Digital Learning

Report on Supplemental Online and Blended Learning

March 15, 2016

Presented to the House and Senate Education Committees
Prepared by Mountain BOCES

Table of Contents

Introduction

Enacted through Legislation, Colorado has been supporting the provision of supplemental learning through digital media for nearly 10 years. Recent changes to the legislation expand the program to included professional development for educators in the use of digital learning, as well as consultative support for schools and districts seeking to enhance or create digital learning.

This interim report to the legislature is intended to communicate improvement to Colorado's Digital Learning program, as well as meet statutory requirements.

Statutory Overview

Revised in 2013, Colorado Revised Statutes 22-5-119, entitled Supplemental On-line Education and Blended Learning Education Services, provides for a designated BOCES to conduct a "fair and transparent" selection process every three years for the selection of one or more nonprofit providers to make available to all school districts, charter schools, and BOCES supplemental online courses, professional development for educations and consulting assistance to schools and districts. The statute also provides a vehicle for appropriations to support the work, while allowing the providers to charge reasonable rates to to cover the cost.

It critical to understand that supplement online courses are provided to students who attend local schools in addition to classes student attend in the traditional brick and mortar environment and are part of the student's transcript record in the district. These are individual courses, not a sole online school.

Background

Digital learning is a dynamic, flexible approach to educational design at the district, school and classroom levels. It include strategies that maximize the best aspects of traditional classrooms with those digital resources and practices already occurring, strategies such as blended learning, supplementation of course offerings through distance and online learning, and shifting from content delivery to content application in a project-based environment, to list a few. Effectively delivered strategies impact schools at all levels from budget and master scheduling to classroom instruction, and represent the real promise of the enhancement of education through technology. Digital learning allows schools to more efficiently use the limited resources available.

While full-time online learning is a viable instructional practice for a select group of students, most of us agree that it falls short of the comprehensive social emotional education that most adolescents need. In addition to having appropriate technology and access, successful online students are those that are self-motivated, meet deadlines, work independently, are organized, respond to communication, plan ahead, and don't need social experiences.

Learning in the Digital Age

Brendan, a sophomore at Ralston Valley High School in Arvada, CO, started his first day of the school year in typical fashion by attending all of six of his classes, learning about course expectations and meeting his new teachers and classmates. But, this will serve as one of the few times that he'll sit face to face with others in three of his semester-long classes.

Like other student, Brendan has a full course load with three traditional "brick and mortar" classes that he attends daily at his neighborhood high school, two online classes delivered completely over the internet, and one "flex" blended learning elective class. For the latter, he attends class sessions in person three days a week and remotely participates on two other days each week. His schedule of courses is all offered by his local neighborhood school. When not physically in a classroom, Brendan manages his online courses in English and Spanish 3,

completes the work in his flex blended learning class in computer programming and attends after school wrestling practice. Collen, a middle school student, takes one online class at his neighborhood school as part of his daily schedule, freeing up time to take a high school level Spanish class at school or off site via a rotation blended learning model.

Both students can work anywhere and anytime on their online and blended classes, giving them control over how they structure their time and organize their daily schedule. They use the flexibility to manage time, place and pace, accommodating his learning needs and preferences.

Students have access to various models of learning that suit their learning styles. Course catalogs offer classes that include a variety of instructional models available through the neighborhood schools. Students take ownership of their learning via personalized learning paths. Students can choose the best courses to meet their preferred methods of learning. This is not the future of education, rather this is happening now, although in too few districts and schools. Most districts and schools are years from this level of personalization.

Student learning, at its best, should involve students being able to make choices from options of instructional models that suits their learning needs. Student choice to include blended learning models, online learning course options, and work or community service credit. Access to all resources is made possible via blended learning. Blended learning provides the access, thus, creating an environment supporting equity.

Adapting to the Digital Age

Imagine a school that has access to a full "computer lab" that supports all students in a school, but not any computer lab. The school is located in a remote location that does not have any to broadband internet. Computers in the school are virtually nonexistent and power sources to support a standard computer lab are insufficient. However, students in the school have access to digital content through specially designed mobile devices. Teachers have access to digitally supported professional development for implementing blended learning in their classrooms. This is not only possible but happening!

Current technology and opportunity exists that offer portable tablet labs that do not require internet or electricity to operate. Tablets have apps that contain digital content for teacher training and student digital courses to support blended learning.

Colorado's State Supported Program

Mountain BOCES has been privileged to serve as designated BOCES since the inception of the law in 2007, which established the original appropriation of $480,000 to support schools and districts through the selection and provision of supplemental online courses. The directive of the statute has expanded in recent years to include professional development for educators in the areas of digital learning and provide consultive assistance to schools and districts wishing to create or enhance their digital learning programs.

The past spring, Mountain BOCES completed the section of providers using the committee process outlined in statute, guided by a needs assessment, and supported by a defined review rubric last Spring, 2015. As a result of the committee's recommendation, Mountain BOCES contracted with several nonprofit providers, creating a suite of providers to meet the needs of students in Colorado, as well as statutory requirements, beginning on July 1, 2015.

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

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

The **Colorado Digital Board of Cooperative Education Service** (CD BOCES) serves students in blended and online learning schools and programs through unprecedented collaboration, accountability and support.

This suite of providers represents a significant change from the past.[1] However, the timing of this change put incredible pressure on the providers to secure and be poised to deliver supplemental online courses in the fall of 2015. Working together, the providers focused their priority on establishing the supplemental program, and CDLS' staff did an incredible job of stepping in to fill a void and meet the needs of Colorado students. While there is some overlap in the offerings from the three providers, CDSL has been currently focused on the provision of supplemental online courses and the CD BOCES with the eLearn Collaborative have begun to address the professional development and consultative support needs. Additionally, because the CD BOCES had existing capability, they were designated to manage the administrative and financial activities. Financial activities are reported in Appendix VI.

