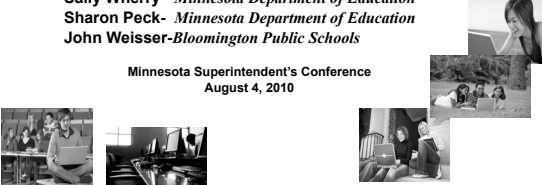


Minnesota
Department
of Education

Minnesota Online Learning The Current Landscape

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Minnesota
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Topics To Be Covered

- Definition of Online Learning
- OLL Program Structure and Models
- Current Legislation
- Reporting and Funding overview
- Minnesota Data
- One district's approach to OLL



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What is Online Learning (OLL)?

"Online learning" is an interactive course or program that...

- delivers instruction from a teacher to a student by computer,
- is combined with other traditional delivery methods that include frequent student assessment,
- may include actual teacher contact time;
- meets or exceeds state academic standards."

-M.S. 124D.095 – Online Learning Options Act, Subd. 2(a)

3

What is an Online Learning (OLL) Provider?

- a school district
- an intermediate school district
- an organization of two or more school districts operating under a joint powers agreement, or
- a charter school
...located in Minnesota that provides online learning to students.


M.S. 124D.095 – Online Learning Options Act, Subd. 2(a)

Types of OLL Instruction

% Online	Type	Typical Description
0%	Traditional	Face-to-Face (F2F) content delivery.
1-29%	Web-Facilitated	Web-based technology enhances F2F course. Uses CMS and web pages to post syllabus and assignments.
30-79%	Blended or Hybrid	Blends online & F2F delivery. Substantial content & discussion occurs online.
80% +	Online Learning	Most or all of content delivered online. Typically has no F2F meetings.

Sloane Center for Online Education (SCOLE) 2005

OLL can occur....

- from home
 - from a classroom setting
 - from a media center
 - from a public library
 - from any computer that is networked for the internet.
- 
- during the school day
 - in the evening
 - during summer -however, funding for summer instruction is limited to learning year programs.

Features of Online Learning (OLL)

- Place independent
- Time independent
- Convenience
- Internet resources
- Accessibility
- Technology interest
- New opportunities for learning (from remediation to enrichment)

7

Online Learning: Options for Interaction

Asynchronous discussions
Online advising meetings
Tutor support
Structured group activity
Mentorships with community experts
E-mail
E-panel discussions
Interactive E-lectures (web conferencing)
Discussion with online experts

Synchronous messaging or videoconferencing
Online office hours
Simulations
E-portfolios
Blogs
Case studies
Civic engagement
Service learning

Online Learning legislation- MS 124D.095

Definitions:

- "Online learning" is an interactive course or program that delivers instruction from a teacher to a student by computer; is combined with other traditional delivery methods that include frequent student assessment and may include actual teacher contact time; and meets or exceeds state academic standards.

Definitions:

- "Online learning provider" is a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students.

- "Enrolling district" means the school district or charter school in which a student is enrolled under section 120A.22, subdivision 4, for purposes of compulsory attendance.

Definitions:

- "Supplemental online learning" means an online course taken in place of a course period during the regular school day at a local district school.

- "Full-time online provider" means an enrolling school authorized by the department to deliver comprehensive public education at any or all of the elementary, middle, or high school levels.

Definitions:

- "Online course syllabus" is a written document that an online learning provider transmits to the enrolling district using a format prescribed by the commissioner to identify the state academic standards embedded in an online course, the course content outline, required course assessments, expectations for actual teacher contact time and other student-to-teacher communications, and the academic support available to the online learning student.

Online learning parameters:

- An online learning student must receive academic credit for completing the requirements of an online learning course or program.
- Secondary credits granted to an online learning student count toward the graduation and credit requirements of the enrolling district.
- The enrolling district must apply the same graduation requirements to all students, including online learning students, and must continue to provide nonacademic services to online learning students.

Online learning parameters:

- The enrolling district must use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for transfer students under section 124D.03, subdivision 9.
- The enrolling district may reduce the course schedule of an online learning student in proportion to the number of online learning courses the student takes from an online learning provider that is not the enrolling district.

An online learning student may:

- enroll in supplemental online learning courses equal to a maximum of 50 percent of the student's full schedule of courses per term
- complete course work at a grade level that is different from the student's current grade level; and,
- enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.

Online learning parameters:

- An online learning student has the same access to the computer hardware and education software available in a school as all other students in the enrolling district.
- An online learning provider must assist an online learning student whose family qualifies for the education tax credit under section 290.0674 to acquire computer hardware and educational software for online learning purposes.

