



# REPORT ON BLENDED AND SUPPLEMENTAL LEARNING

MARCH 2018





# DIRECTOR'S SUMMARY

**Conversations** Districts, schools, students, families, community members, businesses, and state departments are talking about how to make changes to our system of education that will lead to better outcomes for our students, and in turn our communities. Of course, preparing kids for the largely unknown future is challenging. But, we do know that **knowledge work** will be a big part of the post school careers through which our graduates will contribute. By preparing our students in a manner that fosters life-long learning, collaborative skills, and problem solving, we will be preparing students to make a successful transition into adulthood.

As a result of this conversation, the interest in blended learning continues to grow. Blended learning is not itself an end, but rather a means to deliver an education that is more personalized, specialized, applied, and equitable. [Colorado's Blended Learning Roadmap](#) articulates the strategic priorities that must be addressed to allow blended learning to create the flexibility in the educational system to meet these ends. Colorado Empowered Learning (CEL) lead the effort to gather stakeholder input and design the roadmap that was released July 2017. The scope of the roadmap is greater than any one project, department, or agency. Rather it is the collaborative articulation of the various priorities and the path we, all, must take together. This spring, CEL is working with stakeholders and partners to articulate the actionable steps and the associated resources required to fully implement the plan.

CEL is proud to share that this school year, we have been able to offer 2,858 **supplemental courses** to 1,455 students across Colorado, continuing the accelerated growth we experienced in last year (2016-17). We have provided **professional development** to many educators, with 628 enrollments to date with a successful completion rate is five times that of other digitally based learning (largely due to the blended nature of our program). We also celebrate the **certification** of 15 educators as Teachers of Blended Learning! CEL has also engaged 27 school districts in the **consultation** process, assisting them in evaluating and implemented blended learning models in their districts. Certainly, the success and demand for all the services offered by CEL is noteworthy accomplishment! In recognition that the program continues to grow exponentially, the legislature contributed an additional sixty-thousand dollars to the program for this fiscal year.

Administratively, beginning in July of 2017, Colorado River BOCES was established as a result of a split of Mountain BOCES. As part of that split, **Colorado River BOCES** is the designated BOCES responsibly for the leadership, administration, and management of the program. Due to the change, Colorado River BOCES is able to provide the accounting support that was previously outsourced.

As we look to the near future, leaders must understand the growing body of information and concern related to the impacts of "screen time" on our youth. This national dialogue will certainly be present in our conversations with our communities, as we continue to rely on technology as a tool in improving education. Our families and communities have an interest in understanding how school's use of technology relates to this larger conversation.

This report is intended to provide you with information related to last years accomplishments, as well as, highlights of the current year. It was intentionally built on last year's template to allow comparison from our previous report.

It is certainly my honor and privilege to serve as the Project Director for Colorado Empowered Learning, and I look forward to continuing to improve the equity and quality of educational programs across our great state.

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 statute 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 Colorado River BOCES is honored to serve as the designated BOCES. Colorado River 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 21<sup>st</sup> century learning environment.

 **iLearn Collaborative (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 EMPOWERED LEARNING

## EQUITY, ACCESS, OPPORTUNITY, APPLICATION

House Bill 16-1222 established a framework for redesigning the statewide supplemental and blended learning program. 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 has raised the bar for services in 2017-18.

### 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: 1850 Course enrollments provided at an average cost of \$125 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 to 15 districts and Phase II consultative support for 10 districts, provided at no cost.**

[www.colorado.gov/cel](http://www.colorado.gov/cel)



