REPORT ON BLENDED AND SUPPLEMENTAL LEARNING

MARCH 2017

COLORADO
EMPOWERED LEARNING

DIRECTOR'S SUMMARY

A fervor growing. Colorado schools, districts, teachers, parents, students, and other concerned citizens are beginning to talk, together, about how blended learning can help shape the future of education for our children. And, 91 school districts are participating in Colorado Empowered Learning's services.

This report highlights our work over the past year and the extended impact of blended learning support to schools and students. Since July, we have formed Colorado Empowered Learning, established a [website](#), begun marketing outreach across the state, and elevated our services to meet a growing demand. And, we are exited to share the good news!

Beginning with Supplemental learning, we have realized over **200% growth** in both course enrollments **(1327)** and the number of students **(1069)** taking courses. Supplemental learning reaches across Colorado and supports extended learning opportunities in 68 school districts. Our course offerings include over 200 courses ranging from core classes to electives, including some career and technical education. And, we accomplished this while decreasing costs to districts by 50%!

New this year, we are supporting school districts in their planning and implementation of blended learning through consultative services. We have actively engaged **12 school districts and 2 BOCES** in the process and have 5 more districts waiting in the wings. Consultative services are covered by the state funding.

Support for educators has never been easier! With the development of a blended platform, educators can access over **20 professional development courses** ranging from introductory level blended learning to advanced applications. These courses also provide teachers with a certification pathway in blended learning. We anticipate **over 800 course enrollments** by the fall of 2017. Courses cost only $25.

Our outreach continues to reach new contacts, and we continue to find opportunities to support the work of schools, districts and educators wherever we look. We are on target to reach our goals by the end of the year and anticipate doubling the number of students, districts and educators served in 2017-18.

And, to top it off, we have partnered with the Keystone Policy Center to assist our work, in partnership with the Commissioner and State Board of Education, to articulate the vision and roadmap for blended and supplemental learning for Colorado, which will be completed July 2017.

The notion of blended learning is truly becoming innovation for schools and districts through which expanded learning opportunities are being realized for our students.

Thank you for the opportunity to serve,
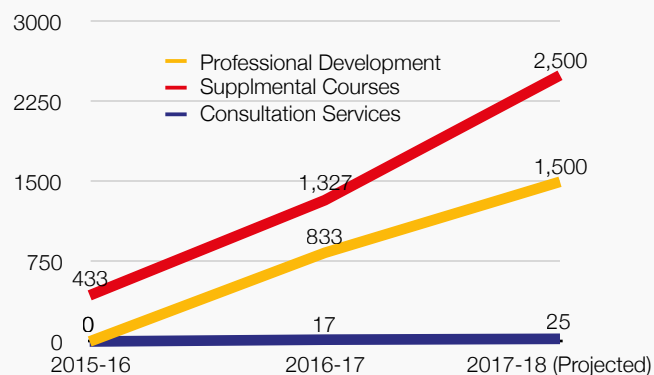
Troy A. Lange, Project Director

INTRODUCTION

STATUTORY OVERVIEW

Empowering Digital Learning for All Act

Revised in 2016, House Bill 16-1222 refocused the state's effort in assisting districts in the implementation of blended learning and expanding supplemental course offerings to more students in Colorado. The priorities of the legislation are:

"(I) Expanding the availability of supplemental online education courses and blended learning strategies;

(II) Increasing significantly the number of students who enroll in high-quality, effective, and affordable supplemental online education courses;

(III) Working with school districts, charter schools, and BOCES to create, offer, and sustain their own high-quality, effective, and affordable supplemental online education courses and blended learning, as well as targeted professional development and mentoring support;

IV) Assisting educators in local public education agencies to increase their competency specifically in using digital learning strategies to lead and instruct in, and otherwise implement, digital learning; and

(V) Documenting and sharing best practices in providing supplemental online education courses and blended learning."   (C.R.S. 22-5-119)

Additionally, the Act also calls for the articulation of Colorado's vision and a roadmap for integrating blended and supplemental learning in our schools.

Leadership

A Board of Cooperative Educational Services (BOCES), selected by the Colorado Department of Education, leads, manages, and administers the program, and Mountain BOCES remains privileged to serve as the designated BOCES since the inception of the law in 2007. Mountain BOCES identified three non-profit providers to assist in the delivery of the program:

[Colorado] **Digital Learning Solutions (CDLS)** is the state-supported supplemental program that provides Colorado districts access to high quality online courses that supplement their existing course offerings in a 21st century learning environment.

iLearnCollaborative (iLC's) goal is to empower education agencies to improve education and create options for all students. iLC works in a collaborative environment to promote, implement, and support quality online and blended learning.

