

Innovative Learning Opportunity Pilot Program

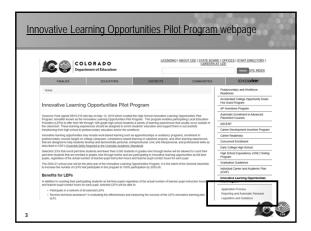
Mary Anne Hunter, CDE <u>Hunter Mary@cde.state.co.us</u> (303) 866-6596

1

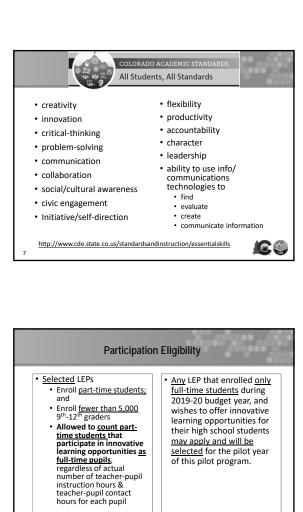
Topics

- 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





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 9 th - 12 th grader variety of learning experiences that usually occur outside of the classroom	
☑ Enrich students' education; and	
postsecondary ed and/or workforce	
4	
What are Innovative learning opportunities?	
Work-based learning	
Apprenticeships Competency-based learning	
Residency programs Capstone projects	
Enrollment in Other learning experiences postsecondary courses	
5	
Designed to help students develop and demonstrate	
✓ Personal	
✓ Entrepreneurial	
✓ Civic	
✓ Interpersonal	
✓ Professional skills	



their high school students may apply and will be selected for the pilot year of this pilot program.

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 9^{th} - 12^{th} graders

10



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
- \checkmark An institute charter school authorized by the state Charter School Institute

11



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

Participant Selection

CDE collects/reviews applications → SBE

- <u>Up to 5 LEPs</u> that enrolled <u>any students as part-time</u>, and enrolled <u>fewer than 5,000 students</u> in 9th-12th grades during the preceding school year; and
- 2. <u>Each LEP</u> that enrolled <u>all full-time</u> students in 9th-12th grades during preceding school year, <u>and adopts an ILP</u> 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.

13



APPLICATION: Required Information

- 1. #/% of 9^{th} - 12^{th} graders counted as full-time and part-time pupils in **preceding three** school years;
- #/% students who participated in innovative learning opportunities in **preceding four** school years;
- # of students expected to participate in the innovative learning opportunities & participation capacity of the ILP;
- 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
- Information that demonstrates capacity & willingness to implement ILP
- Explanation of ILP goals how intend to measure attainment data to be collected to measure attainment schedule/method for collecting data & assessing goal attainment
- Partnerships between community, business, other organizations that relate to the innovative learning opportunities in place or expected

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



Research-Based Design Principles

- Impacts a large percentage of students enrolled and <u>significantly improves student</u> outcomes:
- 2. <u>Builds public trust</u> through transparency, local partnerships and shared learning as evidenced by...
- 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. <u>Creates schedule/mechanism for evaluating c</u>ollected evidence & committing to adapt in response to trends in evidence to improve the ILP.

16



Budget Worksheet Provide a sample budget, in narrative and list form, equilaring 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 tearning First (IV) in 2002-2012. Note: base your potential additional PRIR funding on half of your 2019-2020 full time PRR. For example, if your full time FRR was \$9,000, use \$4,000 in your sample budget. Budget Harrative Splain how reprenditures align with your application and the intent of the grant. Budget Worksheet List projects and services to be supported with additional PRR funds. Item Description, Example A FIE for (activity or purchase) at \$xxxxx part (hour or month or year/amount) times (s per hours or months or year) A FIE for (activity or purchase) at \$xxxxx part (hour or month or year/amount) times (s per hours or months or year)

Application Scoring Maximum/Total = 100 Minimum = <u>56</u> Application Question Max. Score # students expected to participate in ILP 2 Description & alignment of ILP ILP goals - data collection - measurement 20 LEP capacity & willingness to implement ILP 10 Partnerships to implement ILP Yes = 5 No = 0 Budget narrative 10 Budget project costs 5

➤ November 22, 2019: Letter of Intent link due (SurveyGizmo)	
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<u>via Syncplicity</u>	
19	
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):	
Types of opportunities provided; #/% of 9 th .12 th sex; socioeconomic status; race and ethnicity; disability; English language proficiency; gifted/talented;	
 #/% of student participants compared to #/% who participated before ILP implementation; 	
Summary description of outcomes achieved by students; Summary description of successful/unsuccessful strategies/programs - challenges encountered – manner addressed; and	
Any additional information requested by CDE to assist in measuring the effectiveness and success of the program.	

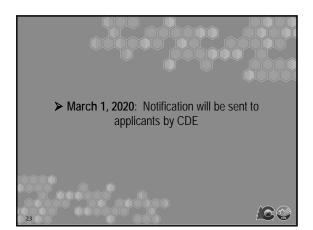
Automatic Renewal

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

- \checkmark #/% 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

 √ #/% of currently participating

 √ #/





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