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Meeting the Holistic Needs of K-12 Online Learners: Designing Schools for the Future

Sarah Bryans-Bongey^A



Introduction

According to the annual report, *Keeping Pace with K-12 Digital Learning* (Watson, Pape, Murin, Gemin, & Vashaw, 2014), the total number of K-12 students attending online school programs continues to climb. In 2013-2014, student enrollment in K-12 online programs increased by 6.2%. As of 2014, 30 U.S. states had fully online K-12 schools (Watson et al., 2014). Many online schools and programs provide educational programs to students at all levels of K-12 education. In the *Keeping Pace* report's section "National Snapshot of Online Learning Activity," Alabama, Arkansas, Florida, Michigan, and Virginia have established online learning requirements for grades 9-12 students, and a large majority of the state programs with fully online programs also offer programming for students in elementary and/or middle school grades (Watson, et al, 2014).

This information is impressive, and the sheer growth in numbers might imply

an unequivocal success story relating to the overall increase in student enrollments in K-12 online teaching and learning. However, despite the fact that new students come into online programs in rapidly increasing numbers, existing students are simultaneously switching from one online program to another, or they may be leaving the online program universe altogether. In higher education, this phenomenon is called "swirling" (Layne, Boston, and Ice, 2013).

Review of the Literature

As is the case with online programs in higher education, the National Education Policy Center (Miron & Urschel, 2012) observed this high rate of attrition in its study of the nation's largest K-12 online school provider, and urged continued and "careful study of various aspects of full-time virtual schools," with the goal being "to help ensure that full-time virtual schools can better serve students and the public as a whole" (para. 2). More research

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is needed to determine the reasons for online student attrition and, similarly, more research is needed to identify successful strategies for boosting retention rates in online programs. Despite the impressive overall increase in K-12 students coming to online learning, some state virtual schools are actually shrinking, and others have not shown enrollment growth for two years in a row (Watson, et. al, 2014).

There is limited information as to the exact cause of the swirling phenomenon. Some suggest it is logistically and physically easier for students to drop one program and start another when the programs are virtual as opposed to being offered in a physical or location-bound environment. Trial enrollment or enrollment in a program based on a temporary situation such as illness or injury may explain some of the fluctuation in the enrollment of K-12 students in online programs. Considering the findings of Layne, Boston, and Ice (2013), additional causes for online students to become swirlers could arise from challenges of the student to locate an online program that is compatible with his or her needs and interests. Also, the latest generation of K-12 students – Gen Z – is known to consist of shoppers with a growing influence in household spending. This youngest generation of learners has been dubbed the “digital game changers” (Chang, 2015, September). In examining the swirling phenomenon and the suggestion that ‘demographic predictors’ may be relevant (Layne, et al., 2013), the observation that Gen Z demonstrates less brand loyalty, a strong influence on household spending, and a shopper mentality may be factors to consider when planning and designing online programs for K-12.

Despite the impressive overall increase in K-12 students coming to online learning, some state virtual schools are actually shrinking, and others have not shown enrollment growth for two years in a row

(Watson, et. al, 2014).

Models and Methods to Measure Online Student Engagement and Retention: Applications at the Course and Program Level

Extracurricular activities such as clubs and sports are not technically considered to be a requirement of public K-12 education. Some educators and policymakers suggest addressing social or holistic aspects of student development is not a priority for programs, administrators, or teachers involved with K-12 public education, regardless of the format. However, a report from the National Center for Education Statistics (NCES, 1995; 2012) found that “participation in extracurricular activities may increase students’ sense of engagement” (para. 1). According to the NCES report, “If indeed, participation in extracurricular activities can lead to success in school, then the availability of these activities to students of all backgrounds becomes an important equity issue” (NCES, 1995, para. 1). At the program-wide level, both private and public K-12 online programs are continuing to create, explore, and evaluate ways to engage learners through social and extracurricular activities. The body of research continues to grow, and this report begins to explore the nature and prevalence of this type of enrichment in K-12 online programs. Below are some additional survey instruments used to measure perceptual student engagement, involvement, and retention.

National Survey of Student Engagement (NSSE)

On-going research from the National Survey of Student Engagement (NSSE) suggests that when students are involved in their school they are more likely to be satisfied, engaged, and successful. "Participation in extracurricular activities...and conversations with faculty and peers have been positively related to persistence and satisfaction" (Kuh, 1995, p. 124). While Kuh's (1995) early research and perspectives on retention pertain to the face-to-face (f2f) college environment, it can be seen in this study that practitioners and professionals in the field of K-12 online learning have begun to explore and apply likely approaches to engage and support students enrolled in K-12 online programs.