Because the statute included a set of new services, professional development and consultative services, this current year has been dedicated to building out courses and consultative protocols for use in the the field. Several courses were provided and piloted, with over 250 educators being served. Additionally, the consultative process has been applied to several cases with school districts to validate the process. Both professional development and consultative services will take a more formalize approach next year, with an explicit effort to reach schools across the entire state.

---

[1] Since the inception of the law, Colorado Online Learning was the selected sole provider for supplemental course. COL chose not to submit a response to the request. COL withdrew from a partnership in the formation of CDLS due to concerns over the property rights of the courses developed by COL.

A number of structural improvements were added into the contracting process that insure transparency fiscal information (CD BOCES is required to provided transparent fiscal reporting, using standardized accounting procedures with an independent audit process), an agreement that all materials and content developed under the project are available in the public domain with certain limitations.

Because the providers are new this year, this interim report represents current activities, participation, and data to date.

Supplemental Online Services

Colorado Digital Learning Solutions is able to offer over 237 courses titles to Colorado schools and districts. In the fall 2015 semester 203 students enrolled in supplemental courses, with 70% successful completion rate[2]. CDLS served 94% rural/small rural schools across 30 districts[3]. CDLS employees 21 highly qualified, Colorado-licensed instructors with an average of 6-8 years of online teaching experience (many have 10 or more years online experience), and 18 hold a Master's degree or higher (86%) – 4 of the 18 hold a Doctorate degree.

Strategies that Lead to School Success

Colorado Digital Learning Solutions has identified several factors that contribute the the successful completion of student in supplemental courses.

- The most critical factor for success is establishing a student support network that includes the online instructor, a local site coordinator, parents, and the CDLS admin team. The team works together to monitor the students' progress throughout the term. The site coordinator is a local staff member who knows the student and their learning goals in depth and provides in-person, face-to-face support , as well as, serving as a liaison for the student.
- Allowing students 24/7 access to the content ensures that their coursework can fit within their scheduling demands.
- Frequent communication with teachers is essential to success. Students connect with teachers through email, instant messaging, and text. Teachers are also available by phone and video conferencing.
- Receiving prompt and meaningful feedback helps students remain engaged in their learning. While not specific to digital learning, timely, meaningful feedback is critical to student learning.
- Using a pre/post test strategy allows students and staff to identify area of strength and weakness in regards to their learning. Additionally, by employing short mastery tests through the course, CDLS insures that students have mastered content before they progress to the next learning objective.
- Consulting with and supporting schools in the implementation of the program insures that systems are structures to provide students with the highest quality and most successful digital learning opportunity.

---

[2] Successful completion is calculated by the number of students completing the course with a passing grade divided by the number of students completing the course. One school had a change in staff responsible for the local coordination of students in the program and experienced a 50% completion rate, brining the overall average down. Review of the situation identified this as an anomaly, as the school had high demonstrated successful completion rates in previous years.

[3] See Appendix I-III for more information

Why Supplemental?

Colorado Digital Learning Solutions worked with current schools to identify why they use supplemental online courses. Below is a list of needs that this form of digital learning meets.

- Offer courses the district can't offer due to insufficient enrollment or lack of a qualified teacher
- Offer a needed course that students can't take in their school due to scheduling conflicts
- Provide access to online courses for students unable to attend school
- Provide a way for students who start school late – or transfer from one school to another – to catch up
- Provide access to courses for students who are suspended, expelled, or homebound
- Provide advanced and additional course options that schools do not offer (including electives, career and technical education, and world languages)
- Offer students opportunities for credit recovery
- Address specific teacher shortages in critical content areas
- Provide support and courses for students on accelerated paths toward graduation
- Provide opportunities for middle school students to take high school level courses
- Support districts in maintaining a wide variety of course options while working through difficult budget situations
- Provide summer programming options

Feedback from Schools and Students

Because Colorado Digital Learning Solutions is in the middle of its first year of delivery, their formal feedback survey has not yet been sent out to stakeholders. What follows are some vignettes from participating schools that provide the reader with use case examples and customer testimonials.

Burlington High School

"During the 2015-2016 school year, a junior student at Burlington High School wanted to explore the possibility of graduating a year early. As a sophomore, this student was taking advanced courses in the area of math, although she was advanced in most content areas. From her national, state and district assessment scores, we knew she was far more advanced than her peers, and we would not be able to provide the necessary courses to challenge her and help her advance further. During her junior year, this school year, she asked how she could graduate a full year early. As we do not have policy surrounding this situation, our only recourse was to require completion of 24 credits, the same as all BHS graduates. At the end of her junior year, she would only have 21 credits. This is where Colorado Digital Learning Solution (CDLS) comes in. Through CDLS, we were able to offer her three courses to help her complete the required 24 credits. CDLS offered courses that both challenged our student and helped prepare her for post-secondary education. She wants to pursue a career in the medical field, and was able to take Applied Medical Terminology, which will assist her in building a solid foundation. She also took Spanish 2, Art History and Consumer Math. This young lady was academically ready for the next

level of her education, and with the help of CDLS, Burlington High School was able to help our student, who was extremely advanced, achieve goals beyond the capacity within our school."

Mike Clark, Principal, Burlington HS

Burlington District Profile
- 832 Students
- Student successfully completed the following supplemental online courses: Applied Medical Terminology, Art History, Consumer Math, and Spanish 2 over two semesters
- Cost to district for six "student enrollments" for two semesters - $1200

Yuma School District

"We so appreciate and rely on the course offerings from CLDS. As a rural district, we have limited options to provide individual courses for students. We have utilized these course offerings for enrichment for students, as well as for the times when the master schedule cannot accommodate a student's course request. Additionally, we will be using these offerings exclusively for our summer credit recovery sessions. In the future, we plan to look deeper into the elective and gifted and talented offerings and advertise to students what courses are available. 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.

