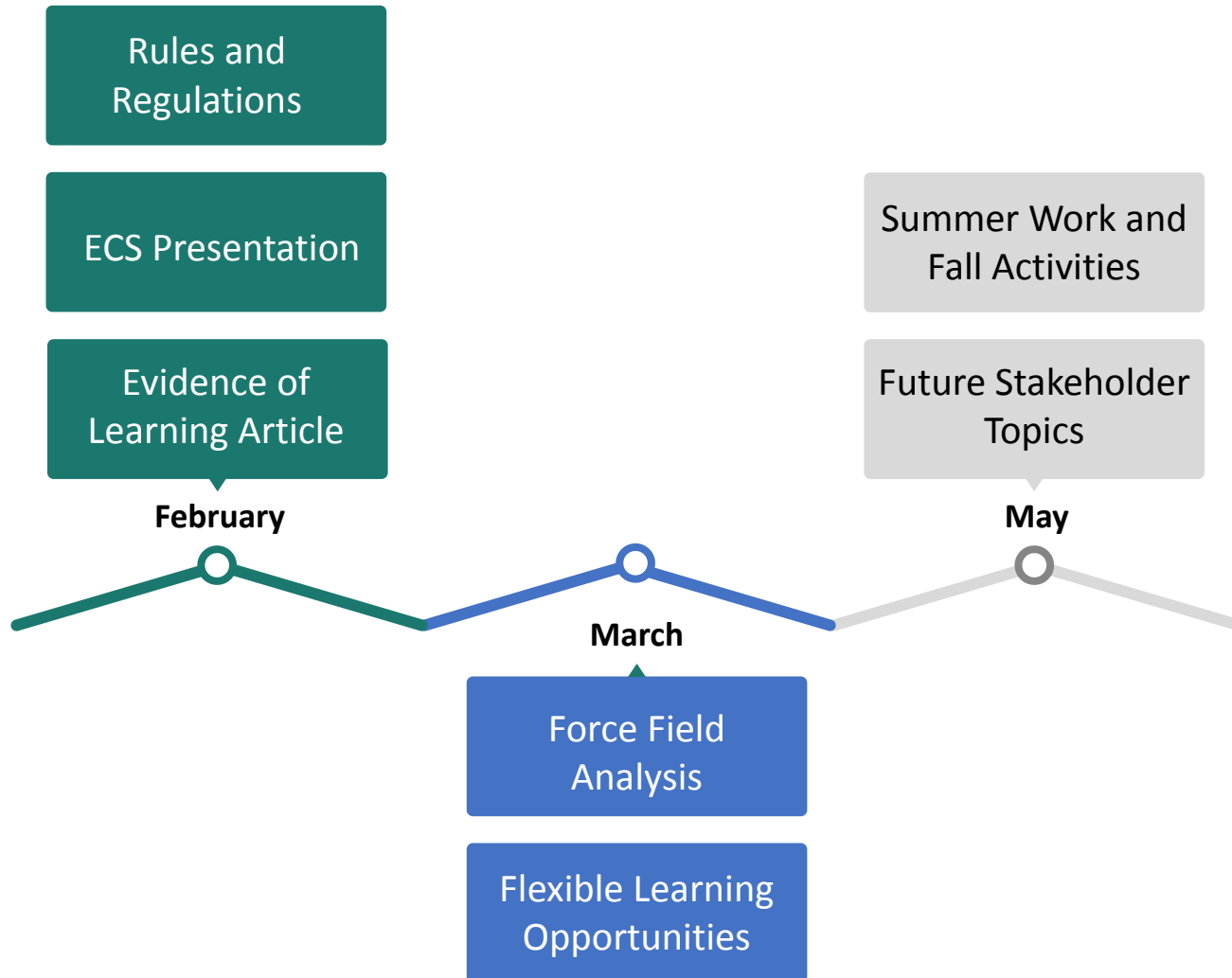
Meeting Goals

BLI Convening #6 in May

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 potential recommendations
  - Other

- Discuss the questions to ask/discuss as part of stakeholder engagement
  - *There 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 discussions and to engage and hear from many stakeholders.

February, March, & May 2022

Rules and Regulations

ECS Presentation

Evidence of Learning Article

February

Summer Work and Fall Activities

Future Stakeholder Topics

May

March

Force Field Analysis

Flexible Learning Opportunities

Convenings Policy Reflection

Current Rules and Regulations

- Online Schools Act
  - Multi-district online school
  - Single district online school and programs
  - Quality standards for online schools and programs

- State Board Rule
  - Rules for the Administration, Certification and Oversight of Colorado Online Programs

- Statewide Supplemental Online and Blended Learning Program
  - Recognition and definition of blended and supplemental online
  - Affordable supplemental online education courses and blended learning support
  - "Each high school student in the state may take at least one supplemental online course per year."