"Participation in extracurricular activities...and conversations with faculty and peers have been positively related to persistence and satisfaction"

(Kuh, 1995, p. 124).

The High School Survey of Student Engagement (HSSSE)

The High School Survey of Student Engagement (HSSSE) suggests similar connections between opportunities for involvement and student retention and success, and cites an "engagement gap" in which girls are more engaged than boys and white and Asian students are more engaged than students of other backgrounds (Yazzie-Mintz, 2009, 2010). While highlighting gaps in engagement, the authors of the HSSSE report also state that "the primary

focus and goal of public schools is student achievement" as measured by outcomes, test scores, graduation rates, and annual yearly progress (Yazzie-Mintz, 2010, para. 1).

Community of Inquiry Survey

When considering online programs offered at the course level, the Community of Inquiry (CoI) model (Garrison, Anderson, & Archer, 2001) suggests that courses are likely to support higher levels of student engagement and success when they address holistic attributes that go beyond an emphasis on quality course content alone. The CoI model (see *Figure 1* below) describes essential elements of social, cognitive, and teaching presence. When working in concert these three elements are seen to have a positive impact on the satisfaction and retention of online students (Boston, Diaz, Gibson, Ice, Richardson, and Swan, 2009; Garrison, Anderson, & Archer, 2001; Garrison, 2011). At a more programmatic level, the NSSE and the HSSSE can assist in determining how various opportunities for student involvement affects student retention.

The Community of Inquiry (CoI) survey, The National Survey of Student Engagement (NSSE) and the High School Survey of Student Engagement (HSSSE) explore specific attributes, structures, and frameworks contributing to student retention and success, and therefore have relevance to those seeking to measure these elements in an online school setting.

Purpose of the Study

In this pilot study, basic attitudes and program structures among teachers and administrators of K-12 online classes and programs are explored. Existing elements

Community of Inquiry

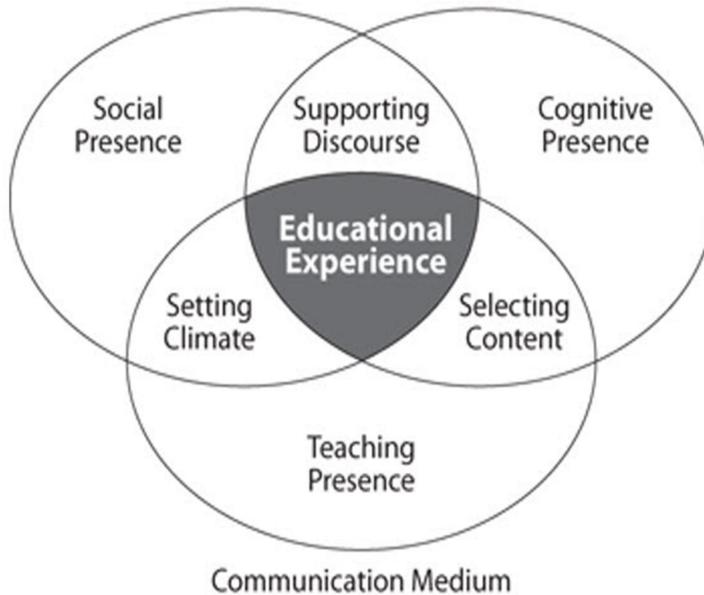


Figure 1. CoI Model.

found in the CoI, as well as the NSSE and HSSSE studies, are examined in an attempt to identify *if* and *how* such elements are being valued and implemented in a K-12 online courses and programs.

Drawing from information provided by anonymous survey respondents and professional members of the International Association for K-12 Online Learning (iNACOL) organization, the results from this study identify and share approaches that K-12 online programs and professionals are currently using to meet the holistic and social needs of students as part of their online schooling.

Methodology

Participants and Setting

Respondents to this survey were 31 professionals and practitioner-members of the iNACOL. Respondents were predominantly teachers and principals, but also included specialists,

school development directors, university faculty, and other administrators and supervisors from online schools across the country. Twenty-five (83%) of the 31 survey respondents worked in institutions offering high school-level programs, 21 (70%) were affiliated with online middle school programs, and 10 (33%) described strategies and experiences relating to elementary-level programming. There was some overlap, with the likelihood that some people may be working in programs that support multiple grades/levels. Two of the respondents were not directly or currently affiliated with a specific online school or program.

