



COLORADO
Department of Education

Funding Opportunity

Applications Due: **Thursday, December 19, 2019, by 11:59 pm**

Application Information Live Webinar: **Tuesday, November 19, 2019, from 2-3 pm**

Letter of Intent Due: **Friday, November 22, 2019, by 3 pm**

High School Innovative Learning Opportunities Pilot Program

Pursuant to SB 19-216



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SAMPLE - DO NOT SUBMIT VIA EMAIL

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High School Innovative Learning Opportunities Pilot Program

Applications Due: Thursday, December 19, 2019, by 11:59 pm

Introduction

It is important that high school students have opportunities to enrich their education by participating in innovative learning opportunities that occur outside the classroom, such as working in apprenticeships or residency programs, enrolling in postsecondary courses taught on college campuses, completing capstone projects, and engaging in competency-based learning projects. These opportunities assist students in developing essential skills in the areas of personal skills, entrepreneurial skills, civic and interpersonal skills, and professional skills identified by the Department of Education and in attaining competencies beyond the high school curricula that support the students in successful transitions from high school into postsecondary education or directly into the workforce.

However, the pupil Enrollment count for purposes of school finance is based on seat-time requirements; full-time enrollment and full per pupil funding are based on demonstrating a minimum number of teacher-pupil instruction and contact hours. The challenges of accurately tracking students' time inside and outside of the classroom lead many local education providers (LEPs) to avoid the risk of offering these types of innovative learning opportunities. SB 19-216 establishes that it is in the best interests of the state and the high school students in the state to encourage greater participation in innovative learning opportunities by allowing selected LEPs to count the students who are enrolled in high school and are participating in innovative learning opportunities as full-time pupils, regardless of the actual amount of time the students may spend in the classroom.

The Rules for Administration of this program can be found at www.cde.state.co.us/postsecondary/ilop.

Purpose

The High School Innovative Learning Opportunities Pilot Program authorizes full-time funding for students enrolled in grades 9-12 in high schools operated by selected LEPs to enable them to provide innovative learning opportunities for high school students to support them in successful transitions from high school to postsecondary education or the workforce.

To be selected, LEPs will propose an innovative learning plan that meets the requirements specified below and is designed to ensure that students enrolled in grades 9-12 may participate in innovative learning opportunities before graduation. Selected LEPs that enroll fewer than five thousand students in grades 9-12 will be authorized to count students who are enrolled in grades 9-12 and are participating in innovative learning opportunities as full-time pupils for purposes of the "public school finance act of 1994", article 54 of this title 22, regardless of the actual number of teacher-pupil instruction hours and teacher-pupil contact hours for each pupil.

In designing the innovative learning plan, an LEP must design the plan to align either with the principles for student learning and transition identified by the education leadership council or with the research-based designed principles below. If the LEP designs the plan to allow with the principles for student learning and transition, it must ensure that the plan provides students with:

- a. 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;
- b. Multiple viable postsecondary pathways that are explored and valued by all;
- c. The opportunity, supported by adults, to direct their own learning experiences to develop essential skills; and
- d. 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.

If the LEP designs the innovative learning plan on the following research-based design principles, it must ensure that the plan:

- a. Impacts a large percentage of the students enrolled by the local education provider in grades 9-12 and significantly improves student outcomes;
- b. Builds public trust through transparency, local partnerships, and shared learning, as evidenced by:
 - i. The number and variety of community partnerships that exist at the time of application and the demonstrated expectation and capacity to create additional partnerships;
 - ii. The continuing role that community partners, including institutions of higher education and business, industry, and agricultural enterprises, will play in developing the innovative learning opportunities;
 - iii. The mechanisms that the local education provider uses and will use to solicit and share input from teachers, students, parents, and other community members; and
 - iv. The mechanisms that the local education provider uses and will use to share learning with community members;
- c. Identifies a strong theory of change that justifies why and explains how the proposed innovative learning plan is likely to result in a greater number of students participating in effective, meaningful innovative learning opportunities;
- d. Describes thoroughly and clearly the plan for collecting the evidence that the local education provider will use to evaluate the effectiveness of the theory of change; and
- e. Creates a schedule and mechanism for evaluating the collected evidence and committing to adapt in response to trends in the evidence to improve the innovative learning plan.

