



Innovative Learning Opportunity Pilot Program 2021-22

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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



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Innovative Learning Opportunities Pilot Program

Governor Polis signed SB19-216 into law on May 10, 2019 which created the High School Innovative Learning Opportunities Pilot Program, hereafter known as the Innovative Learning Opportunities Pilot Program. This program enables participating Local Education Providers (LEPs) to offer their 9th through 12th grade high school students a variety of learning experiences that usually occur outside of the classroom. These learning experiences should be designed to enrich students' education and support them in successfully transitioning from high school to postsecondary education and/or the workforce.

Innovative learning opportunities may include work-based learning such as apprenticeships or residency programs, enrollment in postsecondary courses taught on college campuses, competency-based learning or capstone projects, and other learning experiences that are designed to help students develop and demonstrate personal, entrepreneurial, civic and interpersonal, and professional skills as described in CDE's [Essential Skills Required in the Colorado Academic Standards](#).

Selected LEPs that enroll part-time students and fewer than 5,000 students in grades nine through twelve will be allowed to count their part-time students that are enrolled in grades nine through twelve and are participating in innovative learning opportunities as full-time pupils, regardless of the actual number of teacher-pupil instruction hours and teacher-pupil contact hours for each pupil.


The 2020-21 school year will be the pilot year of the Innovative Learning Opportunities Program. It is the intent of the General Assembly to increase the number of LEPs that participate in this program to 100% participation by 2025-26.


Benefits for LEPs

In addition to counting their participating students as full-time pupils regardless of the actual number of teacher-pupil instruction hours and teacher-pupil contact hours for each pupil, selected LEPs will be able to:

- Participate in a network of all selected LEPs
- Receive technical assistance* in evaluating the effectiveness and measuring the success of the LEPs innovative learning plan (ILP).

- Postsecondary and Workforce Readiness
- Accelerated College Opportunity Exam Fee Grant Program
- AP Incentives Program
- Automatic Enrollment in Advanced Placement Courses
- ASCENT
- Career Development Incentive Program
- Career Readiness
- Concurrent Enrollment
- Early College High School
- High School Equivalency (HSE) Testing Program
- Graduation Guidelines
- Individual Career and Academic Plan (ICAP)
- Innovative Learning Opportunities
 - Application Process
 - Reporting and Automatic Renewal
 - Legislation and Guidance


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Senate Bill 19-216

Innovative Learning Opportunities Pilot Program

- Signed into Law 5/10/2019 - *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 → 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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Who is Eligible to Apply?

- ✓ An LEP *or a group* of LEPs
- ✓ School district
- ✓ 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
- ✓ District charter school authorized by a school district:
 - As part of its authorizing school district, or
 - Independent of its authorizing school district
- ✓ Institute charter school authorized by the state CSI



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Participant Selection

SBE selects **all applicants** that adopt Innovative Learning Plan (ILP) that:

- ✓ results in **meaningful innovative learning opportunities**
- ✓ significantly **supports** students in **transition** from high school to postsecondary education/workforce
- ✓ aligns with at least 2 **principles** for student learning/ transition – specified by Education Leadership Council, or
- ✓ meets research-based **design principles**

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Benefits of Participation

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Full-Time PPR funding

Selected LEPs will be allowed to count their **part-time high school pupils**, that participate in ILOP **as full-time pupils**, regardless of the actual number of teacher-pupil instruction hours and teacher-pupil contact hours for each pupil

Continue providing innovative learning opportunities for high school students

That **support** them in **successful transition** from high school → postsecondary education/workforce



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Funding Note – students previously funded at full-time

Sally qualified/coded as full-time student during 2020-21

↓

Sally only attends part-time in 2021-22 & participates in an ILP


=

can be coded as a full-time student - LEP will receive full-time PPR for this student

≠

addition funding in 2021-22 – would be approx. same as in 2020-21

Main student benefit - attend part-time while gaining valuable experiences that support them in successfully transitioning from high school → postsecondary education/ workforce



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Benefits for Participating LEPs

- All participating LEPs
 - ✓ participate in **network** of all selected LEPs
 - ✓ assistance documenting strategies used in implementing ILP
 - ✓ technical assistance to evaluate effectiveness & measuring success of ILP
- **ONLY Rural LEPs & small suburban school districts** - will receive technical assistance in implementing ILP