Instrument and Procedures

The development of specific survey questions involved the inclusion of common extracurricular and enrichment activities found in K-12 schools and also the consideration of questions included on the NSSE (NSSE, 2015).

A mixed methods approach was used, with question types including 11 multiple choice questions and three questions that sought a qualitative response on most popular programs, student responses to the programs, and the non-academic programs that seem most useful to the survey respondent. Little is known about the types of co-curricular, extra-curricular, and holistic programs and supports in place in online schools. Therefore, the focus was simply to get an initial idea of whether and how such holistic and enrichment activities were being implemented and teacher/administrator perspectives as to their importance. Please see Appendix A for a complete list of survey questions.

The survey was distributed by iNACOL on behalf of the researcher. The survey was distributed in May, 2015, with a summary report posted on the iNACOL Research Forum in June of 2015. The survey was distributed to all iNACOL members who subscribed to the General Discussion forum.

Analysis

Although the sample is too small to make this data generalizable, it is clear that the 31 professionals and experts participating in this mixed-methods research had strong feelings (either pro or con) regarding the need for holistic programs and extra-curricular socialization and enrichment.

The types of extracurricular, social and community options explored can be tied back to the types of questions included on the NSSE. Quantitative responses to an array of possible activities and supports gave insight into the frequency of various practices in K-12 online programs, and the provision of opportunities for open-ended responses and comments allowed respondents to share additional information

and add individual attitudes, innovations, and concerns to the discussion. The qualitative responses elicited in this fashion were categorized as positive or negative, with one person responding negatively about the concept of addressing social needs, and making the point that often such students are seeking to remove themselves from the social awkwardness and bullying that they may have experienced in a f2f classroom. Fourteen survey participants did not respond to the open-ended question.

Results

Results revealed practical strategies for engaging students in an online school community. Approaches included fully online as well as blended and f2f opportunities to collaborate and augment the academic and asynchronous life of the online school. After this research peeks into the frequency with which online programs are incorporating such approaches, a logical next question (not addressed here) is do they help? At the time of this writing, there was no Online Survey of Student Engagement. It should be noted that the survey results reflect responses from the individual anonymous respondents and do not necessarily reflect the opinion or position of the iNACOL organization itself.

A surprise that may suggest strong variation in the philosophy and function of the different online schools represented was the fact that no one was neutral on the question of whether K-12 students need programs in support of social and emotional development. The questions from the survey were not designed to request that respondents identify their affiliation according to public versus private school interests. However, this may be an influential factor worthy of further exploration in a future study.

Table 1

Respondent Attitudes Regarding the Importance of Programming for Social and Emotional Development

Level of Agreement	Number Responding	Percentage
Strongly Agree	13	42%
Agree	11	35%
Neither Agree nor Disagree	0	0%
Disagree	1	3%
Strongly Disagree	6	19%

Table 2

Descriptive Statistics

Statistics	
Min Value	1
Max Value	5
Mean	3.77
Variance	2.31
Standard Deviation	1.52
Total Responses	31

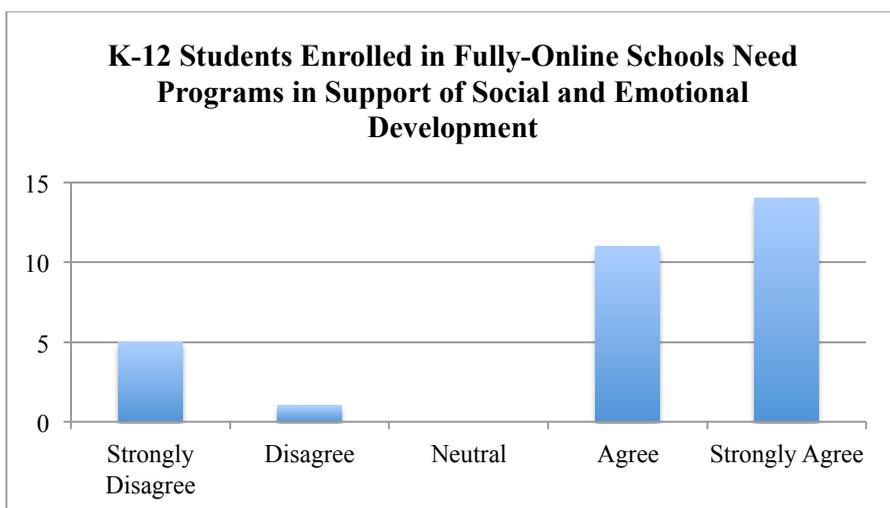


Figure 1. Respondent attitudes on the provision of programming to support K-12 online students in their social and emotional development.

