



Innovative Learning Pilot Program C.R.S. 22-35.6-101 thru 107 State Guidelines

Program Overview

Governor Polis signed SB19-216 ([C.R.S. 22-35.6-101 thru 107](#)) on May 10, 2019 which created the High School Innovative Learning Pilot Program, hereafter known as the **Innovative Learning Opportunities Pilot Program**. This program encourages participating Local Education Providers (LEPs) to offer their 9th through 12th grade high school students a variety of learning experiences that usually occur outside of the classroom. These learning experiences should be designed to enrich students' education and support them in successfully transitioning from high school to postsecondary education and/or the workforce.

Innovative learning opportunities may include work-based learning such as apprenticeships or residency programs, enrollment in postsecondary courses taught on college campuses, competency-based learning or capstone projects, and other learning experiences that are designed to help students develop and demonstrate personal, entrepreneurial, civic and interpersonal, and professional skills as described in CDE's [Essential Skills required in the Colorado Academic Standards](#).

LEPs selected to participate in the pilot year of the program will be **allowed to count their part-time students that are enrolled in grades nine through twelve and are participating in innovative learning opportunities as full-time pupils**, regardless of the actual number of teacher-pupil instruction hours and teacher-pupil contact hours for each pupil.

It is the intent of the General Assembly to increase the number of LEPs that participate in this program to 100% participation by 2025-26.

Benefits for LEPs

In addition to counting their participating students as full-time pupils regardless of the actual number of teacher-pupil instruction hours and teacher-pupil contact hours for each pupil, selected LEPs will be able to:

- Participate in a network of all selected LEPs
- Receive technical assistance* in evaluating the effectiveness and measuring the success of the LEPs innovative learning plan (ILP).



- **Rural LEPs & small suburban school districts** will receive technical assistance* in developing an ILP.
- **Rural LEPs & small suburban school districts** will receive technical assistance* in implementing the LEPs ILP.

*Per 22-35.6-105(5) C.R.S., technical assistance will be provided by a statewide non-profit entity contracted by the Colorado Department of Education (CDE) that has expertise in system innovation and postsecondary and workforce readiness. Through a competitive process conducted during the 2019-20 fiscal year, the Colorado Education Initiative was chosen to be the technical assistance provider for the ILOP program.

Eligible Applicants:

- An LEP or a group of LEPs
- A school district
- A Board of Cooperative Services (BOCES):
 - On behalf of its member school districts; or
 - To implement an ILP in a public high school that it operates
- A district charter school authorized by a school district:
 - As part of its authorizing school district, or
 - Independent of its authorizing school district
- An institute charter school authorized by the state Charter School Institute

Application Process

2021-22 Award Year Timeline:

Date	Procedure/Action
November 11, 2020	Interested LEPs request application and Syncplicity folder link from CDE's Office of Postsecondary and Workforce Readiness
November 17, 2020	Live training and Q&A webinar
December 18, 2020	Application submission deadline – <u>uploaded to Syncplicity</u>
End of February, 2021	Selected LEPs are notified



Required Information:

LEPs that wish to participate in the program must provide the following information:

1. The number of students enrolled in grades nine through twelve who were counted as full-time and part-time pupils in the preceding three school years, expressed as numerals and percentages;
2. The number of students enrolled in grades nine through twelve who participated in innovative learning opportunities in the preceding four school years, expressed as numerals and percentages;
3. The number of students who are expected to participate in the innovative learning opportunities and the participation capacity of the innovative learning opportunities proposed in the Innovative Learning Plan (described below);
4. A description of the innovative learning plan that the applicant expects to implement, including an explanation of how it aligns with at least two principles for student learning and transition specified by the **Education Leadership Council** (*see Appendix A*) and why those principles were selected; or an explanation of how it meets the **Research-Based Design Principles** (*see Appendix B*). An "Innovative Learning Plan" (ILP) is an LEP's or group of LEP's plan to provide a variety of innovative learning opportunities to students enrolled in grades nine through twelve.
5. Information that demonstrates that the applicant has capacity and willingness to implement the ILP with integrity;
6. An explanation of the goals of the ILP and how the applicant intends to measure attainment of the goal, the data the applicant will collect to measure attainment of the goals, and the schedule and method for collecting data and assessing attainment of the goals;
7. If applicable to the ILP, the partnerships between community, business or other organizations and the applicant that relate to the innovative learning opportunities included in the plan that are in place at the time of application, or that the applicant expects to enter into in implementing the plan.

