Blended Learning Initiative (BLI) Convening

February 25, 2022

Agenda

9:00am-1:00pm

- Welcome and Norms
- Convening #2 Themes
- BLI Span
- Policy - Where We Are At
- Discussion
- Break 10:30am-11:00am
- Presentation - Ben Erwin from ECS
- Policy - Where Can We Go
- Activity & Discussion
- Closing and Next Steps

Welcome and Norms

Welcome and Introductions

- ## CDE Introductions

- ## Today's Objectives
  - Participants will receive an overview of current language in state statutes, rules, and guidance that inform blended learning.
  - Participants will engage in meaningful dialogue on that the forces that are helping and inhibiting blended learning advancement and what strategies can remove barriers.
  - Participants will review examples of policy changes initiated by other states prior to and as a result of COVID-19.

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.

Convening #2 Themes

Convenings Overview

November Convening #1

- Initiative background and goals
- Norming on key terms/working definitions
- Identification of promising and emerging practices
  - Flexible learning opportunities
  - Post-pandemic opportunities
- Presentation from REL Central *"Understanding Research on Blended Learning Programs"*

January Convening #2

- Review of Convening #1 Themes
- Report from field - Success in instructional models
- Analysis from review of variance waiver submissions
- Stakeholder discussion on synchronous and asynchronous instruction

BLI Span

CDE	Policy
- School Finance/Audit - Educator Talent - Data Collection - Schools of Choice	- State Board of Education - CDE Legislative Relations & Policy - Attorney General's office
Field	**Stakeholders**
- Advocacy Groups - Marzano Research (REL) - Education Commission of the States	- Districts - Schools - Educators - BOCES

SBE February Presentation

- Key Points
  - You can watch [here](#) (starts at about 3:59:00)
  - Reviewed context and history
  - Highlighted scope of participation
  - Summarized topics from 1st two meetings
  - Shared same presentation on the variance waiver data that was shared at the second convening meeting.

- Questions we received (summary)
  - How are we measuring the effectiveness of blended learning - especially because there are a range of practices (spoke to REL presentation)
  - Is this high school or K-12? Assuming mostly high school.
  - What about evidence indicating that remote learning did not work well for a large number of students? Recommend exploring why it didn't work well for a large # of students and how it could be improved.
  - Don't think about the "least expensive." Other financial investments required - such as mental health
  - Are terms defined clearly (blended, supplemental, asynchronous, etc)?
  - Is blended learning - as it is administered by CDLS discussed?
  - Will this require legislative change? Sounds like we can make a lot of changes internally.
  - Help me understand the 40 percent cap and 20 percent synchronous requirement

- Questions we received (summary)
  - What is the initiative? Is it a CDE-supported activity? Will we be involved in a vote or anything like that?
  - How does this fit into local control?
  - I'm thinking of this on a continuum. When you get so far online, you become an online student - and funded less - is that right?
  - I presume we're not the only state working through this topic. Have you spoken to other states? Learned anything from that? It would be good to get some outside the box thinking on it.
  - Wouldn't it be nice for students to be able to access recorded lectures that they could go back and listen to it at variable speed? Personally, I have heard that students have really valued that. Is there an opportunity for best practice sharing?
  - When do you expect an update for us? (late spring/early summer)

Policy - Where We Are At?

BLI Goals

- Learn from schools and districts using blended learning and supplemental courses

- Innovate with schools and districts to inform potential future policy

- Improve learning experiences for all students engaged in flexible learning opportunities such as remote and online learning models

