

**First Regular Session  
Seventy-second General Assembly  
STATE OF COLORADO**

**REENGROSSED**

*This Version Includes All Amendments  
Adopted in the House of Introduction*

LLS NO. 19-1005.01 Julie Pelegrin x2700

**SENATE BILL 19-216**

---

**SENATE SPONSORSHIP**

**Bridges,** Garcia, Cooke, Crowder, Danielson, Gonzales, Lundeen, Marble, Moreno, Pettersen, Priola, Sonnenberg, Story, Tate, Todd, Winter, Woodward

**HOUSE SPONSORSHIP**

**Bird,**

---

**Senate Committees**

Education  
Appropriations

**House Committees**

---

**A BILL FOR AN ACT**

101      **CONCERNING INCENTIVES FOR LOCAL EDUCATION PROVIDERS TO**  
102                    **PROVIDE INNOVATIVE LEARNING OPPORTUNITIES FOR HIGH**  
103                    **SCHOOL STUDENTS, AND, IN CONNECTION THEREWITH, MAKING**  
104                    **AN APPROPRIATION.**

---

**Bill Summary**

*(Note: This summary applies to this bill as introduced and does not reflect any amendments that may be subsequently adopted. If this bill passes third reading in the house of introduction, a bill summary that applies to the reengrossed version of this bill will be available at <http://leg.colorado.gov>.)*

The bill creates the high school innovative learning pilot program (pilot program) to support school districts, boards of cooperative services, and charter schools (local education providers) in providing innovative

Shading denotes HOUSE amendment. Double underlining denotes SENATE amendment.  
Capital letters or bold & italic numbers indicate new material to be added to existing statute.  
Dashes through the words indicate deletions from existing statute.

SENATE  
3rd Reading Unamended  
April 19, 2019

SENATE  
Amended 2nd Reading  
April 18, 2019



1                                   **High School Innovative Learning Pilot Program**

2                                   **22-35.6-101. Legislative declaration.** THE GENERAL ASSEMBLY

3 FINDS THAT IT IS IMPORTANT THAT HIGH SCHOOL STUDENTS HAVE  
4 OPPORTUNITIES TO ENRICH THEIR EDUCATION BY PARTICIPATING IN  
5 INNOVATIVE LEARNING OPPORTUNITIES THAT OCCUR OUTSIDE THE  
6 CLASSROOM, SUCH AS WORKING IN APPRENTICESHIPS OR RESIDENCY  
7 PROGRAMS, ENROLLING IN POSTSECONDARY COURSES TAUGHT ON  
8 COLLEGE CAMPUSES, COMPLETING CAPSTONE PROJECTS, AND ENGAGING  
9 IN COMPETENCY-BASED LEARNING PROJECTS. THESE OPPORTUNITIES  
10 ASSIST STUDENTS IN DEVELOPING ESSENTIAL SKILLS IN THE AREAS OF  
11 PERSONAL SKILLS, ENTREPRENEURIAL SKILLS, CIVIC AND INTERPERSONAL  
12 SKILLS, AND PROFESSIONAL SKILLS IDENTIFIED BY THE DEPARTMENT OF  
13 EDUCATION AND IN ATTAINING COMPETENCIES BEYOND THE HIGH SCHOOL  
14 CURRICULA THAT SUPPORT THE STUDENTS IN SUCCESSFUL TRANSITIONS  
15 FROM HIGH SCHOOL INTO POSTSECONDARY EDUCATION OR DIRECTLY INTO  
16 THE WORKFORCE. THE GENERAL ASSEMBLY FURTHER FINDS, HOWEVER,  
17 THAT THE PUPIL ENROLLMENT COUNT FOR PURPOSES OF SCHOOL FINANCE  
18 IS BASED ON SEAT-TIME REQUIREMENTS; FULL-TIME ENROLLMENT AND  
19 FULL PER PUPIL FUNDING ARE BASED ON DEMONSTRATING A MINIMUM  
20 NUMBER OF TEACHER-PUPIL INSTRUCTION AND CONTACT HOURS. THE  
21 CHALLENGES OF ACCURATELY TRACKING STUDENTS' TIME INSIDE AND  
22 OUTSIDE OF THE CLASSROOM LEAD MANY LOCAL EDUCATION PROVIDERS  
23 TO AVOID THE RISK OF OFFERING THESE TYPES OF INNOVATIVE LEARNING  
24 OPPORTUNITIES. THE GENERAL ASSEMBLY FINDS, THEREFORE, THAT IT IS  
25 IN THE BEST INTERESTS OF THE STATE AND THE HIGH SCHOOL STUDENTS IN  
26 THE STATE TO ENCOURAGE GREATER PARTICIPATION IN INNOVATIVE  
27 LEARNING OPPORTUNITIES BY ALLOWING SELECTED LOCAL EDUCATION

1 PROVIDERS TO COUNT THE STUDENTS WHO ARE ENROLLED IN HIGH SCHOOL  
2 AND ARE PARTICIPATING IN INNOVATIVE LEARNING OPPORTUNITIES AS  
3 FULL-TIME PUPILS, REGARDLESS OF THE ACTUAL AMOUNT OF TIME THE  
4 STUDENTS MAY SPEND IN THE CLASSROOM.