Current School Finance

- Funded based on scheduled instructional hours and student membership (enrollment/attendance)

- Local boards define educational process

- Funding requirements

  - Students must be enrolled and meet attendance requirements
  - Students must meet instructional hours for full-time or part-time

- Calls out specific treatment for independent study

- Identifies when passing periods may count, and that lunch does not count

- Allows for work-study or work-based learning experiences

- Allows for post-secondary courses (Extended HS and Early College)

Time

North Dakota
- Instructional time calculation for student engagement
- Minimum hour standards for courses

Minnesota
- Broaden the definition of hours of instruction

South Carolina
- Redefine instructional day and hours of instruction

Utah
- Redefine terms and definitions related to seat time

Washington
- Include seat time changes as component of mastery-based reforms

Flexibilities

Arizona
- Adoption of local instructional time models

South Carolina
- Provide schools and districts with additional flexibility opportunities

New York
- State policy for flexibility in seat time

Oregon
- Administrative code allowing for demonstration of mastery

KnowledgeWorks Article - February 2022

Instruction

Montana
- Expand the scope of what meets the definition of instruction
- Defining teacher "supervision"

North Dakota
- Defining student engagement

Rhode Island
- Definition of a course

Learning

Arizona
- Project-based, independent, and mastery-based learning

Minnesota
- More asynchronous, project, and work-based learning

Arkansas
- Programs streamlined to adapt to remote and hybrid learning

Utah
- Competency-based and personalized learning

KnowledgeWorks Article - February 2022

Programs

Florida
- Expanding existing school innovation programs
- Learner-validated measures in online, blended, and competency-based programs

Utah
- Replace "nontraditional programs" with "learner-validated programs"

Credits

Arkansas
- Credit awarded per mastery not seat-time

New Hampshire
- Give clarity around how to credential student learning
- Program for granting credits and credentials regardless of where learning occurs

Washington
- Alternative credit options

Summary of Range of Strategies Highlighted

Instructional Time
- Broadened definition for hours and days
- Satisfied through direct, project-based, independent, mastery-based, in-person, remote, work-based, asynchronous, virtual, self-guided, approved off-campus opportunities

Instruction
- Supervision defined as conducted purposely to achieve content proficiency and facilitate the acquisition of knowledge, skills, and abilities by pupils to fulfill their full educational potential
- Teacher supervision as directed, distributed, collaborative, experiential activities provided, supervised, guided, facilitated, or coordinated
- Broaden 'pupil instruction' to focus on any instruction received under supervision
- Teacher-led vs teacher-supervised where students lead their own learning

Innovation Programs
- Competency-based, learner-validated measures
- Redefined terms through legislation
- Replacing 'nontraditional programs' with 'learner-validated programs'
- Alternative credit options (mastery-based)
- Provided courses and credits outside of school

Funding
- Contracts prohibit waivers from school finance
- Expanded flexibility needs written in and amended

Current Flexible Learning Opportunities

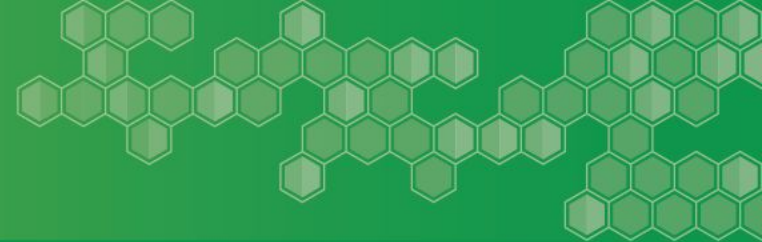| **Online School/Program**	**Blended/Supplemental Courses**
• MDOL (Multi District) and SDOL (Single District) Processes 　○ CDE Guidance	• Blended Learning (BL) & Supplemental Online (SO) Courses 　○ CDE Guidance
Variance Waiver • Formal Variance Waiver Process for Instructional Models 　○ CDE Guidance	**Other Pathways** • Postsecondary and Workforce Readiness Opportunities (ILOP, TREP, ASCENT, P-TECH, WBL)