COLORADO DIGITAL BOCES (CD BOCES) serves students in blended and online learning schools and programs through collaboration, accountability and support.

COLORADO EMPOWERED LEARNING

EQUITY, ACCESS, OPPORTUNITY, APPLICATION

House Bill 16-1222 established a framework for redesigning the statewide supplemental and blended learning program. And, Colorado Empowered Learning (CEL) was created to implement the policy.

CEL's mission is to harness the talents and knowledge of Colorado educators to expand equity and access through blended learning in K-12 Education.

Founded on three pillars of support for districts, schools, and students, CEL set ambitious goals for 2016-17.

Empowered Students

Affordable and rigorous supplemental course offerings for middle and high school to support credit enhancement, advancement, or recovery needs. Ensure that your students have access to high quality learning materials, the most up-to-date and relevant content, a certified teacher, and the same opportunities as others across the state.

Goal: 750 Course enrollments provided at an average cost of $100 per enrollment.

Empowered Educators

Engaging professional development in blended learning that can lead to certification!

Lead by teachers in a personalized environment with blended access anywhere/anytime. Over 20 courses available!

Goal: 700 educator enrollments at a cost of $25 per enrollment.

Empowered Districts

Partner with experts who have leveraged technology in their schools and districts to drive learning outcomes within budget constraints. These experts now work full time to help others learn from their wins and their mistakes. This work is hard, but you do not need to do it alone!

Goal: Foundational consultation provided a not cost to 15 districts.

www.colorado.gov/cel

COEmpLearn

COLORADO
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BLENDED LEARNING

WHAT IT IS, AND WHAT IT IS NOT

Confusion abounds around the idea of blended learning. Let's start with the definition used in Colorado's legislation:

'"Blended learning" means 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." C.R.S. 22-5-119 (3) (b)

Blended learning:

- is an authorized and mainstream component of public education, an instructional delivery model.

- provides students with control over their learning, promoting student agency.

- occurs in part in typical educational settings like classrooms, the workplace, and the community.

- requires the talent and expertise of a teacher who plans and leads instruction while facilitating learning.

Blended learning is not:

- an online school.

- a replacement for teachers.

- the same as a one-to-one program (one device for each student).

> Blended learning is more than technology-rich educational environment. Rather, blended learning is an instructional delivery model that provides students some control over their learning, whether it be the time, path, place or pace of learning, promoting greater personalization, providing for deeper application of knowledge, and expanding opportunities for all students.

> "Blended learning is an exciting direction and evolution resulting from years of online education."
>
> Colorado Representative Bob Rankin

You Tube

SUPPLEMENTAL LEARNING

WHAT IS SUPPLEMENTAL LEARNING?

Supplemental learning has existed in some form since the mid 1990s. Collaborative and single district program success encouraged Colorado to pass legislation to support providing supplemental learning to across the state in 2007.

Supplemental learning consists of courses provided through digital content, led by a licensed teacher, and provided to students who are enrolled in traditional schools ("brick and mortar"). These courses are delivered under the authority of the local school district and documented in the student's transcript.

Provided by local schools to enrich the learning opportunities for students, supplemental learning reaches a variety of needs:

- Expanding Curricular Offerings
- Opportunity for students to catch up (Credit Recovery)
- An entry point for schools to begin blended learning implementation
- The needs of diverse learners
- The divergent interests of students

Not A Full-Time Online School

Full-time online programs are ones where the student was not enrolled in a brick-and-mortar school and took all of their courses from an online provider.

Supplemental is part of a Blended Environment

At the heart of blended learning is the concept of providing student agency. "Agency is the capacity and propensity to take purposeful initiative--the opposite of helplessness. Young people with high levels of agency do not respond passively to their circumstances; they tend to seek meaning and act with purpose to achieve the conditions they desire in their own and others' lives." Tom Vander Ark

Supplemental courses offer students the opportunity to exercise their initiative as it relates to their interest and learning needs. The Christensen Institute defines four broad models of blended learning programs, one of which encompasses supplemental learning - A La Carte. Supplemental learning is not confined to this level of blended learning, but does traditionally lend itself to an extension of local offerings. However, with simple adjustments in delivery, supplemental courses can increase the degree to which blending occurs.