Eligible Applicants

A Local Education Provider (LEP), or a group of LEPs, are eligible to apply for this opportunity. An eligible LEP is:

- A School District;
- A Board of Cooperative Services (BOCES);
- A Charter School authorized by a School District; or
- A Charter School authorized by the Charter School Institute.

Applications will not be accepted from individual non-charter schools within a school district or BOCES. Those schools must have the district or BOCES apply on their behalf. Note: charter schools may submit individual applications but must be authorized by a school district or CSI. If funded, the charter school's authorizer will serve as the fiscal agent.

Note: School districts that enroll fewer than 2,000 students, a district charter school, or an Institute charter school may submit a simplified application. See details on page 10, Part IC.

Priority Considerations

For the 2020-2021 budget year, subject to available appropriations, LEPs will be selected to participate in the pilot program as follows:

- a. Of those applicants in which any of the students enrolled in grades nine through twelve in the preceding budget year were enrolled as part-time students, the state board shall select up to five applicants, each of which enrolls fewer than five thousand students in grades nine through twelve; and
- b. Of those applicants in which all of the students enrolled in grades nine through twelve in the preceding budget year were enrolled as full-time students, the state board shall select each applicant that adopts an innovative learning plan that the state board determines:
 - i. Is likely to result in meaningful innovative learning opportunities for students that will significantly support them in the transition from high school to postsecondary education or the workforce; and
 - ii. Aligns with at least two of the principles specified by the Education Leadership Council in section 22-35.6-104 (2) or meets the research-based design principles described in section 22-35.6-104 (3).

Available Funds

Additional PPR funding for part-time students is available for the 2020-2021 school year, with funding contingent on approval of appropriations from the State Legislature. CDE anticipates awarding additional PPR funding for a three-year period. Funding in subsequent years for grantees is contingent upon continued appropriations and upon grantees meeting all program, fiscal and reporting requirements.

Awarded LEPs will use a separate student funding code for students impacted by this grant funding. For example, LEPs who apply the funding code to qualified students in their October 2020 Student Count, will receive their additional PPR funding along with their regular PPR funding for the 2020-2021 school year.

Allowable Use of Funds

A Local Education Provider that receives a grant under the 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.

Continuation of Funding

The department shall review the information submitted annually by the LEPs that participate in the pilot program. The State Board shall automatically renew an LEP's participation in the pilot program if the Department finds that the information demonstrates that:

1. The innovative learning plan and the innovative learning opportunities provided through the plan meet the design characteristics described in the initial application. Any changes to the plan must be reported to the department; and
2. The number of students enrolled in grades nine through twelve who are participating in innovative learning opportunities increased over the preceding budget year or one hundred percent of the students in grades nine through twelve are participating in innovative learning opportunities.

Evaluation and Reporting

Each Education Provider that is selected to participate in the High School Innovative Learning Opportunities Pilot Program is required to report, at a minimum, the following information to the Department on or before May 15:

1. The types of innovative learning opportunities provided through implementation of the Plan;
2. The number and percentage of students enrolled in grades nine through twelve who participate in innovative learning opportunities, in total and disaggregated by student group, as defined in Section 22-11-103, where possible;
3. The number and percentage of students enrolled in grades nine through twelve who participate in innovative learning opportunities as compared to the number and percentage who participated before the LEP implemented the Plan, and as compared to the number and percentage who participated in the preceding reporting period if applicable;
4. A summary description of the outcomes achieved by students who participate in the innovative learning opportunity, that does not contain student personally identifiable Information, as defined in section 22-16-103(13), C.R.S.; and

5. A summary description of the challenges encountered in implementing the innovative learning opportunities and the manner in which the LEP addressed the challenges, including explanation of the strategies and programs that were successful and those that were not.

LEPs that are selected to participate in the High School Innovative Learning Opportunities Pilot Program may be selected for a site visit by CDE program staff during the 2020-2021 school year.

Data Privacy

CDE takes seriously its obligation to protect the privacy of student and educator Personally Identifiable Information (PII) collected, used, shared, and stored. PII will not be collected through High School Innovative Learning Opportunities Pilot Program. All program evaluation data will be collected in the aggregate and will be used, shared, and stored in compliance with CDE's privacy and security policies and procedures.