Dianna Chrisman, Superintendent, Yuma School District-1

Yuma District Profile
- 829 students
- Students took the following supplemental online courses (80% success rate): American Government, English 11, Life Science, Principals of Health Science, and Professional Photography
- Cost to district for five "student enrollments" to access three courses with online instructors for one semester - $1,000

Otis School District

"When we had a dilemma in providing educational services mid-semester for a student, CDLS was ultra-supportive! Although CDLS' classes had begun, they listened to our student's situation and dove in to support him! I am appreciative of the extensive support, communication and ease of the course set-up. The guardian of our student was able to 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 and this mattered greatly to him! 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. Next year we will be exploring how the state supported supplementary program courses and their online instructors can support our

special needs students acting as "co-teachers" with our special education instructors supporting a "blended" experience for our students in content areas we find hard to support locally."

Kendra Anderson, Superintendent, Otis School District

Otis District Profile
- 191 students
- Student successfully completed English, Geometry, Biology, and World History
- Cost to district for one student to take four courses with online instructors - $800

Soroco HS (South Routt District)

"The supplemental classes that our school receives from Colorado Digital Learning Solutions is an essential part of our rural high school's schedule. Without these classes, our school would struggle to provide a schedule that meets our students' needs. As an online coordinator, the support I receive from the CDLS tech staff and the teachers is always available and successful. I know they are there for my students and me. "

Brenda Little, Teacher/Online Coordinator, Soroco High School

South Routt District Profile
- 390 Students- 95 high school students
- Ten HS classroom teachers- includes one teacher dedicated to support supplemental online students
- Soroco HS success rate of students taking online supplemental courses is 95%.
- 37 Students took the following supplemental online courses with a 93% success rate
  Academic Success, ACT English, Anatomy & Physiology, Applied Medical Terminology, Creative Writing, Earth & Space Science, English 11, Forensic Science I: Secrets of the Dead Marketing, Advertising, and Sales, Native American Studies: Historical Perspectives, Personal Finance, Physical Education/Health Psychology, Structure of Writing U.S. Government,World Geography, World Languages, World Literature
- Cost to district for 82 "student enrollments" to access 18 courses with online instructors for two semesters - $16,400

Bayfield High School

"As superintendent of the Bayfield School District, I wanted to share the deep value that supplemental courses offered through Colorado Digital Learning Solutions (CDLS) add to the learning experience that we can offer to our students. As a small rural school district, just under 1400 students, in Southwest Colorado we often struggle with expanding options and opportunities for our kids and CDLS has played a vital role in our ability to address this issue.

We have utilized many offerings available through CDLS to give our students an opportunity to take courses such as German, French, and Forensic Sciences. Each of these courses would be impossible for us to provide an instructor and therefore offer to our students. We are doing our students a disservice if we do not strive to give them the same opportunities that students in a suburban/urban area have.

Our students will be competing for the same colleges and workforce opportunities and need to have exposure to content that will enhance their ability to compete; CDLS helps us to level this playing field.

Equally in a small system, our students often struggle with the ability to take courses that may be offered at competing times within our system. There are many courses that we do not offer multiple sections and students are forced to make difficult decisions between classes they want to take. With the ability to offer courses in an online/blended setting, we can often alleviate this conflict for our students.

If there is the potential of more funding to help with the expansion and services that can be provided by CDLS, the Bayfield School District would be extremely grateful and more importantly the Bayfield School District students will be given more opportunities to build a portfolio of experiences that will serve them in their future endeavors."

Troy D. Zabel, Superintendent, Bayfield School District

Bayfield District Profile
- 1362 students – 348 high school students
- 32 students took the following supplemental online courses with a 97% success rate:
  ACT Math, Anatomy & Physiology, Applied Medical Terminology, Consumer Mathematics, Earth & Space Science, Forensic Science I: Secrets of the Dead, French 2, Geometry, Introduction to Accounting , Personal Psychology, Spanish 1, Spanish 2, Spanish 3
- Bayfield success rate of students taking online supplemental courses is 96%.
- Cost to district for 47 "student enrollments" taking 13 courses with online instructors for two semesters - $9,400
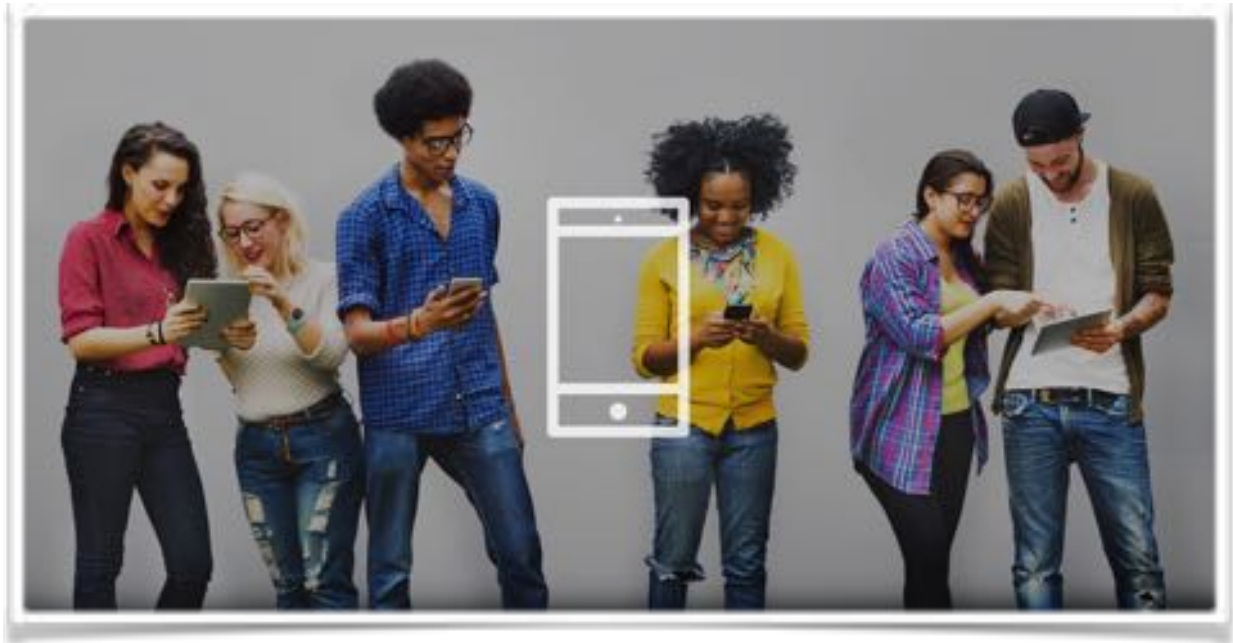
Professional Learning