5 **22-35.6-102. Definitions.** AS USED IN THIS ARTICLE 35.6, UNLESS  
6 THE CONTEXT OTHERWISE REQUIRES:

7 (1) "COMMISSIONER" MEANS THE COMMISSIONER OF EDUCATION  
8 APPOINTED BY THE STATE BOARD OF EDUCATION PURSUANT TO SECTION  
9 1 OF ARTICLE IX OF THE STATE CONSTITUTION.

10 (2) "DEPARTMENT" MEANS THE DEPARTMENT OF EDUCATION  
11 CREATED AND OPERATING PURSUANT TO SECTION 24-1-115.

12 (3) "EDUCATION LEADERSHIP COUNCIL" MEANS THE COUNCIL  
13 CONVENED BY EXECUTIVE ORDER B 2017-001 IN 2017 TO IDENTIFY THE  
14 VISION AND STRATEGIC PLAN FOR EDUCATION IN COLORADO.

15 (4) "INNOVATIVE LEARNING OPPORTUNITIES" MEANS LEARNING  
16 EXPERIENCES THAT USUALLY OCCUR OUTSIDE OF THE CLASSROOM.  
17 INNOVATIVE LEARNING OPPORTUNITIES MAY INCLUDE WORK-BASED  
18 LEARNING, SUCH AS APPRENTICESHIPS, COMPETENCY-BASED LEARNING  
19 PROJECTS, CAPSTONE PROJECTS, AND OTHER LEARNING EXPERIENCES THAT  
20 ARE DESIGNED TO SUPPORT STUDENTS IN DEVELOPING AND  
21 DEMONSTRATING PERSONAL SKILLS, ENTREPRENEURIAL SKILLS, CIVIC AND  
22 INTERPERSONAL SKILLS, AND PROFESSIONAL SKILLS AS DESCRIBED BY THE  
23 DEPARTMENT.

24 (5) "INNOVATIVE LEARNING PLAN" OR "PLAN" MEANS A LOCAL  
25 EDUCATION PROVIDER'S PLAN TO PROVIDE A VARIETY OF INNOVATIVE  
26 LEARNING OPPORTUNITIES TO STUDENTS ENROLLED IN GRADES NINE  
27 THROUGH TWELVE.

1 (6) "LOCAL EDUCATION PROVIDER" MEANS A SCHOOL DISTRICT  
2 ORGANIZED PURSUANT TO ARTICLE 30 OF THIS TITLE 22, A BOARD OF  
3 COOPERATIVE SERVICES CREATED PURSUANT TO ARTICLE 5 OF THIS TITLE  
4 22, A CHARTER SCHOOL AUTHORIZED BY A SCHOOL DISTRICT PURSUANT TO  
5 PART 1 OF ARTICLE 30.5 OF THIS TITLE 22, OR AN INSTITUTE CHARTER  
6 SCHOOL AUTHORIZED BY THE STATE CHARTER SCHOOL INSTITUTE  
7 PURSUANT TO PART 5 OF ARTICLE 30.5 OF THIS TITLE 22.

8 (7) "PILOT PROGRAM" MEANS THE HIGH SCHOOL INNOVATIVE  
9 LEARNING PILOT PROGRAM CREATED IN SECTION 22-35.6-103.

10 (8) "RURAL LOCAL EDUCATION PROVIDER" MEANS:

11 (a) A SCHOOL DISTRICT IN COLORADO THAT THE DEPARTMENT  
12 DETERMINES IS RURAL, BASED ON THE GEOGRAPHIC SIZE OF THE SCHOOL  
13 DISTRICT AND THE DISTANCE OF THE SCHOOL DISTRICT FROM THE NEAREST  
14 LARGE, URBANIZED AREA;

15 (b) A DISTRICT CHARTER SCHOOL THAT IS AUTHORIZED BY A  
16 SCHOOL DISTRICT DESCRIBED IN SUBSECTION (8)(a) OF THIS SECTION; AND

17 (c) AN INSTITUTE CHARTER SCHOOL THAT IS LOCATED WITHIN THE  
18 GEOGRAPHIC BOUNDARIES OF A SCHOOL DISTRICT DESCRIBED IN  
19 SUBSECTION (8)(a) OF THIS SECTION.