**COLORADO**  
EMPOWERED LEARNING



# 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**



# 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

### 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.

### 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 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.

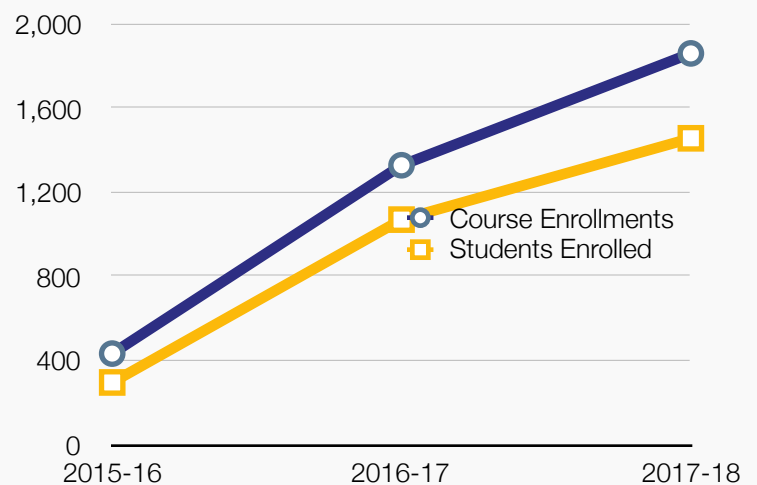
Supplemental learning allows students in grades 6-12 to access an expanded course offering regardless of school location or size. Courses can be accessed to provide Advanced Placement, Credit Recovery, Career and Technical Education, Expanded Electives, and serve students of differing abilities.

Cost per course enrollment was reduced by 50% in 2017-18 with traditional courses offered at \$125 and AP and CTE courses offered at \$200.

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.

**2017-18 Goal: 1850 Course Enrollments**

**Actual: 1858 Course Enrollments**



*Trending steadily upward  
Supplemental learning  
continues to grow. Carrying the  
growth rate forward, we  
anticipate over 2400 course  
enrollments in 2018-19.*



# SUPPLEMENTAL LEARNING

## APPLICATION IN COLORADO DISTRICTS

### Otis School District (Northeast BOCES)

According to Superintendent Kendra Anderson, the Otis school district had a dilemma in providing educational services mid-semester for a student. But Kendra stated that, "CDLS was ultra-supportive! Although CDLS classes had begun, they listened to our student's situation and dove in to support him! Otis is appreciative of the extensive support, communication and ease of the course set-up. The guardian of our student easily set up the programming with coordination of the CDLS staff and our district. She was also able to monitor his progress easily. The student was allowed credit for the time he was in the classroom at the beginning of the semester. We couldn't have asked for a smoother process during a difficult situation! I am appreciative of the student-focused way of business that we experienced. The courses were of high quality and the customer service was outstanding."

### Custer County Schools, Westcliffe (South Central BOCES)

Custer County Schools has used courses provided through the state supplemental program for several years but in 2017-18, Custer County will launch a new effort to expand program use. They have established a distance learning lab where students can participate throughout the day in supplementary courses through CDLS. They have taken the added step to require that all students take the online Personal Finance course as a graduation requirement. Custer County High School is also identifying additional elective courses that students can take as part of their program. As part of this effort, Custer County has hired a well-qualified para-professional to monitor and support students in the distance learning lab as well as work with CDLS staff to train both the para and the high school counselor and other staff on how to monitor student progress as they work in the online courses. Superintendent Mark Payler said, "We want to prepare our students to be successful in working in online courses and expand our ability to offer them high quality courses that we cannot support locally with the funding and instructor shortages we face today. This program offers us a great option and opportunity to support our students locally."

### Windsor School District

In a district with over 6000 students, Windsor HS has over 1500 students and is experiencing significant population growth with increasing class sizes. Counselor Peter Marino states that, "Utilizing the supplemental program with CDLS has given them greater flexibility in scheduling students when there are course conflicts, and that they especially like having access to courses like Anatomy and Physiology and Applied Medical Terminology that they cannot support locally." For the fall 2017 semester Windsor HS registered 45 students in 27 different courses. Windsor HS started using CDLS in the fall of 2016 and since the fall of 2016 Windsor HS has registered students in 137 courses.