[Colorado] Digital Learning Solutions

SUPPLEMENTAL LEARNING

EXPANDING COURSE OPTIONS TO COLORADO STUDENTS

In partnership with Colorado Digital Learning Solutions, we offer over 200 courses to students across the state.

Supplemental learning combines digital content and tools taught by a Colorado Teacher, in partnership with a site facilitator, to provide high quality, rigorous learning at an affordable price.

Supplemental learning enhances every school's ability to provide a broad course catalogue to all students.
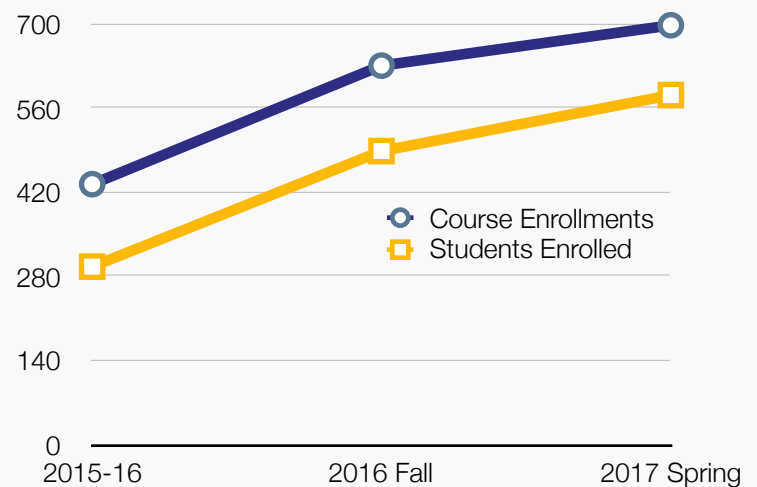
Supplemental learning allows students in grades 6-12 to access an expanded course offering regardless of school location or size. Courses can be accessed to provide Advanced Placement, Credit Recovery, Career and Technical Education, Expanded Electives, and serve students of differing abilities.

Cost per course enrollment was reduced by 50% in 2016-17 with typical courses offered at $100 and AP and CTE courses offered at $150.

The success of supplemental learning is dramatically impacted by the role of the site facilitator, who serves to help guide students and as a resource for content and other related questions.

2016-17 Goal: 750 Course Enrollments

Actual: 1327 Course Enrollments

Line chart showing Course Enrollments and Students Enrolled across 2015-16, 2016 Fall, and 2017 Spring.

- Course Enrollments
- Students Enrolled

Dramatic increases have been realized in the area of supplemental learning! Compared to last year, CEL has seen both course enrollments and the number of students accessing supplemental learning grow over 200%!

[Colorado] Digital Learning Solutions

SUPPLEMENTAL LEARNING

APPLICATION IN COLORADO DISTRICTS

De Beque School District 49JT

Through supplemental learning, DeBeque high school students access elective courses like Fundamentals of Aviation Science and Game Design that would never be available in a small rural district. Students also access courses like Sociology, English 10, Pre-calculus, and Physical Science. Additionally, De Beque has enrolled an entire eighth grade class in U.S. History, and the local teacher works in conjunction with the online instructor and manages the course pacing and schedule, while the online instructor provides support as needed to students. This provides a "blended learning" experience for the students with support online and in the classroom and builds on existing, strong content that the teacher can modify but does not have to develop from "scratch". This middle school program is also designed to help students become familiar with and accustomed to participating and succeeding in blended learning environment. The district believes this approach will prepare students be successful in expanded learning options as they progress through high school. Superintendent Alan Dillon said: "CDLS has significantly and positively expanded our MS and HS programing options. Our students are able to access content that speaks directly to them and their aspirations!"

Ellicott School District

The Ellicott school district was looking for a new strategy to support their special education program and partnered with Colorado Digital Learning Solutions to utilize the state supplemental program. Teachers in Ellicott are utilizing supplemental courses in middle school math and language arts to support a "blended" delivery of content to students in their classrooms. The Ellicott instructors work with the CDLS instructors to customize the scope, sequence, and pacing of material to meet the individual needs of their students.

