

Innovative Learning Opportunity Pilot Program 2021-22

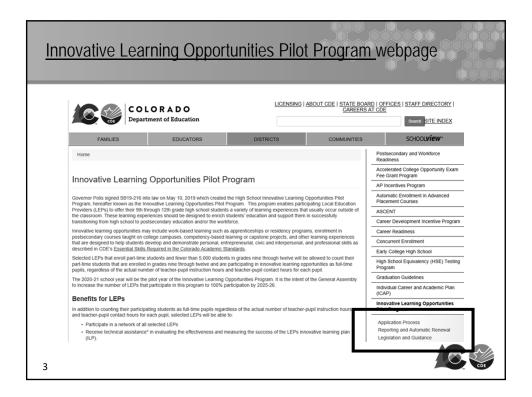
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Topics

- 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







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

What are Innovative learning opportunities?

Work-based learning

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



...Designed to help students develop and demonstrate

✓ Personal

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- ✓ 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



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



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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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 <u>previously</u> 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 $\hfill\Box$

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

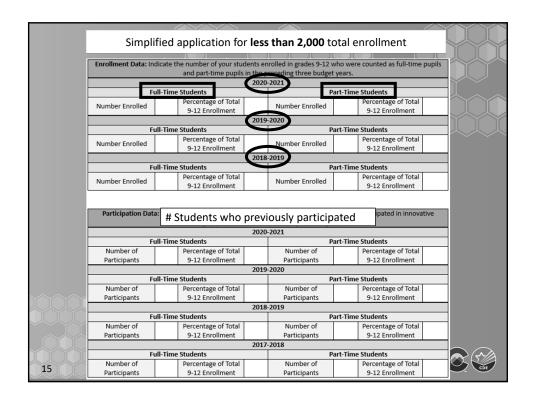
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Application Timeline

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





| | 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) | | |
|----|--|---|---|--|---|----|-----|
| | 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 opportunity. | | | | | | |
| | 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. | | 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. Click here to enter text. | 0 | 5 | 10 | 20 | | |
| | Describe your capacity and willingness to effectively implement your innovative learning plan. What supports are already in place to reinforce/enhance your ILP? Click here to enter text. | 0 | 3 | 7 | 10 | | |
| | 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? | | | | | | |
| | If Yes, list your partner(s) name, location, contact person's name, location, contact person lo | 0 | 5 | | | | |
| | Click here to enter text. | | | | | | |
| 16 | Reviewer Comments: | | | | Tota | ıl | CDE |

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 | LP 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:

- <u>Intentionally inclusive and culturally responsive</u> educational opportunities that prepare learners of all backgrounds to thrive at every critical transition from early childhood and through careers;
- <u>Multiple viable postsecondary pathways</u> that are explored and valued by all;
- The opportunity, supported by adults, to <u>direct their own learning experiences</u> to <u>develop essential skills;</u>
- 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

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

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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



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 <u>for 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</u> <u>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:
 - o Should include all courses that are part of ILP
 - o Courses must be credit-bearing
- Will be requested by CDE in April, 2021 due around May 14, 2021

10 (2)

| | | COLORADO Department of Education | |
|----|--|--|-----|
| | ASSURANCE OF CO | URSES OFFERED FOR THE 2021-22 INNOVATIVE LEARNING OPPORTUNITIES PILOT PROGRAM | |
| | Participating District/ | Charter School Name: | |
| | students as part of yo Pilot Program. | nation regarding the courses that your district/charter school will offer your bur Innovative Learning Plan for the 2021-22 Innovative Learning Opportunities and and signed form to CDE by no later than May 3, 2021. | |
| | Course Number | Course Name 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 <u>either</u>:
 - A full schedule that supports 360+ hours of teacher-pupil instruction and contact time in the semester of the pupil enrollment count date <u>OR</u>
 - 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

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