Colorado Digital BOCES (CD BOCES) in partnership with the eLearn Collaborative (eLC) have begun to establish protocols, services and programs to address the new requirements for expanding digital learning through building capacity in educators and systems to effectively instruct and implement a variety of digital learning experiences.

eLC's professional development courses are designed to support practitioners' needs. eLC focuses on training that offers practical application for teachers and education leaders and are a blended format, combining facilitated and self-paced coursework. eLC courses align with International Association of K-12 Online Learning (iNACOL) National Quality Standards.

Since June 2015, eLC created eleven new professional development courses, each course is a 3-week course, 15 clock hours, available for 1 college credit. New courses include:

- Personalized Learning: Teacher's Data Dashboard
- Engaging Students Using Gamification
- Differentiation Strategies in a Blended Environment
- The Flipped Classroom: How can this work in your classroom?
- Rotation Blended Models: Which model is best for your class?
- Librarian's Role in Blended and Online Learning
- Instructional Best Practice Series
  - Instructional Best Practice: Science
  - Instructional Best Practice: English
  - Instructional Best Practice: Social Studies (History,Geography,Civics)
  - Instructional Best Practice: Special Education (online/blended)
  - Instructional Best Practice: Health/PE

Since June 2015, eLC has enrolled 250 educators and 415 course enrollments. Course offerings have included:

- Learning Management Systems Basics
- Introduction to Blended Learning
- Instructional Best Practice in Blended Learning
- Creating Digital Content for Blended Learning
- Digital Tools for Online and Blended Classrooms
- Project Based Learning in Blended Environments
- Personalized Learning: Teacher's Data Dashboard
- Online Course Development

CD BOCES has been working with their membership to pilot an induction program specifically designed to support teachers in online and blended learning settings and had its first induction cohort with five teachers participating.

CD BOCES is also developing an Approved State Model Educator Evaluation Training to train evaluators on the State Model Evaluation System and effective evaluator practices as it pertains to online and blended learning.

Consultative Services

Currently, consultative support has occurred through existing relationships and through word of mouth promotion. Consultative service protocol and engagement planning will formalize the consulting process for the 2016-17 school year. From our experience this year, consultative services often result in a need for professional development.

eLC and CD BOCES has engaged 10 school districts to help develop a protocol for consulting support. eLC and CD BOCES are working in different capacities with the following school districts:

Greeley-Evans School District: eLC partnered with Greeley-Evans Weld County District 6 of 1,000 teachers impacting 18,000 students. As a result of the consultations eLC provided professional development during the summer of 2015.

Lewis Palmer: CD BOCES has been collaborating with Lewis Palmer School District's Superintendent Karen Brofft on expanding blended learning in their district.

Mesa School District, Grand Junction: eLC will conduct and in-depth gap analysis for Mesa's online school. Additionally, eLC is providing consulting services to assist with the Grand River Academy's transition to a blended learning school. CD BOCES provided recommendations to GRA, including customized professional development based on the school's goals; a new-to-blended/online teacher induction program; a parent survey to gain stakeholder feedback and inform decision making; and a 3-day site visit by CD BOCES accreditation team after implementation for continuous improvement. Services include: a half day training on change management from full time online to blended school (Feb. 24) and eLC will provide teacher training during the summer of 2016; all

staff will be trained (12 staff) with three courses (36 enrollments).

District 49, Colorado Springs: eLC is partnering on an initiative to build online courses (7), and will train teachers in the district in the creation of digital learning content.
eLC is working with D49 to create 20 courses (Open Educational Resources - OER) to include in the OER Digital Content Warehouse for release mid-2016.

Poudre School District: Beginning consultation had identified a need for and interest in training teachers in the creation of digital learning content
and contribute to the Digital Content Warehouse.

St. Vrain Valley School District is consulting with eLC regarding the translation of their digital content into Spanish to support English Language Learners, as well as, teacher training in blended learning.

Jefferson County Public Schools has engaged eLC in the development of a train the trainers program for teachers in a blended learning environment.

Central Community School District: eLC has trained 15 district staff in 6 of our PD courses for blended learning. Will train 13 teachers to build digital learning content this summer, adding 13 more courses to Digital Content Warehouse.

Colorado Digital BOCES - Mountain View Virtual: eLC created customized, year-long, professional learning designed to support new online teachers. Additionally, eLC and CD BOCES will create 10 additional courses to contribute to the Digital Content Warehouse.

Peyton School District is working with CD BOCES in late March before spring break to help a teacher in her classroom with blended learning and with the implementation of their online high school that is newly created in the district. We will be doing a school visit and talk about goals of their specific implementation.
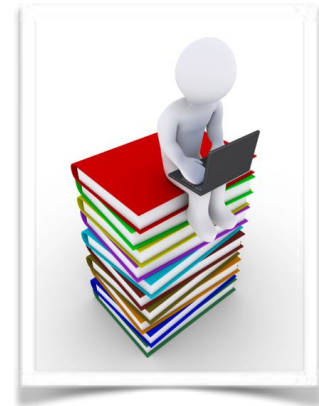
Systemic Projects

There are several projects that were initiated by eLC prior to partnership in this project that support the vision of expand digital learning for all students.

English Language Learner Work

eLC is working to pilot three PD course English-Spanish translations. Additionally, 10 student online courses will begin to be translated this spring.