Yuma School District

As a rural district, Yuma relies on the course offerings from CDLS, as they have limited options to provide individual courses for students. Yuma utilizes the CDLS course offerings for enrichment for students, as well as when the master schedule could not accommodate a student's course request. Additionally, Yuma used the CDLS courses exclusively for their summer credit recovery sessions. Superintendent Dianna Chrisman said: "Without this program, our students would have limited access to a variety of courses and would not be able to be competitive with students on the Front Range."

[Colorado]
Digital Learning Solutions
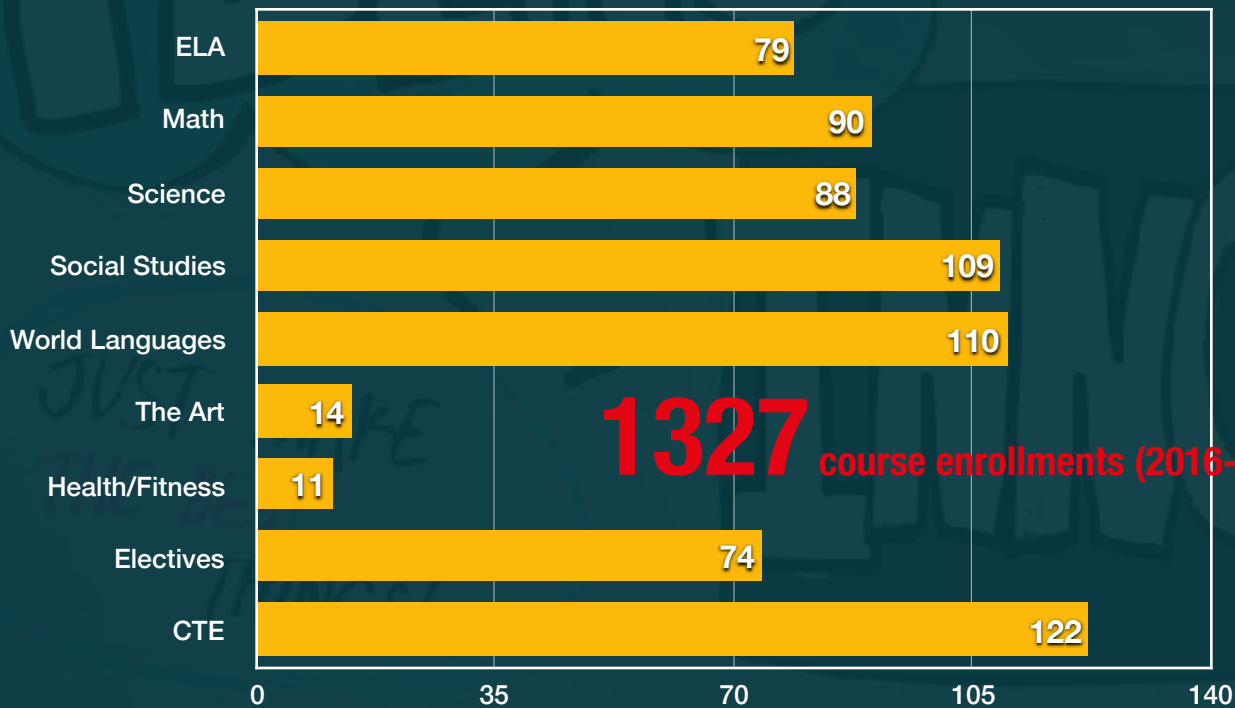
SUPPLEMENTAL LEARNING AT A GLANCE

$631,775 operating budget

68 School Districts Served
61 of which are **SMALL** Rural

SERVED THIS YEAR...

1069 STUDENTS

Spring 2017 Enrollment By Content Area

Content Area	Enrollment
ELA	79
Math	90
Science	88
Social Studies	109
World Languages	110
The Art	14
Health/Fitness	11
Electives	74
CTE	122

1327 course enrollments (2016-17)

74% of funding from the state

over **200** courses offered

Parent Satisfaction **82%**

$100 district cost per **course** on average

Course enrollments **UP** over **200%** compared to 2015-16

82% of Students Satisfied

successful completion rate **72%**

SUPPLEMENTAL LEARNING

COMMENTS FROM SCHOOLS

"Prairie has been very pleased with the rigor of the CDLS classes. We have used other online supplemental programs and have not had the amount of rigor my students are currently having. We very much appreciate the legislature supporting this program to bring our costs down and making it possible for our students to take these courses."

"My students have appreciated the rigor of the classes and enjoy the broad range of class choices."

"A high school student has had serious health issues and we were able to use CDLS to assist in his schooling as he was falling behind due to absences."