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Application Timeline

- **Beginning Nov. 11, 2020**: Interested LEPs request official app. & *Synplicity* folder link from Mary Anne Hunter
- **December 18, 2020**: APPLICATION DUE DATE *via Synplicity*
- **March 1, 2021**: Selection notification will be sent to applicants by CDE

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Simplified application for less than 2,000 total enrollment

Enrollment Data: Indicate the number of your students enrolled in grades 9-12 who were counted as full-time pupils and part-time pupils in the preceding three budget years.

| 2020-2021 | | | | 2019-2020 | | | | 2018-2019 | | | | | | | |
|--------------------|-------------------------------------|-----------------|-------------------------------------|--------------------|-------------------------------------|-----------------|-------------------------------------|--------------------|-------------------------------------|-----------------|-------------------------------------|--------------------|-------------------------------------|--|--|
| Full-Time Students | | | | Part-Time Students | | | | Full-Time Students | | | | Part-Time Students | | | |
| Number Enrolled | Percentage of Total 9-12 Enrollment | Number Enrolled | Percentage of Total 9-12 Enrollment | Number Enrolled | Percentage of Total 9-12 Enrollment | Number Enrolled | Percentage of Total 9-12 Enrollment | Number Enrolled | Percentage of Total 9-12 Enrollment | Number Enrolled | Percentage of Total 9-12 Enrollment | Number Enrolled | Percentage of Total 9-12 Enrollment | | |
| | | | | | | | | | | | | | | | |

Participation Data: # Students who previously participated in innovative

| 2020-2021 | | | | | | 2019-2020 | | | | | | 2018-2019 | | | | | | 2017-2018 | | | | | |
|------------------------|-------------------------------------|------------------------|-------------------------------------|------------------------|-------------------------------------|------------------------|-------------------------------------|------------------------|-------------------------------------|------------------------|-------------------------------------|------------------------|-------------------------------------|------------------------|-------------------------------------|------------------------|-------------------------------------|------------------------|-------------------------------------|------------------------|-------------------------------------|--|--|
| Full-Time Students | | | Part-Time Students | | | Full-Time Students | | | Part-Time Students | | | Full-Time Students | | | Part-Time Students | | | Full-Time Students | | | Part-Time Students | | |
| Number of Participants | Percentage of Total 9-12 Enrollment | Number of Participants | Percentage of Total 9-12 Enrollment | Number of Participants | Percentage of Total 9-12 Enrollment | Number of Participants | Percentage of Total 9-12 Enrollment | Number of Participants | Percentage of Total 9-12 Enrollment | Number of Participants | Percentage of Total 9-12 Enrollment | Number of Participants | Percentage of Total 9-12 Enrollment | Number of Participants | Percentage of Total 9-12 Enrollment | Number of Participants | Percentage of Total 9-12 Enrollment | Number of Participants | Percentage of Total 9-12 Enrollment | Number of Participants | Percentage of Total 9-12 Enrollment | | |
| | | | | | | | | | | | | | | | | | | | | | | | |

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| Project Description | Minimally Addressed or Does Not Meet Criteria <small>(Information not provided)</small> | Met Some but Not All Identified Criteria <small>(Requires additional clarification)</small> | Addressed Criteria but Did Not Provide Thorough Detail <small>(Adequate response, but not thoroughly developed or high-quality response)</small> | Met All Criteria with High Quality <small>(Clear, concise, and well thought out response)</small> | Total |
|---|--|--|---|--|--------------|
| 1) Indicate the number of students that are expected to participate in the innovative learning opportunities and the participation capacity of the innovative learning opportunities proposed in the innovative learning plan. | 0 | 3 | 7 | 10 | |
| a) Number of students expected to participate: b) The participation capacity of the innovative learning opportunities in your innovative learning plan: | | | | | |
| 2) Write a description of your innovative learning plan and explain how it aligns with at least two principles for student learning and transition specified by the Education Leadership Council (see Attachment A) and why those principles were selected; or an explanation of how it meets the research-based design principles (see Attachment B). Describe how PPR funds will support this work. | 0 | 5 | 10 | 20 | |
| <small>Click here to enter text.</small> | | | | | |
| 3) Explain the goals of your innovative learning plan and: a. How you plan to measure attainment of these goals; b. The data you will collect to measure attainment of these goals; and c. Your schedule and method for collecting data and assessing attainment of these goals. | 0 | 5 | 10 | 20 | |
| <small>Click here to enter text.</small> | | | | | |
| 4) Describe your capacity and willingness to effectively implement your innovative learning plan. What supports are already in place to reinforce/enhance your ILP? | 0 | 3 | 7 | 10 | |
| <small>Click here to enter text.</small> | | | | | |
| Do you currently have, or plan to have partnerships (i.e., community, business, or other organizations, institutions of higher education) that relate to the innovative learning opportunities in your plan? <input type="checkbox"/> Yes <input type="checkbox"/> No | | | No | Yes | |
| If Yes, list your partner(s) name, location, contact person's name and title, and a description of how the partnership(s) will support your ILP below. | | | 0 | 5 | |
| <small>Click here to enter text.</small> | | | | | |
| Reviewer Comments: | | | | | Total |