Digital Course Warehouse/Open Education Resources (OER)

eLC was chosen as an official Regional Partner of Future Ready Schools, a joint project of the U.S. Department of Education and Alliance for Excellent Education, a national education policy and advocacy organization. The partnership recognizes eLC's Digital Content Warehouse project as a valuable source of free and shareable full online courses and other digital learning resources, created by teachers who are experts in e-learning for use by educators and school district leaders. The Digital Content Warehouse will launch spring 2016 with 23 courses will be ready-to-use online courses and content blended and online learning. A team of educators are reviewing and curating these courses to ensure consistency, quality, and standards alignment. The courses include:

• AP Biology	• Journalism (Semester)
• Health	• Math Integrated 1
• Language Arts (7th Grade)	• Math Integrated 3
• Math 5	• Math Financial Algebra
• Literacy 5	• Psychology
• Social Studies 5	• Civics (Semester)
• Weight Training	• Modern US History
• Physical Science (8th Grade)	• Economics (Semester)
• English 10	• Computer Applications (Semester)
• English 11	• Economics 101 (Semester)

Conference on Blended and Online Learning (CBOL) 2016

eLC hosts an annual signature professional learning event: Conference on Blended and Online Learning – and this year's event was the third annual and largest event yet. The conference was co-hosted this year by eLC and iNACOL with support from CD BOCES on February 18-19, 2016 at the History Colorado Center in Denver. eLC welcomed over 400 online, blended, and personalized learning educators, leaders, and thought partners. Keynotes Michael Horn, author of Blended, and

Richard Crandall, Colorado Education Commissioner, addressed the crowd and conference attendees chose from over 30 sessions. Beyond the sessions, attendees had plenty of time to visit with sponsors and network with colleagues.

The 414 registered attendees came from over 25 different school districts and 21 states, and 85 percent were educators. eLC welcomed educators serving as teachers, superintendents, legislators, State Board of Education members, other policy stakeholders, and CDE leadership.

Where is Digital Learning Headed?

Examining trends in the field of digital learning is a dynamic endeavor. Technological changes continue to shift the way we communicate, access and analyze information, and provide new paradigms for problem solving[4]. Changes in the field of education also shape how technology can be used to enhance and shift the learning environment and opportunities. While not exhaustive, the following trends synthesize what appears to be emerging from both fields, education and technology.

- Students continue to access digital learning. "We believe that by the year 2019 half of all classes for grades K-12 will be taught online..." Clayton Christensen, Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns (2008)
- Education is shifting toward a more individualized and personalized learning experience for all students.
- Education is continuing to emphasize competency-based learning, rather than required seat time as an indicator of expertise.
- Digital learning options are evolving across the country.
- Universities have already embraced the shift to digital learning. This trend is already accelerated in the higher educational system and beginning to take root in the K-12 system. According to the US Department of Education, National Center for Educational Statistics (IPEDS Spring 2013), the number of college students enrolled in online and blended courses has exceeded those in traditional courses by over 35% (23.9 million to 15.1 million).
- Academic content is becoming free. For example, Massive Open Online Courses (MOOC) provide access to courses and institutions around the world for free. While the MOOC trend has not developed in K-12 education, there is movement in towards sharing open educational resources (OER).

Multiple considerations for K-12 education space emerge from these trends. First, the opportunity to share in massive shared content opens the gate to learning equity for all students. K-12 schools need to prepare students for effective involvement in online learning in higher education and evolving workplace. K-12 schools must to adapt to a changing environment where content is free and choice through technology will drive student engagement. K-12 education exists in a growing, market driven economy. Public schools must change to meet these trends of face the inevitable downsizing and elimination that occurs in a free market environment.

---

[4] The following information was referenced in the analysis:
Keeping Pace with K-12 Digital Learning
Biggest Trends in Blended and Online Learning (Blog Post by Dan Reiner,)

Conclusion

Reviewing these emerging trends and implications in light of the services supported by the State of Colorado to expand digital learning for all students, in can be concluded that in many ways Colorado is positioned to assist districts, schools, teacher, students, families and communities adapt to the dynamic environment of public education. Many of the essential system components, such as high quality supplemental course offerings, a suite of professional development courses around blended learning targeted to educators, and protocols for assessing the needs of and providing consultative assistance to schools and districts, and identified talent to deliver the services are in place.

While the barriers to success are complex, Colorado is poised to deliver the future to our students. The potential reach and impact of the program would be exponentially magnified with additional funding and a clear road map for schools that is supported by accessible high-quality content, affordable consultation, and focused professional development.

In the end, it is all of our responsibility to ensure that today's youth can reach through technology to access, harvest, and process the knowledge that will drive Colorado forward tomorrow.

Appendices

Appendix I - CDLS Overview

[Colorado] Digital Learning Solutions
Providing Colorado's State-Supported Supplemental Online Course Program

What You Need to Know about Colorado Digital Learning Solution`s (CDLS) Supplemental Program:

- Colorado Digital Learning Solutions (CDLS) provides school districts access to high quality online courses that supplement current course offerings.
- Each online course is facilitated by a Colorado-certified instructor.
- A wide variety of courses are available at the middle and high school level, including career and technical education and elective courses.
- Courses are mobile friendly or optimized for mobile devices.
- CDLS and the local district work together to provide students on-site "facilitators" and support. Local facilitators can be counselors, administrators, teachers, para-professionals or a combination. This model has had a 70% or better successful completion rate for students participating in the program. The successful completion rate is determined by those students who complete courses with a final grade of 60% or higher.
- In working with school districts, CDLS provides all necessary progress reports and information on student progress.
- The cost is $200 per student per course (courses are a semester long).

What CDLS is NOT:
CDLS is not an online school. A school district works with CDLS to decide how to utilize the courses available based on the needs of the student.

How School Districts can use CDLS online courses:

Colorado Digital Learning Solution's supplemental course model supports many different student use cases. Based on specific student needs, CDLS will work with a school district to find the right solution, including accommodating specific registration/enrollment requests during the semester.

