## **Online Program Expansion Application**

The three broad possible pathways for schools to provide online instruction include:

1. Blended learning:

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.

1. Supplemental online learning:

Supplemental online learning means a course delivered via a technologically enhanced format to one or more students at a location that is remote from the delivery point (e.g. a student’s home) to augment the education program provided by the school.

1. Complete online program:

Online program means a full-time, education program authorized pursuant to this article that delivers a sequential program of synchronous or asynchronous instruction directed by a teacher primarily through online digital learning strategies that provide students choice over time, place, and path, and teacher-guided modality of learning. Complete online programs require both CSI and CDE approval.

**If the Applicant intends to offer an online program, the following information must be addressed.**

1. Describe an overview of and timeline for the school’s proposed program.
2. Describe the target student population for the proposed program. The description should include, but not be limited to, the percent of students with disabilities, gifted and talented students, English Learners, minority students, and students eligible for free- or reduced-price lunch that the school anticipates enrolling after the expansion.
3. Describe the rationale for why the school is requesting the addition of the program.
4. Provide specific evidence (e.g., current school enrollment waiting lists, application interest lists, letters of support from community stakeholders, official written support, etc.) that that student/family demand exists for the proposed expansion and is aligned to the enrollment projections. Include an enrollment table that reflects the proposed program.
5. Describe how the proposed program will support the community. This description should include how the proposed program will enable the school to adequately serve educationally disadvantaged students.
6. Discuss the degree to which the charter school has engaged community members regarding the proposed program. This description should include the nature and extent of any ongoing community involvement in the governance and/or operations of the school.
7. Describe how the school will ensure students participating in online courses/activities have the appropriate electronic equipment and resources to participate in the program.
8. [ONLY REQUIRED FOR SUPPLEMENTAL ONLINE LEARNING] Describe the ways in which teacher-pupil instruction and contact time will occur outside the classroom.
9. [ONLY REQUIRED FOR SUPPLEMENTAL ONLINE LEARNING] Describe the ways in which attendance/participation will be documented during the off-site, online portion of programming.
	1. Provide an equivalency statement that clarifies the amount of teacher-pupil instruction and contact time that should be applied to blended learning courses. (This statement may describe the total amount of instruction for both the face-to-face and online portion of the course combined, OR
	2. This statement may describe only the amount of instruction associated with the online portion of the course (to be combined with the in-class portion as evidenced by the school calendar and bell schedule)
10. [ONLY REQUIRED FOR SUPPLEMENTAL ONLINE LEARNING] Who is responsible for providing instruction in the online program? Are the teachers subcontracted from a content provider?
11. [ONLY REQUIRED FOR BLENDED LEARNING PROGRAMS] Describe how the school will ensure that the blended learning staff have the necessary qualifications and appropriate knowledge in applying both digital and non-digital teaching and learning methods, instruction, differentiated assessment and data analysis in addition to training on the use of programs or tools.
12. [ONLY REQUIRED FOR BLENDED LEARNING PROGRAMS] Describe how the same teacher of record provides and/or coordinates instruction through a digital platform to augment the curriculum and instruction being delivered within the classroom in a traditional brick-and-mortar setting.
13. [ONLY REQUIRED FOR BLENDED LEARNING PROGRAMS] Explain in detail how this program will provide services to English Learners (EL) and students with disabilities. Additionally, describe how the program will meet the needs of undeserved student populations. including how the program will implement an MTSS process.
14. [ONLY REQUIRED FOR BLENDED LEARNING PROGRAMS] Describe the ways in which teacher-pupil instruction and contact time can occur outside the classroom (i.e., during the off-site online portion of the class).
15. [ONLY REQUIRED FOR BLENDED LEARNING PROGRAMS] Describe the ways in which attendance/participation will be documented during the off-site, online portion of programming.
	1. Provide an equivalency statement that clarifies the amount of teacher-pupil instruction and contact time that should be applied to blended learning courses. (This statement may describe the total amount of instruction for both the face-to-face and online portion of the course combined, OR
	2. This statement may describe only the amount of instruction associated with the online portion of the course (to be combined with the in-class portion as evidenced by the school calendar and bell schedule)
16. [REQUIRED FOR BLENDED LEARNING PROGRAMS AND COMPLETE ONLINE PROGRAMS] Provide a complete and realistic three‐year budget projection (current year + two additional years) that appropriately reflects the expenses and revenue related to the school, taking into account the requested program, and detailed by the CDE Chart of Accounts program and object codes. The CSI Budget Template must be used (linked here and available on the CSI website).
17. [REQUIRED FOR BLENDED LEARNING PROGRAMS AND COMPLETE ONLINE PROGRAMS] Provide a budget narrative that thoroughly justifies the revenue and cost assumptions made in the budget projection. The narrative should provide detail on any specific changes to the budget that will occur as a result of the requested expansion and focus on demonstrating that the blended learning program will be financially solvent.
18. [ONLY REQUIRED FOR COMPLETE ONLINE PROGRAMS] This is aligned with the CDE Single District Online Program Narrative.
	1. Provide an overview of the online program. Include a description of the mission, vision, and goals.
	2. Who is responsible for providing instruction in the online program? Are the teachers subcontracted from a content provider? Are the teachers licensed in Colorado?
	3. Describe the method(s) of instruction. Include examples of synchronous and asynchronous activities that the teachers will utilize during instruction.
	4. Describe the frequency of teacher to student interaction and instruction.
	5. What forms of technology that will be used for teacher to student interaction and instruction?
	6. Explain in detail how this program will provide services to English Learners (EL) and students with disabilities. Additionally, describe how the program will meet the needs of undeserved student populations. including how the program will implement an MTSS process.
	7. Describe the selected curriculum for each grade-level span (elementary, middle, high) the school or program will serve.
	8. Describe how the school or program will protect student personally identifiable information in accordance with state and federal data privacy laws including but not limited to Children’s Online Privacy Protection Act (COPPA), the Family Educational Rights and Privacy Act (FERPA), and the Student Data Transparency and Security Act (SDTSA).
	9. If the school or program will be a diploma granting institution, provide an outline of the graduation requirements and adherence to graduation guidelines.
	10. Please attach proposed schedule (Semester, Trimester, Quarter, Hexter) and school calendar.
	11. Please attach a Bell Equivalent Schedule/Statement (The purpose of an equivalent bell schedule is to define the equivalent amount of teacher-pupil instruction and contact time students would receive if taking the same or similar course in a brick and mortar classroom setting.) For more information about bell equivalent schedule statements please visit https://www.cde.state.co.us/cdefinance/auditunit\_pupilcount
	12. Please attach a list of courses that will be provided.

If the Applicant intends for the school to be a MULTI-DISTRICT ONLINE SCHOOL, the Applicant will need to submit its written plan for compliance with the Quality Standards for Online Schools and Programs, which is included in the CDE [Multi-District Online Schools document](https://www.cde.state.co.us/onlinelearning/events), as an addendum to this application.

If the Applicant intends for the school to be a SINGLE-DISTRICT ONLINE SCHOOL, the Applicant should submit its written plan for recognition as a Single-District Online School, which is included in the CDE [Narrative Questions Document](https://www.cde.state.co.us/onlinelearning/application), as an addendum to this application.