20 (9) "SMALL SUBURBAN SCHOOL DISTRICT" MEANS A SCHOOL  
21 DISTRICT THAT IS LOCATED IN A SUBURBAN AREA, AS IDENTIFIED BY THE  
22 DEPARTMENT, AND THAT ENROLLS FEWER THAN TWO THOUSAND  
23 STUDENTS.

24 (10) "STATE BOARD" MEANS THE STATE BOARD OF EDUCATION  
25 CREATED PURSUANT TO SECTION 1 OF ARTICLE IX OF THE STATE  
26 CONSTITUTION.

27 **22-35.6-103. High school innovative learning pilot program -**

1     **created - rules.** (1) THERE IS CREATED IN THE DEPARTMENT THE HIGH  
2 SCHOOL INNOVATIVE LEARNING PILOT PROGRAM TO AUTHORIZE FULL-TIME  
3 FUNDING FOR     STUDENTS ENROLLED IN GRADES NINE THROUGH TWELVE  
4 IN HIGH SCHOOLS OPERATED BY SELECTED LOCAL EDUCATION PROVIDERS  
5 TO ENABLE THE LOCAL EDUCATION PROVIDERS TO PROVIDE INNOVATIVE  
6 LEARNING OPPORTUNITIES FOR HIGH SCHOOL STUDENTS TO SUPPORT THEM  
7 IN SUCCESSFUL TRANSITIONS FROM HIGH SCHOOL TO POSTSECONDARY  
8 EDUCATION OR THE WORKFORCE. THE DEPARTMENT SHALL ADMINISTER  
9 THE PILOT PROGRAM BY REVIEWING APPLICATIONS AND SELECTING THE  
10 LOCAL EDUCATION PROVIDERS THAT PROPOSE AN INNOVATIVE LEARNING  
11 PLAN THAT MEETS THE REQUIREMENTS SPECIFIED IN SECTION 22-35.6-104  
12 AND IS DESIGNED TO ENSURE THAT     STUDENTS ENROLLED IN GRADES  
13 NINE THROUGH TWELVE MAY PARTICIPATE IN INNOVATIVE LEARNING  
14 OPPORTUNITIES BEFORE GRADUATION. A LOCAL EDUCATION PROVIDER  
15 THAT IS SELECTED TO PARTICIPATE IN THE PILOT PROGRAM IS AUTHORIZED  
16 TO COUNT STUDENTS WHO ARE ENROLLED IN GRADES NINE THROUGH  
17 TWELVE AND ARE PARTICIPATING IN INNOVATIVE LEARNING  
18 OPPORTUNITIES AS FULL-TIME PUPILS FOR PURPOSES OF THE "PUBLIC  
19 SCHOOL FINANCE ACT OF 1994", ARTICLE 54 OF THIS TITLE 22,  
20 REGARDLESS OF THE ACTUAL NUMBER OF TEACHER-PUPIL INSTRUCTION  
21 HOURS AND TEACHER-PUPIL CONTACT HOURS FOR EACH PUPIL.

22           (2) THE STATE BOARD SHALL PROMULGATE RULES AS NECESSARY  
23 TO IMPLEMENT THE PILOT PROGRAM, INCLUDING AT A MINIMUM,  
24 APPLICATION TIMELINES AND ANY INFORMATION TO BE INCLUDED IN THE  
25     APPLICATION IN ADDITION TO THE INFORMATION REQUIRED IN SECTION  
26 22-35.6-104 (1). IN ADOPTING RULES, THE STATE BOARD SHALL ENSURE,  
27 TO THE EXTENT POSSIBLE, THAT A LOCAL EDUCATION PROVIDER THAT IS

1 A SCHOOL DISTRICT THAT ENROLLS FEWER THAN TWO THOUSAND  
2 STUDENTS, A DISTRICT CHARTER SCHOOL, OR AN INSTITUTE CHARTER  
3 SCHOOL MAY SUBMIT A SIMPLIFIED   APPLICATION.

4 **22-35.6-104. High school innovative learning pilot program -**  
5 **application - requirements.** (1) TOPARTICIPATE IN THE PILOT PROGRAM,  
6 A LOCAL EDUCATION PROVIDER OR A GROUP OF LOCAL EDUCATION  
7 PROVIDERS MUST APPLY TO THE DEPARTMENT IN ACCORDANCE WITH THE  
8 TIMELINES AND PROCEDURES ESTABLISHED BY RULE OF THE STATE BOARD.  
9 A DISTRICT CHARTER SCHOOL MAY PARTICIPATE IN THE PILOT PROGRAM  
10 AS PART OF ITS AUTHORIZING SCHOOL DISTRICT OR APPLY TO PARTICIPATE  
11 IN THE PILOT PROGRAM INDEPENDENTLY. A BOARD OF COOPERATIVE  
12 SERVICES MAY APPLY ON BEHALF OF ITS MEMBER SCHOOL DISTRICTS OR TO  
13 IMPLEMENT AN INNOVATIVE LEARNING PLAN IN A PUBLIC HIGH SCHOOL  
14 OPERATED BY THE BOARD OF COOPERATIVE SERVICES. AN APPLICATION  
15 MUST INCLUDE:

16 (a) THE NUMBER OF STUDENTS ENROLLED IN GRADES NINE  
17 THROUGH TWELVE WHO WERE COUNTED AS FULL-TIME PUPILS AND THE  
18 NUMBER WHO WERE COUNTED AS PART-TIME PUPILS IN THE PRECEDING  
19 THREE BUDGET YEARS, EXPRESSED AS NUMERALS AND AS PERCENTAGES;

20 (b) THE NUMBER OF STUDENTS ENROLLED IN GRADES NINE  
21 THROUGH TWELVE WHO PARTICIPATED IN INNOVATIVE LEARNING  
22 OPPORTUNITIES IN THE PRECEDING FOUR BUDGET YEARS, EXPRESSED AS  
23 NUMERALS AND AS PERCENTAGES;

24 (c) THE NUMBER OF STUDENTS WHO ARE EXPECTED TO  
25 PARTICIPATE IN THE INNOVATIVE LEARNING OPPORTUNITIES AND THE  
26 PARTICIPATION CAPACITY OF THE INNOVATIVE LEARNING OPPORTUNITIES  
27 PROPOSED IN THE INNOVATIVE LEARNING PLAN;

1 (d) A DESCRIPTION OF THE INNOVATIVE LEARNING PLAN THAT THE  
2 APPLICANT EXPECTS TO IMPLEMENT, INCLUDING AN EXPLANATION OF HOW  
3 IT ALIGNS WITH AT LEAST TWO OF THE PRINCIPLES SPECIFIED IN  
4 SUBSECTION (2) OF THIS SECTION AND WHY THOSE PRINCIPLES WERE  
5 SELECTED OR AN EXPLANATION OF HOW IT MEETS THE RESEARCH-BASED  
6 DESIGN PRINCIPLES DESCRIBED IN SUBSECTION (3) OF THIS SECTION;

7 (e) INFORMATION THAT DEMONSTRATES THAT THE APPLICANT HAS  
8 CAPACITY AND WILLINGNESS TO IMPLEMENT THE INNOVATIVE LEARNING  
9 PLAN WITH INTEGRITY;

10 (f) AN EXPLANATION OF THE GOALS OF THE INNOVATIVE LEARNING  
11 PLAN AND HOW THE APPLICANT INTENDS TO MEASURE ATTAINMENT OF THE  
12 GOALS, THE DATA THAT THE APPLICANT WILL COLLECT TO MEASURE  
13 ATTAINMENT OF THE GOALS, AND THE SCHEDULE AND METHOD FOR  
14 COLLECTING DATA AND ASSESSING ATTAINMENT OF THE GOALS;

15 (g) IF APPLICABLE TO THE INNOVATIVE LEARNING PLAN, THE  
16 PARTNERSHIPS BETWEEN COMMUNITY, BUSINESS, OR OTHER  
17 ORGANIZATIONS AND THE APPLICANT THAT RELATE TO THE INNOVATIVE  
18 LEARNING OPPORTUNITIES INCLUDED IN THE PLAN AND THAT ARE IN PLACE  
19 AT THE TIME OF APPLICATION OR THAT THE APPLICANT EXPECTS TO ENTER  
20 INTO IN IMPLEMENTING THE PLAN; AND

21 (h) ANY ADDITIONAL INFORMATION REQUIRED BY RULE OF THE  
22 STATE BOARD.

23 (2) IN DESIGNING THE INNOVATIVE LEARNING PLAN, A LOCAL  
24 EDUCATION PROVIDER MAY DESIGN THE PLAN TO ALIGN WITH THE  
25 PRINCIPLES FOR STUDENT LEARNING AND TRANSITION IDENTIFIED BY THE  
26 EDUCATION LEADERSHIP COUNCIL, ENSURING THAT THE PLAN PROVIDES  
27     STUDENTS WITH:



1 (a) INTENTIONALLY INCLUSIVE AND CULTURALLY RESPONSIVE  
2 EDUCATIONAL OPPORTUNITIES THAT PREPARE LEARNERS OF ALL  
3 BACKGROUNDS TO THRIVE AT EVERY CRITICAL TRANSITION FROM EARLY  
4 CHILDHOOD AND THROUGH CAREERS;

5 (b) MULTIPLE VIABLE POSTSECONDARY PATHWAYS THAT ARE  
6 EXPLORED AND VALUED BY ALL;

7 (c) THE OPPORTUNITY, SUPPORTED BY ADULTS, TO DIRECT THEIR  
8 OWN LEARNING EXPERIENCES TO DEVELOP ESSENTIAL SKILLS; AND

9 (d) ROBUST CAREER AND WORKFORCE READINESS OPPORTUNITIES,  
10 IN AND OUT OF SCHOOL, INCLUDING DURING THE SUMMER BREAK, THAT  
11 ARE INFORMED BY INDUSTRY AND COMMUNITY TO ENSURE ALIGNMENT  
12 FOR TRANSITION BEYOND HIGH SCHOOL.