Purpose	Field Feedback and Barriers	Rethinking Points, Vision, Ideal State
"What objective are we aiming for?" *"Rethink what works"* *"Adapting to times"* *"Reconsider the broader objectives for learning"* *"Good for the community"* *"Changed perceptions on the best models"* *"Models meet needs, but policy doesn't embrace change"*	• What families want • Embrace change/innovation • Think long-term • Shared vision across the state and in communities • Address stereotypes, perceptions, mindsets • Recognize, encourage, validate all models • Stuck in an industrial model way of thinking • Online learning worked great • Not wanting to return to the school building	• Innovation of programs • Replacing "nontraditional" terminology • From seat-time to competency • Skill and content mastery, not time • No seat-time limitations • No mandatory teacher-pupil contact • Scheduling needs • School from home, options for parents • Variety of flexibility and times for schooling • Create new systems • Think long-term

Group Feedback - March 2022

Focus on Learning	Field Feedback and Barriers	Rethinking Points, Vision, Ideal State
"Shift focus to meeting student needs vs. procedural requirements" *"Learn from innovative learning models based on student need"* *"Instructional time should be able to happen in many ways"* *"More instructional flexibility"* *"Recognize online learning as high quality, not an alternative"*	• Models based on student needs and preferences • Access and location of learning • Flexible schedules • Engagement • Seat-time requirements • Synchronous rule • Increase in homeschool population • Model shift to homeschool and post-secondary options • Credit Recovery and GED programs • Students working full-time • Internships, apprenticeships • Accelerate outside of school • Individualization • Student-driven	• Redefine instructional time • Span opportunities that count as instruction • Redefine teacher supervision • Broaden instruction to student-lead learning • Funding for students meeting goals • Accountability for work at home • Mechanism to measure engagement • Online capabilities for learning access • Teacher planning time • Wrap-around services • Validate and encourage working, innovative models

Group Feedback - March 2022

Mastery/Success	Field Feedback and Barriers	Rethinking Points, Vision, Ideal State
"Our students thrive in a self-paced environment." *"We use a competency-based model."* *"Why do we make it hard to support those who track based on outcomes?"* *"How to develop a graduate"*	• Evidence of learning • Evidence of success • Demonstrations of competency • Student confidence • Increased engagement • More communication • Personalized experience • Build relationships • Student-centered learning	• Competency-based • Mastery-based • Learner-validated • Students choose from online, in-person, concurrent, blended, etc. • Flexibilities to promote learning • Educational support on demand • Digital learning as a norm • Flexibility to offer options for students • Build capacity

State Considerations	Field Feedback and Barriers	Rethinking Points, Vision, Ideal State
"This is a state issue" *"This is a funding issue"* *"Apply consistently statewide"* *"Problem is in state guidance/rule/statute"* *"Stakeholder effort from CDE, state, legislators, district and school administration"* *"Local negative perceptions"* *"Systemic ability to share funding"*	• Statewide impact • Decisions for all • Enrollment caps, waitlists • Temporary solution waivers • Seat time requirements • At home isn't seat time • Total students per program • Reduced funding by district program (MDOL) • Synchronous rule barrier (%) • School options per state guidelines • Attendance, not engagement • Lack of unique courses • Disconnect between open enrollment and funding options	• School finance and funding aligned with flexible learning • Focus on SPF • Vetting process of instructional models • Models vs. courses provision • Standardize equivalency • Flexible funding model implemented • Part-time/full-time options • Competency achieved outside of seat-time • Agreement on measuring academic progress and attainment of competency • Collective bargaining • Public vote process

Group Feedback - March 2022

Local Considerations	Field Feedback and Barriers	Rethinking Points, Vision, Ideal State
"This requires local approval" *"Local policies would need to be changed"* *"There is not enough local capacity/buy-in"* *"District justification and abilities"* *"Resistant educators"* *"Built around compliance"*	● Variety of options ● Staff/teacher resistance ● Lack of funding ● Limitations/inabilities ● Lack of flexibility ● Schools prevented from district options ● Push to 'get back in person' ● Stereotypes of education ● Decisions determined by finances ● Size constraints ● Working in policy parameters ● Lack shared vision or mindset across the district	● Hesitation for change until state determines ● Local board policy definition of educational process ● Increase staffing, hire additional teachers ● Flexible job description ● Flexibility with teaching online or in-person ● District structure (out of district, size of, all options available) ● Checks-and-balances with districts/schools ● Student enrollment requests and large application pool

Break

Framing for Stakeholder Engagement Discussion

Discussion Framing

- ## Discussion Goals
  - Constructive feedback on proposals/ideas through scenarios and questions
  - Field feedback on CDE's framing on the scenarios and questions (accessible to the average educator, family, or community member)
  - Use of feedback for upcoming stakeholder engagement (focus groups/surveys)