The data shown in Tables 1 and 2 reveal respondent attitudes in terms of how strongly they agree or disagree that online students need programs that support them in their social and emotional development.

Many survey respondents noted the existence of non-academic programs to support students in their programs. Items mentioned as being beneficial included a list of items that included field trips, city-wide project collaboration, social work groups, peer mentoring, involvement with the local newspaper, a spiritual life group, an online talent show, and other activities. Fewer than half of the survey respondents (15/31) answered the qualitative question about non-academic programs provided to online students, and one of 15 people who did respond provided an alternate viewpoint by stating that “families enroll their K-12 children in online schools to get away from the ‘socialization’ of public schools. It’s brutal to stand in line in the hall, get bullied, be lonely on the playground, etc.” This emphasizes that not all professionals and practitioners are convinced that social or non-academic programs are needed or desired by students and families involved in K-12 online education.

The majority of respondents (69.44%) felt that the best delivery methods for non-academic student supports would be as a combination of both online and f2f approaches. The second most common response was from programs that used fully online approaches only, with some respondents commenting that f2f events were not practical due to circumstances of the program (e.g., the large range covered by the online school or other transportation-related issues). In considering non-academic student supports that are practical and desirable, the five most commonly cited activities reported by all respondents were service projects, clubs, field trips,

orientation events, and social gatherings.

Orientations were offered by most of the programs, and some respondents commented that these were mandatory. As shown in Table 3, many of the orientation events involved f2f as well as online elements. Activities that seem to have the highest level of online-only distribution included clubs, showcases of student work, and exercise.

A large proportion of the respondents also described efforts to involve parents, guardians, and community members. When asked to identify any adult-led groups or individuals that promote and enrich the school community, 11 respondents reported the inclusion of parents or community members as guest speakers. A number of people reported the presence of a Parent Teacher Association, and also noted that parents were involved in field trips, fundraising activities, and special events. Tables 4 and 5 below show details, including specific nature of web meetings and f2f events.

“families enroll their K-12 children in online schools to get away from the ‘socialization’ of public schools. It’s brutal to stand in line in the hall, get bullied, be lonely on the playground, etc.”

Conclusion

These data represent attitudes and information from professionals working across 20-31 different K-12 online programs nationwide. The goal of this study was to seek answers to questions about social and non-academic supports, and what these supports may look like in

Table 3
Response Rates on Student Enrichment/Supports by Format and Category

#	Question	Online Only	Face-to-Face Only	Both Online and Face-to-Face	Not Applicable	Total Responses	Mean
1	Social Gatherings	2	3	15	2	22	2.77
2	Field Trips	1	6	9	5	21	2.86
4	Exercise	8	2	5	5	20	2.35
5	Recreational Events	0	7	7	6	20	2.95
6	Cultural Enrichment	7	1	7	6	21	2.57
7	Service Projects	4	5	9	3	21	2.52
8	Dances	0	10	2	7	19	2.84
9	End of Year Celebration	0	10	6	5	21	2.76
10	Holiday Events (religious)	0	0	0	15	15	4.00
11	Holiday Events (non-sectarian)	1	4	1	11	17	3.29
12	Orientation Events	7	5	10	0	22	2.14
14	Other (please explain)	0	0	1	9	10	3.90
15	Showcases of Student Work	8	0	13	2	23	2.39
16	Clubs	8	4	9	2	23	2.22
17	Special Interest Groups	6	2	8	5	21	2.57

Table 4
Adult individuals or groups that promote and enrich the school community

#	Answer	Response	%
1	Parent Teacher Association (PTA)	7	41.18%
2	Parent Fundraising Events	3	17.65%
3	Parents involved in Virtual of F2F Field Trips	7	41.18%
4	Parents or Community Members as Guest Speakers	11	64.71%
5	Web Meetings (please explain)	3	17.65%
6	Face-to-Face Events (please explain)	6	35.29%
7	Click to write Choice 7	1	5.88%