- Identify systems/policy solutions and stakeholder-informed recommendations
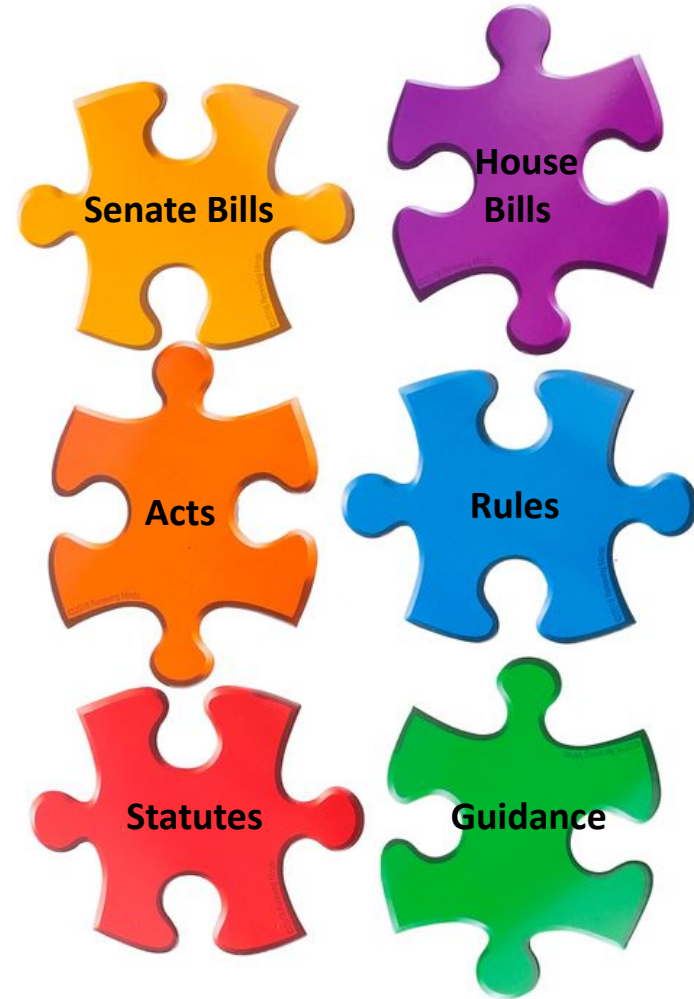
Rules and Regulations: Online Schools, Programs, & Supplemental Online

- Online Schools Act
  - Article 30.7 of Title 22 (C.R.S § 22-30.7-101-22.30.7-113)
    - Multi-district online school certification
    - Single district online school and programs defined
    - Quality standards for online schools and programs

- State Board Rule
  - Rules for the Administration, Certification and Oversight of Colorado Online Programs
  - Pertains to single and multi-district online schools and single district online programs

- Statewide Supplemental Online and Blended Learning Program
  - C.R.S. § 22-5-119. Recognition and definition of blended and supplemental online
  - Affordable supplemental online education courses and blended learning support for school districts, charter schools, and BOCES,
  - "Each high school student in the state may take at least one supplemental online course per year."