- ## Breakout Discussions
  - Group 1 - In-person
    - CDE: Bill, Mallorie, & Adam
  - Group 2 - Virtual
    - CDE: Kate, Renee, & Rebecca

  CDE Notetakers: Stakeholder Engagement Discussion Folder

  *Please locate your group's discussion document via email from BLI or in the Zoom chat

Breakout Discussions on Stakeholder Engagement

Discussion Document

The following presentation slides contain visual copies of the document used for the May 16, 2022 meeting discussions. The "Discussion Document" included 5 example scenarios and a list of other questions for the BLI Convening group. A editable version of this document to gather additional feedback after the meeting was provided to the BLI Convening field stakeholder group for CDE.

Note: A version of this "Discussion Document" was made available for the May BLI Convening meeting participants and those who could not attend to add additional thoughts and input. If so, please do not edit or delete any existing content, simply add any comments in the sub bullet-points in the Discussion Notes spaces for each section.

Introduction: The purpose of this discussion is to help CDE prepare for our summer work related to additional BLI stakeholder engagement. The purpose of these questions is to frame policy options, ideas and sentiments in a way that stakeholders will be able to provide input on throughout our summer process. The BLI Convenings is a key stakeholder group in and of itself, and so we want to be sure to capture your input in a concrete manner before we wrap up our work for the year.

As a reminder, the key questions we have been grappling with in the BLI related to online and blended learning for students in brick and mortar schools. The questions here, therefore, remain focused on this particular student group. While the questions below may occasionally reference rules for online schools, the focus is really on brick and mortar schools and students at this juncture.

Our goal is twofold: (1) we would like to capture this group's answers to these questions and (2) we would like your input on how the questions are presented. Are there things we can do to improve the framing as we move beyond this (expert) stakeholder group into engaging with stakeholders who are less well-versed in these topics?

Discussion Document

Scenario #1

Over time, there has been greater use of brick and mortar schools having some students learn off-site through digital means for a regular part of the student's day/calendar year. Current state policies place limitations on this practice in terms of qualifying the learning time for public funding, including limiting the number of blended and supplemental online courses a student may take, and requiring a certain percentage of synchronous instructional time.

Discussion Questions & Notes

- Do you think that limitations should be loosened to expand access to off-site learning through digital means for brick and mortar students?
  -
- If not, why should the current limitations be kept in place?
  -
- If yes, please share how loosening limitations will be beneficial to districts, schools, and/or students. What problems or challenges would this solve for student learning?
  -
- Do you think that off-site learning through digital means should be counted for funding for brick and mortar students?
  -
- In what circumstances would off-site learning be appropriate?
  -
- What circumstances would off-site learning not be appropriate?
  -
- What restrictions are appropriate for off-site learning?
  -

Discussion Document

Scenario #2

Historically, the state has paid for the amount of time where in-person, teacher-pupil instruction occurs on-site for brick and mortar students. Now, we are exploring whether to allow time to be funded that happens off-site through digital means. If state policy was changed to support this, what type of off-site learning/how much off-site learning time should be allowed for funding for brick and mortar students?

Discussion Options & Notes

- I believe that brick and mortar students should be allowed to receive funding up to XX% of their schedule / courses being offered off-site through digital means.
  - XX%:
- Off-site digital learning should not count for brick and mortar students.
  - Agree:
  - Disagree:
- I am okay with this being used for some students, but not all students (what percent of students or which students in particular?)
  - Agree:
  - Disagree:
- The state should move away from seat time calculations to qualify students for funding and instead use a policy criteria such as [propose a criteria].
  - Agree:
  - Disagree:
- Students who are regularly learning off-site through digital means should be enrolled in either an online school or program and that would resolve the challenge.
  - Agree:
  - Disagree:
- A course that requires 5 days per week of in-person attendance and instruction should be funded at the same level as a course that is offered 2 days per week in-person, with 3 days of course work per week conducted off-site, independently, via digital means.
  - Agree:
  - Disagree:

Discussion Document

Scenario #3

Traditionally, students in Colorado are funded based on the amount of teacher-pupil instruction and contact time they are receiving in a classroom setting; all of the time that a student is required to be on-site in a classroom is considered instructional time for funding purposes. In the past several years, improved technology has allowed students to participate in the educational process in different ways.

Discussion Options & Notes

Here are a number of examples of models that use some online learning via digital means. Please discuss, for each, whether you think the digital work described in the example should be fundable or should not be fundable for a student in a brick and mortar school, and why or why not.