13 (3) A LOCAL EDUCATION PROVIDER MAY BASE THE DESIGN OF ITS  
14 INNOVATIVE LEARNING PLAN ON THE FOLLOWING RESEARCH-BASED  
15 DESIGN PRINCIPLES, ENSURING THAT THE PLAN:

16 (a) IMPACTS A LARGE PERCENTAGE OF THE STUDENTS ENROLLED  
17 BY THE LOCAL EDUCATION PROVIDER IN GRADES NINE THROUGH TWELVE  
18 AND SIGNIFICANTLY IMPROVES STUDENT OUTCOMES;

19 (b) BUILDS PUBLIC TRUST THROUGH TRANSPARENCY, LOCAL  
20 PARTNERSHIPS, AND SHARED LEARNING, AS EVIDENCED BY:

21 (I) THE NUMBER AND VARIETY OF COMMUNITY PARTNERSHIPS  
22 THAT EXIST AT THE TIME OF APPLICATION AND THE DEMONSTRATED  
23 EXPECTATION AND CAPACITY TO CREATE ADDITIONAL PARTNERSHIPS;

24 (II) THE CONTINUING ROLE THAT COMMUNITY PARTNERS,  
25 INCLUDING INSTITUTIONS OF HIGHER EDUCATION AND BUSINESS,  
26 INDUSTRY, AND AGRICULTURAL ENTERPRISES, WILL PLAY IN DEVELOPING  
27 THE INNOVATIVE LEARNING OPPORTUNITIES;

1 (III) THE MECHANISMS THAT THE LOCAL EDUCATION PROVIDER  
2 USES AND WILL USE TO SOLICIT AND SHARE INPUT FROM TEACHERS,  
3 STUDENTS, PARENTS, AND OTHER COMMUNITY MEMBERS; AND

4 (IV) THE MECHANISMS THAT THE LOCAL EDUCATION PROVIDER  
5 USES AND WILL USE TO SHARE LEARNING WITH COMMUNITY MEMBERS;

6 (c) IDENTIFIES A STRONG THEORY OF CHANGE THAT JUSTIFIES WHY  
7 ANDEXPLAINS HOW THE PROPOSED INNOVATIVE LEARNING PLAN IS LIKELY  
8 TO RESULT IN A GREATER NUMBER OF STUDENTS PARTICIPATING IN  
9 EFFECTIVE, MEANINGFUL INNOVATIVE LEARNING OPPORTUNITIES;

10 (d) DESCRIBES THOROUGHLY AND CLEARLY THE PLAN FOR  
11 COLLECTING THE EVIDENCE THAT THE LOCAL EDUCATION PROVIDER WILL  
12 USE TO EVALUATE THE EFFECTIVENESS OF THE THEORY OF CHANGE; AND

13 (e) CREATES A SCHEDULE AND MECHANISM FOR EVALUATING THE  
14 COLLECTED EVIDENCE AND COMMITTING TO ADAPT IN RESPONSE TO  
15 TRENDS IN THE EVIDENCE TO IMPROVE THE INNOVATIVE LEARNING PLAN.

16 **22-35.6-105. High school innovative learning pilot program -**  
17 **department - state board - duties - legislative declaration.** (1) NO  
18 LATER THAN NOVEMBER 1, 2019, AND, SUBJECT TO AVAILABLE  
19 APPROPRIATIONS, NO LATER THAN NOVEMBER 1 EACH YEAR THEREAFTER,  
20 THE DEPARTMENT SHALL ISSUE A REQUEST FOR PROPOSALS INVITING  
21 LOCAL EDUCATION PROVIDERS TO APPLY TO PARTICIPATE IN THE PILOT  
22 PROGRAM IN THE FOLLOWING BUDGET YEAR. A LOCAL EDUCATION  
23 PROVIDER THAT CHOOSES TO APPLY MUST SUBMIT THE APPLICATION, AS  
24 DESCRIBED IN SECTION 22-35.6-104, TO THE DEPARTMENT NO LATER THAN  
25 THE FOLLOWING JANUARY 15. SUBJECT TO AVAILABLE APPROPRIATIONS,  
26 THE STATE BOARD SHALL SELECT THE PARTICIPATING APPLICANTS NO  
27 LATER THAN THE FOLLOWING MARCH 1.