# SUPPLEMENTAL LEARNING AT A GLANCE

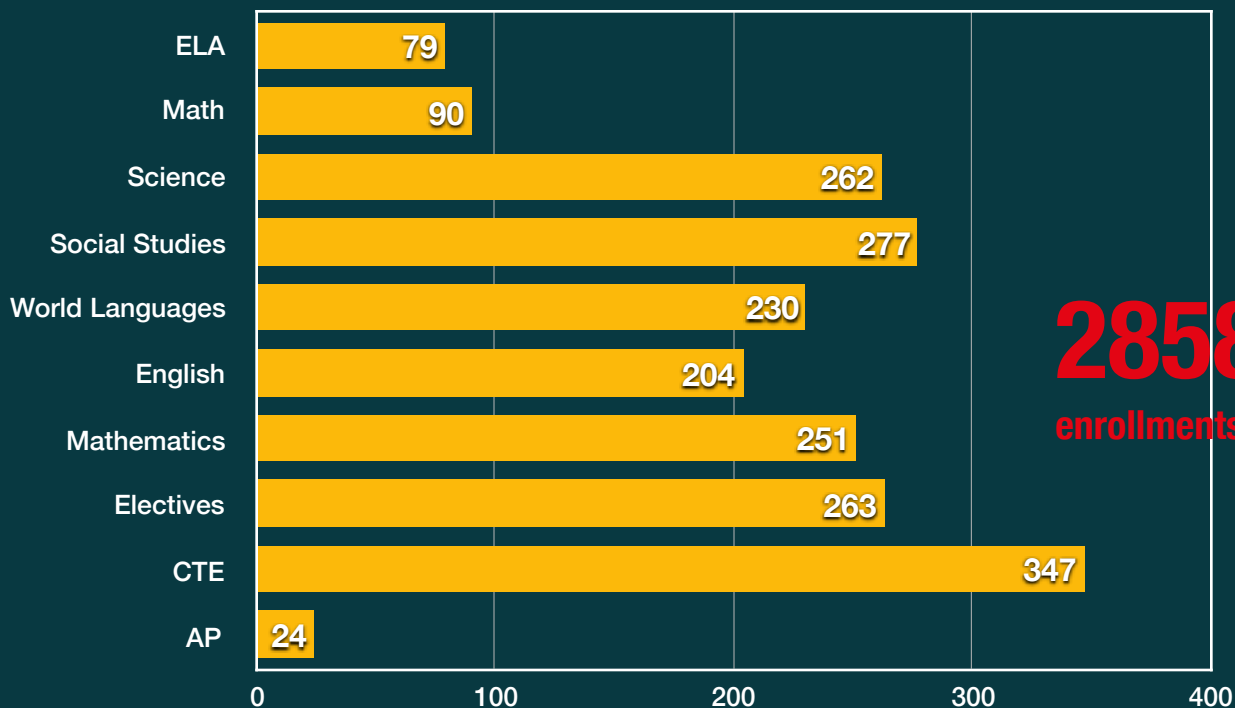
**\$780,700** operating budget

**73** School Districts Served  
64 of which are **SMALL** Rural

SERVED THIS YEAR...

**1,455 STUDENTS**

2017-18 Enrollment By Content Area



**2858** course enrollments (2017-18)

**66%** of funding from the state

successful completion rate **75%**

over **200** courses offered

**\$125** district cost per **COURSE** on average

Course enrollments **Tripled** since 2015-16

**95%** successful completion rate in the Blended/Hybrid Model

# SUPPLEMENTAL LEARNING

## COMMENTS FROM SCHOOLS

“Our experience with CDLS has allowed us to fit courses to students that we would not have otherwise been able to offer. Declining enrollment in rural areas moves from a trickle to a flood as schools like Karval are unable to continue to offer the variety of programming that a student can find at a larger school or even in a home school situation. By supplementing our course offerings with CDLS Karval has been able to allow middle school students to explore an elective that we would never be able to offer for one student. It has allowed high school students who struggle in traditional classrooms to have a blended education where they can do some course work in the classroom and some at home and yet we are able to still monitor their education. It has allowed us to tailor our offerings to fit individual students and my only concern is that our students will soon outgrow their offerings, as students really begin to specialize in their areas of interest.” *Tammy Parker-Thotnton, Karval Schools, Special Education, Guidance Counselor*

