

COLORADO
Department of Education


Innovative Learning Opportunity Pilot Program 2020-21

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Topics

1. SB 19-216 High School Innovative Learning Opportunities Pilot Program
2. What are innovative learning opportunities?
3. LEP eligibility and benefits
4. Application Process
5. Annual Report
6. Automatic Renewal




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Innovative Learning Opportunities Pilot Program webpage



The screenshot shows the Colorado Department of Education website with a search bar and navigation tabs. The search results for 'Innovative Learning Opportunities Pilot Program' are displayed, including a brief description of the program and a list of benefits for LEPs. A red box highlights the 'Application Process' link in the sidebar.



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 Senate Bill 19-216
Innovative Learning Opportunities Pilot Program

- Signed into Law 5/10/2019 to begin 2020-21 school year potentially through 2024-25 contingent upon continued appropriations
- Encourages participating Local Education Providers (LEPs) to offer their 9th - 12th grader variety of learning experiences that usually occur outside of the classroom

Enrich students' education; and



Support students' successful transition from high school to postsecondary ed and/or workforce

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What are Innovative learning opportunities?



Work-based learning

- Apprenticeships
- Residency programs
- Enrollment in postsecondary courses
- Competency-based learning
- Capstone projects
- Other learning experiences

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...Designed to help students develop and demonstrate

- ✓ Personal
- ✓ Entrepreneurial
- ✓ Civic
- ✓ Interpersonal
- ✓ Professional skills

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COLORADO ACADEMIC STANDARDS
All Students, All Standards

- creativity
- innovation
- critical-thinking
- problem-solving
- communication
- collaboration
- social/cultural awareness
- civic engagement
- Initiative/self-direction
- flexibility
- productivity
- accountability
- character
- leadership
- ability to use info/communications technologies to
 - find
 - evaluate
 - create
 - communicate information

<http://www.cde.state.co.us/standardsandinstruction/essentialskills>

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Participation Eligibility

- **Selected** LEPs
 - Enroll part-time students; and
 - Enroll fewer than 5,000 9th-12th graders
 - **Allowed to count part-time students that participate in innovative learning opportunities as full-time pupils**, regardless of actual number of teacher-pupil instruction hours & teacher-pupil contact hours for each pupil
- **Any** LEP that enrolled only full-time students during 2019-20 budget year, and wishes to offer innovative learning opportunities for their high school students may apply and will be selected for the pilot year of this pilot program.

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Allowable use of additional PPR funding


A qualified LEP that receives additional PPR funding to count part-time students as full-time enrollment status under this program **shall use the monies to provide innovative learning opportunities for high school students to support them in successful transitions from high school to postsecondary education or the workforce.**

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Benefits for Participating LEPS

- Participate in network of all selected LEPS
- Receive technical assistance to evaluate effectiveness & measuring success of innovative learning plan (ILP*)
- Rural LEPS & small suburban school districts will receive technical assistance in developing & implementing ILP


** ILP is LEP/group's plan to provide a variety of innovative learning opportunities to 9th-12th graders*



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Who is Eligible to Apply?


- ✓ An LEP or a group of LEPS
- ✓ A school district
- ✓ A Board of Cooperative Services (BOCES):
 - On behalf of its member school districts; or
 - To implement an ILP in a public high school that it operates
- ✓ A district charter school authorized by a school district:
 - As part of its authorizing school district, or
 - Independent of its authorizing school district
- ✓ An institute charter school authorized by the state Charter School Institute



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Application Timeline

- **November 22, 2019:** Letter of Intent link due (*SurveyGizmo*)
- **December 19, 2019:** APPLICATION DUE DATE *via Syncplicity*
- **March 1, 2020:** Notification will be sent to applicants by CDE




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Participant Selection


CDE collects/reviews applications → SBE

1. Up to 5 LEPs that enrolled any students as part-time, and enrolled fewer than 5,000 students in 9th-12th grades during the preceding school year; and
2. Each LEP that enrolled all full-time students in 9th-12th grades during preceding school year, and adopts an ILP that the SBE determines:
 - Is likely to result in meaningful innovative learning opportunities that will significantly support students in their transition from high school to postsecondary education or the workforce; and
 - Aligns with at least two of the principles for student learning and transition specified by the Education Leadership Council, or meets the research-based design principles.

