



COUNCIL ON EDUCATIONAL
STANDARDS & ACCOUNTABILITY

CESA Survey: Delivery and Tuition Models for 2020-21
July 11, 2020

Sample

This survey was conducted during the week of July 6th, 2020. Of the 70 CESA Member of Council or Candidate Schools, 43 schools responded, representing 61 % of the membership, an excellent sample by any measure. The data were collected over a five-day period from July 6-11th, 2020.

The goal of this survey was to analyze the **current** plans of our schools with respect to instructional delivery and tuition models. While we all recognize that variables are changing minute-by-minute, and local context matters more than ever, this descriptive report has been compiled to give you the most recent plans of your cohort of like-minded Christian schools.

Delivery Methods and Tuition Models

The question of the instructional methods being planned for revealed, unsurprisingly, that CESA School leaders have been very busy this spring and summer. While nearly all schools (98%) were planning for face-to-face instruction with some modifications (see figure 1), 76% of the respondents were planning for at least one instructional delivery method in addition to face-to-face learning (see figure 2).

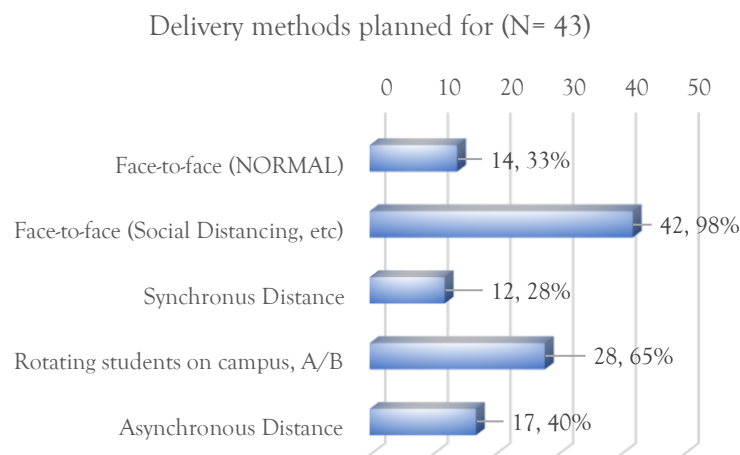


Figure 1. Delivery methods being planned for in CESA Schools.

As you will see in the communications plans schools have released, the measures schools are taking to ensure their communities are safe and back on campus are numerous and wide-reaching. Safety

measures have been a primary focus of conversation throughout the summer and now communication with our families. With schools installing state-of-the-art air filtration systems to proactively reduce virus transmission, implementing masks for all community members, installing or giving the option for plexiglass dividers at desks and in other common spaces, and increased sanitation measures for individuals and physical plants just to name a few, it is clear that schools are taking every possible measure to give community members both the biological security and peace of mind they need to resume on-campus programs. Similarly, schools reported installing and training teachers and students to utilize new classroom and remote technologies to allow students who need to be off-campus during the school day to remain dynamically involved in the campus experience.

Number of instructional delivery methods planned for

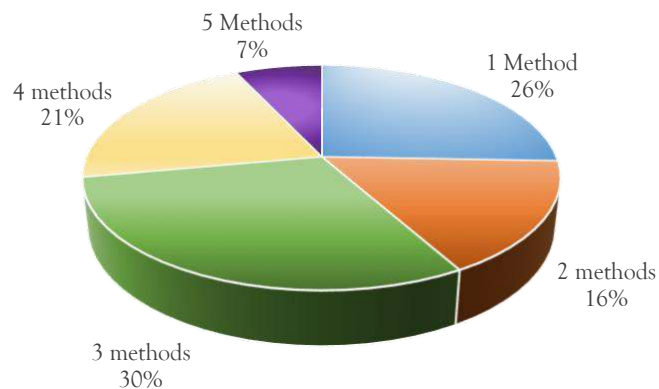


Figure 2. Percentage of schools planning for various instructional delivery methods.

Perhaps because the expense to ready campuses and personnel and the quality of the instruction that can be expected with the improvements for remote learning, there was a clear consensus that for those choosing synchronous distance learning, tuition would not be discounted (see Figure 3). Slightly more school who are planning for an asynchronous choice reported tuition discounts (see Figure 3).

While these questions did not specifically address plans in the event that schools must fully switch to prolonged distance learning, there were many reports of discounts or rebates in the event of prolonged distance learning.