Typical Use Cases for Districts and Students

In working with a school district, Colorado Digital Learning Solutions can help districts:

- Offer courses that the district can't offer due to insufficient enrollment or lack of a qualified teacher.
- Offer a needed course that students can't take in their school district because of a scheduling conflict with other courses.
- Provide access to online courses for students unable to attend school.
- Provide a way for students who start school late to catch up via online courses.
- Provide access to courses for students who were suspended.
- Provide advanced and additional course options that the district does not offer (including electives, career and technical education, and language courses).
- Offer students opportunities for credit recovery.
- Address specific teacher shortages in critical content areas

To see what the CDLS platform looks like from the student's view, go to the student's orientation video at: http://tinyurl.com/CDLSStudent

CDLS
www.ColoradoDLS.org
info@coloradodls.org
(720) 458-4154

Upcoming Semester Info

Summer 2016 Semester
June 6 - July 29, 2016
Registration runs May 9 - June 10, 2016

Fall 2016 Semester
August 22 - December 16, 2016
Registration runs August 8 - September 9, 2016

If you have specific registration needs, please contact us and we'll work with you to find a solution!

For more information visit our website and click *Registration* on the homepage.

For more information contact:

Dan Morris
Marketing, Outreach, & Coordination
danmorris@coloradodls.org

Billi Jo Saunders
Registration & Information
billijosaunders@coloradodls.org

Teresa Yohon
Professional & Course Development
teresayohon@coloradodls.org

Bridget Kreutzer
Technology Services
bridgetkreutzer@coloradodls.org

Appendix II - CDLS Participation

[Colorado]
Digital Learning Solutions

Participating Locations in State Supported Supplemental Online Program (Jan 2016)

	DISTRICT	BOCES	Size		DISTRICT	BOCES	Size
1	BURLINGTON	ECBOCES	Small Rural	16	HOLLY	SEBOCES	Small Rural
2	HI-PLAINS	ECBOCES	Small Rural	17	ARCHULETA CNTY	SJBOCES	Rural
3	KIOWA	ECBOCES	Small Rural	18	BAYFIELD	SJBOCES	Rural
4	KIT CARSON	ECBOCES	Small Rural	19	DOLORES CNTY 2	SJBOCES	Small Rural
5	LIMON	ECBOCES	Small Rural	20	DOLORES	SJBOCES	Small Rural
6	STRASBURG	ECBOCES	Rural	21	DURANGO	SJBOCES	Rural
7	WOODLIN	ECBOCES	Small Rural	22	MANCOS	SJBOCES	Small Rural
8	HAXTUN	NEBOCES	Small Rural	23	SWColorado eSchool	SJBOCES	
9	OTIS	NEBOCES	Small Rural	24	MOFFAT 2	SLVBOCES	Small Rural
10	PLATEAU(Peetz)	NEBOCES	Small Rural	25	SARGENT	SLVBOCES	Small Rural
11	YUMA	NEBOCES	Small Rural	26	NORWOOD	UnBOCS	Small Rural
12	SOUTH ROUTT	NWBOCES	Small Rural	27	OURAY	UnBOCS	Small Rural
13	ELLICOTT	PPBOCES	Rural	28	CO School for Deaf & Blind		
14	LAS ANIMAS	SFTBOCES	Small Rural	29	DELTA CNTY - Vision Academy Charter		Rural
15	FOWLER	SCBOCES	Small Rural	30	GREELEY - University HS Charter		Urban
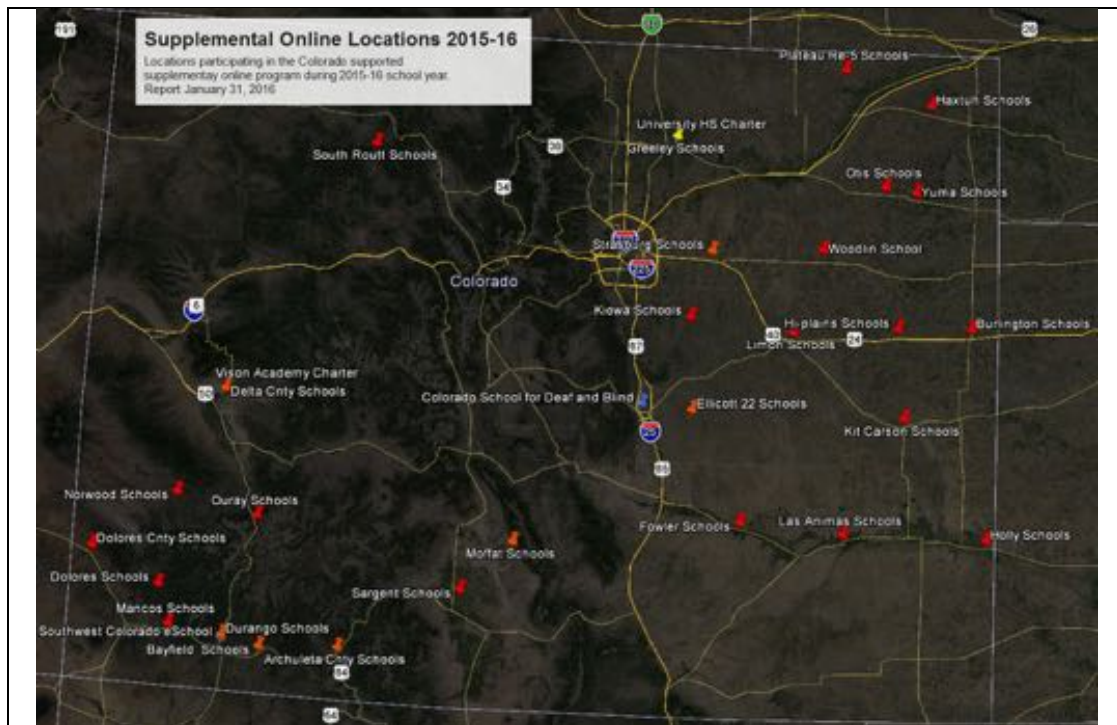
Appendix III - CDLS Fall 2015 Courses

