



IGNITING THE POWER OF LEARNING: EXPANDED LEARNING OPPORTUNITIES



ELO ignites the unique potential of every student through the creation and delivery of dramatically personalized learning experiences.

Expanded Learning Opportunities

The primary responsibility for the rollout of the enclosed Expanded Learning Opportunities (ELO) vision and strategic plan resides with the Colorado Legacy Foundation (CLF) and Colorado Department of Education (CDE). Highly regarded as individual institutions, the uniquely close collaboration between CLF and CDE is especially powerful because it couples CDE's statewide bully pulpit with CLF's reputation for excellence and innovation. Together they can reach and convene diverse groups of stakeholders with the explicit goal of improving the educational experiences for educators and students. A joint commitment by both organizations to actively participate in and adopt the ELO strategy will ultimately result in broader stakeholder buy-in and implementation of the ELO vision.

CLF and CDE would like to thank The Parthenon Group, Stephen Dalla Betta and the Ford Foundation for their support and expertise in the development of this plan, as well as the many partners who have provided input and guidance along the way.

COLORADO LEGACY FOUNDATION

CLF is an independent 501(c)(3) that believes in the power of public education as a critical means to foster quality lives, careers and communities. CLF works in partnership with the CDE and local school districts to advance innovative practices, models and policies in public education. CLF serves as an effective catalyst for inspiring and empowering collaborative innovation and sustainable system improvements in Colorado public education. Bolstered by the belief that sustainable improvement from within is possible, CLF is empowering individuals and organizations with the knowledge, tools, support and resources to leverage existing strengths, structures and capacities in new ways, and encouraging individuals and organizations to transform together, share knowledge and collaborate on creating an accessible, high-quality public education system that ensures the success of every educator, leader and student.

COLORADO DEPARTMENT OF EDUCATION

CDE's Division of Innovation and Choice will lead the Department's work in implementing the ELO strategic vision and plan. The Division was created in 2011 under the leadership of Commissioner Hammond to seed innovation, expand choice, and provide a path for districts seeking greater flexibility and autonomy. CDE's mission is to shape, support, and safeguard a statewide education system that prepares students for success in a globally competitive world. The Department has four overarching goals: build a globally competitive workforce; ensure effective educators for every student and effective leaders for every school and district; build the capacity of schools and districts to meet the needs of Colorado students and their families; and operate with excellence, efficiency, and effectiveness.

See Appendix B for organizational capacity and leadership biographies.

INTRODUCTION

The U.S. education system has scarcely changed since the industrial age. Instead of taking advantage of seismic shifts in technology, communications, and globalism, it has experienced a decades-long decline. Today, millions of U.S. students drop out of high school annually. College completion rates are sub-par, with outcomes for urban youth far worse. If we do not rally to transform our system, the future of education in our country – indeed, the future of our economy – is bleak.

In this context, how can we reignite education nationwide? How can we remain competitive globally? How can we keep students engaged and make learning more enjoyable and relevant? How can we reach those children whose brains are wired for the internet, texting, and Facebook? And, ultimately, how can we create an Education System 2.0 to support the diverse and dynamic needs of future generations of students?

An answer can be found in ELO, an innovative teaching and learning platform designed to ignite the unique potential of every student through the creation and delivery of dramatically personalized learning experiences. CLF and CDE have teamed to expand how we view learning, teaching, and classrooms today. In this vital race to transform the country's education system, Colorado is on the front lines working to unlock its true potential for tomorrow.

WHY COLORADO IS READY FOR TRANSFORMATION

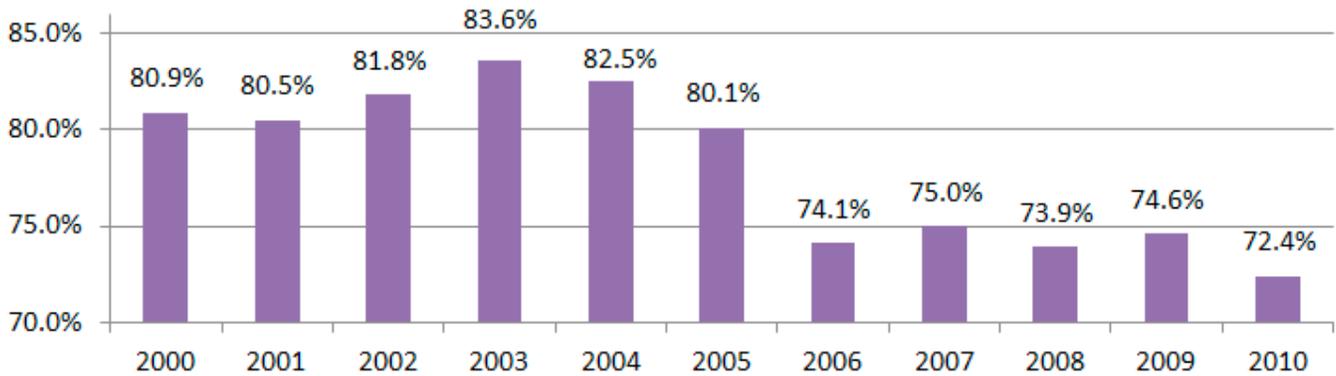
K-12 education in Colorado in 2012 is at a crossroads. While our state's public education system is viewed nationally as a policy leader for innovation and success, in many ways, like many other states, we have struggled to keep pace with the way the world is changing.

Overall, Colorado's graduation rate is 74%, down from 81% in 2001. For students of color, rates are consistently lower. Our education system was intended to help all students complete high school postsecondary and workforce ready, but despite our reforms and best efforts, we are not hitting the mark. Beyond the dashed hopes and dreams of students who drop out or graduate from high school ill-prepared for college and career, there is a very real economic toll – in the form of decreased productivity, reduced consumer spending, and increased expenditures on social services – to poorly educating our students.

This strategic overview shares the vision and commitment in Colorado to transform the student learning experience, close achievement gaps, and ensure college and career readiness for all students. Developed by CDE and CLF, the five-year statewide plan sets ambitious strategic goals and outlines the initial slate of detailed initiatives and related funding requirements to drive progress toward those goals over the next two years. The plan identifies specific milestones against which we will measure our success, as well as key risks and mitigation plans.



COLORADO H.S. GRADUATION RATES 2000-2010



To address these challenges and opportunities, Colorado is thinking differently about how to educate students in ways that are more relevant, engaging, and dynamic in the context of technological advances of the 21st century and the enormity of information in our global society. What's more, we understand that if we are to ensure that all students have world-class opportunities and tools to succeed and thrive, we will need fresh, innovative ideas, and bold approaches that produce dramatic leaps in student achievement and growth.

Changing the way students learn will also require changes in how we access and allocate our critical resources: people, time, and funding. We recognize that making this shift will require a substantial and longer-term investment in research and development. However, our goal is to examine how we use existing resources and leverage them more effectively to implement the vision. Through strategic integration with the state's reform agenda, CLF and CDE are investing in ELO to improve outcomes for Colorado's students and teachers.

COLORADO - A NATIONAL LEADER IN SETTING AN INNOVATIVE POLICY FOUNDATION

In 2009, the Colorado State Board of Education (SBE) and the Colorado Commission on Higher Education (CCHE) adopted a definition of success¹ when students leave high school, a definition that is shared by a growing number of thought leaders nationally. To be considered postsecondary and workforce ready (PWR) in Colorado, students must be able to:

Master core academic content in:

- Literacy
- Math
- Science
- Social studies and social sciences
- Arts and humanities

AND

Demonstrate critical learning and behavioral skills, including:

- Critical thinking and problem solving
- Finding and using information and information technology
- Creativity and innovation
- Civic responsibility
- Work ethic
- Personal responsibility
- Effective communications and collaboration

The adoption of the description of PWR set in motion a number of major reform efforts in Colorado, including the adoption and implementation of revised academic standards tied to the Common Core that explicitly address such 21st century skills as innovation, critical thinking and reasoning, information literacy, self-direction, and collaboration. Colorado also moved toward the adoption of a new assessment system that will signal mastery of standards at grade level and measure progress toward the skills and content knowledge required to demonstrate college and career readiness. Additionally, the system is being designed to inform instruction and provide early feedback, including attributes of student relevance, interim results, and over time, online administration to accommodate timely return of results.