1           (2) THE DEPARTMENT SHALL REVIEW THE APPLICATIONS RECEIVED  
2           AND RECOMMEND TO THE STATE BOARD APPLICANTS TO PARTICIPATE IN  
3           THE PILOT PROGRAM. THE STATE BOARD, TAKING INTO ACCOUNT THE  
4           RECOMMENDATIONS OF THE DEPARTMENT, SHALL SELECT THE APPLICANTS  
5           TO PARTICIPATE IN THE PILOT PROGRAM BEGINNING IN THE 2020-21  
6           BUDGET YEAR. IN RECOMMENDING AND SELECTING THE LOCAL EDUCATION  
7           PROVIDERS TO PARTICIPATE IN THE PILOT PROGRAM, THE DEPARTMENT  
8           AND THE STATE BOARD SHALL CONSIDER:

9           (a) THE PERCENTAGE OF STUDENTS ENROLLED BY THE LOCAL  
10          EDUCATION PROVIDER IN GRADES NINE THROUGH TWELVE WHO ARE  
11          REASONABLY EXPECTED TO PARTICIPATE IN INNOVATIVE LEARNING  
12          OPPORTUNITIES;

13          (b) THE QUALITY OF THE INNOVATIVE LEARNING PLAN AND THE  
14          LIKELIHOOD THAT IT WILL RESULT IN MEANINGFUL INNOVATIVE LEARNING  
15          OPPORTUNITIES FOR STUDENTS THAT WILL SIGNIFICANTLY SUPPORT THEM  
16          IN THE TRANSITION FROM HIGH SCHOOL TO POSTSECONDARY EDUCATION  
17          OR THE WORKFORCE; AND

18          (c) THE DEGREE TO WHICH THE INNOVATIVE LEARNING PLAN  
19          ALIGNS WITH AT LEAST TWO OF THE PRINCIPLES SPECIFIED IN SECTION  
20          22-35.6-104 (2) OR MEETS THE RESEARCH-BASED DESIGN PRINCIPLES  
21          DESCRIBED IN SECTION 22-35.6-104 (3).

22          (3) (a) FOR THE 2020-21 BUDGET YEAR, SUBJECT TO AVAILABLE  
23          APPROPRIATIONS, THE STATE BOARD SHALL SELECT APPLICANTS TO  
24          PARTICIPATE IN THE PILOT PROGRAM AS FOLLOWS:

25          (I) OF THOSE APPLICANTS IN WHICH ANY OF THE STUDENTS  
26          ENROLLED IN GRADES NINE THROUGH TWELVE IN THE PRECEDING BUDGET  
27          YEAR WERE ENROLLED AS PART-TIME STUDENTS, THE STATE BOARD SHALL

1 SELECT UP TO FIVE APPLICANTS, EACH OF WHICH ENROLLS FEWER THAN  
2 FIVE THOUSAND STUDENTS IN GRADES NINE THROUGH TWELVE; AND

3 (II) OF THOSE APPLICANTS IN WHICH ALL OF THE STUDENTS  
4 ENROLLED IN GRADES NINE THROUGH TWELVE IN THE PRECEDING BUDGET  
5 YEAR WERE ENROLLED AS FULL-TIME STUDENTS, THE STATE BOARD SHALL  
6 SELECT EACH APPLICANT THAT ADOPTS AN INNOVATIVE LEARNING PLAN  
7 THAT THE STATE BOARD DETERMINES:

8 (A) IS LIKELY TO RESULT IN MEANINGFUL INNOVATIVE LEARNING  
9 OPPORTUNITIES FOR STUDENTS THAT WILL SIGNIFICANTLY SUPPORT THEM  
10 IN THE TRANSITION FROM HIGH SCHOOL TO POSTSECONDARY EDUCATION  
11 OR THE WORKFORCE; AND

12 (B) ALIGNS WITH AT LEAST TWO OF THE PRINCIPLES SPECIFIED IN  
13 SECTION 22-35.6-104 (2) OR MEETS THE RESEARCH-BASED DESIGN  
14 PRINCIPLES DESCRIBED IN SECTION 22-35.6-104 (3). \_\_\_\_\_

15 (b) BEGINNING IN THE 2021-22 BUDGET YEAR, IT IS THE INTENT OF  
16 THE GENERAL ASSEMBLY TO INCREASE ANNUALLY THE NUMBER OF LOCAL  
17 EDUCATION PROVIDERS THAT PARTICIPATE IN THE PILOT PROGRAM AND,  
18 BY THE 2025-26 BUDGET YEAR, TO ACHIEVE ONE HUNDRED PERCENT  
19 PARTICIPATION BY LOCAL EDUCATION PROVIDERS THAT MEET THE  
20 REQUIREMENTS OF THIS ARTICLE 35.6.