"We had a student get a severe concussion during basketball. Her teachers were great at working with her (two different courses) to get back on track. Even though it was through a computer, we feel like they genuinely cared about her well-being and academic success."

"I appreciate the value of the program in regards to the cost to our school. It gives our students some options that we would not be able to offer without the program."

"Just learning about increased scheduling flexibility, which is a real plus. The value is outstanding."

"This opportunity has been great for our small school."

"CDLS has been highly beneficial for credit recovery, offering diverse courses that we are not able to as well as offering a course to students when it is a scheduling conflict."

"The staff at CDLS have been easy to work with, communicate effectively with students and my staff, and have been accommodating with flexible start times for students when needed. I would like to continue our working relationship with CDLS."

"CDLS has provided our district and our students with opportunities they would otherwise not had. The staff has been extremely responsive to our needs and great to work with."

"Looking at the course offerings for 2017-2018, we see CDLS course offerings expanding, which is great news! Thank you for offering high quality courses/instruction for an extremely reasonable cost."

"I was very excited to see the increase of career and technical education classes. Not every student is bound for a 4-year college, and not every high school student knows what they want to do. These career/tech courses provide a great opportunity to explore subjects that schools like mine do not have the staff or budget to provide. This semester two students who are interested in becoming pilots are taking Aeroscholars 1: The Fundamentals of Aviation Science. One will graduate this spring and attend a 4-year college that offers an Aviation program, while the other, a junior, will take Aeroscholars 2 next fall. As I said, both students had already decided to pursue a career as pilots, but the experience and "head-start" that these courses have/will provide is invaluable."

"Students are able to take a few courses that are not offered in our school. Through CDLS they are able to take courses more suitable to them."

CONSULTING

EMPOWERING DISTRICTS EMPOWERING STUDENTS

New to CEL this year, Consulting Services ensure that the courses and technology selected at a given school or district are aligned with both its learning model and its readiness for student-centered learning. Through our work, we facilitate the adoption and evolution of leading technology that supports pedagogical best practice, bridging between the Ed Tech and Education worlds.

Through our partnership with the iLearn Collaborative, districts across the state can receive foundational consulting support that assists planning and covers a variety of areas.

STRATEGY

Identify the learning goals for students, answering key questions such as: where does blended learning fit in the bigger picture, which model(s) should the district implement, and how should technology and human capital be managed to support this?

BROADBAND

Systematically determine current broadband performance, assess future needs, and create a plan to upgrade broadband infrastructure.

IT HARDWARE

Define hardware strategies, including the ratio of students to devices, a plan for providing devices, and the selection of device types. Support procurement aligned with strategy.

TRAINING

Assess existing Professional Development opportunities in the district and then add the supplemental resources and capabilities needed to ensure that students and teachers thrive in blended classrooms.

IMPLEMENTATION

Support the district in ongoing project management and implementation, including assessing the human capital at the district, bringing in necessary support, building the capacity of the district staff over time.

FINANCE

Determine financial goals for implementation, define the anticipated costs of implementation and ongoing operations of the blended model, and assess ways to cover the costs.

iLearn Collaborative

CONSULTING

DISTRICTS LARGE AND SMALL BENEFIT

As a new service this school year through CEL, the word about consultative services is spreading across the state. Districts, both large and small, are finding engagement in consultative support through the project to be invaluable. The initial rollout of consulting support to districts across the state has been extremely well received. In fact, once a district knows about the service and has had a chance to talk with the team, they become immediately interested in participation.

Goal: Provide foundational Consultation Services to 15 districts in 2016-17.

Weldon Valley Schools

"Colorado Empowered Learning has helped jump start our work in Blended Learning. When we began, we did not have a clear vision, plan or the coordination to implement it. Already, midway through the process, we are firming up these plans."

"The CEL Consulting process is an external infusion that has given our work heightened exposure to a wider range of leadership and schools. Without this process, we would likely have continued to bump into the walls of opposition."