Academic Success	Introduction to Business Administration
ACT English	Life Science - sem 1
ACT Mathematics	Music Appreciation
Algebra 1 - sem 1	Native American Studies - Historical Studies
Algebra 2 - sem 1	Personal Finance
Anatomy & Physiology - sem 1	Physical Education
Applied Medical Terminology - sem 1	Physical Science - sem 1
Art History & Appreciation	Physics - sem 1
Biology - sem 1	Pre-Calculus - sem 1
Chemistry - sem 1	Principles of Health Science
Classes	Principles of Law
Computer Programming - sem 1	Probability & Statistics
Consumer Mathematics	Professional Photography - sem 1
Digital Art	Psychology
Earth & Space Science - sem 1	Social Issues
Economics	Sociology
English 10 - sem 1	Spanish 1 - sem 1
English 11 - sem 1	Spanish 2 - sem 1
English 11 - sem 1	U.S. Government
English 12 - sem 1	U.S. History - sem 1
English 7 - sem 1	Web Design
English 9 - sem 1	World Geography - sem 1
French 1 - sem 1	World History - sem 1
French 2 - sem 1	World Literature - sem 1
Geometry - sem 1	
Health	
Integrated Physics & Chemistry - sem 1	

Appendix IV - eLearn Collaborative

eLearn Collaborative

Expanding Quality Blended and Online Learning

The **eLearn Collaborative** (ELC) is a nonprofit organization, providing services and resources for blended and online learning to schools, districts, and education organizations. Our entire organization is made up of education practitioners who are deemed experts in blended and online learning, thus we understand the needs of practitioners who work directly with students.

We provide the services and resources for education organizations implementing blended and/or online learning

Consulting Services

Services include planning and implementation of school or district-wide blended and/or online learning, building infrastructure, budgeting and finance, and student engagement.

Digital Content Warehouse

We currently house 20+ online courses for blended learning at little to no cost for districts and schools. The DCW continues to grow with another 20+ courses planned to be added this year. In the near future, all courses will be available in Spanish supporting ELL programs.

Professional Development

Training is *for* practitioners *by* practitioners, with courses designed to be delivered in three week sessions for optimum teacher participation. Participants walk away with tools that can be used immediately to start blended learning practice.

Is My District a Good Candidate?

Has your school or district said any of the following?

• "We are ready to implement blended learning, but we cannot find teacher training."
• "We have some resources from outside providers, but the cost is too high."
• "The training resources we have found are too high level and don't directly apply to teachers and school leaders."
• "We want to offer PD that is flexible and can be accessed anytime, anywhere."

...then we can work with you.

What is the Cost?

Initial consultation is free. We are a nonprofit organization, and we offer services that ensure affordable, scalable and sustainable resources for education organizations. Our services are affordable and fall within district and school budgets.

Getting Started

We can't wait to work with you. **Visit eLearnCollaborative.org or email Info@elearncollaborative.org** and include the following information:

• **Contact information**, including name, email address and phone number
• **School or district information**, including name, address, number of students, and number of buildings

eLearn Collaborative

Professional Development Courses

ELC's professional development courses are designed to support practitioners' needs. We focus on training that offers practical application for teachers and education leaders. Custom packages can be created for specific district or school needs. Combination of facilitated and self-paced courses. Professional development facilitated courses provide live direct instruction with trained experienced facilitators. Our courses align with national quality standards. All courses are 3-week courses,15 Clock Hours, available for 1 college credit.

Learning Management Systems Basics

Introduction to Blended Learning

Instructional Best Practice in Blended Learning

Creating Digital Content for Blended Learning

Digital Tools for Online and Blended Classrooms

Project Based Learning in Blended Environments

Personalized Learning: Teacher's Data Dashboard

Online Course Development

Engaging Students Using Gamification

Differentiation Strategies in a Blended Environment

The Flipped Classroom: How can this work in your classroom?

Rotation Blended Models: Which model is best for your class?

Librarian's Role in Blended and Online Learning

Instructional Best Practice Series

Instructional Best Practice: Science

Instructional Best Practice: English

Instructional Best Practice: Social Studies (history, geography, civics)

Instructional Best Practice: Special Education (online and/or blended learning)

eLearnCollaborative.org

Appendix V - Colorado Digital BOCES

Revolutionizing blended programs and online schools by fulfilling the promise of academic excellence for any student, anytime, anywhere.

Authorizing multi-district blended and online learning contract schools

Providing customized services to blended and online learning environments

Unique Services For Online Blended Learning Schools and Programs

- **Supplemental Online Courses**
- **Needs Assessment for School Improvement Planning and Evaluation**
- **Authorization and Accreditation**
- **Assessment and Data Analysis**
- **Educator Effectiveness Training**
- **Induction and Mentoring for Principals and Teachers**
- **Professional Development Training Center for Principals and Teachers**
- **Workforce Readiness and Soft Skills Training Student Lab**
- **Consulting Services for Online and Blended Learning Environments**

AN **INCUBATOR** FOR BLENDED AND ONLINE **LEARNING** AND **TEACHING**

PARTNERS
School District 49
Pikes Peak Community College
eLearn Collaborative
STEMsCO

The Colorado Digital BOCES is

- Providing a turn-key solution for supplemental online courses
- Building the necessary infrastructure and support systems to establish effective and compliant blended and online learning schools and programs
- Offering online and blended learning expertise to support all teachers, administrators and staff
- Ensuring excellence from service providers by being a highly engaged and supportive authorizer
- Clearly communicating expectations to service providers and all stakeholders
- Monitoring real-time data to ensure swift action is taken when challenges emerge
- Passionate about improving online and blended learning education through support, accountability and collaboration

Serving students in blended and online learning schools and programs through unprecedented collaboration, accountability and support.