“I wanted to check in about my experience as the Independent Learning Opportunities (ILO) coordinator for Haxtun with Colorado Digital Learning Systems. We use CDLS to provide students in our tiny (approximately 70 students 9-12) high school with opportunities to pursue passions, recover credit, and take advantage of opportunities for advanced studies. Our secondary staff wear multiple hats as it is, and we would be unable to address these critical student needs without the options CDLS provides us. I have experience with a variety of online courses, and the quality varies greatly. CDLS is user friendly for teachers and students; the online teachers communicate with the

ILO teachers so that we can facilitate student learning and accountability; and the flexibility CDLS offers us to personalize classes, including honoring accommodations for IEPs is an additional benefit. I personally appreciate the training and patience your staff afforded me as I learned on-the-go last August. We have enrolled students in 11 classes this year; They would likely have been consigned to inappropriate class placement without CDLS.” *Barbara Gorman, Haxtun Schools*

“DeBeque School District 49JT has been utilizing the CDLS programming over the past 3 years with great success. CDLS has provided the students in our small rural district many opportunities to expand their learning. We have had students study aeronautics, gaming design, Spanish, and many other elective courses and some core course work as well. As a small rural district, we do not have the staffing to offer the number of electives provided by CDLS; therefore we would be unable to provide many of these opportunities for our students without the support given by CDLS. We have also had several students who needed credit recovery opportunities and have utilized CDLS to accommodate these needs. The administration and staff at CDLS have been very responsive to the needs of our district and have been instrumental in providing academic support for our students. I totally support any additional funding the State can provide to continue to develop the reach and scope of the work provided by CDLS for rural school districts in Colorado.” *Alan Dillon, Superintendent of Schools, DeBeque School District 49JT*





# CONSULTING

## EMPOWERING DISTRICTS EMPOWERING STUDENTS

In our second year service, CEL 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

After their successful first year of implementation, CEL consulting services have been in high demand for schools districts, both large and small. While small districts lack the capacity to implement systemic change without help, large districts face the same leadership challenges on a grander scale. Consulting services have been essential to supporting those districts who received foundational consultant last year as they implement the action plan established.

**Goal: Provide foundational Consultation Services to 15 (new) districts in 2017-18.  
Provide Phase II support to 10 school district who received foundational support in 2016-17.**

### Weld County

As a new member to the tech team, the CEL Phase 1 work has been an amazing support piece given the thoroughness of the key findings. The opportunity to join Phase 2 has been instrumental in bringing in the support needed to advance the sophistication of our Blended Learning usage. CEL's thought-provoking facilitation has allowed all to participate in growing as individual and collective 21st learners and teachers.

### 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](#)





# CONSULTING SERVICES AT A GLANCE

**27** districts engaged in consultative services

**66%** rural engagement

Districts expressing a need for consulting in 2018-19: **15**

Engagement	Districts	Totals
Rural	Bayfield 10 JT-R, Briggsdale RE-10, Brush RE-J2, DeBeque 49JT, Delta County 50(J), Eaton SD RE2, Estes Park R-3, Garfield County No 16, Peyton 23 JT, Primero Reorganized 2, Silverton, South Routt, Strausberg 31J, Summit RE-1, Valley RE-1, Weld RE-1, Weldon Valley RE-20(J), Wiggins RE-50(J)	18
Non-Rural	Academy District 20, Aurora, Jefferson County R-1, Lewis Palmer 38, Mesa County Valley 51, Poudre Valley, St. Vrain Valley, Thompson Valley R2-J, Widefield 3	9
On Deck	15 slots are anticipated for 2018-19, and 15 new districts have indicated they want to sign up. Applications will be accepted in June 2018.	15
<b>Demand for Colorado Empowered Learning Consulting</b>		<b>42</b>