More recently, Colorado has added to this strong policy foundation by:

- Implementing a revolutionary statewide educator evaluation system (SB 10-191) focused on student academic growth and designed to improve professional practice and inform hiring, promotion, compensation, and professional development decisions.
- Requiring that all students starting in 9th grade develop and annually update an Individual Career and Academic Plan (ICAP) that supports their planning and exploration related to individual college and career interests, experiences and coursework (SB 09-256).
- Advancing innovations that result in improved student outcomes by creating options for greater school autonomy and flexibility in academic and operational decision-making (such as the Charter School Act and the Innovation Schools Act).
- Participating in the national Shared Learning Collaborative (SLC) pilot and the Relevant Information to Strengthen Education (RISE) grant program, focused on updating and aligning state data systems, and developing data standards and comprehensive information systems to support and promote personalized learning applications for educators and students.

Because of these groundbreaking efforts, Colorado is already regarded as one of the leading states in the nation when it comes to rethinking education for our students.

TRANSFORMING THE LEARNING EXPERIENCE IN COLORADO

“The best evidence for the rigor and excellence of these efforts [SB 163, 212, 191] has been other states’ adoption of key elements of what is increasingly known as ‘the Colorado model’ ... These accomplishments underscore Colorado’s commitment to improving education for all students and demonstrate how states can lead the push for education reform.” - Arne Duncan, U.S. Secretary of Education²

1 PWR describes the knowledge, skills, and behaviors essential for high school graduate to be prepared to enter college and the workforce and to compete in the global economy: <http://www.cde.state.co.us/cdegen/downloads/PWRdescription.pdf>.

2 Duncan, Arne. “Duncan: Colo. a leader in education reform” in Denver Post, February 29, 2012.

EXPANDED LEARNING OPPORTUNITES - THE WAY FORWARD

ELO is an innovative teaching and learning platform designed to ignite the unique potential of every student through the creation and delivery of dramatically personalized learning experiences. Figure 1 depicts some of these key enhancements.

Moving away from the “one-size-fits-all” classroom experience where students are expected to learn the same skills and content at the same time and in the same way, ELO places the student in the center, igniting individual passions and interests through customized learning opportunities. It helps all students to master content at their own pace. The result? Competent, confident learners who are more empowered, better supported, and fully prepared for education, careers, and life.

Figure 1

ELO Transforms Learning

Traditional / Historic	ELO
Seat Time	Competency / Mastery
Bricks & Mortar	Anytime, Anywhere
Agrarian Calendar	Flexible Calendar
Teacher-Driven Learning	Shared Ownership for Learning
One School	Multiple Learning Options
Annual Summative Assessment	Frequent Formative Assessments

It is not just students who benefit from ELO. ELO empowers educators to transform the school day, maximize their strengths, and access a broader range of quality teaching and learning opportunities. It provides educators with the tools, flexibility, support, and resources to do what they do best – teach – and to focus more of their energy on delivering high-quality instruction and providing more personalized attention to each student.

ELO is the fulcrum to transform the learning experience, close achievement gaps, and ensure college and career readiness for all students in Colorado. The goals, metrics, and activities outlined in the ELO plan are intended to integrate with and accelerate CDE’s current strategic direction (including standards, assessments, and educator effectiveness). It is not another layer of work. Rather, ELO is an opportunity to accelerate and seed innovation within the implementation of Colorado’s existing reform agenda.

What is the connection between ELO and implementation of Colorado’s education reform legislation?			
	Standards and Assessments SB 08-212	Educator Effectiveness SB 10-191	Accountability and Support SB 09-163
What is the potential of ELO for maximizing these reform initiatives?	Standards: <ul style="list-style-type: none"> • Links to individual student skills and interests • Can be unbundled to meet individual student needs • Can be delivered via multiple methods that encompass varied learning styles • Reinforce that competency matters more than seat time 	Staffing models that maximize: <ul style="list-style-type: none"> • Individual educator expertise • Teacher collaboration time • Quality learning time for students • Coaching, differentiated instruction, and experiential learning 	Accountability and support for: <ul style="list-style-type: none"> • Teacher and principal accountability / evaluation models that account for team teaching and multiple modes of student learning • Growth formulas that incorporate real-time measurements, multiple benchmarks of individual student growth, and learning that takes place across multiple venues
	Assessments: <ul style="list-style-type: none"> • Encompass real-time measurements • Enable the flexibility for schools to test students when they are ready to advance 	Professional development that supports educator ability to: <ul style="list-style-type: none"> • Know the student (regular diagnosis) • Modularize content • Vary delivery models • Deliver quality instruction in online and blended settings • Use technology, community partners, and data to individualize learning 	<ul style="list-style-type: none"> • Students to progress based on assessed mastery of learning rather than measures of seat time • Educators to have the time, space, support, and resources needed to provide personalized instruction to every student

THE FUTURE BEGINS NOW

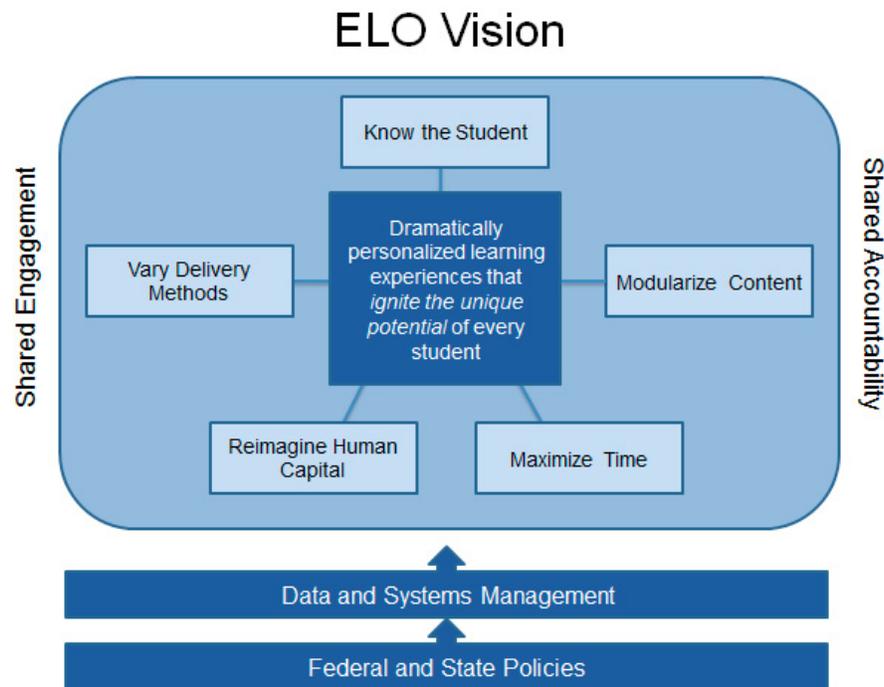
Building on the work of the ELO Commission’s work in 2010-11³ and the reforms already underway, CLF and CDE are together leading the way toward a day in the not-too-distant future when:

- Progress through our K-12 education system is based on assessed mastery of learning rather than measures of seat time.
- Students have access to a wide range of high-quality educational opportunities to reflect their interests, needs, and talents – regardless of where they live or the school they attend.
- The delivery of education is not tied to a single model or structure but takes advantage of a variety of media, partners, schedules, and approaches.

3 See Appendix A for ELO Commission description and list of members.

- Educators have the time, space, support, and resources they need to provide personalized instruction to every student, creating and coordinating a range of measurable, engaging experiences that deliver results.

Figure 2



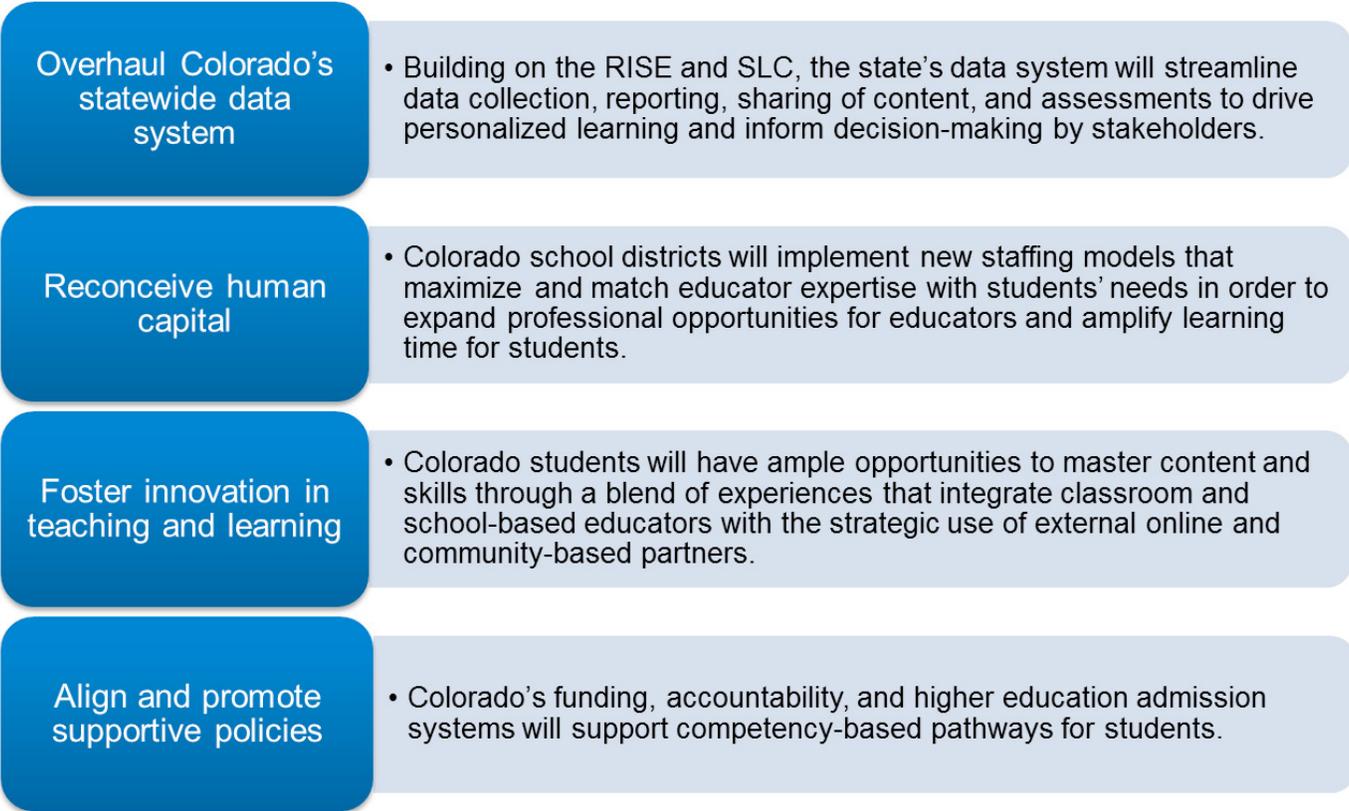
As illustrated in figure 2 above, dramatically personalizing learning experiences requires a new way of thinking about teaching and learning:

- Schools and educators must have the capacity to know each student well through regular diagnoses, customizable learning maps, and data platforms that capture student skills, interests, and learning styles in addition to academic outcomes. ELO promotes shared engagement in and accountability for learning supported by strengthened student, home, school, community, and business connections.
- Content is more flexible, able to be unbundled and delivered via multiple modalities, and time is differentiated to maximize student learning and support “anytime, anywhere” opportunities for students to progress at their own pace.
- Human capital is an essential component of this vision and is re-imagined to better leverage individual educator skills and interests with student needs. Educators work in teams, and benefit from digital resources, operating in models that emphasize coaching, differentiated instruction and experiential learning. Student and educator schedules adjust to the changing dynamics of the learning environment.
- The capacity, infrastructure, and autonomy exist to allow a variety of delivery methods to flourish, including learning experiences that occur inside and outside of the classroom.

The CLF and CDE partnership involves cultivating the conditions for the above elements to develop and flourish, including managing the data, systems, and policies required to innovate and scale. Longer-term opportunities exist to enhance policy initiatives related to ELO – particularly in order to increase funding flexibility with the School Finance Act, modifying higher education admission criteria, and removing “seat time” requirements. Nonetheless, Colorado’s existing policy initiatives enable CLF and CDE to bolster numerous existing early stage ELO activities.

ELO INITIATIVE GOALS

Achieving the vision described above requires an integrated approach led by CLF and CDE to reach the desired outcomes. Over the next five years, success against these outcomes will be dependent on the input, shared ownership, and continued collaboration of national, state, and local education leaders, many of whom are already engaged in informing this work.⁴



STRATEGIES AND METRICS OF SUCCESS GUIDING THE FIRST TWO YEARS OF ELO IMPLEMENTATION

Importantly, the success of ELO will ultimately be measured by student achievement targets, the metrics of which CLF and CDE will develop over the next two years of this five year plan. With a commitment to this outcomes-based accountability as the end in mind, CLF and CDE have identified three key strategies and related success measures to jumpstart ELO activities in Colorado, as summarized in the following table.

⁴ See Appendix C for a list of partners that have been engaged in the ELO effort to date.

Strategy	Estimated Investment	Metrics of Success
1. Establish, implement and measure a portfolio of proof points that demonstrate a variety of quality approaches to transform and customize teaching and learning.	\$5.3M	<ul style="list-style-type: none"> • 20 new ELO pilot efforts launched statewide • 10 existing ELO efforts expanded (in addition to the 20 above) • 35,000 public school students in Colorado use quality digital learning in combination with face-to-face instruction to meet course requirements⁵
2. Create awareness, trust and engagement in the ELO vision, and improve and support policy changes leading to effective implementation of the vision and strategies over time.	\$0.9M	<ul style="list-style-type: none"> • Multi-media campaign launched • 25% of identified target audiences aware of ELO goals and initiatives • 25% of school districts use ELO strategies in policy and practice • Policy framework created by October 2012 to identify gaps and opportunities related to ELO implementation and used to inform policy recommendations for the 2013 and 2014 legislative sessions
3. Build capacity to engage in ELO across all levels of the education system.	\$1.5M	<ul style="list-style-type: none"> • A minimum of 10 districts utilize effective learning management systems to personalize learning and facilitate blended learning opportunities for students district-wide • 5-7 Colorado school districts implement more flexible and personalized-learning driven staffing and schedule structures • 3-5 educator prep programs in Colorado modify their approach to better prepare teachers and leaders to effectively personalize learning

As referenced in Appendix D, we have developed a detailed implementation for each of these strategies that includes specific actions, owners, and timing.

Strategy 1: Establish, implement and measure a portfolio of proof points that demonstrate a variety of quality approaches to transform and customize teaching and learning

Colorado is learning from a variety of promising national and local ELO initiatives. To identify and address opportunities and barriers for replication and scale, CLF and CDE are researching and documenting a range of ELO approaches that personalize and ignite student learning. We seek proof points that are strong enough to produce real change: teaching and learning models that are customizable, responsive, and integrated, which ensure equity of quality in addition to improvement and sustainability.

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CLF and CDE will invest in the development of proof points that intentionally reflect and model the elements of the ELO Vision (see Figure 2) across a range of educational settings and geographies. Pilots will follow statewide, competitive request for proposal (RFP) processes based on demonstrated indicators of leadership, readiness, and commitment to shared goals. Consultant partnerships will be identified and matched to provide technical assistance and build school and district capacity on a regional basis, including targeted trainings, planning, and implementation supports.

Potential examples include models to:

- Audit and reorganize time within and around the master schedule
- Engage the state and local education associations to build extended time into negotiated agreements
- Engage community and business partners in experiential, credit-bearing learning within the school day
- Leverage dual enrollment and Career and Technical Education options to increase college and career readiness
- Individualize learning time for teachers and students through competency-based, blended, and digital learning; and others to be determined

Proof points will include a combination of new programs that reflect aspects of the ELO vision with expansion of existing efforts that already incorporate ELO strategies. For example, a few metro-area school districts have recently partnered with the National Center on Time and Learning (NCTL) to use time and staff more strategically in their schools to extend and expand learning time for students. These schools are now poised to implement their plans. Other existing efforts include schools and districts that have begun to utilize online and blended learning and want to expand the use of these opportunities in order to serve more students and prepare more teachers for blended environments.

By demonstrating and highlighting the efforts underway in these proof points, CLF and CDE hope to show education leaders, policymakers, and the public what ELO looks like in action and how it can ignite learning for students, enhance professional experiences for educators, and inform policy and systemic changes at the district and state levels. Early learning from the rollout of these proof points will be documented by the University of Denver (DU) over the course of the first two years. In the medium to long term, the overall efficacy of the ELO strategy and the participating proof points will be examined through CDE's existing data and accountability systems and via evaluation and research engagements with external partners.

5 Currently approximately 17,000 students in Colorado participate in online learning (most in full-time online learning).

Strategy 2: Create awareness, trust and engagement in the ELO vision, and improve and support policy changes leading to effective implementation of the vision and strategies over time

Because ELO is a relatively new concept with a broad spectrum of elements, there is significant ambiguity about what ELO really means. To learn more about perceptions of ELO, CLF and CDE solicited feedback from education, community, and business leaders. As a result, CLF and CDE see an important opportunity to build awareness through a broad-spanning communications campaign that will increase understanding, build public will, and, most importantly, create the demand for ELO.

The campaign will dispel initial perceptions that ELO is a random collection of individual strategies layered on top of our current system, rather than a highly aligned approach for wide-scale integration. It will also address perceptions that the current system is too entrenched to embrace ELO and that the cost of implementing the ELO vision will be unaffordable and, therefore, unattainable.

Realizing that innovation requires shifts in mindset, our strategic communications and awareness-building efforts will highlight not only that it can be done, but that it is being done already. Success hinges on helping policy makers, educators, students, parents, and communities believe that change is possible by helping them see the possibilities nationally and in Colorado and ultimately advocate for these changes for students across our state.

To that end, CLF and CDE will launch a multi-media campaign for multiple audiences that will build awareness and support for the ELO vision and implementation and leverage existing work already underway to inform the identification of exemplars and key messaging. Additionally, we will demonstrate the use of policy toward ELO implementation at the national, state, and district levels.

- At the national level, CLF and CDE will identify and leverage opportunities within federal policy for increased innovation and flexibility, such as through the No Child Left Behind (NCLB) waiver process and U.S. Department of Education grant programs.
- At the state level, efforts will focus on integrating ELO elements into existing policy and implementation initiatives in such areas as:
 - Educator effectiveness, including school leader and educator evaluation rubrics, and student-teacher data link
 - Higher-quality online and blended learning and the replication of quality charter schools
 - Unified improvement planning and turnaround strategies
 - Community partnerships, including through the state library and state drop-out prevention programs
 - New graduation guidelines and higher education admission criteria expected to be developed over the next couple of years in partnership with the Colorado Department of Higher Education (CDHE)

- Locally, efforts will focus on the implementation of proof points and the presence and importance of key ELO strategies in district decisions and policy-making, such as: use of the Innovation Act, blended, competency-based pathways, flexible funding, creative and effective use of data and learning management systems, or alternative schedules and staffing models.

Strategy 3: Build capacity to engage in ELO across all levels of the education system

Even as we embark on a broad-based campaign to increase awareness and understanding of ELO, it is critical to identify and build support for early adopters and implementers who will undertake and sustain broad-based changes in practice. Therefore, CLF and CDE will invest in four key areas to help build the capacity at varying levels to change practice and implement ELO:

- *Technical assistance and professional development.* Focus areas include: using data to customize learning for students, nurturing ELO leaders, expanding the use of blended learning, and developing critical thinkers and reflective learners.
- *Rural District Support.* Expanding ELO in rural communities is a high priority for the state. Support will include a combination of convenings, technical assistance, resources, tools, and partnership opportunities to inform creative and systemic integration of ELO within school and district policy and practice. CLF and CDE will identify internal capacity to support this work and partner with organizations whose expertise extends beyond our internal expertise.
- *Effective data systems to guide decision-making.* CLF and CDE will continue to partner as a pilot state in the national SLC. This effort will support the platform being created by the SLC for use in pilot states by early 2013. While the SLC holds great promise, it isn't complete. As such, it is critical to separately capture and disseminate information about effective data and learning management systems currently being used by schools and districts within and outside of Colorado (including in our proof point schools and districts).
- *Change management processes/human capital.* In order to create highly effective learning experiences for students that reflect the ELO vision, we need to have a workforce that is comfortable with and trained in the use of these strategies. As such, CLF and CDE will work on the following strategies over the next two years:
 - Identify and offer access to partners in the field that provide technical assistance and professional development to help schools and districts incorporate ELO strategies into their learning environments. Work with two to three existing schools of education (including teacher, library, administrator, and education/technology prep programs) and at least one alternative provider (e.g., Teach for America) to adapt their teacher preparation programs to better prepare their graduates for working in ELO environments.
 - Integrate ELO strategies into the recommendations for redesign of the educator licensure system in Colorado currently being examined by The New Teacher Project and CDE's educator effectiveness team.

SUSTAINABILITY

Changing the way students are learning will require systemic innovation not only in how we view learning, teaching, and classrooms, but also in how we access and allocate our critical resources: people, time, and funding.

The current reality of education funding in Colorado only underscores this fact. Sustainable solutions will not arise by continuing to cut from a funding model that currently produces an inadequate return on student outcomes. During times of consistently diminishing resources, we have an obligation to model change.

The partnership between CLF and CDE is strategically structured to bring private funds to bear on public dollars, using short-term investments of private resources to build capacity and plan for the long-term sustainability of needed reforms undergirded by public funds. We believe that for the next 5-7 years there will be a need for continued investment in research and development to seed innovation and measure effectiveness of selected strategies. Importantly, CDE has conducted an internal funding analysis in order to be strategic about existing funds, discrete over how funds are used and leveraged at the state and local levels, and how they are prioritized.

RISK ANALYSIS

CLF and CDE recognize that there are significant risks and challenges to achieving the ELO vision. As described below and within the ELO Implementation Plan (Appendix D), we are actively working to address and mitigate these issues. We will remain committed to this vision even if it means implementing on a slower timeline.

RISK	MITIGATION PLAN
Lack of support for critical ELO policies	CLF and CDE will mitigate this risk through strategic communications, awareness building and advocacy efforts, as well as demonstration of bona fide proof points.
Inability to raise funding needed to invest in innovation, research and development, and capacity building	CLF and CDE will: <ul style="list-style-type: none"> • Focus on no-to-low cost implementation strategies • Proactively target a variety of local and national funders, and partners from the private sector • Identify existing resources to be leveraged
Weak community buy-in and support for ELO	Through communication and change management strategies, CLF and CDE will build ongoing community support and ownership to ensure progress is not overshadowed or reversed by lack of understanding/awareness by critical stakeholders.
Failure to identify sufficient numbers of leaders, educators and partners to implement the various strategies of the ELO plan	CLF and CDE will: <ul style="list-style-type: none"> • Scale back the number of proof points in order to ensure quality • Cultivate relationships with promising leaders and partner programs • Focus aggressively on educator licensure reform and professional development

BUDGET

In order to implement the ELO vision with quality, scale, and sustainability, Colorado must raise \$7.7 million in investment over the next two years. Funds will be administered primarily to support planning, one-time start-up costs, and short-term implementation costs.

To date, Colorado has been fortunate to receive funding to support the ELO work from the Ford Foundation, the Rose Community Foundation, and the Donnell-Kay Foundation. Now that the ELO vision is cemented and the plan for the next two years is articulated, we are seeking funding support from additional local and national funders to carry out the early stages of this work. We also seek opportunities to leverage state and federal funds in ways that can further the overall strategic direction of CDE as it aligns with the ELO vision and strategies.

PROJECTED ELO INVESTMENTS (\$M), 2012-14



CONCLUSION

ELO is the future of education. Colorado is committed to lead the way in rapidly promoting, growing, and learning from new ELO initiatives.

We will leverage ELO to fundamentally rethink and reshape when, where, and how teaching and learning take place. And the great news is: ELO innovation is already underway. We know that there are already great things happening: pilot programs that are seeding change, teachers who are thinking outside-the-box, and administrators who are reimagining what is possible.

We will use ELO to better meet the needs of all students. We will use ELO to innovate within existing education structures, resources, and mindsets. We will use ELO to develop and nurture proof points that improve student outcomes and educator effectiveness. We will test what's working, learn from what's not, and scale ELO to achieve broad-based improved outcomes for students.

And we will use ELO to rethink classrooms, teaching, and learning in order to ignite learning and improve education across Colorado.

APPENDIX A: ELO COMMISSION

Former Commissioner of Education Dwight Jones appointed the ELO Commission in May 2010. The Commission was given the charge of examining the state-level policies needed to most effectively use the school day and to foster collaboration and partnerships among teachers, schools and community partners that go beyond core subjects to fully engage and enrich all students. The goals of the Commission are strongly linked to the overall education goals of the state of Colorado: increase academic growth for struggling students, close the achievement gap, increase student attendance and decrease the dropout rate.

In the fall of 2011, the ELO Commission, with CLF and CDE, published a vision for rethinking public education in Colorado: a vision that transcends the traditional school day and classroom models; is student-centered; is reflective of the modern world and how it has advanced; encourages use of time, partners, and technology in new ways to achieve long-term outcomes for students; and uses student interests and experiences to drive teaching and learning.

Amy Anderson, Former Director of Strategic Partnership
Donnell-Kay Foundation

Greg Anderson, Dean
Morgridge College of Education
University of Denver

Linda Barker, Director
Teaching and Learning
Colorado Education Association

John L. Barry, Superintendent
Aurora Public Schools

Jill Brake, Director
Thatcher Learning Center
Commissioner, Colorado Commission on Higher Education

Elaine Gantz Berman (Chair), Member
Colorado Board of Education, District 1

Shirley Farnsworth, Former Director of Extended Learning
Denver Public Schools

Helayne Jones, President and CEO
Colorado Legacy Foundation

Alyssa Lasseter, Former Director
Tony Grampsas Youth Services
Department of Public Health and Environment

Hon. Tom Massey
State Representative (R), District 60

Linda Preston, Board Member
Colorado Alliance for Quality School-Age Programs

Hon. Gail Schwartz
State Senator (D), District 5

Diana Sirko, Deputy Commissioner
Colorado Department of Education

Hon. Judy Solano
State Representative (D), District 31

Hon. Nancy Spence
State Senator (R), District 27

Jennifer Stedron, Executive Director
Early Childhood Leadership Commission

Ed Vandertook, Superintendent
Strasburg School District 31J

APPENDIX B: ORGANIZATIONAL CAPACITY

The primary responsibility for the rollout of the ELO vision and strategic plan resides with CLF's ELO Initiative team and CDE's Unit of Innovation and Choice team. Beyond their respective roles described below, CLF and CDE jointly share responsibility for communications and research efforts embedded within this plan.

Colorado Legacy Foundation

CLF's role with regard to ELO includes the following:

- Convening policy makers, practitioners and community and business members to engage in and inform ongoing implementation
- Developing, implementing and documenting pilot programs
- Initiating new competitive processes for schools and districts to engage in ELO planning and implementation
- Contracting with and facilitating support by local and national partner organizations
- Developing and disseminating policy guides and other tools and resources
- Building implementation capacity at CDE and in school districts statewide
- Identifying and securing funding opportunities to support and expand this work

The leadership team at CLF responsible for implementing ELO includes:

Helayne Jones, President and CEO. Helayne Jones was named President and CEO of CLF in March 2009. As the leader of this dynamic, growing organization, Jones draws on 15 years of expertise gained as an education consultant, her experience as a college professor, and her previous work as a marketing executive. Her consulting experience includes work with school districts and education foundations in Colorado and throughout the country to implement school reform by improving business processes in education systems. She also has extensive experience with private-sector and nonprofit organizations to facilitate strategic planning, board communications, and manage the impact of change.

In addition to her role at CLF, Jones is an active community leader. She served as a member of the Boulder Valley School Board for two terms, most recently as its President; is currently a trustee of the Rose Community Foundation; is a member of the Governor's Education Leadership Council and the Denver Compact; and an advisory member Facing History. She has also served on a variety of state level education commissions.

Prior to consulting, Jones spent three years as an adjunct professor at Iona College in New Rochelle, New York, and 12 years in the technology industry, including several executive marketing positions at Wang Laboratories. She received

her doctoral degree in educational administration from the Columbia University Teachers' College with an emphasis on school reform. She received a master's in English from the University of Massachusetts and a bachelor's, honors college, from the University of Michigan.

Yee-Ann Cho, Vice President – Initiatives. Yee-Ann Cho oversees the Health and Wellness and ELO Initiatives. Previously, she served as the Chief of Staff to the then-Lieutenant Governor of Colorado, Barbara O'Brien. As such, she was responsible for managing the daily activities of the office, supervising staff, and overseeing initiatives in the areas of K-12 education reform, early childhood, community service, and Indian affairs. Prior to this she was the founding CEO of a new charter school management organization focused on serving Denver students in grades 6-12. Cho came to that role from the Bill & Melinda Gates Foundation, where as a Senior Program Officer for Education she managed a portfolio of over \$200 million in grants to charter school operators, small schools organizations, and school districts.

Her experience also includes working at New American Schools, a national nonprofit education reform organization, and consulting with various education ventures. Cho's passion for school reform started when she helped start Eagle Rock School, a small, alternative, year-round boarding school serving at-risk adolescents in Estes Park, Colorado, that was founded and is fully funded by the American Honda Motor Company.

Cho earned a BA, cum laude, in international relations from Colgate University, an EdM in policy and evaluation from Stanford's School of Education, and an MBA from Yale's School of Management.

Samantha Long, Director of Expanded Learning Opportunities. Samantha Long joined CLF in January 2010 as the Director of Colorado Legacy Schools and the Foundation's emerging STEM and ELO Initiatives. She came to CLF from CDE, where she acted as the liaison between Colorado and the National Math and Science Initiative, working with local government and policy makers to bring the Advanced Placement Training and Incentive Program model to Colorado high schools. Additionally, Long was the assistant director of the unit of statewide system of accountability and support and former manager of Senate Bill 08-212, or Colorado's Achievement Plan for Kids (CAP4K). Long's prior education policy experience includes working as a research assistant for the Center for Education Policy Analysis (CEPA), program consultant for Denver Public Schools' New Schools Office, and media consultant for Colorado Campus Compact at Regis University.

Long earned a master's degree in public administration from the University of Colorado at Denver's School of Public Affairs in 2008 and a bachelor's of science in public affairs and public relations at Syracuse University's Maxwell and S.I. Newhouse Schools in 2005.

Colorado Department of Education

CDE's role with regard to ELO includes the following:

- Leveraging and maximizing existing resources at the state and federal levels
- Informing state and federal legislation and rules regarding impact and advancement of ELO
- Representing and integrating ELO in cross-unit efforts and decision making across CDE
- Integrating ELO into the State's turnaround work and Unified Improvement Planning processes
- Supporting schools and districts with technical support and materials to access and align policy and practice
- Incorporating key lessons learned and activities around ELO in CDE reports on Innovation Schools, Charter Schools, and Online Learning
- Identifying, recruiting and introducing key partners for schools and districts to work with on systematic school improvement
- Expanding districts' and schools' use of quality online and blended learning programs and strategies

The leadership team at CDE responsible for implementing ELO includes:

Robert Hammond, Colorado Commissioner of Education. Robert Hammond serves Colorado as its Commissioner of Education and oversees the state's public elementary and secondary education system. He leads what has become a nationally-recognized state education reform system that integrates accountability, educator effectiveness, standards and assessments, and innovation and choice components. Prior to his appointment as Commissioner in May 2011, Hammond served as the Department's Deputy Commissioner of Administration and Operations overseeing the school finance, federal programs, human resources, information management services, state libraries, budget/fiscal management, professional services, licensing, and the exceptional student services (special education) units, and the Legislative Liaison.

With more than 34 years of private and public sector experience in banking, city management and K-12 education, Hammond brings a strong customer focus and a belief that organizations must serve their stakeholders. Hammond draws on a 23-year career in K-12 education leadership, not only in his current role but also in past roles as a chief operations officer, associate superintendent and division director of operations in school districts in Colorado and Kansas.

Hammond is well-known for his intuitive leadership skills and accomplishments through his previous experience in financial and management accountability, educational reform, continuous quality improvement, human resource and negotiations, information technology systems and infrastructure, comprehensive facility and technology planning, and

legislative support.

Hammond strongly believes in continuing with the implementation of the ambitious education reform endeavors the State Board of Education set in motion over the last several years. Through building collaboration while emphasizing accountability and leadership, he has improved the Department's work in making efficient, effective use of federal, state and private funds, becoming a reliable source for research, data and analysis, and implementing a seamless, collaborative leadership system.

A Kansas native, Hammond earned his bachelor's degree from Baker University, Baldwin City, and his master's degree in public administration from the University of Kansas, Lawrence.

Amy Anderson, Assistant Commissioner of Innovation and Choice. Amy Anderson was hired by Commissioner Robert Hammond in August 2011 to lead a new division that serves as the catalyst within CDE for education innovation. Current units housed within this area include charter, innovation, and other schools of choice; online and blended learning; adult education and GED; and the state library. Prior to joining CDE, Anderson was the director of strategic partnerships at the Donnell-Kay Foundation. Her work there focused on expanding student access to quality public education options and spearheading policy work to move the needle on education reform in Colo. Anderson recently completed service on the State Charter School Institute Board and Expanded Learning Opportunities Commission and still serves on the Board of The Odyssey Charter School in Denver.

Anderson holds a Ph.D. and M.Ed. from the University of Colorado and a B.A. from the University of Wisconsin.

Gretchen Morgan, Executive Director of Choice and Innovation. Gretchen Morgan began working for CDE in January 2012 as Director of the Schools of Choice office, responsible for supporting the ongoing growth of quality charter school options for Colorado families. Gretchen's position recently changed to Executive Director of Choice and Innovation which includes oversight of the Expanding Learning Opportunity strategic plan implementation, in addition to her existing work directing the Schools of Choice office. Prior to joining CDE, Gretchen was the Vice President of Instruction for Venture Prep Charter School where she designed the academic program, staffing model, and systems for training and evaluating teachers. Prior to that Gretchen developed and facilitated national institutes for Expeditionary Learning (EL) in the areas of: math, science, inquiry, assessment for learning, and secondary school design. With EL, and as in independent consultant, she also provided coaching to school teachers and leaders in Colorado and around the country in the areas of: curriculum design, assessment practices, integrated literacy instruction, and school leadership. Gretchen began her career teaching upper elementary school at the Rocky Mountain School of Expeditionary learning in Colorado. She earned her bachelor's in human development from the University of California Davis and her master's degree in elementary education from Columbia University Teachers College.

Coordinator of Expanded Learning Opportunities, to be hired.

APPENDIX C: PARTNERS

Organizations that have been represented in informing ELO in Colorado to date include:

Colorado's ELO Commission	Denver Public Schools
The State Board of Education	District 12 Educators' Association
The offices of Governor Hickenlooper and Lt. Governor Garcia	Donnell-Kay Foundation
Adams 12 Five Star Schools	eNetColorado
Adams County District School Improvement Team	Evergreen Education
Adams County Education Consortium	Ford Foundation
Adams County School District 50	Gates Family Foundation
Aurora Education Association	Generation Schools
Aurora Public Schools	Jeffco Virtual Academy
Boulder Valley School District	National Center on Time and Learning
Chin & Associates	Padres Unidos
College in Colorado	Parthenon Group
Colorado Association of School Boards	Piton Foundation
Colorado Association of School Executives	Rose Community Foundation
Colorado Community College System	Sector Brands
Colorado Department of Higher Education	Southwest TURN
Colorado Education Association	Strasburg School District
Colorado STEM Network	University of Colorado Denver
Colorado Succeeds	University of Denver
Denver Classroom Teachers Association	Western Slope Superintendents Association
Denver Area School Superintendents Council	

APPENDIX D: ELO IMPLEMENTATION PLAN

APPENDIX D: ELO Implementation Plan Executive Dashboard		Doc Ver 6.0	4/25/12
<p>STATUS KEY</p> <p>completed on track at risk critical</p>			
<p>Success Metric</p> <p>Success Metric [B, G, Y, R]</p> <p>Status [B, G, Y, R]</p> <p>Next Steps / Opportunities / Risks (To be completed upon project initiation)</p>			
<p>Portfolio of Proof Points</p> <p>20 new ELO pilot efforts launched statewide</p> <p>10 existing ELO efforts expanded (in addition to the 20 above)</p> <p>35,000 public school students in Colorado use quality digital learning in combination with face-to-face learning to meet course requirements</p>			
<p>Communications and Awareness</p> <p>Multi-media campaign launched</p> <p>25% of identified target audiences aware of ELO goals and initiatives</p> <p>25% of school districts use ELO strategies in policy and practice</p> <p>Policy framework created by October 2012 to identify gaps and opportunities related to ELO implementation and used to inform policy recommendations for the 2013 and 2014 legislative sessions</p>			
<p>Capacity Building and Change Management</p> <p>A minimum of 10 districts utilize effective learning management systems to personalize learning and facilitate blended learning opportunities for students district-wide</p> <p>5-7 Colorado school districts implement more flexible and personalized-learning driven staffing and schedule structures</p> <p>3-5 educator prep programs in Colorado modify their approach to better prepare teachers and leaders to effectively personalize learning</p>			

Success Metric / Implementation Activities	Status (B, G, Y, R)	Owner	Start Date	Due Date	% Complete	Date Completed	\$ Estimate	% Funded	Next Steps / Opportunities / Risks	Notes / Assumptions for \$ Estimate
20 new ELO pilot efforts launched statewide										
Determine ELO elements to include in portfolio - incl. blended, competency, community partner, CTE, PBL...		CLF	6/1/12	8/1/12	0%		\$-			
Establish criteria for useful / quality proof points		CLF	6/1/12	8/1/12	0%		\$-			
Determine overall priorities: potential partners, resources for direct pilot employment structure		CLF	6/1/12	8/1/12	0%		\$-			
Identify measures of success of ELO pilots by outcome and timeframe		CLF	6/1/12	8/1/12	0%		\$-			
Develop overall process timeline and steps to launch new ELO pilots		CLF	6/1/12	8/1/12	0%		\$-			
Identify discussions with partner organizations to support ELO implementation		CLF	6/1/12	12/1/12	0%		\$30,000			30 trips @ \$1k each
Identify interested email / rural districts for ELO initiatives		CLF	6/1/12	12/1/12	0%		\$10,000			20 trips @ \$500k each
Define ELO initiative(s) in MOUs with small / rural districts		CLF	7/1/12	3/1/13	0%		\$-			
Develop and Communicate RFP										
Communicate ELO pilot program goals and plan to districts, BOCES, CSI, and partners		CLF	7/1/12	12/1/12	0%		\$-			
Issue RFP to promote new ELO plan submissions		CLF	8/1/12	10/1/12	0%		\$80,000			300 consulting hrs @ \$1007 /hr
Team reviews ELO RFPs		CLF	12/1/12	3/1/13	0%		\$10,000			stipends of \$1k for 10 experts to review and vet
Negotiate agreements with selected new ELO programs		CLF	2/1/13	4/1/13	0%		\$10,000			30 legal counsel hrs @ \$300 /hr
Provide support for selected ELO program for planning and launch		CLF	2/1/13	8/1/14	0%		\$3,000,000			30 programs @ \$100k average funding each
Negotiate Partner Agreements										
Contract with partners		CLF	8/1/12	1/1/13	0%		\$300,000			\$500k for partnership contracts and incentives
Implement INCL Time Collaborative partnerships		CLF	9/1/12	7/1/13	0%		\$900,000			\$300k/year for 3 years from TIME Collaborative partnership
Document Process and Learning										
Develop rubric and format for case studies of each pilot		DU	6/1/12	8/1/12	0%		\$-			
Develop database to capture case studies and lessons learned		CLF	9/1/12	3/1/13	0%		\$15,000			\$2k for database development and start-up professional training
Conduct / record / case studies for each pilot		DU	1/1/13	7/1/13	0%		\$150,000			DU project ownership for 18 months @ \$15k
Have research partners to document beyond first year		CLF	1/1/13	7/1/13	0%		\$150,000			\$150,000 to extend beyond first year research
Measure Program Efficacy										
Develop strategies to integrate ELO into COE reforms, incl. educator effectiveness, standards & assessments, PWR, and innovation and choice		COE	7/1/12	7/1/13	0%		\$-			
Develop process to correlate ELO portfolio and student / teacher / parent satisfaction and engagement		CLF	7/1/12	7/1/13	0%		\$-			
10 existing ELO efforts expanded (in addition to the 20 above)										
Develop plan and process to expand existing ELO										
Identify existing ELO initiatives in schools and districts		CLF	6/1/12	12/1/12	0%		\$12,500			25 person days @ \$500k travel expense per site visit
Rank initiatives by ELO element and success or milestone achievement that far		COE	8/1/12	12/1/12	0%		\$-			
Create competitive process to expand target programs, incl. criteria for continued success		CLF	1/1/13	3/1/13	0%		\$-			
Manage and monitor expansion of existing ELO										
Engage innovating schools to support new pilots, to communicate more broadly re: ELO with target audiences, to participate in videos / branding campaign, and to meet with "influencers"		CLF	8/1/12	8/1/13	0%		\$15,000			\$1k for marketing and video documentation
Expand time-based pilot program in 4 existing ELO pilot districts		CLF	9/1/12	4/1/13	0%		\$300,000			4 programs \$20k average program expansion funding each
Implement partnerships to support expansion		CLF	10/1/12	6/1/13	0%		\$18,000			\$1k travel expense to learn and close partnership agreements
Provide incentives - incl. funding - for expansion		CLF	3/1/13	3/1/13	0%		\$300,000			10 programs @ \$30k average program expansion funding each
Actively monitor and measure success, incl. tracking lessons learned		CLF	7/1/13	7/1/14	0%		\$-			
35,000 public school students in Colorado use quality digital learning in combination with face-to-face learning to meet course requirements										
Define scope and plan		COE	7/1/12	12/1/12	0%		\$-			
Document and communicate existing e / b learning, including outcomes, applications, partner		COE	7/1/12	7/1/13	0%		\$-			
Implement plan										
Conduct and disseminate findings of research study with Evergreen Education		COE	6/1/12	10/1/12	0%		\$-			
Conduct and disseminate findings of research study with UCD		COE	6/1/12	12/1/12	0%		\$-			
Host and identify lessons from Blended Learning Spring 2012 series to inform ELO implementation		CLF	6/1/12	12/1/12	0%		\$5,000			1 conference @ 5%
Integrate findings from COE research to inform implementation plan		COE	12/1/12	6/1/13	0%		\$-			
Develop proof points for quality e / b learning across various modes at the school and student level		CLF	1/1/13	6/1/14	0%		\$-			
Develop and implement training for leaders and instructors of e / b learning		CLF	1/1/13	6/1/14	0%		\$15,000			3 conferences @ 5% each
Administrative / Overhead @ 15%							\$65,125			
TOTAL PORTFOLIO OF PROOF POINTS BUDGET							\$5,352,633			

Success Metric	Implementation Activities	Status (B, G, Y, R)	Owner	Start Date	Due Date	% Complete	Date Completed	\$ Estimate	% Funded	Next Steps / Opportunities / Risks	Notes / Assumptions for \$ Estimate
Multi-media campaign launched	Identify communication target and multimedia campaign for target audience Define goal, timing and audience for multimedia campaign Establish metrics of success of overall campaign Identify campaign partners in community, education, government, private sector		CF	8/1/12	8/1/12	0%		\$-			
	Publish existing ELO initiative in CO - e.g. early adopter, successful models, etc. Provide communication strategy		CF	8/1/12	8/1/12	0%		\$30,000			\$30K for statewide multi-media marketing campaign
	Create and issue RFP for communications partner to develop communications strategy		CF	8/1/12	8/1/12	0%		\$-			
	Identify target audience		CF	8/1/12	8/1/12	0%		\$-			
	Identify campaign partners in community, education, government, private sector		CF	8/1/12	10/1/12	0%		\$2,500			\$2.5K for partnership conference
	Develop communication strategy		CF	8/1/12	12/1/13	0%		\$300,000			\$300K for statewide multi-media marketing campaign
	35% of identified target audience aware of ELO goals and initiatives		CF	8/1/12	8/1/12	0%		\$-			
	Develop awareness and messaging targets		CF	8/1/12	8/1/12	0%		\$-			
	Identify target audience (i.e. 121 districts), demographic, geographic		Marketing Firm	1/1/13	3/1/13	0%		\$-			All expenses below sub-coded in consult / campaign goal book
	Define messages		Marketing Firm	3/1/13	3/1/13	0%		\$-			
	Create timeline for message update, incl goals by phase		Marketing Firm	3/1/13	4/1/13	0%		\$-			
	Identify communications channels to reach audiences		Marketing Firm	3/1/13	4/1/13	0%		\$-			
	Test messages with limited set of audiences		Marketing Firm	4/1/13	6/1/13	0%		\$-			
	Reach out to influential white target audiences		Marketing Firm	6/1/13	10/1/13	0%		\$-			
	Measure awareness and define messaging		Marketing Firm	12/1/12	12/1/12	0%		\$-			
	Identify quantitative and qualitative measures (e.g., surveys, focus groups, web)		Marketing Firm	3/1/13	4/1/13	0%		\$-			
	Determine frequency of measurement		Marketing Firm	4/1/13	11/1/13	0%		\$-			
	Allocate resources to implement awareness measurement		Marketing Firm	6/1/13	10/1/13	0%		\$-			
	Collect and analyze initial (quantitative and qualitative)		Marketing Firm	10/1/13	3/1/14	0%		\$-			
	Refine messaging using initial data		Marketing Firm	10/1/13	3/1/14	0%		\$-			
	25% of school districts use ELO strategies in policy and practice		CF / COE	6/1/12	10/1/12	0%		\$-			
	Maintain a shared vision and accountability for advancing the ELO vision statewide by state and local leaders		CF / COE	6/1/12	10/1/12	0%		\$-			
	Identify "champions" in state, local, and tribal business community, leadership		CF / COE	6/1/12	10/1/12	0%		\$-			
	Discern touch points, issues, and/or desired initiatives		CF / COE	6/1/12	10/1/12	0%		\$10,000			\$10K for conference/series of regional conferences
	Regularly communicate with these leaders to inform, engage, and understand		CF / COE	6/1/12	7/1/14	0%		\$-			
	Convert to share and gain feedback		CF / COE	6/1/12	7/1/14	0%		\$-			
	Other opportunities to see forward pilots and best practices in CO and nationally		CF / COE	2/1/13	5/1/14	0%		\$40,000			20 people @ \$2K per trip, assumes two trips
	Identify district leaders eager to implement ELO strategies		COE	6/1/12	3/1/13	0%		\$-			
	Communicate ELO goals and strategies, incl. financial incentives/support, to district leaders		COE	3/1/13	6/1/13	0%		\$30,000			\$10K for conference/series of regional conferences
	Convene statewide district leader summit on ELO (with state and national ELO experts)		COE	2/1/13	5/1/14	0%		\$40,000			20 people @ 2K per trip, assumes two trips
	Other opportunities to see forward pilots and best practices in CO and nationally		COE	2/1/13	5/1/14	0%		\$-			
	Policy framework created by October 2012 to identify gaps and opportunities related to ELO implementation and used to inform policy recommendations for the 2013 and 2014 legislative sessions		COE	4/1/12	8/1/12	0%		\$-			
	Develop a policy framework to inform the 2013 & 2014 legislative sessions		COE	4/1/12	8/1/12	0%		\$-			
	Learn from other states using info from Nevada		CF	6/1/12	8/1/12	0%		\$10,000			\$10K to supplement current DU work
	Summarize relevant current policies - incl. waivers - supporting ELO (competency, school finance, educator evaluation) (SB10-151), Innovation Schools (SB09-130)		COE	7/1/12	10/1/13	0%		\$-			
	Accountability (SB08-161), PARS (SB09-113), CAS (SB09-156)		COE	8/1/12	11/1/13	0%		\$-			
	Identify gaps and needs for new policies		COE	10/1/12	3/1/14	0%		\$-			
	Turn policy efforts into policy maps		COE	10/1/12	3/1/14	0%		\$-			
	Provide information and inform legislative sponsors		CF	10/1/12	3/1/14	0%		\$-			
	Identify partners to sponsor and support legislation		CF	10/1/12	3/1/14	0%		\$-			
	Foster understanding and utilization of ELO-related policies to minimize change by >10% of school and district leaders		COE	3/1/12	7/1/14	0%		\$-			
	Support use of existing policy opportunities to implement ELO (e.g., innovation waivers, SB11 implementation, etc.)		CF	6/1/12	7/1/13	0%		\$10,000			Incorporate into DU and NCTI partnership agreements
	Perform high-level audit of district ELO-related policies		CF	10/1/12	6/1/13	0%		\$-			
	Assess use and impact of ELO in policies and grant activities at the school and district level		CF	10/1/12	12/1/13	0%		\$-			
	Review and compare current NCTI, IEP, and other policies that impact culture, language, staffing, etc.		CF	10/1/12	12/1/13	0%		\$10,000			\$10K to supplement current IEP work
	Develop and implement measures of policy change through surveys		CF	6/1/13	2/1/14	0%		\$10,000			\$10K for survey development and distribution
	Integrate ELO recommendations into 15 COE policy initiatives		COE	6/1/12	6/1/14	0%		\$-			
	Integrate ELO strategies into COE initiatives: IEP, graduation guidelines, accountability, student-teacher data (HW, 3U, RTTT)		COE	6/1/12	12/1/13	0%		\$-			
	Developments policy and implementation guides that link ELO in CO policy for schools and districts		CF	1/1/13	7/1/14	0%		\$15,000			\$15K for guide development and production
	Reach out to school and district leaders to assess benefits and challenges of ELO implementation		CF	1/1/13	7/1/14	0%		\$-			
	Administrative Overhead @ 15%							\$11,373			
	TOTAL COMMUNICATIONS AND AWARENESS BUDGET							\$85,373			

Success Metric	Implementation Activities	Status (B, G, Y, R)	Owner	Start Date	Due Date	% Complete	Date Completed	\$ Estimate	% Funded	Next Steps / Opportunities / Risks	Notes / Assumptions for \$ Estimate
A minimum of 10 districts utilize effective learning management systems to personalize learning and facilitate blended learning opportunities for students district-wide	Develop technical assistance (web to go) and professional development (how to do - often it's model approach specific) initiatives Assess gaps in knowledge of ELO practice Develop action plan to increase awareness of opportunities for ELO elements in practice Develop documentation of best practices, lessons learned, tools and training Create professional development, training, seminars, topic (online & off) and coaching on ELO Plan and implement ELO training and/or policy practice implementation in CO schools and districts		CF	8/1/12	3/1/13	0%		\$-			
			CF	8/1/12	3/1/13	0%		\$-			50% to supplement DU work
			CF	9/1/12	3/1/13	0%		\$20,000			Consulting support for 20 training seminars, etc
			CF	9/1/12	3/1/13	0%		\$50,000			\$2000 per 100 each
			CF	9/1/12	3/1/13	0%		\$50,000			We assume that colleges to support this activity are covered under
			CF	3/1/13	7/1/14	0%		\$-			3 portfolio managers (PTE), assumes support for 4 schools per portfolio, \$50/consultant for salary and benefits 1.2 years
			CF	4/1/13	7/1/14	0%		\$360,000			
			CF	6/1/13	7/1/14	0%		\$10,000			\$1% for development and production
			CF	3/1/14	3/1/14	0%		\$-			
			CF	3/1/12	7/1/13	0%		\$180,000			First Foundation grant covers \$120k for 18 months
			CF	6/1/12	1/1/13	0%		\$-			
			CF	7/1/12	6/1/14	0%		\$-			
			CF	1/1/13	6/1/14	0%		\$10,000			\$1% to develop and disseminate resources
			CF	8/1/13	6/1/14	0%		\$10,000			4 items @ \$2.5k each
			CF	8/1/13	6/1/14	0%		\$-			
			COE	3/1/12	10/1/12	0%		\$-			
			COE	3/1/12	10/1/12	0%		\$-			
			COE	3/1/12	12/1/12	0%		\$-			
			COE	8/1/12	12/1/12	0%		\$-			
			COE	1/1/13	4/1/13	0%		\$20,000			50% consulting support
			COE	1/1/13	6/1/13	0%		\$-			
			COE	3/1/13	6/1/13	0%		\$-			
			COE	8/1/12	12/1/12	0%		\$-			
			COE	8/1/12	7/1/14	0%		\$-			
			COE	9/1/12	9/1/13	0%		\$-			
			COE	1/1/13	3/1/13	0%		\$12,000			50% consulting support for asset mapping
			COE	1/1/13	3/1/13	0%		\$-			
			CF	1/1/13	6/1/13	0%		\$30,000			50% consulting support for documenting CO & state initiatives
			COE	9/1/12	7/1/14	0%		\$-			
			COE	9/1/12	7/1/14	0%		\$100,000			50% for technical assistance for jobs in data analysis and management, 1.2 years
			COE	9/1/12	7/1/14	0%		\$100,000			50% for technical assistance for jobs on data use, 1.2 years
			COE	9/1/12	7/1/14	0%		\$100,000			50% for consulting to create common database & training
			CF	9/1/12	2/1/13	0%		\$10,000			1% for consulting to document and disseminate
			COE	1/1/13	6/1/14	0%		\$-			
			COE	1/1/13	6/1/14	0%		\$-			
			COE	3/1/13	3/1/13	0%		\$-			
			COE	3/1/13	12/1/13	0%		\$-			
			COE	8/1/13	7/1/14	0%		\$50,000			Consulting support for training development
			CF	8/1/13	8/1/13	0%		\$-			
			COE	6/1/13	10/1/13	0%		\$10,000			5% for consulting support
			CF	10/1/13	1/1/14	0%		\$-			
			CF	10/1/13	8/1/14	0%		\$100,000			3 programs implemented at \$30k each
			CF	1/1/14	8/1/14	0%		\$-			
								\$18,300			
								\$1,500,000			