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Application Scoring
Maximum/Total = 65
Minimum = 46

| | 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 |

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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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Application Review Process

1. CDE Office of Postsecondary & Workforce Readiness
 - ✓ Does initial review of all submitted apps.
 - ✓ Forwards completed apps to Review Committee
2. Review Committee *12/18/20 - 1/15/21*
 - Peer LEPs
 - Institutions of Higher Education (IHEs)
 - Business/Industry
3. State Board of Education *Feb. 10-11, 2021*
 - Final approval
4. LEPs notified by CDE *asap but no later than March 1, 2021*

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How will PPR be sent to qualifying LEPs?

- ILOP Student Codes:

| | |
|---|--|
| 0 | No – Student is not participating in an ILOP program. |
| 1 | Yes – Student is participating in an ILOP program and is scheduled for <u>less than</u> 360 hours of instruction (<u>excluding</u> ILOP courses). |
| 2 | Yes – Student is participating in an ILOP program and is scheduled for <u>at least</u> 360 hours of instruction (<u>excluding</u> ILOP courses). |

- CDE will conduct coding webinar in April 2021
- ILOP PPR funding will be sent along with regular PPR funding **for 2021-22**

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ILOP Course Assurance

- Course Assurance form:
 - Should include all courses that are part of ILP
 - Courses must be credit-bearing
- Will be requested by CDE in April, 2021 – due around May 14, 2021

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ASSURANCE OF COURSES OFFERED FOR THE 2021-22 INNOVATIVE LEARNING OPPORTUNITIES PILOT PROGRAM

Participating District/Charter School Name: _____

Please provide information regarding the courses that your district/charter school will offer your students as part of your Innovative Learning Plan for the 2021-22 Innovative Learning Opportunities Pilot Program.

Return this completed and signed form to CDE by no later than May 3, 2021.


| Course Number | Course Name | Number of Semester Credit Hours |
|---------------|-------------|---------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

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CDE School Auditing Office Process

- LEPs must provide copy of each ILOP student’s individual schedule – shows all courses (including 1+ ILOP-specific courses) scheduled during fall semester
- CDE School Auditing Office:
 - Will confirm that ILOP coded students reported as a full-time in Student October have schedule that supports full-time funding. This includes either:
 - A full schedule that supports 360+ hours of teacher-pupil instruction and contact time in the semester of the pupil enrollment count date OR
 - A part-time schedule that includes an ILOP course as listed on their course assurances AND in their ILOP plan.

➤ Student reported as ILOP - NOT taking an ILOP course during fall = **NOT automatically eligible for full-time funding**

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Annual Report

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

1. Types of opportunities provided
2. Participating students' (demographics sex, race/ethnicity, disability...)
3. #/% comparison of students who participated before ILP implementation;
4. Summary description - outcomes achieved by students;
5. Summary description - successful/unsuccessful strategies/programs, challenges
6. Additional info requested by CDE to measure ILP effectiveness/success

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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:

- ✓ 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
- ✓ students currently participating increased over preceding school year – or
- 100% are participating

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Timeline Recap

- Now - Interested LEPs request application and Syncplicity folder link from Mary Anne Hunter
- December 18, 2020 - **Application submission deadline.** Completed applications must be submitted via Syncplicity.
- Possibly end of February 2021 (*no later than March 1, 2021*) - Selected LEPs will be notified by CDE.

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Thank you!



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