Please note: Documents submitted must not contain any personally identifiable student or educator information including names, identification numbers, or anything that could identify an individual. All data should be referenced/included in the aggregate and the aggregate counts should be redacted to remove small numbers under 16 for students or 5 for educators.

Technical Assistance and Intent to Apply

An application training webinar will be held on **Tuesday, November 19, 2019, from 2-3 pm** at <https://zoom.us/j/566577206?pwd=NmxvbkJPb2VkQUlmbkpYRUhMZW1OZz09>.

If interested in applying for this funding opportunity, please submit an Intent to Apply at www.surveygizmo.com/s3/5207314/Innovative-Learning-Opportunities-Pilot-Program-Letter-of-Intent-2020-21 by **Friday, November 22, 2019, by 3 pm**. The Intent to Apply is a mandatory component of this application process as it will be used to provide applicants access to the application submission process via Syncplicity.

Review Process and Timeline

Applications will be reviewed by CDE staff and peer reviewers to ensure they contain all required components. Applicants will be notified of final award status no later than **March 1, 2020**.

Note: This is a competitive process – applicants must score at least 56 points out of the 80 possible points to be approved for funding. Applications that score below 56 points may be asked to submit revisions that would bring the application up to a fundable level. There is no guarantee that submitting an application will result in funding. All award decisions are final. Applicants that do not meet the qualifications may reapply for future grant opportunities.

Submission Process and Deadline

An electronic copy of the application (in PDF format) must be submitted via Syncplicity. In order to receive a Syncplicity folder link in advance of the application deadline, potential applicants must complete the Intent to Apply at www.surveygizmo.com/s3/5207314/Innovative-Learning-Opportunities-Pilot-Program-Letter-of-Intent-2020-21

Application materials are available for download on the CDE website at www.cde.state.co.us/postsecondary/ilop.

Application Format

- The total narrative of the application cannot exceed five pages. Please see below for the required elements of the application. **Note:** Applications that exceed five pages will not be reviewed.
- All pages must be standard letter size, 8-1/2" x 11", using no smaller than 11-point font.
- The signature page must include original signatures of the lead organization/fiscal agent.

Required Elements

The format outlined below must be followed in order to ensure consistent application of the evaluation criteria.

Part I: Application Introduction [not scored]

Part IA: Cover Page - Applicant Information

Part IB: Recipient School Information

Part IC: Applicant Data

Part ID: Program Assurances Form

Part II: Narrative

Section A: Project Description (complete via rubric template)

Section B: Budget Narrative and Worksheet (complete via **Attachment C**)

High School Innovative Learning Opportunities Pilot Program

Applications Due: Thursday, December 19, 2019, by 11:59 pm

Part IA: Cover Page - Applicant Information

Lead Local Education Provider (LEP)/BOCES Information			
LEP/BOCES Name:		LEP/BOCES Code:	
Mailing Address:			
Type of Education Provider			
(check box below that best describes your organization or authorizer)			
<input type="checkbox"/> School District <input type="checkbox"/> BOCES <input type="checkbox"/> Charter School Institute			
Region			
(indicate region of Colorado this program will directly impact)			
<input type="checkbox"/> Metro <input type="checkbox"/> Pikes Peak <input type="checkbox"/> North Central <input type="checkbox"/> Northwest <input type="checkbox"/> West Central <input type="checkbox"/> Southwest <input type="checkbox"/> Southeast <input type="checkbox"/> Northeast			
Recipient Schools			
(list all schools impacted by this funding – additional rows may be added)			
Authorized Representative Information			
Name:		Title:	
Telephone:		E-mail:	
Program Contact Information			
Name:		Title:	
Telephone:		E-mail:	
Fiscal Manager Information			
Name:			
Telephone:		E-mail:	

Part IB: Recipient School Information

Complete and attach after Cover Page for all LEPs that are partnering for this application. If needed, additional copies of this page should be attached in order to include each participating school.