21 (4) THE DEPARTMENT SHALL ANNUALLY REVIEW THE  
22 INFORMATION RECEIVED PURSUANT TO SECTION 22-35.6-106(1) FROM THE  
23 LOCAL EDUCATION PROVIDERS THAT PARTICIPATE IN THE PILOT PROGRAM.  
24 THE STATE BOARD SHALL AUTOMATICALLY RENEW A LOCAL EDUCATION  
25 PROVIDER'S PARTICIPATION IN THE PILOT PROGRAM IF THE DEPARTMENT  
26 FINDS THAT THE INFORMATION DEMONSTRATES THAT:

27 (a) THE INNOVATIVE LEARNING PLAN AND THE INNOVATIVE

1 LEARNING OPPORTUNITIES PROVIDED THROUGH THE PLAN MEET THE  
2 CRITERIA DESCRIBED IN SUBSECTION (2) OF THIS SECTION; AND

3 (b) THE NUMBER OF STUDENTS ENROLLED IN GRADES NINE  
4 THROUGH TWELVE WHO ARE PARTICIPATING IN INNOVATIVE LEARNING  
5 OPPORTUNITIES INCREASED OVER THE PRECEDING BUDGET YEAR OR ONE  
6 HUNDRED PERCENT OF THE STUDENTS ENROLLED IN GRADES NINE  
7 THROUGH TWELVE ARE PARTICIPATING IN INNOVATIVE LEARNING  
8 OPPORTUNITIES.

9 (5) (a) BY SEPTEMBER 1, 2019, THE DEPARTMENT SHALL ISSUE A  
10 REQUEST FOR PROPOSALS TO CONTRACT WITH A STATEWIDE NONPROFIT  
11 ENTITY THAT HAS EXPERTISE IN SYSTEM INNOVATION AND CAREER AND  
12 POSTSECONDARY READINESS TO ASSIST IN IMPLEMENTING THE PILOT  
13 PROGRAM. THE DEPARTMENT SHALL REVIEW THE PROPOSALS RECEIVED  
14 AND CONTRACT WITH THE ENTITY BY JANUARY 1, 2020.

15 (b) THE CONTRACT ENTITY, AT A MINIMUM, SHALL:

16 (I) PROVIDE TECHNICAL ASSISTANCE TO RURAL LOCAL EDUCATION  
17 PROVIDERS AND SMALL SUBURBAN SCHOOL DISTRICTS THAT CHOOSE TO  
18 APPLY TO PARTICIPATE IN THE PILOT PROGRAM INDIVIDUALLY, AS A  
19 GROUP, OR THROUGH A BOARD OF COOPERATIVE SERVICES;

20 (II) PROVIDE TO RURAL LOCAL EDUCATION PROVIDERS AND SMALL  
21 SUBURBAN SCHOOL DISTRICTS THAT PARTICIPATE IN THE PILOT PROGRAM  
22 TECHNICAL ASSISTANCE IN IMPLEMENTING THEIR INNOVATIVE LEARNING  
23 PLANS;

24 ==  
25 (III) FACILITATE COMMUNICATIONS AMONG AND CREATION OF A  
26 NETWORK OF ALL LOCAL EDUCATION PROVIDERS THAT PARTICIPATE IN THE  
27 PILOT PROGRAM == TO ASSIST IN DOCUMENTING THE STRATEGIES USED IN

1 IMPLEMENTING THE PLANS AND IN PROVIDING INNOVATIVE LEARNING  
2 OPPORTUNITIES;

3 (IV) ASSIST THE LOCAL EDUCATION PROVIDERS THAT PARTICIPATE  
4 IN THE PILOT PROGRAM      AND THE DEPARTMENT IN EVALUATING THE  
5 EFFECTIVENESS AND MEASURING THE SUCCESS OF EACH LOCAL EDUCATION  
6 PROVIDER'S INNOVATIVE LEARNING PLAN; AND

7 (V) ASSIST THE DEPARTMENT IN PREPARING THE REPORT REQUIRED  
8 IN SECTION 22-35.6-106.

9     

10 22-35.6-106. Report - rules. (1) EACH LOCAL EDUCATION  
11 PROVIDER THAT PARTICIPATES IN THE PILOT PROGRAM           SHALL  
12 ANNUALLY SUBMIT INFORMATION DESCRIBED IN SUBSECTION (2) OF THIS  
13 SECTION TO THE DEPARTMENT IN ACCORDANCE WITH THE TIME FRAMES  
14 ESTABLISHED BY RULE OF THE STATE BOARD. IF A LOCAL EDUCATION  
15 PROVIDER IS PARTICIPATING AS A GROUP OF LOCAL EDUCATION PROVIDERS  
16 OR THROUGH A BOARD OF COOPERATIVE SERVICES, THE GROUP OR THE  
17 BOARD OF COOPERATIVE SERVICES MAY SUBMIT THE INFORMATION  
18 JOINTLY.