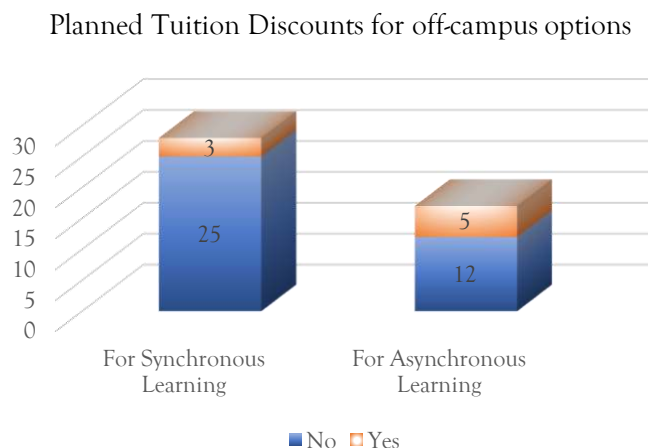


Figure 3. Current plans for discounts on tuition for families choosing off-campus options for instructional delivery.

Interestingly, schools were largely split on giving families the choice of instructional delivery methods. While the quantitative data tells one story, it was nuanced by the qualitative, with several responses indicating that while they were not giving all families the choice of delivery, families with risk-factors could choose off-campus options.

Schools giving families choice in instructional delivery method

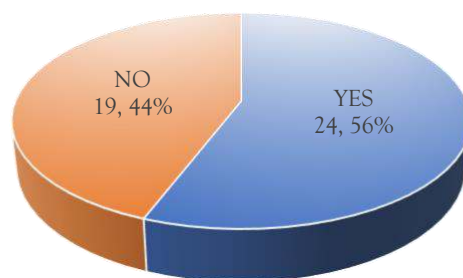


Figure 4. Reported decisions to allow families to choose on- or off-campus instructional delivery.

Learning Management Systems

Throughout the spring, our schools learned a great deal about the functionality of our learning management systems, and there was a great deal of discussion during CESA calls about the benefits and drawbacks of a variety of systems. The responses reveal that while the G-suite continues to be a common LMS (see figure 5), many schools (see figure 6) are utilizing multiple platforms. This will be an area of continued attention, as the ease with which parents, faculty, and students can utilize an LMS likely directly influences their satisfaction with the overall learning experience, especially in the event of prolonged off-campus instruction.

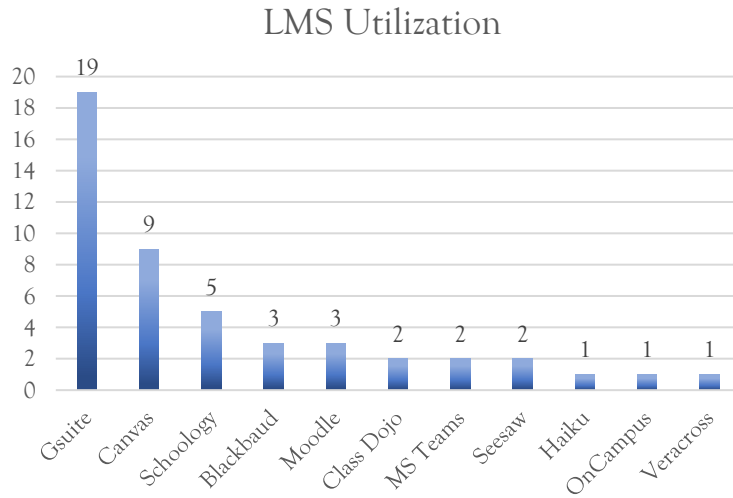


Figure 5. Number of schools utilizing various learning management systems in 2020-21.

Number of Learning Management Systems

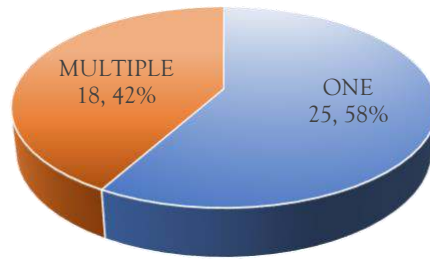


Figure 6. Choices of schools to implement one or several learning management systems for the 2020-21 school year.

Communications

In an attempt to provide more nuanced information alongside communication strategies CESA Schools are using, we asked respondents to upload any materials used for communicating with stakeholders. While several schools had not yet finalized materials, you will find myriad examples of excellent communications and greater details on plans, vendors, and strategy in [this Google drive](#).