References: Online Schools Act (C.R.S.§ 22-30.7-101-22-30.7-113), Supplemental Online (C.R.S. § 22-5-119) CCR 301-71
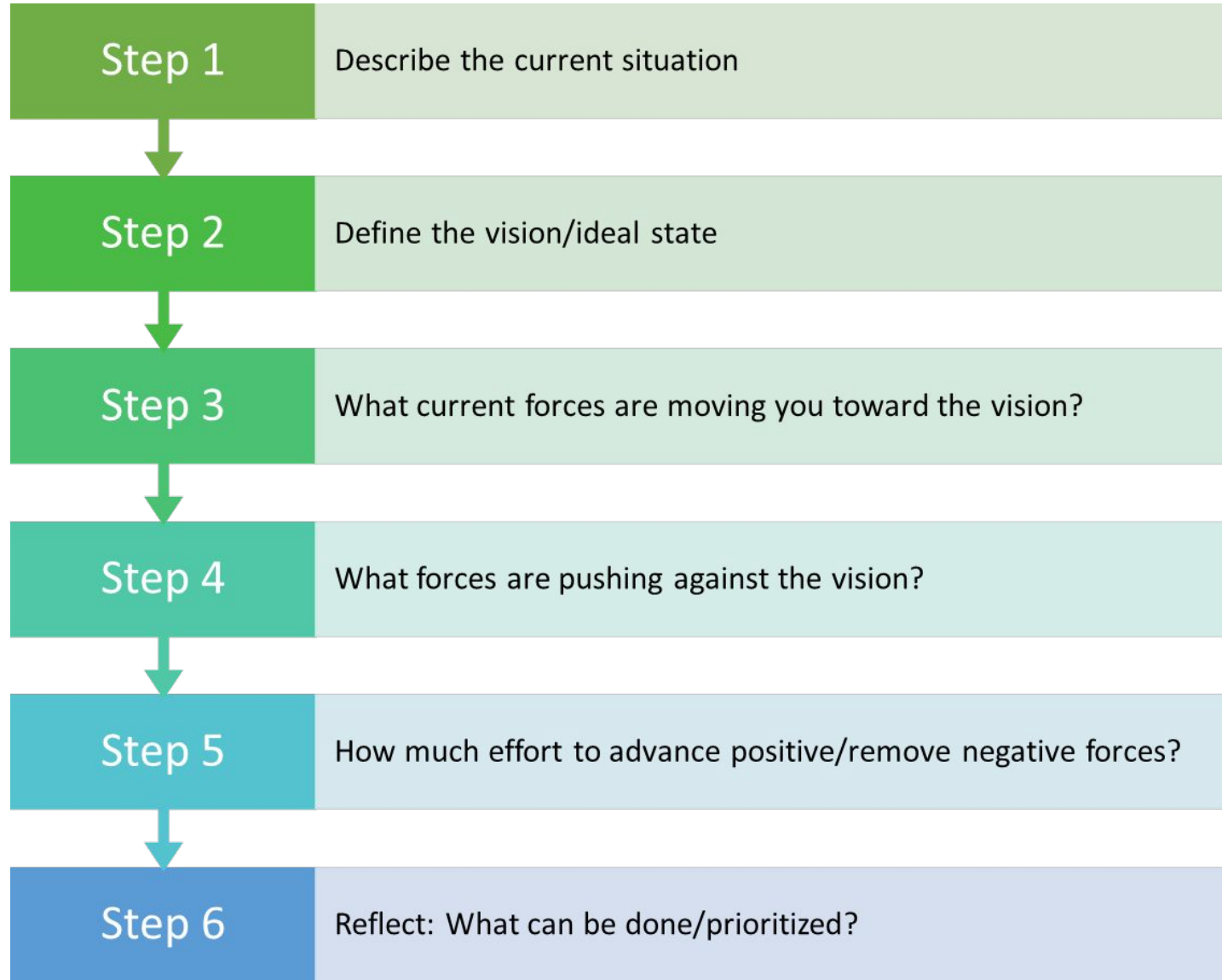
Rules and Regulations: School Finance

- Specify that districts should be funded based on scheduled instructional hours and student membership (enrollment/attendance)

- Local boards define educational process

- Funding requirements
  - Students must be enrolled and meet stated attendance requirements
  - Students must meet instructional hours requirement in the semester of the pupil enrollment count date (i.e., Fall semester)
    - Full-time: 360+ hours for full-time
    - Part-time: at least 90 hours but less than 360 hours

- Call out specific treatment for independent study (i.e., only <u>actual</u> teacher-pupil instruction and contact time may be included in total instructional hours for funding purposes)

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

- Allows for work-study or work-based learning experiences
  - Deferred to local policies to determine instruction hour equivalency

- Allows for post-secondary courses
  - Extended High School and Early College

References: Public School Finance Act (SB19-246), Rules for the Administration of the Public School Finance Act (1 CCR 301-39)

Discussion

Force field analysis

Step 1	Describe the current situation
Step 2	Define the vision/ideal state
Step 3	What current forces are moving you toward the vision?
Step 4	What forces are pushing against the vision?
Step 5	How much effort to advance positive/remove negative forces?
Step 6	Reflect: What can be done/prioritized?