A school district, district charter school, or an institute charter school that enrolls fewer than two thousand students may submit a simplified application.



Participant Selection

The State Board of Education shall select all applicants that adopt an ILP that the SBE determines:

- Is likely to result in meaningful innovative learning opportunities that will significantly support students in their transition from high school to postsecondary education or the workforce; and
- Aligns with at least two of the principles for student learning and transition specified by the Education Leadership Council, or meets the research-based design principles.

Allowable Use of ILOP PPR Funding

A qualified LEP that receives PPR funding for counting part-time students for full-time enrollment status under this program shall use the monies to provide innovative learning opportunities for high school students to support them in successful transitions from high school to postsecondary education or the workforce.

Application Review Criteria

The Department and the State Board shall consider the following in recommending and selecting the LEPs to participate in the pilot program:

- The percentage of students enrolled by the LEP in grades nine through twelve who are reasonably expected to participate in innovative learning opportunities;
- The quality of the ILP and the likelihood that it will result in meaningful innovative learning opportunities that will significantly support students in their transition from high school to postsecondary education or the workforce; and
- The degree to which the innovative learning plan aligns with at least two principles for student learning and transition specified by the Education Leadership Council, or meets the research-based design principles.

Annual Report

Each LEP* that participates in the Innovative Learning Opportunities Program must submit to CDE a report by May 15 of each program year that includes the following information for their students enrolled in grades nine through twelve who participated in innovative learning opportunities:



1. The types of innovative learning opportunities provided through implementation of the ILP;
2. The number and percentage of students enrolled in grades nine through twelve who participated in innovative learning opportunities, in total and disaggregated, where possible, by the following student group (as defined in C.R.S 22-11-103): gender; socioeconomic status; race and ethnicity; disability; English language proficiency; gifted and talented status.
3. The number and percentages of student participants as compared to the number and percentages who participated before the LEP implemented the ILP.
4. A summary description, which does not include student Personally Identifiable Information (PPI), of the outcomes achieved by students;
5. A summary description of the challenges encountered in implementing the innovative learning opportunities and the manner in which the LEP addressed the challenges, including an explanation of the strategies and programs that were successful and of those that were not; and
6. Any additional information requested by CDE to assist in measuring the effectiveness and success of the program.

* If an LEP is participating as a group of LEP or through a BOCES, the group or BOCES may submit this information jointly.

LEP Participation Automatic Renewal

CDE will collect and review the annual report information from participating LEPs and submit to the SBE which shall automatically renew an LEP's participation in the subsequent program year (dependent upon funding) if the LEP's reported information demonstrates that:

1. The ILP and the innovative learning opportunities provided by the LEP met the following:
 - a) The number and percentage of students that the LEP expected to participate in the program approximated the actual number of student participants; and
 - b) The quality of the ILP resulted in meaningful innovative learning opportunities for students in that it significantly supported them in their transition from high school to postsecondary education or the workforce; and
 - c) The ILP was aligned with at least two of the Education Leadership Council principles, or met research-based design principles.
2. The number of students enrolled in grades nine through twelve who are currently participating in innovative learning opportunities increased over the preceding school year, or 100% of the LEP's ninth through twelfth graders are participating in innovative learning opportunities.



APPENDIX A

Education Leadership Council Principles

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

- Intentionally inclusive and culturally responsive educational opportunities that prepare learners of all backgrounds to thrive at every critical transition from early childhood and through careers;
- Multiple viable postsecondary pathways that are explored and valued by all;
- The opportunity, supported by adults, to direct their own learning experiences to develop essential skills; and
- Robust career and workforce readiness opportunities, in and out of school, including during the summer break, that are informed by industry and community to ensure alignment for transition beyond high school



APPENDIX B

Research-Based Design Principles

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

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