St. Vrain Valley Schools

St. Vrain Valley Schools has created an environment where its teachers are leading the district-wide transition to a blended learning model, one that integrates technology with high-quality instruction to drive student outcomes. Through partnership with iLearn Collaborative, they have assessed teachers' learning needs as they pertain to their experience in the blended and personalized learning space, developed a certified train-the-trainer model of professional development, creating a cohort of teachers capable of leading district-wide implementation, and provided micro-credentialing to acknowledge achievement and qualifications. Full Case Study

iLearn Collaborative

CONSULTING SERVICES AT A GLANCE

12 districts have applied for consultative services enrollments

50% rural engagement

2 BOCES partnerships

marketing presentations yielding consulting applications **100%**

districts at different starting points, yet all want basic audit information

Engagement	Districts	Totals
Rural	Peyton, Garfield 16, Weld RE-1, Delta, Estes Park, Weldon Valley	6
Non-Rural	St Vrain Valley, Jeffco, Poudre, Academy D20, Lewis-Palmer, Widefield	6
BOCES Partnerships	Centennial, Mountain BOCES	2
Pending	Aurora, Silverton, Eagle County, Gilpin, Primero	5
Demand for Colorado Empowered Learning Consulting		**19**

100% of course cost covered by state

smaller districts need additional consulting support to implement plans

$0 cost

TREND Alert! Consultation activities are leading to scheduling professional development

Large districts have more capacity to implement plans

PROFESSIONAL DEVELOPMENT

ADVANCING EDUCATORS

Through our partnership with the iLearn Collaborative, CEL helps educators reach their full potential by providing Professional Development in technology-enabled, student-centered learning. Courses are built for educators by educator innovators and leaders, are immediately applicable in the classroom, designed for optimum participation, and available for college credit and micro-credentials.

Training models include multiple methods to meet the needs of districts, schools, and individual educators.

Certification in Blended Learning

Through our courses, educators can earn micro-credentials and certification as a blended learning instructor.

Delivery Highlights

- Courses are designed to be completed in 3 weeks and are worth 15-clock hours towards re-certification, with most eligible for college credit.

- Courses are facilitated by experienced blended and personalized learning educators, who supplement digital materials with project-based work, synchronous group activities, one-on-one coaching, and personalized feedback on assignments.

- Learning progressions through course offerings guide educators through personalized pathways from introductory through advanced levels of knowledge and experience, meeting the instructional needs of participants.

- Participants can control when and what to learn through On-Demand and Just-In-Time course offerings.

- Educators earn badges toward a Blended Learning certification, which is received after the successful completion of 6 courses.

- Courses can be delivered through the same Learning Management System utilized by students, modeling how to deliver an engaging experience.

- The course delivery and design models the instructional practices we are teaching, allowing enrollees to experience what it is like to be a blended, personalized learning student.

PROFESSIONAL DEVELOPMENT

COURSES FOR EVERY LEVEL

Blended Series

- ❖ Learning Management Systems Basics
- ❖ Introduction to Blended Learning
- ❖ Instructional Best Practices in Blended Learning
- ❖ Creating Digital Content for Blended Learning
- ❖ Rotation Models: Which model is best for your class?
- ❖ The Flipped Classroom: How Can This Work in Your Classroom?

Intermediate Courses

- ❖ Differentiation Strategies in a Blended Environment
- ❖ Personalized Learning: Teacher's Data Dashboard
- ❖ Librarian's Role in Blended and Online Learning
- ❖ Instructional Best Practice: Math, Science, English, Social Studies, Special Education, and Health/PE

Advanced Courses

- ❖ Engaging Students Using Gamification
- ❖ Project-Based Learning in Blended Learning Environments
- ❖ Digital Tools for Online and Blended Classrooms
- ❖ Online Course Development (12-week, 60-hour course; 30 facilitated hours)

Personalized Learning Series

- ❖ Introduction to Personalized Learning
- ❖ Practicing Personalized Learning in a Competency-based Classroom
- ❖ Student Choice and Agency

Leadership Series

- ❖ Introducing Blended Learning to Your School or District
- ❖ Supporting Blended Learning in Your School or District

"A teacher at Weldon Valley thought he had been 'doing Blended Learning' for a couple of years, but after working with iLC, he realized that although he used technology in his classroom, he was still taking a traditional approach to instruction. He is now working to change overall instructional practice. He started by having students post their notes on their area of study to Google Docs. They then had to share their notes with others who could offer comment. After reading another student's feedback, one student yelled out in class, 'Oh, now I get it. After reading your comment, I now understand the relationship between these two topics!' The movement toward blended instruction allowed this student to achieve a deeper understanding." – Weldon Valley Schools

iLearnCollaborative

PROFESSIONAL DEVELOPMENT

SHARING BEST PRACTICES

COLORADO BLENDED AND ONLINE LEARNING CONFERENCE 2017

CEL was honored to be a platinum sponsor for the iLearn Collaborative's 2017 CBOL Conference at which over 400 attendees shared best practices and successful projects supporting blended learning. More than 20 breakout sessions were led by local Colorado and national experts. Kicked off by Tom Vander Ark, author of Getting Smart: How Digital Learning is Changing the World, CBOL 2017 was attended by teachers, administrators, department staff and others.

