

Second Regular Session
Seventy-third General Assembly
STATE OF COLORADO

INTRODUCED

LLS NO. 22-0061.01 Julie Pelegrin x2700

HOUSE BILL 22-1215

HOUSE SPONSORSHIP

McCluskie and Bacon,

SENATE SPONSORSHIP

(None),

House Committees
Education

Senate Committees

A BILL FOR AN ACT

101 CONCERNING EXPANDING OPPORTUNITIES FOR HIGH SCHOOL
102 STUDENTS TO ENROLL IN POSTSECONDARY COURSES.

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 directs the commissioner of education (commissioner) to convene the early college policy development task force (task force) to design and recommend policies and changes to law to support the statewide development of and funding for early college programs and p-tech schools. The bill specifies the membership of the task force, to be selected by the commissioner, and the specific duties of the task force.

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.

The task force must prepare an interim report and a final report of its findings and recommendations, and submit the reports by December 1, 2022, and December 1, 2023, respectively, to the governor, the education leadership council, the state board of education, the Colorado commission on higher education, and the education committees of the general assembly. The bill creates a legislative advisory council to provide advice and comment to the task force.

1 *Be it enacted by the General Assembly of the State of Colorado:*

2 **SECTION 1.** In Colorado Revised Statutes, **add** part 2 to article
3 35.3 of title 22 as follows:

4 PART 2

5 EARLY COLLEGE PROGRAM DEVELOPMENT

6 **22-35.3-201. Legislative declaration.** (1) THE GENERAL
7 ASSEMBLY FINDS THAT:

8 (a) COLORADO'S ECONOMIC VITALITY DEPENDS ON A HIGHLY
9 EDUCATED, SKILLED, AND DIVERSE WORKFORCE READY TO MEET THE JOB
10 DEMANDS OF A POST-PANDEMIC WORLD. THIS REQUIRES A
11 LEARNER-CENTERED APPROACH TO EVALUATING CURRENT PROGRAMS
12 DESIGNED TO PROVIDE POSTSECONDARY LEARNING OPPORTUNITIES FOR
13 STUDENTS ENROLLED IN HIGH SCHOOL AND, ULTIMATELY, CREATING
14 PATHWAYS AND WORKFORCE OPTIONS THAT BLUR THE LINES BETWEEN
15 EDUCATION AND CAREER.

16 (b) ALTHOUGH COLORADO IS CONSIDERED A NATIONAL LEADER IN
17 CONCURRENT ENROLLMENT POLICY, THE STATE HAS SEVERAL STATUTES
18 AUTHORIZING STUDENTS TO EARN COLLEGE CREDITS WHILE ENROLLED IN
19 HIGH SCHOOLS THAT WERE ENACTED AT DIFFERENT TIMES AND ADDRESS
20 VARIOUS ASPECTS OF COLLEGE READINESS AND SUCCESS, INCLUDING
21 CONCURRENT ENROLLMENT PROGRAMS AUTHORIZED IN ARTICLE 35 OF
22 THIS TITLE 22; THE ACCELERATING STUDENTS THROUGH CONCURRENT

1 ENROLLMENT, OR ASCENT, PROGRAM CREATED IN SECTION 22-35-108;
2 PATHWAYS IN TECHNOLOGY EARLY COLLEGE, OR P-TECH, HIGH SCHOOLS
3 AUTHORIZED IN PART 1 OF THIS ARTICLE 35.3; THE TEACHER RECRUITMENT
4 EDUCATION AND PREPARATION, OR TREP, PROGRAM CREATED IN SECTION
5 22-35-108.5, AND ADVANCED PLACEMENT COURSES;

6 (c) EARLY COLLEGE PROGRAMS, WHICH ARE EDUCATIONAL
7 OPPORTUNITIES THAT ENABLE A STUDENT TO SIMULTANEOUSLY EARN A
8 HIGH SCHOOL DIPLOMA AND COMPLETE A COLLEGE CERTIFICATE OR
9 DEGREE, HAVE OPERATED IN THE UNITED STATES FOR NEARLY TWO
10 DECADES;

11 (d) EARLY COLLEGE PROGRAMS DIFFER FROM TRADITIONAL
12 CONCURRENT ENROLLMENT IN THAT EARLY COLLEGE PROGRAMS ARE NOT
13 SIMPLY OPPORTUNITIES FOR STUDENTS TO TAKE COLLEGE-LEVEL COURSES
14 IN HIGH SCHOOL BUT RATHER TO ALLOW STUDENTS TO ENROLL IN HIGHER
15 EDUCATION AS DEGREE-SEEKING STUDENTS WHILE ENROLLED IN HIGH
16 SCHOOL;