**100%** of cost covered by state

**ten** districts engaged in phase II consulting support to implement plans

TREND Alert! Consultation leads to professional development

**\$0** cost to districts

**Large** districts find that CEL's experienced support amplifies the impact of their staff

# 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, are 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

### Leadership Series

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

### 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

### Under Development

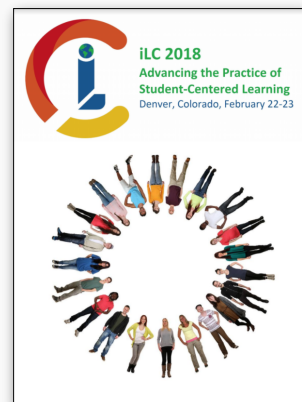
- ❖ Inquiry in Blended Learning
- ❖ The Why, What & How of Personalized Learning
- ❖ Planning, Instruction & Assessment in Personalized Learning for Core Content
- ❖ Leading for Equity

“Please do know that the time I have invested in the two courses that I have taken was so valuable and applicable to my math instruction and overall teaching strategies. More importantly, the help and guidance that you have provided has been outstanding! Your flexibility and support within such an organized professional development opportunity is more than a person could ask for. Please know that I have guided and will continue to guide my peers in iLC's direction to take advantage of top-notch professional development.” Jim Unruh, Ridgway



# PROFESSIONAL DEVELOPMENT

## SHARING BEST PRACTICES



## iLC CONFERENCE 2018

CEL was honored to be a platinum sponsor for the iLC 2018 Annual Conference at which nearly 400 attendees shared best practices and successful projects supporting blended learning. More than 50 breakout sessions were led by Colorado and national experts. Kicked off by Dr. Katy Anthes, Colorado's Commissioner of Education, and featuring a keynote address and workshop from renown trainer Catlin Tucker, iLC2018 was highly attended by teachers, administrators, and department staff.

### Highlights

- ❖ 77% of attendees are "likely to return" next year
- ❖ 70% rated our keynote as "excellent" or "good"
- ❖ 84% said the general flow was "excellent" or "good"



Commissioner Anthes Connecting CDE's Strategic Plan to Our Work as educators!

### Most Highly Rated Sessions

Keynote Address & Workshop—Catlin Tucker

Transforming Instruction with Blended Learning – Anna Mills, Jennifer Peyrot, Julie Read

Leadership and Learning with Blended: From Implementation to Impact- Leaders Share their Stories - Anne Atherton, Julie Read, Jennifer Peyrot

Let's Get Personal! (Introduction to Personalized Learning) - Jill Pellegrini, Natalie Ruecker, and Rosemary Sweat