Highlights

❖ 78% of attendees are "likely to return" next year

❖ 77% rated the overall conference "excellent" or "good"

❖ 77% rated our keynote as "excellent" or "good"

❖ 67% said the general flow was "excellent" or "good"

Most Highly Rated Sessions

Data Driven Project Based Learning - Adrianne Ryland

Blended Learning and Student Ownership - Amanda Glover

From Online to Hybrid: One School's Journey - Cheryl Fenlason

Design Thinking and Personalized Learning: How can we co-design authentic, engaging learning experiences with our students? - Jennifer Tisdale

Simplify II: Return of the Carry-On Teacher's Checked Baggage Classroom - Kevin Croghan

DIY Professional Development - Chris Harrington

Teaching Art Online - Elisa Narizhnaya

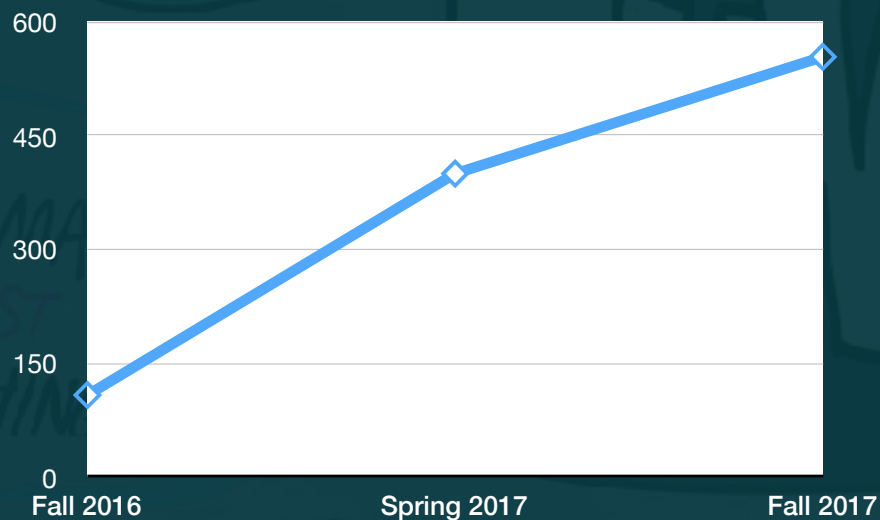Tom helping the audience to think deeply

PROFESSIONAL DEVELOPMENT AT A GLANCE

118 individual teacher enrollments from 13 districts

over **20** courses offered

100% responded that course resources were ample and relevant

Enrollments Trending Up

	Fall 2016	Spring 2017	Fall 2017

(Y-axis: 0, 150, 300, 450, 600)

course facilitator exhibited content knowledge/expertise **100%**

successful completion rate **90%**

$25 cost per course

TREND Alert! Districts prefer consultation first and then bring professional development to scale

833 course enrollments scheduled for this Spring - Fall 2017

FUNDING

HB 16-1222 provided $960,000 of state funds to implement the act. Additionally, districts pay a supplemental course enrollment fee of $100 (previously $200) for core classes and $150 for more advanced and elective courses. Participants in professional development courses pay $25 (normally $150) per course.

Our adopted budget for FY17 is presented below. Due to increased course enrollments in the supplemental area, we have not pursued revising content in the digital content warehouse or the mobile application prototyping for devices that do not require bandwidth to access digital learning resources.

| CEL Operating Budget	
Leadership and Administration	**$96,000**
Administrative Cost	$19,600
Marketing	$21,824
Leadership	$44,576
Program Evaluation	$10,000
Innovation	**$44,000**
Training for Service Providers	$11,000
Content Revision	$15,000
Mobile Application Prototype	$15,000
Travel / Misc	$3,000
Supplemental Learning	**$415,000**
Consulting Services	**$156,500**
Professional Development	**$148,500**
State Roadmap Development	**$100,000**
Total	**$960,000**

Colorado Digital BOCES supports the project through leveraging fiscal and human resources support.
Additional fiscal information can be found on their website.