CDBOCES.ORG   (719) 418-5276   Kim McClelland, Executive Director

Appendix VI - Year to Date Fiscal Activity

Statement of Financial Activities
Revenue with Expense by Program Code
February 29, 2016

67% of year completed

[Colorado] Digital Learning Solutions
Consolidated CEOL Grant

CDLS - Location 601

	Fund 22 YTD		Proposed Amended Budget
Grant Revenue	YTD		
Mtn BOCES remittance	156,214	50%	312,427
Total Revenue	$ 156,214		$ 312,427
Expenditures			
Instructional Program - 0010			
Educational Purchased Svcs			
Instructional Salaries			
Benefits			
Purchased Courses	55,488	59%	94,383
Total Instructional Program	55,488	59%	94,383
Student Support Svcs - 2100			
Salaries *	31,267	58%	53,600
Benefits *	6,227	59%	10,613
Assessments			
Total Student Support	37,494	58%	64,213
Instructional Staff Support Services - 2200			
On line course PD/needs assess			4,936
Professional Dev			
Staff Development			1,000
Tech Data Services			
Total Instructional Support	-	0%	5,936

ELC - Location 602

	Fund 22 YTD		Proposed Amended Budget
Grant Revenue	YTD		
Mtn BOCES remittance	74,187	50%	148,373
Total Revenue	$ 74,187	50%	$ 148,373
Expenditures			
Instructional Program - 0010			
Educational Purchased Svcs			
Instructional Salaries			
Benefits			
Instructional Purchased Svcs	19,485	50%	39,064
Total Instructional	19,485	50%	39,064
Student Support Svcs - 2100			
Salaries			-
Benefits			-
Assessments			
Total Student Support	-		-
Instructional Staff Support Services - 2200			
Purchased Services	26,513	81%	32,769
Professional Dev			
Staff Development			
Tech Data Services			
Total Instructional Support	26,513	81%	32,769

Total CEOL

	Fund 22 YTD		Proposed Amended Budget
Grant Revenue	YTD		
Mtn BOCES remittance	230,400	50%	460,800
Total Revenue	$ 230,400	50%	$ 460,800
Expenditures			
Instructional Program - 0010			
Educational Purchased Svcs			
Instructional Salaries			
Benefits			
Purchased Courses	74,973	56%	133,447
Total Instructional	74,973	56%	133,447
Student Support Svcs - 2100			
Salaries *	31,267	70%	53,600
Benefits *	6,227		10,613
Assessments			-
Total Student Support	37,494	58%	64,213
Instructional Staff Support Services - 2200			
Purchased Services	26,513	70%	37,705
Professional Dev			-
Staff Development	-	0%	1,000
Tech Data Services			-
Total Instructional Support	26,513	69%	38,705

C:\Users\bridgway\Google Drive\0-CDBOCES\2015-16\BoD-20160315\02-29-2016 Revised Financial Statements.xlsx

3/15/2016 - 1:44 PM

Statement of Financial Activities
Revenue with Expense by Program Code
February 29, 2016

Consolidated CEOL Grant

[Colorado] Digital Learning Solutions

67% of year completed

CDLS - Location 601

	Fund 22 YTD		Proposed Amended Budget
General Administration Support -2300			
Salaries			
Benefits			
Travel and Registrat	896		-
Conference Expenses			
Exec Council			1,454
Office Supplies	173		
Purchased Services**	21,250	31%	67,724
Advertising	599	10%	6,204
Total General Admin	**22,918**	**30%**	**75,382**
School Admin - 2400			
Purchased Services	-		-
Total School Admin	**-**		**-**
Central Support Svcs 2800			
Salaries ***	31,244	58%	53,600
Benefits ***	6,222	59%	10,613
Tech Support Services	426	7%	6,500
Telephone			1,800
Total Central Support Serv	**37,892**	**52%**	**72,513**
Total Expenditures	**153,793**	**49%**	**312,427**
Net Change to Fund Balance	**$ 2,421**		**$ -**

ELC - Location 602

	Fund 22 YTD		Proposed Amended Budget
General Administration Support -2300			
Salaries ****	18,550	68%	27,257
Benefits ****	4,398	68%	6,430
Travel and Registrat	2,318	67%	3,442
Conference Expenses	9,084		9,084
Exec Council			-
Office Supplies	2,835	58%	4,860
Purchased Services			
Advertising	-		
Total General Admin Svcs	**37,185**	**73%**	**51,073**
School Admin - 2400			
Purchased Services	20,380		22,964
Total School Admin	**20,380**	**89%**	**22,964**
Central Support Svcs - 2800			
Salaries			
Benefits			
Tech Support Services	1,400	58%	2,400
Telephone	60	58%	103
Total Central Support Serv	**1,460**	**58%**	**2,503**
Total Expenditures	**105,023**	**71%**	**148,373**
Net Change to Fund Balance	**$ (30,837)**		**$ 0**

Total CEOL

	Fund 22 YTD		Proposed Amended Budget
General Administration Support -2300			
Salaries ****	18,550	68%	27,257
Benefits ****	4,398	68%	6,430
Travel and Registrat	3,214	93%	3,442
Conference Expenses	9,084	100%	9,084
Exec Council	-	0%	1,454
Office Supplies	3,008	62%	4,860
Purchased Services**	21,250	31%	67,724
Advertising	599	10%	6,204
Total General Admin Svcs	**60,103**	**48%**	**126,455**
School Admin - 2400			
Purchased Services	20,380	89%	22,964
Total School Admin	**20,380**	**89%**	**22,964**
Central Support Svcs - 2800			
Salaries ***	31,244	58%	53,600
Benefits ***	6,222	59%	10,613
Tech Support Services	1,826	21%	8,900
Telephone	60	3%	1,903
Total Central Support Serv	**39,352**	**52%**	**75,016**
Total Expenditures	**258,816**	**56%**	**460,800**
Net Change to Fund Balance	**$ (28,416)**		**$ 0**

* Billy Jo Vohs-Saunders
** Dan Morris
*** Bridget Kreutzer
**** Judy Perez-Bauernschmidt

C:\Users\bridgway\Google Drive\0-CDBOCES\2015-16\BoD-20160315\02-29-2016 Revised Financial Statements.xlsx

3/15/2016 - 1:44 PM