Are You Flippen Kidding Me? The Flipped Classroom Made Easy - Jennifer McCluney

**"Very practical for every level teacher."**



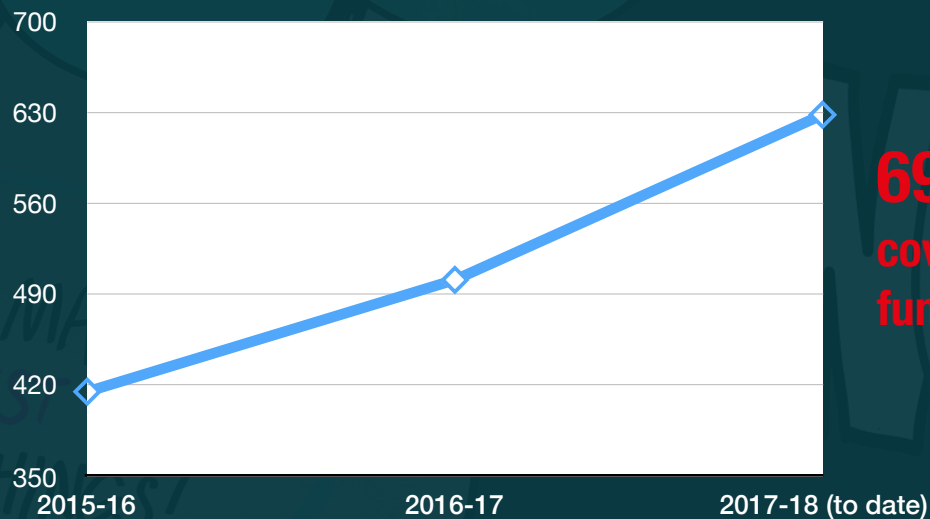
# PROFESSIONAL DEVELOPMENT AT A GLANCE

**628** individual teacher enrollments from **13** districts

To date, **15** Teachers have completed Teacher Blended Learning Certification

**86%** responded that course resources were ample and relevant

## Enrollments Trending Up



**69%** cost covered by state funding

**89%** of course facilitators exhibited exemplary content knowledge/expertise

Strong demand for PD **Anticipated** spring and summer

**85%** successful completion rate is **FIVE** times greater than typical online PD - the power of blended!

**\$25** cost per course over **20** courses offered



# DIGITAL CONTENT WAREHOUSE

## CREATING SUSTAINABLE EQUITY

Access to sustainable, high quality, teacher vetted, digital content facilitates the shift toward blended learning. Unfortunately, existing content is either privately curated at an unsustainable price or content is simply neither curated nor organized to make it useful at scale. Additionally, existing content is provided in single units or lessons, without being fully integrated, making it difficult for a district to approve. A Digital Content Warehouse of openly licensed educational resources (OER) addresses districts', schools', and teachers' needs by providing fully developed courses in a manner that allows the school or teacher to customize content and delivery to fit the educational process of the district.

The Digital Content Warehouse collaborates with school districts and other partners to create affordable, shared, full-length curriculum that has been curated and is ready for teachers to apply to their classes.

### Current Highlights

- Available for Immediate Use: We already have and share with districts eleven, full-length digital OER courses to support blended learning.
- Cross-State Collaboration Funds New Course Releases: We have started curating content for the state of New Mexico on the condition that we can also share that content with our Colorado districts. This will allow us to release the following courses this summer: AP Physics I & II, AP Calculus AB & BC, AP Environmental Science I & II.
- Colorado Districts Contributing Directly: We are in the process of formalizing an MOU with Jefferson County School District that will grant us access to over 50 full-length digital student courses could be contributed to an OER repository for Colorado and beyond.
- Leveraging Well-Funded National Initiatives: We have reached out to Open Up Resources and can make their content available to Colorado educators.
- Tapping into Other State-Level Initiatives: We have been connected with the Council of Chief State School Officer's OER working group.

“Openly licensed educational resources can increase equity by providing all students, regardless of zip code, access to high quality learning materials that have the most up-to-date and relevant content.”

US Department OF Education



JUST MAKE  
THE BEST  
THINGS!

INNOVATION PLAN

PROCESS  
Time

\*Focus on Quality

# FUNDING

HB 16-1222 provided \$1,200,000 of state funds to implement the act. Additionally, districts pay a supplemental course enrollment fee of \$125 (previously \$200) for core classes and \$200 for more advanced and elective courses. Participants in professional development courses pay \$25 (normally \$150) per course.

Our adopted budget for FY18 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.

<b>CEL Operating Budget FY18</b>	
<b>Leadership and Administration</b>	<b>\$96,000</b>
Financial Administration	\$25,045
Leadership	\$70,955
<b>Innovation</b>	<b>\$64,000</b>
INACOL and iLC 2018	\$35,000
Marketing	\$7,000
State Plan Priorities	\$17,000
Travel / Misc	\$5,000
<b>Supplemental Learning</b>	<b>\$505,000</b>
<b>Consulting Services</b>	<b>\$185,000</b>
<b>Professional Development</b>	<b>\$170,000</b>
<b>Total</b>	<b>\$1,020,000</b>

At the end of FY17, CEL maintained a fund balance of \$52,612.69. These funds are earmarked for funding additional one-time expenditures in implementing the Roadmap and unanticipated increases in services due to higher than projected demand.

Supplemental enrollments are projected to grow beyond current revenue sources, requiring an increase in cost to districts.

