

ALTERNATIVE EDUCATION AND FLEXIBLE LEARNING OPTIONS

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Crystal Mountain

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AGENDA

- Alternative Education Update
- Testing Out
- Personal Curriculum
- Virtual Learning Options
- Alternative Education (Hours and Days) Waivers
- Competency-Based Education Overview

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SYSTEMIC INFRASTRUCTURE

- Learner-Centered Supports:** Deeper Learning, Personalized Learning, Differentiated Supports, Aligned Curriculum, Feedback
- Strategic Partnerships:** Parent, Family, & Community Services; District Partnerships; Postsecondary/Higher Education Access; Workforce Preparation
- Effective Education Workforce:** Development of New Educators & Leaders; Support for Practicing Educators & Leaders; Equity Across the System

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COUNTING OLDER STUDENTS

- A pupil may be counted for membership if...
 - The pupil is less than 22 years of age as of September 1 of the school year
 - had dropped out of school
 - and is enrolled in a public school academy or an alternative education high school diploma program that is **primarily focused on educating pupils with extreme barriers to education.**
- [MCL 388.1606](#)

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EXTREME BARRIERS

- Pupils who
 - Have been referred by the Juvenile Justice System
 - Have been part of the foster care system
 - Are refugees from a foreign country
 - Are in extreme poverty
 - Have experienced homelessness
 - Have experienced abuse/neglect

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ALTERNATIVE EDUCATION

- To be considered an Alternative Education entity by MDE:
 - Education Entity Master (EEM) – Use Alt Ed Emphasis Designation
 - MSDS – Make sure all students are flagged as Alt Ed students (Code: 9220)

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TESTING OUT

- Students can earn credit for content required under the Michigan Merit Curriculum by testing out.
- According to the MMC Law, Section 380.1278(1)(4)(c), a public school can grant credit to students for earning a score, determined by the MDE or by the school district, on the assessments developed or selected for the subject area.
- The school is responsible for ensuring that a student's understanding of the subject area content applies to the credit.
- See [Testing Out FAQ](#) online

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PERSONAL CURRICULUM

- The legislative intent of the Personal Curriculum (PC) is to individualize the rigor and relevance of the educational experience and provide a tool to help ALL students succeed with the Michigan Merit Curriculum (MMC).
- All Students are Eligible (based on need)
- The latest data indicate that the use of the PC has risen steadily since the inception of the MMC
 - In the 2017-18 school year 9,657 students used a PC to modify the MMC

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PERSONAL CURRICULUM (PC): FOUR REASONS

- To go beyond the academic credit requirements
- To modify the mathematics requirement (enrichment)
- To modify the requirements based on the disability of a student with an IEP
- To modify credit requirements for a transfer student
- Guides online at our [Personal Curriculum Site!](#)

MDE Contact: Rashell Bowerman (BowermanRI@michigan.gov)

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VIRTUAL LEARNING OPTIONS OVERVIEW

- Governed by [21f Law](#) and Section 5-O-D of the Pupil Accounting Manual
- Course must be selected from a course syllabus published in:
 - Statewide Course Catalog OR
 - District's Catalog of Board-Approved Courses
- Parental Consent Required (unless 18)
- For Grades 6-12: Students may request 2 virtual courses during an academic term, semester, or trimester
- Enrollment in one of the first two virtual courses may be denied based one of 12 reasons outlined in the Pupil Accounting Manual
- Appeal Process (to ISD)
- Grades K-5 Possible

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VIRTUAL LEARNING OPTIONS 2+ COURSES

- If the pupil is enrolled in more than 2 virtual courses – the following conditions must be met:
 - Best Interest of Pupil
 - Pupil agrees with district recommendation
 - [Education Development Plan \(EDP\)](#) needed
 - For K-6, EDP may include additional elements (spelled out in Pupil Accounting Manual)

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HOW DO YOU USE VIRTUAL LEARNING OPTIONS?

- Does your district or program utilize virtual learning options through 5-O-D?
- How have you used it to help support students?
- What challenges have you encountered?

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ALTERNATIVE EDUCATION/INNOVATIVE PROGRAMS - HOURS AND DAYS WAIVERS

- State School Aid Act Section 101 (9)
 - “the superintendent may waive for a district the minimum number of hours and days of pupil instruction”
- Waives 1098 minimum hours (878.4 minimum)
- Waives 180 minimum days requirement (146 minimum)
- Can apply to programs within LEA, ISD, or PSA
- Allows for flexibility around professional development, transportation, students with various challenges, one-on-one time with students

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YOUR EXPERIENCES WITH THE WAIVER

- Does your district or program utilize this waiver?
- How have you used it?

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WHAT'S ON THE APPLICATION?

- Hours and/or Days Reduction Request
- Program Description
- How will the program specifically utilize the time not reported as instructional time to promote student success?
- How will the waiver enhance the education of students?
- What innovative ideas are being proposed?
- How is success being measured locally?