Table 5
Explanations of Face-to-Face and Web-based Events

Web Meetings (please explain)	Face-to-Face Events (please explain)
School assembly	Monthly outings
Virtual field trips	We have Regional Area Coordinators who plan events for students in their area.
	Orientations and Open Houses
	Student Council
	Interviewing Practice, Club events

a subset of K-12 online school programs. Research on a broad scale is required to measure the impact of social and non-academic programs on K-12 online student engagement, retention, and success. These efforts can build upon theoretical foundations established in higher education such as the CoI model (Garrison, 2011; Garrison et al., 2001) and the work of NSSE (Kuh, 1996).

As innovations in instructional formats and school infrastructures continue to be implemented, program developers, policy makers, teachers, and administrators look beyond the big data of K-12 online growth and use technological opportunity to redefine education in positive and responsive ways. Research is needed in many areas of online teaching and learning. Guided by both data and imagination, it will be possible to craft, implement, evaluate, and refine new and innovative instructional models that will enrich and redefine K-12 education in the 21st century.

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Definitions and Abbreviations

- Blended** A combination or blend of both online and face-to-face approaches. Courses that take a blended approach to learning are also referred to as *hybrid*.
- CoI** Community of Inquiry – The CoI is the first model developed for online teaching and learning. It describes three dynamic components or “presences” that work together to yield an engaging and effective learning environment.
- f2f** face-to-face – Instruction or teaching and learning experiences that take place synchronously in the built environment are considered to be face-to-face.
- Generation Z** Generation Z consists of digital natives who are approximately 13-17 years of age. They are realistic, creative, and hyper-connected to the digital world.
- HSSSE** High School Survey of Student Achievement – Building on similar goals as the NSSE survey of students in higher education, the HSSSE is the High School Survey of Student Engagement, with the goal being to research extra- co-curricular and other high school activities and track if and how a higher level of engagement leads to student retention and success.
- iNACOL** International Association for K-12 Online Learning - This international organization advocates for and promotes research and community around the practice of online teaching and learning.

- NSSE The NSSE is a National Survey of Student Engagement. It was developed to explore the connections between student opportunities and engagement and student persistence and success.
http://nsse.indiana.edu/html/high_impact_practices.cfm
- Swirlers This term originated in the higher education setting to describe the large number of students who switch from one online program to another or who leave online programs altogether. Despite the fact that K-12 online enrollments are showing an overall annual increase, the fact that some state virtual schools are actually shrinking suggests swirling is an emerging concern in K-12 online programs.

Appendix A. Survey of iNACOL members

1. Please identify your role in K-12 online teaching and learning

- Counselor
- Teacher
- Principal
- Superintendent
- Other (please explain _____)

2. K-12 students who are enrolled in fully online schools need programs that will support them in their social and emotional development.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

Demographics

3. Grades served by online program (please check all that apply).

- High School (Grades 9-12)
- Middle School (Grades 6-8)
- Elementary (Grades 3-5)
- Primary (Grades K-2)
- Other

What is the name of the institution you are affiliated with? (optional)

4. Is your online school religiously affiliated?

- Yes
 No

5. Which of the following non-academic student supports are practical and desirable to implement (select all that apply):

- Social Gatherings
 Field Trips
 Recreational Events
 Cultural Enrichment
 Service Projects
 Dances
 End of Year Celebration
 Holiday Events (religious)
 Holiday Events (non-sectarian)
 Orientation Events
 Clubs
 Special Interest Groups
 Other (please explain)

6. Thinking of your own online school/program, which is the best delivery method for programming designed to promote social/emotional development and a sense of community among K-12 online learners.

- Online activities only
 Face-to-face activities only
 A combination of online and face-to-face activities
 None of the above - this is not a priority for our school
 Other (please explain)

7. Do adults associated with your school (e.g., parents or community members) volunteer time and effort to help promote and enrich your school community?

- Yes
 No

8. Please identify any adult-led groups or individuals that promote and enrich your school community.

- Parent Teacher Association (PTA)
- Parent Fundraising Events
- Parents involved in Virtual or F2F Field Trips
- Parents or Community Members as Guest Speakers
- Web Meetings (please explain)
- Face-to-Face Events (please explain)
- Click to write Choice _____

9. Does your school provide online students with any kind of programming or support relating to community-building or social-emotional development?