Example

- Step 1 – Describe the current situation

Currently, we are running a school with a "student-directed learning" approach. Students attend in-person with a schedule and specific classes. Within the classes, teachers have a plan for topics covered and a sequence, but there is a fair amount of flexibility with how fast individual students progress. All learning happens on-site, but students may use blended tools while at school. Also, there is a lot of learning at home, but that happens out of school hours.

Example

- Step 2 – Define the vision/ideal state

Students would have the ability to progress through classes at their own pace. Students could set goals and develop a work plan with coaching/insight from teachers who help build their plans. Students progress through classes through locally designed demonstrations of learning. Use of typical class time would be much more flexible and may occur off-site.

Step 3 – What current forces are moving you toward the vision?

Driving Forces →   →   →
•Students desiring these options.   •Principals and staff wanting to offer these options.   •Robust LMS that can build out individualized plans that can be monitored

Step 4 – What current forces are pushing against your vision?

← ← ← **Hindering Forces**
•Technical know-how. Creating for the first time. Needing to work through design.
•Seat time concerns when off-site.
•Staff capacity. Confidence with implementing the model effectively.
•Pulled in many directions. Teaching regular classes and working with individual students.

Step 5 – On a scale from 1-10, how much effort is required to advance positive forces and to reduce negative forces?

Driving Forces → → →	**← ← ← Hindering Forces**
•Students desiring these options. •Principals and staff wanting to offer these options. •Robust LMS that can build out individualized plans that can be monitored	•Technical know-how. Creating for the first time. Needing to work through design. •Seat time concerns when off-site. •Staff capacity. Confidence with implementing the model effectively. •Pulled in many directions. Teaching regular classes and working with individual students.

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Example

- Step 6 – Reflect: What are policies? What other types of activities?

There is general support among leaders and staff to expand options for students at our school; however, the change process is pretty challenging. We would need to prioritize specific steps.

It feels like we cannot overcome the seat time challenge or there is complexity in figuring out how to establish funding eligibility. If there was greater flexibility and reliability for long-term protection of the model, then we could build things out.

Breakout Groups

- Select an example (school/district) from a group member and go through a force field analysis

- Designate a notetaker
    - Capture discussion in group's Word document

- Designate a leader to share-out
    - Summarize key points to main group

Break
(returning at 11:10)

- **Pre-Discussion Thoughts**
    - Full-time, supplemental, or blended online learning
    - Varied forms of blended learning and supplemental online approaches
    - Innovative teacher-pupil instruction, contact, learning

Presentation - Ben from ECS

Policy - Where Can We Go

KnowledgeWorks Article

- **Evidence of Learning**
  - Policy changes to account for flexibilities around seat-time
  - Pre-pandemic state highlights
    - <u>North Dakota</u>
      - Legislation passed
        - Instructional time calculation for student engagement
        - Minimum hour standards for courses
      - Guidance
        - Defining student engagement
    - <u>Arkansas</u>
      - Waivers for variety of programs
        - Streamlined to adapt to remote and hybrid learning
      - Legislation passed
        - Credit awarded per mastery not seat-time

- **States highlighted**

  - Arizona, Florida, Minnesota, Montana, New Hampshire, South Carolina, Utah, Washington

As the pandemic recedes and schools reopen for full in-person instruction, policymakers and educators should consider one of the core lessons from the pandemic: What matters most is how much students are learning – not how much time they spend in a chair within the four walls of a school. Learning can and does take place anywhere – in a classroom or at home, through in person instruction or virtually, and in a school career and technical lab or in an apprenticeship at a local business. It can happen through direct in-person instruction or via a virtual lecture.

Discussion

Evidence of Learning Discussion

Breakout Groups

- Access the Padlet
    - Individual post for per person under group's state
    - Discuss group member posts

- Designate a leader to share-out
    - Summarize key points to main group

Closing and Next Steps

Coming Up

BLI Survey

- Thank you to those who completed since the last convening
- Still welcome additional submissions to guide the BLI

March Convening

- Scheduled for March 24, 2022 from 9am-1pm MST (registration and agenda to come)

April Convening

- Scheduled for April 22, 2022 from 9am-1pm MST (registration and agenda to come)