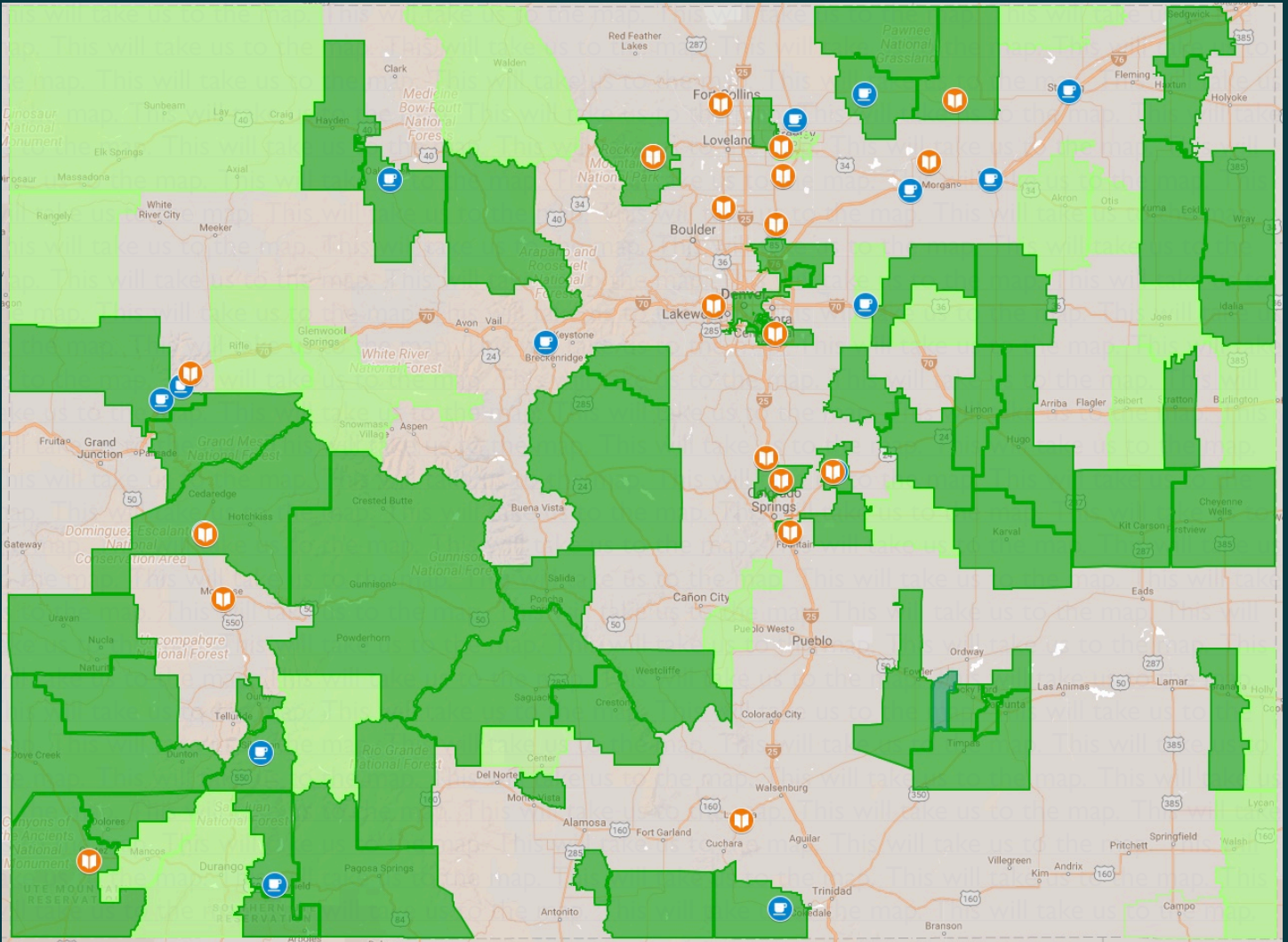
*Colorado Digital BOCES supported the project through leveraging fiscal and human resources support in FY 16 and FY 17. Additional fiscal information can be found on their [website](#).*





# STATEWIDE IMPACT

91 PARTICIPATING SCHOOL DISTRICTS



**Green Outline = Participating Districts-Supplemental Program**

**Book Icon = Professional Development Districts**

**Coffee Cup Icon = Consulting Districts**

**[Click here for an Interactive Map](#)**