- Yes
- No
- Unsure

10. Are you or your program planning to develop such non-academic support or experiences for online students in the future?

- Yes
- No
- Unsure

11. Please use the checklist below to indicate the types of physical, social, or non-academic program supports you or your program provide to students (select all that apply):

	Online Only	Face-to-Face Only	Both Online and Face-to-Face	Not Applicable
Social Gatherings	<input type="radio"/> Click to write Column 1 - Online Only - Social Gatherings	<input type="radio"/> Click to write Column 1 - Face-to-Face Only - Social Gatherings	<input type="radio"/> Click to write Column 1 - Both Online and Face-to-Face - Social Gatherings	<input type="radio"/> Click to write Column 1 - Not Applicable - Social Gatherings
Field Trips	<input type="radio"/> Click to write Column 1 - Online Only - Field Trips	<input type="radio"/> Click to write Column 1 - Face-to-Face Only - Field Trips	<input type="radio"/> Click to write Column 1 - Both Online and Face-to-Face - Field Trips	<input type="radio"/> Click to write Column 1 - Not Applicable - Field Trips
Recreational	<input type="radio"/> Click	<input type="radio"/> Click	<input type="radio"/> Click to	<input type="radio"/> Click

8. Please identify any adult-led groups or individuals that promote and enrich your school community.

- Parent Teacher Association (PTA)
- Parent Fundraising Events
- Parents involved in Virtual or F2F Field Trips
- Parents or Community Members as Guest Speakers
- Web Meetings (please explain)
- Face-to-Face Events (please explain)
- Click to write Choice _____

9. Does your school provide online students with any kind of programming or support relating to community-building or social-emotional development?

- Yes
- No
- Unsure

10. Are you or your program planning to develop such non-academic support or experiences for online students in the future?

- Yes
- No
- Unsure

11. Please use the checklist below to indicate the types of physical, social, or non-academic program supports you or your program provide to students (select all that apply):

	Online Only	Face-to-Face Only	Both Online and Face-to-Face	Not Applicable
Social Gatherings	<input type="radio"/> Click to write Column 1 - Online Only - Social Gatherings	<input type="radio"/> Click to write Column 1 - Face-to-Face Only - Social Gatherings	<input type="radio"/> Click to write Column 1 - Both Online and Face-to-Face - Social Gatherings	<input type="radio"/> Click to write Column 1 - Not Applicable - Social Gatherings
Field Trips	<input type="radio"/> Click to write Column 1 - Online Only - Field Trips	<input type="radio"/> Click to write Column 1 - Face-to-Face Only - Field Trips	<input type="radio"/> Click to write Column 1 - Both Online and Face-to-Face - Field Trips	<input type="radio"/> Click to write Column 1 - Not Applicable - Field Trips

	Online Only	Face-to-Face Only	Both Online and Face-to-Face	Not Applicable
Recreational Events	<input type="radio"/> Click to write Column 1 - Online Only - Recreational Events	<input type="radio"/> Click to write Column 1 - Face-to-Face Only - Recreational Events	<input type="radio"/> Click to write Column 1 - Both Online and Face-to-Face - Recreational Events	<input type="radio"/> Click to write Column 1 - Not Applicable - Recreational Events
Exercise	<input type="radio"/> Click to write Column 1 - Online Only - Exercise	<input type="radio"/> Click to write Column 1 - Face-to-Face Only - Exercise	<input type="radio"/> Click to write Column 1 - Both Online and Face-to-Face - Exercise	<input type="radio"/> Click to write Column 1 - Not Applicable - Exercise
Showcases of Student Work	<input type="radio"/> Click to write Column 1 - Online Only - Showcases of Student Work	<input type="radio"/> Click to write Column 1 - Face-to-Face Only - Showcases of Student Work	<input type="radio"/> Click to write Column 1 - Both Online and Face-to-Face - Showcases of Student Work	<input type="radio"/> Click to write Column 1 - Not Applicable - Showcases of Student Work
Cultural Enrichment	<input type="radio"/> Click to write Column 1 - Online Only - Cultural Enrichment	<input type="radio"/> Click to write Column 1 - Face-to-Face Only - Cultural Enrichment	<input type="radio"/> Click to write Column 1 - Both Online and Face-to-Face - Cultural Enrichment	<input type="radio"/> Click to write Column 1 - Not Applicable - Cultural Enrichment
Service Projects	<input type="radio"/> Click to write Column 1 - Online Only - Service Projects	<input type="radio"/> Click to write Column 1 - Face-to-Face Only - Service Projects	<input type="radio"/> Click to write Column 1 - Both Online and Face-to-Face - Service Projects	<input type="radio"/> Click to write Column 1 - Not Applicable - Service Projects
Dances	<input type="radio"/> Click to write Column 1 - Online Only - Dances	<input type="radio"/> Click to write Column 1 - Face-to-Face Only - Dances	<input type="radio"/> Click to write Column 1 - Both Online and Face-to-Face - Dances	<input type="radio"/> Click to write Column 1 - Not Applicable - Dances