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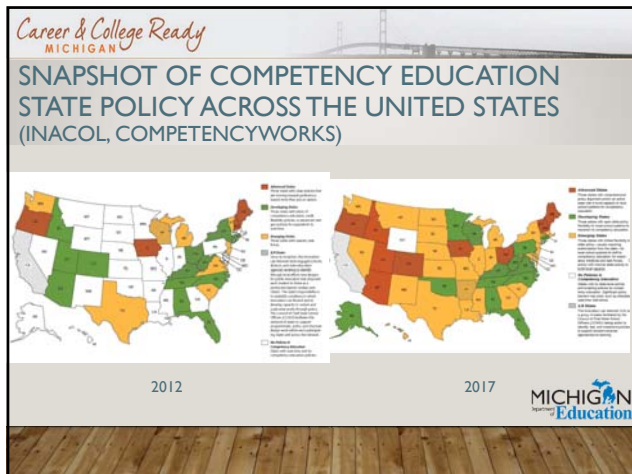
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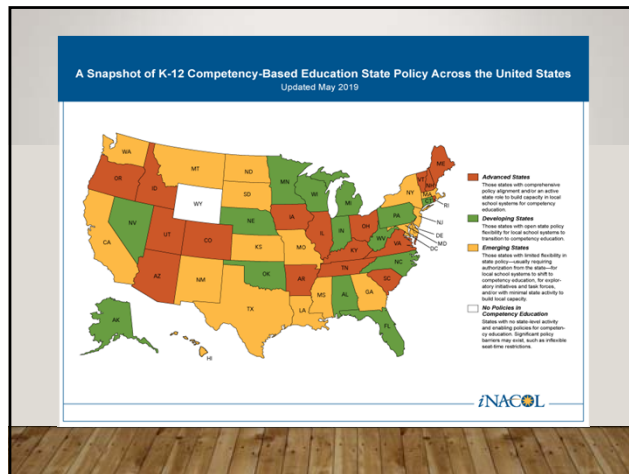
- Application window closed for 2019-20
- Applications are reviewed using the rubric (located at Alt Ed site)
- Year-End Report due in July following the school year
- All materials available at www.Michigan.gov/alted

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Competency-Based Education (Sturgis, 2015): System

- Students advance upon demonstrated mastery;
- Competencies include explicit, measurable, transferable learning objectives that empower students;
- Assessment is meaningful and a positive learning experience for students;
- Students receive timely, differentiated support based on their individual learning needs; and
- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Personalized Learning: Student	Personalized Teaching: Instructional Delivery	Educational Technology: Leveraging Tools
<ul style="list-style-type: none"> • Choice • Context • Pacing • Relevance • Proficiency 	<ul style="list-style-type: none"> • Collaboration • Flexibility • Student ownership • Facilitation 	<ul style="list-style-type: none"> • Access • Customization • Engagement • Data use

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Traditional Systems	VS	Competency-Based Systems
Based on Participation and Seat Time	Credit	Based on Proficiency in Content Standards
Dependent on Lesson Delivery by Teacher	Content Pacing	Variable Based on Student Mastery
Based on Marking Periods or Courses	Reporting	Based on Learning Targets or Competencies
Measure what Students Know	Assessments	Measure what Students Know and Can Do
Delivered and Assessed in Classrooms	Content	Delivered and Assessed through Multiple Pathways Including Out of School Activities


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COMPETENCY-BASED EDUCATION IS NOT ...

- Strictly online courses
- A way to replace teachers
- A “program” that can be added



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COMPETENCY-BASED EDUCATION PILOT GRANT (SECTION 21J)

- \$500,000 competitive grants for 2017-2018
 - (3 years)
- Design and implementation of C-BE programs to provide enhanced choice to pupils and parents for completion of high school diploma

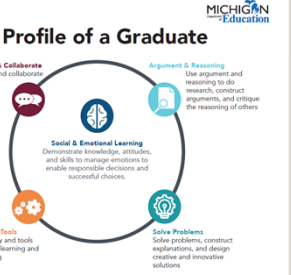
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Profile of a Graduate

Michigan has high expectations to prepare students for life after K-12 education. Career & college-ready students possess the skills necessary to earn a well-paying wage and participate in post-secondary opportunities without remediation. Michigan's "Profile of a Graduate" includes characteristics of career & college-ready students that are evident within all of the academic standards, including the arts and the CTE Career Ready Practices.



These skills can be obtained through instruction that includes real world challenges, cross-content integration, relevancy to student lives, and transfer of knowledge.

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Framework for Teaching and Learning

DRAFT, March 13, 2019

Graduation Requirement	Communication of Progress	Characteristics of College and Career Readiness & Academic Big Ideas	Assessment Practices
YES	Transcripts, Report Cards, Grades	3-8 Characteristics 3-8 of each content area. Essential, enduring, and transferable skills and knowledge.	Students demonstrate proficiency in each graduation competency. Verification of proficiency happens over time through multiple and varied methods.
NO	Formative and Summative Feedback	Performance Indicators 3-8 are Characteristics or Big Ideas. Measurable skills and knowledge that comprise a graduation competency.	Students advance their learning as performance indicators through formative assessments and create evidence of proficiency through summative assessments.
NO	Formative Feedback	Michigan Content Standards Domain Supports. The domain supports of each performance indicator that guide day-to-day learning.	Students build their knowledge and skills through practice of learning targets and feedback from formative assessments.

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Learning and Assessment Pathways Graphic

DRAFT, March 13, 2019

These pathways represent the flexibility and choice possible in a proficiency-based learning system focused on producing equitable outcomes for all students. Common standards define levels of performance and evidence to apply, shared level of challenge for all students. These common scoring rules allow for choice of pathway and choice of evidence, which also provides for specific results. For ongoing learning opportunities for students, teachers, and students should build these pathways for each learner and in any learning environment to assure that all students meet common outcomes.

Pathway 5 is applicable when learning outcomes are unique to a particular student. This allows for opportunities, although not comparable, learning results.

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OTHER FLEXIBILITY

- Dual Enrollment
- CTE
- Work-Based Learning
- Innovation Council
- Section 23a

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THANK YOU!

Don't hesitate to call or e-mail with questions.

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- Eric Lipinski (LipinskiE@michigan.gov)
- Curriculum and Instruction Unit: 517-241-4285
- www.michigan.gov/alted - Alt Ed info, Hours and Days Waivers
- [All Flexible Learning Options](#)

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QUESTIONS?

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