- Students show up to a classroom and access their course materials on a computer; there is a teacher in the room who does not provide instruction but can provide support if a student needs it

- Students show up to a classroom 3 days per week, and work from home the other 2 days per week by accessing pre-recorded materials

- Students show up to a classroom 2 days per week, and work from home the other 3 days per week by logging into a Zoom meeting with a live teacher and other students

- Students work entirely from home on their computer (on a schedule that works for the student) by accessing pre-recorded lessons; they can email a teacher for support and get a response within 24 hours

- Students work entirely from home on their computer; 2 days per week the students must log into a scheduled Zoom meeting with their teacher, and the other 3 days the student can access pre-recorded lessons when it is convenient for them. (The student can always email a teacher for support and get a response within 24 hours.)

- Student is working remotely with no teacher created materials (i.e., pre-recorded lessons) and the student is expected to follow a digital curriculum at their own pace.

Discussion Document

Scenario #4

Here is the current state board rule on funding independent study: "for a scheduled independent study, a district shall include only the time of actual teacher-pupil instruction and teacher-pupil contact." - i.e. only <u>actual</u> teacher-pupil instruction and contact time may be included in total instructional hours for funding purposes.

Discussion Questions & Notes

- How do you think the current state board rule related to independent study relates to brick and mortar students learning off-site through digital means?
  - ○
- Should there be updates to the way the state evaluates independent study time for funding purposes?
  - ○

Discussion Document

*Below are visuals of the document used for the meeting discussions for reference
*A version of this document for additional feedback after the meeting was provided

Scenario #5

Below are examples of instructional models for course scenarios. Do you agree or disagree that each scenario should be included for funding for brick and mortar students?

Discussion Questions & Notes

- In classroom instruction with a teacher present
  - Agree:
  - Disagree:
- Synchronous streaming of instruction that students view via digital means
  - Agree:
  - Disagree:
- Recording of instruction to be viewed at the student's convenience
  - Agree:
  - Disagree:
- Purchased online/digital curriculum provided to students with live instructional support
  - Agree:
  - Disagree:
- Purchased online/digital curriculum provided to students with asynchronous instructional support (i.e. chat or Q&A or email) available
  - Agree:
  - Disagree:
- Purchased online/digital curriculum provide to students that students progress through without instructional support available
  - Agree:
  - Disagree:
- Independent study/study hall/etc. performed on-site at a school during a defined class period, with required attendance
  - Agree:
  - Disagree:

Discussion Document

*Below are visuals of the document used for the meeting discussions for reference
*A version of this document for additional feedback after the meeting was provided

Other Questions

Discussion Questions & Notes

- For a course to be counted for funding, should there be a requirement for some level of live instruction to be a part of the course?
  - If "yes", how much? If "no", are there other parameters that should be considered?
    - ■
- Should the state create a third type of student? Currently, we have online and brick and mortar student types. Should we also create a "blended" student that would allow some students to have greater access to off-site digital learning, but not requiring them to enroll in an online school or program if they are not taking classes fully online?
  - Possible variants: For families - Is there a reason to stay connected to the brick and mortar school vs an online school? For schools - are there organizational challenges that could be overcome by such a policy?
    - ■
- Should policies guiding off-site learning through online or blended learning courses for brick and mortar students be different for ES, MS, and HS grades? If so, how?
    - ■
- What specific flexibilities related to funding requirements are needed to meet student needs? How do they address the challenges?
    - ■
- Loosening MDOL caps or SDOnline Program caps if they attend regularly in-person?
  - Currently, an online school is required to be an MDOL when 10 or more students are from out of district. Would you support exempting out-of- district students from this cap if they can demonstrate that a portion of a student's schedule consists of one or more in-person courses regularly each week?
    - ■
  - Currently, a single district SD online program is limited to 99 students or fewer. Would you support exempting students from this cap if they can demonstrate attending in-person courses regularly each week?
    - ■
- Do we include a requirement that funding requires teaching by a teacher (not a parent)?
    - ■

Discussions Share Out and Reflections

Closing and Next Steps

Coming Up

CDE Next Steps

- Summer 2022 - Stakeholder Engagement
  - Facilitate focus groups and surveys to other school and community stakeholders (teachers, administrators, parents, students)
  - Utilize the work from the November 2021-May 2022 BLI Convenings to guide this additional feedback

- Summer/Fall 2022 - State Board of Education
  - Provide ongoing updates on the BLI
  - Gather insight and guidance on future policy considerations from policymakers

- 2022-2023 School Year
  - 21-22 SY Convenings Feedback Survey (to come via email)
  - Brainstorm other fall activities related to the BLI