19 (2) EACH PARTICIPATING LOCAL EDUCATION PROVIDER SHALL  
20 SUBMIT THE FOLLOWING INFORMATION:

21 (a) THE TYPES OF INNOVATIVE LEARNING OPPORTUNITIES  
22 PROVIDED THROUGH IMPLEMENTATION OF THE INNOVATIVE LEARNING  
23 PLAN;

24 (b) THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN  
25 GRADES NINE THROUGH TWELVE WHO PARTICIPATE IN INNOVATIVE  
26 LEARNING OPPORTUNITIES, IN TOTAL AND DISAGGREGATED BY STUDENT  
27 GROUP, AS DEFINED IN SECTION 22-11-103, WHERE POSSIBLE;

1 (c) THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN  
2 GRADES NINE THROUGH TWELVE WHO PARTICIPATE IN INNOVATIVE  
3 LEARNING OPPORTUNITIES AS COMPARED TO THE NUMBER AND  
4 PERCENTAGE WHO PARTICIPATED BEFORE THE LOCAL EDUCATION  
5 PROVIDER IMPLEMENTED THE INNOVATIVE LEARNING PLAN AND AS  
6 COMPARED TO THE NUMBER AND PERCENTAGE WHO PARTICIPATED IN THE  
7 PRECEDING REPORTING PERIOD;

8 (d) A SUMMARY, NONIDENTIFYING DESCRIPTION OF THE OUTCOMES  
9 ACHIEVED BY STUDENTS WHO PARTICIPATE IN THE INNOVATIVE LEARNING  
10 OPPORTUNITIES;

11 (e) A SUMMARY DESCRIPTION OF THE CHALLENGES ENCOUNTERED  
12 IN IMPLEMENTING THE INNOVATIVE LEARNING OPPORTUNITIES AND THE  
13 MANNER IN WHICH THE LOCAL EDUCATION PROVIDER ADDRESSED THE  
14 CHALLENGES, INCLUDING EXPLANATION OF THE STRATEGIES AND  
15 PROGRAMS THAT WERE SUCCESSFUL AND THOSE THAT WERE NOT; AND

16 (f) ANY ADDITIONAL INFORMATION REQUESTED BY THE  
17 DEPARTMENT TO ASSIST IN MEASURING THE EFFECTIVENESS AND SUCCESS  
18 OF THE PILOT PROGRAM.

19 (3) (a) THE DEPARTMENT, WITH ASSISTANCE FROM THE CONTRACT  
20 ENTITY DESCRIBED IN SECTION 22-35.6-105 (5), SHALL PREPARE AN  
21 ANNUAL SUMMARY REPORT OF THE INFORMATION RECEIVED PURSUANT TO  
22 SUBSECTION (2) OF THIS SECTION AND AN EVALUATION OF THE  
23 EFFECTIVENESS AND SUCCESS OF THE PILOT PROGRAM \_\_\_\_\_ IN  
24 INCREASING THE NUMBER OF STUDENTS ENROLLED IN GRADES NINE  
25 THROUGH TWELVE WHO PARTICIPATE IN MEANINGFUL INNOVATIVE  
26 LEARNING OPPORTUNITIES. THE DEPARTMENT SHALL SUBMIT THE REPORT  
27 TO THE STATE BOARD NO LATER THAN JULY 1, 2022, AND NO LATER THAN

1 JULY 1 EACH YEAR THEREAFTER, AND SHALL PROVIDE THE REPORT TO  
2 LOCAL EDUCATION PROVIDERS NO LATER THAN SEPTEMBER 1, 2022, AND  
3 NO LATER THAN SEPTEMBER 1 EACH YEAR THEREAFTER.

4 (b) NOTWITHSTANDING THE PROVISIONS OF SECTION 24-1-136  
5 (11)(a)(I), BEGINNING WITH THE REPORT THAT THE DEPARTMENT MAKES  
6 PURSUANT TO SECTION 2-7-203 IN DECEMBER OF 2022, THE DEPARTMENT  
7 SHALL ANNUALLY PROVIDE THE REPORT PREPARED PURSUANT TO  
8 SUBSECTION (3)(a) OF THIS SECTION TO THE JOINT EDUCATION COMMITTEE  
9 OF THE GENERAL ASSEMBLY.

10 **22-35.6-107. Repeal of article.** THIS ARTICLE 35.6 IS REPEALED,  
11 EFFECTIVE JULY 1, 2025.

12 **SECTION 2. Appropriation.** For the 2019-20 state fiscal year,  
13 \$129,563 is appropriated to the department of education. This  
14 appropriation is from the general fund and is based on an assumption that  
15 the department will require an additional 0.3 FTE. To implement this act,  
16 the department may use this appropriation for the high school innovative  
17 learning pilot program.

18 **SECTION 3. Safety clause.** The general assembly hereby finds,  
19 determines, and declares that this act is necessary for the immediate  
20 preservation of the public peace, health, and safety.