Online learning parameters:

- An enrolling district may offer online learning to its enrolled students. Such online learning does not generate online learning funds under this section.
- An enrolling district that offers online learning only to its enrolled students is not subject to the reporting requirements or review criteria under subdivision 7, unless the enrolling district is a full-time online provider.
- An online learning student may participate in the extracurricular activities of the enrolling district on the same basis as other enrolled students

OLL Funding and Reporting

Student	OLL		Funding		Reporting to MDE		Notice From OLL to:	
	Where Enrolled Now	Level of Enrollment	OLL Provider	Enrolling District	OLL Provider	Enrolling District	Resident District	Enrolling District
OLL Provider (not OLL Provider)	Comprehensive Full-time	100% via Gen Ed			MARSS		Open Enrollment Application	Notification of Change in Student Enrollment & Request for Records to Prior Enrolling School
OLL Provider Charter	Comprehensive Full-time	100% via Gen Ed			MARSS		No formal notice unless the Resident District is the Enrolling District	Notification of Change in Student Enrollment & Request for Records to Prior Enrolling School
Other MN Public (not OLL Provider)	Supplemental via Statute	88% Basic, 12% via Gen Ed			Course Completion	MARSS and OLL	No formal notice unless the Resident District is the Enrolling District	OLL Supplemental Notice of Student Registration to Enrolling School
Other MN Public (not OLL Provider)	Supplemental via Contract for Instructional Services	Tuition	100% via Gen Ed		None	MARSS	No formal notice unless the Resident District is the Enrolling District	Custom agreement between enrolling school and OLL Provider
Nonpublic/ Home School	Supplemental via Contract for Instructional Services	Tuition	N/A		None	N/A	N/A	Custom agreement between participating school and OLL Provider

FY10 OLL Aid Per Credit for Secondary Student

<u>Credit</u>	<u>OLL Aid</u>
Q	\$244
T	\$327
S	\$488
Y	\$977

OLL Aid Reconciled

- At year-end public school status is verified via comparison with MARSS
- OLL Aid is recovered if student is ineligible
 - Not enrolled in Minnesota public school
 - Not a public school student

Legislation Changes in 2009:

- Online provider must make online course syllabus available to enrolling district
- Online provider must report or make available information on student progress and accumulated credit to the student, the student's parent and the enrolling district
- The enrolling district must designate a contact person to help facilitate and monitor student progress and credits

MN Online Learning Data

	2008-2009	2007-2008	2006-2007
Comprehensive Providers	17	15	n/a
Supplemental Providers	21 8 (supplemental only)	21 6 (supplemental only)	22
Number of Consortia	6	4	4
**Districts offering online to their own students only	n/a	n/a	n/a

MN Online Learning Data

Number of comprehensively enrolled OLL students is growing:

Year	Students	ADM
FY06	1,985	1,346
FY07	3,006	1,998
FY08	4,971	2,930
FY09	7,726	4,388

Source: MARSS

MN Online Learning Data

Supplemental OLL participation is growing:

Year	ADM	Students	Aid
FY06	50.39	325	\$311,311.03
FY07	85.62	564	\$548,476.90
FY08	111.37	836	\$733,627.16
FY09	122.27	884	\$812,723.83

Bloomington Public Schools

1. Do you believe online learning will play a significant role in our district?
2. What specifically are we doing about it?

Bloomington Public Schools

Two high schools, 3266 students

1. Currently – 11% of seniors graduated having taken a hybrid course.
Target – 50% of seniors. . . by 2015.
2. Currently – 1% of course offerings are hybrid or online.
Target – 25% of courses . . . by 2015.

	Monday	Tuesday	Wednesday	Thursday	Friday
1	Class	Online	Class	Class	Online
2	Everyone	Group A	Group B	Group A	Group B
3	Everyone	Everyone	Everyone	Work Day	Work Day

BPS 1. Teacher Tools and Software

- Moodle – “online classroom” for all courses.
- Collaborative Tools(web 2) – wikis, blogs, collaborative docs, student email, chat.
- Hardware for Content Creation – IWB and document camera recording, screen capture and PDF creation.
- Teacher Web Pages – that feed a Parent Portal



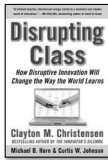
BPS 2. Teaching and Professional Development

- Online PD – home grown and subscription.
- Cohort Model – “comprehensive, sustained, and intensive” (NSDC).
- Standards for Online Instruction – keep quality high and in line with district standards.
- Curriculum Cycle – utilize existing processes.



BPS 3. Curriculum, Policy and Reporting

- Home-School Connections – websites, parent portal, and file server access.
- Kid Gear – open wifi, encourage personal laptops, smartphones.
- Online Curriculum – don’t recreate the wheel.
- New Opportunities – early bird, summer acceleration, homeschool, “non-consumers” (*Disrupting Class*, Clayton Christensen)



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http://education.state.mn.us/MDE/Academic_Excellence/School_Choice/Public_School_Choice/Online_Learning/index.html