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APPLICATION: Required Information


1. #/% of 9th-12th graders counted as full-time and part-time pupils in **preceding three** school years;
2. #/% students who participated in innovative learning opportunities in **preceding four** school years;
3. # of students expected to participate in the innovative learning opportunities & participation capacity of the ILP;
4. Description of ILP expected to implement: 1)how aligns with at least 2 principles for student learning /transition = **Education Leadership Council** & why selected; 2) or meets **Research-Based Design Principles**
5. Information that demonstrates capacity & willingness to implement ILP w/integrity;
6. Explanation of ILP goals - how intend to measure attainment - data to be collected to measure attainment – schedule/method for collecting data & assessing goal attainment
7. Partnerships between community, business, other organizations that relate to the innovative learning opportunities - in place or expected

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Education Leadership Council Principles


At least 2 of the following principles:

- Intentionally inclusive and culturally responsive educational opportunities that prepare learners of all backgrounds to thrive at every critical transition from early childhood and through careers;
- Multiple viable postsecondary pathways that are explored and valued by all;
- The opportunity, supported by adults, to direct their own learning experiences to develop essential skills;
- Robust career and workforce readiness opportunities, in and out of school, including during the summer break, that are informed by industry and community to ensure alignment for transition beyond high school

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Research-Based Design Principles

1. Impacts a large percentage of students enrolled and significantly improves student outcomes.
2. Builds public trust through transparency, local partnerships and shared learning as evidenced by...
3. Identifies a strong theory of change that justifies why/explains how proposed ILP is likely to result in a greater number of students participating in effective, meaningful innovative learning opportunities;
4. Describes thoroughly/clearly plan for collecting evidence LEP will use to evaluate effectiveness of theory of change; and
5. Creates schedule/mechanism for evaluating collected evidence & committing to adapt in response to trends in evidence to improve the ILP.

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Budget Worksheet

Attachment C: Budget Worksheet
Provide a sample budget, in narrative and list form, explaining how you will utilize the additional full-time funding that you could potentially receive for the anticipated number of your part time students that will participate in your Innovative Learning Plan (ILP) in 2020-2021.


Note: Base your potential additional PPR funding on half of your 2019-2020 full-time PPR. For example, if your full-time PPR was \$9,000, use \$4,500 in your sample budget.

Budget Narrative
Explain how expenditures align with your application and the intent of the grant.

Budget Worksheet
List projects and services to be supported with additional PPR funds.

Item Description Example:
x FTE for [activity or purchase] at \$xxxxx per [hour or month or year/amount] times [x per hours or months or year]


Project / Service	Amount

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Application Scoring

Maximum/Total = 100
Minimum = 56


	Application Question	Max. Score
1	# students expected to participate in ILP	10
2	Description & alignment of ILP	20
3	ILP goals - data collection - measurement	20
4	LEP capacity & willingness to implement ILP	10
5	Partnerships to implement ILP	Yes = 5 No = 0
6	Budget narrative	10
7	Budget project costs	5

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(SurveyGizmo)

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How will additional PPR be sent to qualifying LEPs?

- New Funding Status Code will be created by CDE for 2020-21 October Count
- Will be sent to qualifying LEPs
- Additional PPR funding will be sent along with regular PPR funding for 2020-21

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Annual Report

Each LEP must submit annual report by June 15 to CDE (group may submit jointly):

1. Types of opportunities provided;
2. #/% of 9th-12th sex; socioeconomic status; race and ethnicity; disability; English language proficiency; gifted/talented;
3. #/% of student participants compared to #/% who participated before ILP implementation;
4. Summary description of outcomes achieved by students;
5. Summary description of successful/unsuccessful strategies/programs - challenges encountered – manner addressed; and
6. Any additional information requested by CDE to assist in measuring the effectiveness and success of the program.


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Automatic Renewal

Applicants will be automatically approved for subsequent program year participation (*dependent upon funding*) if annual report info. demonstrates that:


- ✓ #/% of students expected to participate approximated actual participants; and
- ✓ ILP quality resulted in meaningful innovative learning opportunities for students - significantly supported in their transition from high school → postsecondary ed/workforce; and
- ✓ ILP was aligned w/at least 2 Education Leadership Council principles, or met research-based design principles; and
- ✓ #/% of currently participating increased over preceding school year – or – 100% are participating

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➤ **March 1, 2020:** Notification will be sent to applicants by CDE

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Thank you!



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