17 (e) EARLY COLLEGE PROGRAMS HAVE ENJOYED IMPRESSIVE
18 OUTCOMES, AND MANY DEMONSTRATE COLLEGE COMPLETION RATES THAT
19 FAR EXCEED STATEWIDE OR INSTITUTIONAL AVERAGES;

20 (f) ALTHOUGH EARLY COLLEGE PROGRAMS MAY INCREASE COSTS
21 FOR DIRECT INSTRUCTION IN THE SHORT RUN, IN THE LONG RUN THESE
22 PROGRAMS ARE GENERALLY MORE EFFICIENT AND EXHIBIT MORE
23 EFFECTIVE USES OF PUBLIC REVENUES;

24 (g) COLORADO LAW ALLOWS THE STATE BOARD OF EDUCATION TO
25 DESIGNATE EARLY COLLEGES AND P-TECH SCHOOLS, WHICH ARE EARLY
26 COLLEGE HIGH SCHOOLS THAT SPAN SIX YEARS, INCLUDE INDUSTRY
27 PARTNERS, AND PROVIDE STUDENTS WITH AN INDUSTRY-RECOGNIZED

1 ASSOCIATE DEGREE;

2 (h) COLORADO HAS MORE THAN TWENTY EARLY COLLEGES AND
3 SEVEN P-TECH HIGH SCHOOLS;

4 (i) COLORADO ALSO APPROPRIATES MONEY TO FUND UP TO FIVE
5 HUNDRED STUDENTS IN THE ASCENT PROGRAM EACH YEAR, HOWEVER
6 THESE STUDENTS ARE NOT ENROLLED IN EARLY COLLEGE PROGRAMS;

7 (j) THROUGH THESE PROGRAMS AND THE EXPANSION OF
8 WORK-BASED LEARNING AND PARTNERSHIPS, ACCORDING TO THE
9 COLORADO DEPARTMENT OF EDUCATION, NEARLY SIXTEEN THOUSAND
10 STUDENTS COMPLETED INDUSTRY CREDENTIAL PROGRAMS, WORK-BASED
11 LEARNING EXPERIENCES, AND QUALIFIED COURSES IN HIGH SCHOOLS
12 BETWEEN 2016 AND 2019;

13 (k) IMPORTANTLY, ALTHOUGH COLORADO HAS MANY EXAMPLES
14 OF INNOVATION THROUGH CONCURRENT ENROLLMENT, THE SCALABILITY
15 OF THESE PROGRAMS, DESPITE THEIR SUCCESS, CAN BE LIMITED DUE TO
16 LEGAL, GEOGRAPHIC, AND FINANCIAL BARRIERS;

17 (l) IN 2018, THE GENERAL ASSEMBLY PASSED SENATE BILL 18-225,
18 WHICH DEFINED EARLY COLLEGES AS HIGH SCHOOLS THAT PROVIDE AN
19 EARLY COLLEGE PROGRAM THAT A STUDENT CAN COMPLETE IN FOUR
20 YEARS OR LESS. THIS LEGISLATION EFFECTIVELY ENDED SEVERAL HIGHLY
21 SUCCESSFUL EARLY COLLEGE MODELS, DESPITE THE FACT THAT THE STATE
22 CONTINUED TO FUND OTHER FIVE- AND SIX-YEAR OPTIONS.

23 (m) DESPITE EARNEST EFFORTS TO IMPROVE ACCESS TO EARLY
24 COLLEGE PROGRAMS IN RURAL AND REMOTE COMMUNITIES, THE MAJORITY
25 OF EARLY COLLEGE PROGRAMS ARE GENERALLY AVAILABLE TO STUDENTS
26 IN URBAN AND LARGER SCHOOL DISTRICTS;

27 (n) RECENTLY, THE UNITED STATES DEPARTMENT OF EDUCATION

1 AUTHORIZED THE USE OF FEDERAL FUNDS TO SUPPORT CONCURRENT
2 ENROLLMENT AND EARLY COLLEGE PROGRAM COSTS. THESE
3 OPPORTUNITIES INCLUDE USING PROGRAMS CREATED IN TITLE I AND TITLE
4 IV OF THE "ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965", 20
5 U.S.C. SEC. 6301 ET SEQ., AS AMENDED, TO PROVIDE FUNDING FOR
6 CONCURRENT ENROLLMENT COSTS.

7 (o) IN 2009, THE COLORADO P-20 EDUCATION COORDINATING
8 COUNCIL, A BROAD, BIPARTISAN, STATEWIDE COUNCIL OF EDUCATORS,
9 BUSINESS EXPERTS, AND ADMINISTRATORS, RECOMMENDED THE
10 DEVELOPMENT OF THE "CONCURRENT ENROLLMENT PROGRAMS ACT",
11 ARTICLE 35 OF THIS TITLE 22. THIS LEGISLATION CREATED MUCH OF
12 CONCURRENT ENROLLMENT AS IT NOW EXISTS IN COLORADO, INCLUDING
13 THE ASCENT AND EARLY COLLEGE PROGRAMS.