STATEWIDE IMPACT

91 PARTICIPATING SCHOOL DISTRICTS

Participating School Districts - By House Districts
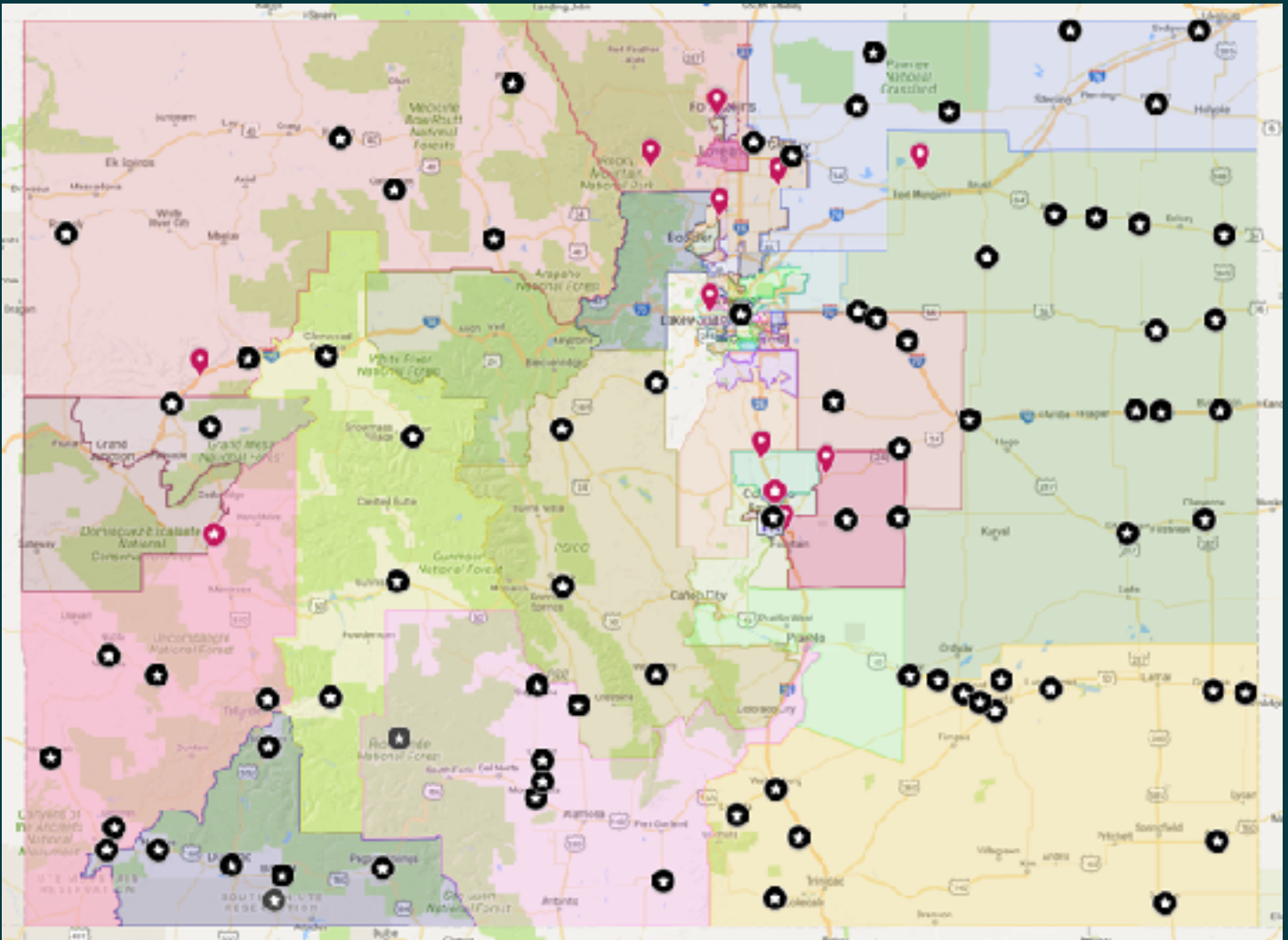
Stars = Participating Districts -Supplemental Program
Red = Participating Districts in Consultation and Training

📍 **Interactive Map (House Districts)** https://goo.gl/wmSblx
📍 **Interactive Map (Senate Districts)** https://goo.gl/PfIE7S