Lead Local Education Provider (LEP)/BOCES			
LEP/BOCES Name:		LEA/BOCES Code:	
Recipient School Information			
School Name:		School Code:	
Mailing Address:		Charter School:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Principal Information			
Name:			
Telephone:		E-mail:	

Lead Local Education Provider (LEP)/BOCES			
LEP/BOCES Name:		LEA/BOCES Code:	
Recipient School Information			
School Name:		School Code:	
Mailing Address:		Charter School:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Principal Information			
Name:			
Telephone:		E-mail:	

Lead Local Education Provider (LEP)/BOCES			
LEP/BOCES Name:		LEA/BOCES Code:	
Recipient School Information			
School Name:		School Code:	
Mailing Address:		Charter School:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Principal Information			
Name:			
Telephone:		E-mail:	

Lead Local Education Provider (LEP)/BOCES			
LEP/BOCES Name:		LEA/BOCES Code:	
Recipient School Information			
School Name:		School Code:	
Mailing Address:		Charter School:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Principal Information			
Name:			
Telephone:		E-mail:	

Part IC: Applicant Data

Note: School districts that enroll fewer than 2,000 students, a district charter school, or an Institute charter school may submit a simplified application and are not required to complete Part IC. All other applicants must complete the section below. Please provide full responses.

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.							
2019-2020							
Full-Time Students				Part-Time Students			
Number Enrolled		Percentage of Total 9-12 Enrollment		Number Enrolled		Percentage of Total 9-12 Enrollment	
2018-2019							
Full-Time Students				Part-Time Students			
Number Enrolled		Percentage of Total 9-12 Enrollment		Number Enrolled		Percentage of Total 9-12 Enrollment	
2017-2018							
Full-Time Students				Part-Time Students			
Number Enrolled		Percentage of Total 9-12 Enrollment		Number Enrolled		Percentage of Total 9-12 Enrollment	

Participation Data: Indicate the number of your students enrolled in grades 9-12 who participated in innovative learning opportunities the in preceding four budget years.							
2019-2020							
Full-Time Students				Part-Time Students			
Number of Participants		Percentage of Total 9-12 Enrollment		Number of Participants		Percentage of Total 9-12 Enrollment	
2018-2019							
Full-Time Students				Part-Time Students			
Number of Participants		Percentage of Total 9-12 Enrollment		Number of Participants		Percentage of Total 9-12 Enrollment	
2017-2018							
Full-Time Students				Part-Time Students			
Number of Participants		Percentage of Total 9-12 Enrollment		Number of Participants		Percentage of Total 9-12 Enrollment	
2016-2017							
Full-Time Students				Part-Time Students			
Number of Participants		Percentage of Total 9-12 Enrollment		Number of Participants		Percentage of Total 9-12 Enrollment	

Part ID: Program Assurances Form

The appropriate Authorized Representatives must sign below to indicate their approval of the contents of the application for participation in the High School Innovative Learning Opportunities Pilot Program, and the receipt of full-time Per Pupil Revenue (PPR) program funds (if applicable).

On _____ (date), 2019, the Board of _____ (district/BOCES/CSI) hereby agrees to the following assurances:

- 1) The grantee will annually provide the Colorado Department of Education the evaluation information required in the End-of-Year Report of the Request for Proposal.
- 2) The grantee will work with and provide any additional requested data to CDE within the time frames specified.
- 3) The grantee will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
- 4) Full-time PPR funds will be used to supplement and not supplant any funds currently being used to provide innovative learning opportunities for students and grant dollars will be administered by the appropriate fiscal agent.
- 5) Funded projects will maintain appropriate fiscal and program records and that fiscal audits of this program will be conducted by the grantees as a part of their regular audits.
- 6) If any findings of misuse of these funds are discovered, project funds will be returned to CDE.
- 7) The grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.

The Colorado Department of Education may terminate program participation and/or a full-time PPR award upon thirty days' notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the program as specified in the approved project application, or if the program is generating less than satisfactory results.

Project modifications and changes in the approved budget must be requested in writing and be approved in writing by CDE **before** modifications are made to the expenditures. Please contact Brittany Shores (Shores_B@cde.state.co.us | 303-866-6911) and Mary Anne Hunter (Hunter_Mary@cde.state.co.us | 303-866-6596) for any modifications.

_____ Name of Organization Board President (School Board, BOCES, Charter School)	_____ Signature
_____ Name of Organization Authorized Representative (District Superintendent, Charter School Institute, BOCES Executive Director)	_____ Signature
_____ Name of Program Contact	_____ Signature

Note: If grant application is approved, funding will not be awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.