	Online Only	Face-to-Face Only	Both Online and Face-to-Face	Not Applicable
End of Year Celebration	<input type="radio"/> Click to write Column 1 - Online Only - End of Year Celebration	<input type="radio"/> Click to write Column 1 - Face-to-Face Only - End of Year Celebration	<input type="radio"/> Click to write Column 1 - Both Online and Face-to-Face - End of Year Celebration	<input type="radio"/> Click to write Column 1 - Not Applicable - End of Year Celebration
Holiday Events (religious)	<input type="radio"/> Click to write Column 1 - Online Only - Holiday Events (religious)	<input type="radio"/> Click to write Column 1 - Face-to-Face Only - Holiday Events (religious)	<input type="radio"/> Click to write Column 1 - Both Online and Face-to-Face - Holiday Events (religious)	<input type="radio"/> Click to write Column 1 - Not Applicable - Holiday Events (religious)
Holiday Events (non-sectarian)	<input type="radio"/> Click to write Column 1 - Online Only - Holiday Events (non-sectarian)	<input type="radio"/> Click to write Column 1 - Face-to-Face Only - Holiday Events (non-sectarian)	<input type="radio"/> Click to write Column 1 - Both Online and Face-to-Face - Holiday Events (non-sectarian)	<input type="radio"/> Click to write Column 1 - Not Applicable - Holiday Events (non-sectarian)
Orientation Events	<input type="radio"/> Click to write Column 1 - Online Only - Orientation Events	<input type="radio"/> Click to write Column 1 - Face-to-Face Only - Orientation Events	<input type="radio"/> Click to write Column 1 - Both Online and Face-to-Face - Orientation Events	<input type="radio"/> Click to write Column 1 - Not Applicable - Orientation Events
Clubs	<input type="radio"/> Click to write Column 1 - Online Only - Clubs	<input type="radio"/> Click to write Column 1 - Face-to-Face Only - Clubs	<input type="radio"/> Click to write Column 1 - Both Online and Face-to-Face - Clubs	<input type="radio"/> Click to write Column 1 - Not Applicable - Clubs

	Online Only	Face-to-Face Only	Both Online and Face-to-Face	Not Applicable
Special Interest Groups	<input type="radio"/> Click to write Column 1 - Online Only - Special Interest Groups	<input type="radio"/> Click to write Column 1 - Face-to-Face Only - Special Interest Groups	<input type="radio"/> Click to write Column 1 - Both Online and Face-to-Face - Special Interest Groups	<input type="radio"/> Click to write Column 1 - Not Applicable - Special Interest Groups
Other (please explain)	<input type="radio"/> Click to write Column 1 - Online Only - Other (please explain)	<input type="radio"/> Click to write Column 1 - Face-to-Face Only - Other (please explain)	<input type="radio"/> Click to write Column 1 - Both Online and Face-to-Face - Other (please explain)	<input type="radio"/> Click to write Column 1 - Not Applicable - Other (please explain)

11. Of those events you selected, which ones seem to be the most popular in terms of participation?
12. Please describe any non-academic programs offered by you or your program that you feel are beneficial in terms of promoting social skills or building community among your online students.
13. How do K-12 students respond to social or recreational events hosted as a face-to-face supplement to a fully online academic program?
14. Would you be willing to be contacted so we can follow up and learn more about ways you or your institution supports holistic needs of K-12 online learners?

- Yes, I'll be happy to share ideas and approaches
- No, I'd rather not be contacted
- The following person specializes in this type of student support. Please see if s/he is able to discuss this further

15. Thanks for your willingness to share ideas and approaches for meeting non-academic needs of online learners. Please provide your preferred contact information here: