

SCHOOL/ DEPARTMENT	APPLICANT(S)	NAME OF INNOVATION	WEIGHTED SCORE	INNOVATION DESCRIPTION
Stott Elementary	Stott Elementary Innovation Team	Tinker Lab	170.2	We believe that a Tinker Lab can positively change the learning experience for students. Currently, teachers struggle to find the space to create large projects over the course of several days or weeks. Additionally, many great ideas for PBL's never come to fruition because we as a school do not have access to the materials or equipment necessary for all students to be able to participate simultaneously. A Tinker Lab would minimize both of those roadblocks. The funds from the grant would allow us to purchase enough materials and equipment for each grade level to implement at least one PBL per trimester.
Golden High School	Jesse Swift	STEAM Makerspace	151.2	We want to create a "technical creative maker space" with specialized equipment for STEAM students to explore problems and design solutions. It would be a cross-curricular lab that blends all the aspects of STEAM that are traditionally separated by discipline. This maker space will complement our STEAM diploma endorsement and allow student-directed learning with high expectations. Our STEAM certification will be designed to meet the intellectual and creative needs of future engineers, scientists, doctors and similar professionals. While most schools have labs in the individual STEM courses (e.g. biology, physics, engineering, etc.), we envision this space as a place to bring all the disciplines together, which is recognized as an educational best practice. The Golden articulation area has made STEM a priority, and we would like to create a strong and seamless transition from middle school through high school and into post-secondary institutions.
All High Schools	Dave Kollar	HSE+ Post-Secondary Accelerator	148.8	This innovation is aligned to the customized pathways and equity priority areas with the goal of providing opportunities for high school equivalency (HSE) and community college for students who have dropped out of school or indicated this as a preferred pathway. We would be targeting students who are primarily 16.5 - 21 years old who are over a year behind in their credits towards a Jeffco high school diploma. Over the past two school years Jeffco has had approximately 1,400 students who dropped out of school and an additional 200 who indicated they were leaving our schools for a GED/HSE. Currently Jeffco Public Schools does not provide this programming. In our community, there are some resources in the central region for students needing tutoring for only the GED. This programming would be provided in partnership with Arapahoe Community College in the south west area of our community and the Red Rocks Community College Campus in Arvada area to provide access in the northern region of our county. The Student Engagement Office works to connect each student who drops out to programming that will meet their needs and aspirations. This GED/HSE+ programming has been desire of students and a need in our system. These students are often our most vulnerable and least likely to succeed in our traditional schools and traditional alternative school environments. Providing an overage and under credit student the opportunity to look forward and work towards competency and college entrance and certification as opposed to trying to 'recover' credits towards a diploma inspires hope and purpose often missing in current programming. This program would pilot HSE programming with articulated community college coursework and pathways. In the future years this programming would be self-sustaining through revenue from per pupil funding.

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Health Services	Julie Wilken	School-Based Health Centers	146.4	The Department of Health Services would like to expand the access to health services for all Jefferson county children from ages birth to 21 years of age with the addition of 2 more School Based Health Centers (SBHC) at Golden High School and Arvada High School. SBHCs provide prevention as well as early identification and treatment of physical health, mental health, and dental concerns. SBHCs not only provide convenient access to immunizations, treatments and plans of care for acute and chronic illnesses, but also promote and educate services such as health consumer skills, avoidance of health risks that affect learning, and healthy lifestyles. The funding amount requested will serve as the initial basis of the architectural fees needed to build out designated rooms in each school. With the assistance of Jeffco's facility department, we will be able to plan the building construction in conjunction with each of the school's yearning commitment to add this extraordinary program in their community. The passion and desire to improve access to children's health needs in each of the Arvada and Golden area has not only come from the agreement of each principal, but also with help of our partner, Metro Community Provider Network (MCPN), the local federally qualified health center. Along with the innovative idea of expanding our two current SBHCs, we also plan to expand the current model. As the model and sites continue to grow, we plan to expand the current role of the district RN to assist the SBHCs with health education and prevention of illnesses for all Jefferson County children. This innovative plan will promote access and convenience to health care district wide for all children.
Green Mountain Articulation Area	Colleen Owens	GM Articulation Area Academy Program	144.4	Green Mountain High School has been building a successful 9-12 Academy Program for the last ten years. Our innovation expands this programming to become a K-12 Academy Program. The K-12 Academy Program will serve all students and families in the GM area through alignment of course offerings, content, electives, and co-curricular programming with the four Academies: Arts, Humanities & Performing Arts; Business & Global Studies; Health & Human Services; and STEM. All of our schools are already incorporating aspects of the Academy Program, we need support and resources to fully implement the K-12 Academy Program. Four years ago, Dunstan Middle School transitioned to a seven period day, allowing students the opportunity for three electives each semester. Dunstan has also tripled the number of teachers who have a CTE certification. As each year progresses, our programming becomes more aligned with the Academy Program. Our Elementary Schools have added additional programming that includes agriculture, STEM, Arts, and increasing partnerships with community members. Student, parent, educator and community voices are a critical element to creating the GM Area Academy Program. These partners will collaborate and vet the implementation and sustainability plans. If we ... adopt a GM Area Academy Program with an emphasis on college, career and life readiness, while focusing on achieving specific indicators through the utilization of a continuous improvement process; And we ... create Academy specific leadership teams in each GM area school to inform the selection and implementation of supports in place, areas to grow in alignment, and foster community partnership; Then we ... will have a community (students, staff, parents, community members) who actively engage with each other and support student opportunities, learning, and experience to actively pursue college, career, and life readiness indicators to advance their post-secondary options; Resulting in ... increased student agency and higher percentages of students who are authentically college, career, and live ready.

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Dakota Ridge High School & Wheat Ridge High School	Josh Cooley, Jim Jelinek, Griff Wirth	Career Explore	143.5	Career Explore is an alternative to the traditional (and current re-engagement strategies) educational track designed specifically as a re-engagement strategy for high school juniors and seniors. The first phase of Career Explore is to change mindset around education. Students have multiple field experiences to explore various careers, focuses on "Essential Skills", spends 4 periods a day in core classes with curriculum modified to align with industry content. The intent of this phase is to inject hope, learn soft skills, re-engage in academic work and learn about jobs/careers. The second phase is industry training, off site. Industry partners train students with a set of basic skills so they can safely and knowledgably begin to work in that field. Basic certificates are earned through the training. These fields are listed by the Colorado Bureau of Labor as high demand fields in the Metro area with a workforce shortage. The third phase is for students to engage in a paid 160-hour internship in their field. Mentorship is an important aspect of this phase. Students maintain a portfolio throughout the process to assist in their Capstone presentation to meet CDE competency in English and math.
Fletcher Miller Special School	Colleen Didge	Adapted Daily Living Upgrade	142.8	This innovation to update our current Adapted Daily Living instructional space aligns with the mission and vision of Fletcher Miller to provide a high quality education provided by a community of service providers. Our current space does not give our students access to the appliances, utensils, materials, and to the bathroom. The main goal of this innovation is to update the space with Smart appliances, adapted/appropriate equipment to aid students in development of pre-vocational and daily living skills, as is mandated by the Federal and state law to provide transition planning for students with an IEP. Adapting this space will give students access to a career exploration and social skills curriculum that is currently unavailable to Miller secondary level students. This innovation will serve secondary/transition age SSN3 students who are currently working towards transition goals. We chose this population due to the needs of our students and the lack of accessibility they have to daily living curriculum.
Van Arsdale Elementary	Tami Thompson	Mechanical Engineering Leads to Robotic Understandings	137.6	My innovation is to support the foundational understanding of robot building by developing a curriculum of mechanical engineering within my STEM classroom. In the same way that I teach reading so that students can apply thinking strategies to all text, I want students to understand the engineering principles inherent in all machines - not just robots. The 5th and 6th graders in my STEM classroom will use the mechanical engineering kits in my grant request to build understanding(s) that students will use to first design their own Rube Goldberg machines. The engineering kits come with kid-friendly CAD design programs so students can communicate their designs before building. With these tasks, students will be well-grounded to use robotics kits that are included in our grant request.

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North Arvada Middle School	Amanda Summers	North Arvada Middle School's Wellness & Emotional Health Initiative	128	We plan to access training for staff focused on social thinking and empathy to improve the climate for both students and staff. We are also budgeting for materials for students to support them to be more actively engaged in learning or to engage in strategies to self-regulate. These include fidgets, noise cancelling headphones, and therapy balls, all of which allow students to engage in movement, discharge energy while remaining in classrooms to participate in learning opportunities. Finally, we will create a safe space where students can refocus so that they are able to learn
All Schools	John McDonald	Safe School Environments	126.4	This innovation seeks to create a position of Director of Safe School Environments to provide focus and direction; develop programming that bridges the gaps between school safety, readiness for learning, and the social and emotional challenges for students transitioning into middle and high schools. The work seeks to enhance community engagement and strengthen state partnerships with the Colorado Attorney General's Safe2Tell program that supports personal responsibility for self and others. The Director of Safe School Environments is a leadership position and educational liaison on behalf of the Security and Emergency Management Department for Principals across the District. This innovative idea seeks to align student safety with direct student engagement and provides a bridge to work more collaboratively with schools using educational expertise not available today. This position would immediately focus on oversight and direction of the Campus Supervisor program, providing a bridge to High School Principals and Administrative teams, recognizing school climate and culture while ensuring best practice programs are implemented. In addition, this role would manage the Safe2Tell program that is experiencing unprecedented number of calls from students in crisis. This position will work with students and key stakeholders in schools, district departments as well as state officials to focus on prevention and intervention. The final focus for this position is to work with students and schools identify supports for students transitioning into middle and high schools. It is during this time of transition that school safety issues increase and at risk behavior for students who don't understand how to function in a new climate and culture become more involved in the juvenile justice system.