Part II: Narrative Responses Template and Evaluation Rubric

The following criteria will be used by reviewers to evaluate the application as a whole. In order for the application to be recommended for participation and or funding, it must receive at least 56 points out of the 80 possible points and all required elements must be addressed. An application that receives a score of zero on any required elements will not be selected for participation or funding (if applicable).

Section A: Project Description	Minimally Addressed or Does Not Meet Criteria (Information not provided)	Met Some but Not All Identified Criteria (Requires additional clarification)	Addressed Criteria but Did Not Provide Thorough Detail (Adequate response, but not thoroughly developed or high-quality response)	Met All Criteria with High Quality (Clear, concise, and well thought out response)	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).	0	5	10	20	
Click here to enter text.					
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	
Click here to enter text.					
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	
Click here to enter text.					
5) 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 (Please 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.) <input type="checkbox"/> No	No 0	Yes 5			
Click here to enter text.					
Reviewer Comments:					
					Total

Section B: Budget Narrative and Budget Worksheet (complete Attachment C)	Minimally Addressed or Does Not Meet Criteria (Information not provided)	Met Some but Not All Identified Criteria (Requires additional clarification)	Addressed Criteria but Did Not Provide Thorough Detail (Adequate response, but not thoroughly developed or high-quality response)	Met All Criteria with High Quality (Clear, concise, and well thought out response)	Total
1) Provide a Budget Narrative (see Attachment C) in a narrative format that addresses the following criteria: <ul style="list-style-type: none"> • A description that summarizes all expenditures. • Costs must be reasonable and the budget sufficient in relation to the objectives, design, and scope of project activities. 	0	3	7	10	
2) Complete and attach the Budget Worksheet (see Attachment C). List costs of the proposed project as presented that are reasonable, necessary, and are calculated to show how amounts are determined. The budget should be sufficient in relation to the objectives, design, scope, and sustainability of project activities and demonstrate how funds will be used for supplementary services. 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]	0	1	3	5	
Reviewer Comments:					
					Total

SAMPLE - DO NOT

High School Innovative Learning Opportunities Pilot Program

Applications Due: Thursday, December 19, 2019, by 11:59 pm

Application Scoring

CDE Use Only

Part I: Application Introduction

No Points

Part II: Narrative

Section A: Program Description

/65

Section B: Budget Narrative and Budget Worksheet

/15

Total: /80

GENERAL COMMENTS: Please indicate support for scoring by including overall strengths and weaknesses. These comments will be provided to applicants with their final scores.

Strengths:

-
-

Weaknesses:

-
-

Required Changes:

-
-

RECOMMENDATION: Funded _____ Funded with Changes _____ Not Funded _____

Attachment A: Education Leadership Council Principles

Education Leadership Council Principles

LEPs can design their ILP to align with at least two of the following principles by ensuring that the ILP provides students with:

- 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; and
- 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.

Attachment B: Research-Based Design Principles

Research-Based Design Principles

An LEP may base the design of its ILP on the following principles by ensuring that the ILP:

1. Impacts a large percentage of the students enrolled by the LEP in grades nine through twelve and significantly improves student outcomes;
2. Builds public trust through transparency, local partnerships and shared learning as evidenced by:
 - a. The number and variety of community partnerships that exist at the time of application and the demonstrated expectation and capacity to create additional partnerships;
 - b. The continuing role that community partners, including institutions of higher education, business, industry and agricultural enterprises will play in developing the innovative learning opportunities;
 - c. The mechanisms that the LEP uses and will use to solicit and share input from teachers, students, parents and other community members; and
 - d. The mechanisms that the LEP uses and will use to share learning with community members.
3. Identifies a strong theory of change that justifies why and explains how the proposed ILP is likely to result in a greater number of students participating in effective, meaningful innovative learning opportunities;
4. Describes thoroughly and clearly the plan for collecting the evidence that the LEP will use to evaluate the effectiveness of the theory of change; and
5. Creates a schedule and mechanism for evaluating the collected evidence and committing to adapt in response to trends in the evidence to improve the innovative learning plan.

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.

<div></div>

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