14 (p) AFTER MORE THAN TEN YEARS OF IMPLEMENTATION, THESE
15 CONCURRENT ENROLLMENT AND EARLY COLLEGE PROGRAMS
16 DEMONSTRATE A PATTERN OF POSITIVE IMPACTS ON STUDENTS, BUT THERE
17 IS INEQUITABLE ACCESS STATEWIDE, WHICH IS CAUSED IN PART BY A
18 COMPLICATED AND INTERWOVEN SET OF ISSUES RELATED TO PROGRAM
19 APPROVAL AND FUNDING. CONSEQUENTLY, THE STATE SHOULD PROVIDE
20 WELL-INFORMED EDUCATORS, ADMINISTRATORS, AND POLICY
21 PROFESSIONALS AN OPPORTUNITY TO CAREFULLY DELIBERATE TO ENSURE
22 THAT SUCCESSFUL, HIGH-PERFORMING PROGRAMS ARE NOT ADVERSELY
23 IMPACTED WHILE STRATEGIES ARE DESIGNED TO ENABLE INNOVATION AND
24 MORE EQUITABLE ACCESS TO EARLY COLLEGE PROGRAMS FOR STUDENTS
25 IN RURAL COMMUNITIES IN THE STATE.

26 (2) THE GENERAL ASSEMBLY FINDS, THEREFORE, THAT IT IS
27 NECESSARY TO DIRECT THE COMMISSIONER OF EDUCATION TO CONVENE AN

1 EARLY COLLEGE POLICY DEVELOPMENT TASK FORCE TO DEVELOP AND
2 RECOMMEND NEW STATE LAWS TO SUPPORT THE EQUITABLE AND
3 SUSTAINABLE EXPANSION OF EARLY COLLEGE PROGRAM AND P-TECH
4 SCHOOL OPPORTUNITIES TO ALL REGIONS OF THE STATE AND TO
5 REESTABLISH COLORADO AS A LEADER IN EDUCATION INNOVATION IN THE
6 NATION.

7 **22-35.3-202. Definitions.** AS USED IN THIS PART 2, UNLESS THE
8 CONTEXT OTHERWISE REQUIRES:

9 (1) "ASCENT PROGRAM" MEANS THE ACCELERATING STUDENTS
10 THROUGH CONCURRENT ENROLLMENT PROGRAM CREATED IN SECTION
11 22-35-108.

12 (2) "COMMISSIONER" MEANS THE COMMISSIONER OF EDUCATION
13 APPOINTED BY THE STATE BOARD OF EDUCATION PURSUANT TO SECTION
14 1 OF ARTICLE IX OF THE STATE CONSTITUTION.

15 (3) "EARLY COLLEGE PROGRAM" MEANS AN EDUCATIONAL
16 PROGRAM THAT ENABLES A STUDENT TO SIMULTANEOUSLY EARN A HIGH
17 SCHOOL DIPLOMA AND COMPLETE A POSTSECONDARY CERTIFICATE OR
18 DEGREE.

19 (4) "EDUCATION LEADERSHIP COUNCIL" MEANS THE GOVERNOR'S
20 EDUCATION LEADERSHIP COUNCIL CREATED BY EXECUTIVE ORDER B
21 2017-001.

22 (5) "P-TECH SCHOOL" MEANS A PATHWAYS IN TECHNOLOGY EARLY
23 COLLEGE HIGH SCHOOL, OR PROGRAM WITHIN A HOST SCHOOL, THAT IS
24 APPROVED PURSUANT TO PART 1 OF THIS ARTICLE 35.3.

25 (6) "TASK FORCE" MEANS THE EARLY COLLEGE POLICY
26 DEVELOPMENT TASK FORCE CONVENED BY THE COMMISSIONER PURSUANT
27 TO SECTION 22-35.3-203.

1 (7) "TREP PROGRAM" MEANS THE TEACHER RECRUITMENT
2 EDUCATION AND PREPARATION PROGRAM CREATED IN SECTION
3 22-35-108.5.

4 **22-35.3-203. Early college policy development task force.**

5 (1) NO LATER THAN JULY 1, 2022, THE COMMISSIONER SHALL CONVENE
6 THE EARLY COLLEGE POLICY DEVELOPMENT TASK FORCE. THE TASK FORCE
7 MEMBERSHIP CONSISTS OF, AT A MINIMUM:

8 (a) THE COMMISSIONER OR THE COMMISSIONER'S DESIGNEE;

9 (b) THE EXECUTIVE DIRECTOR OF THE DEPARTMENT OF HIGHER
10 EDUCATION OR THE EXECUTIVE DIRECTOR'S DESIGNEE; AND

11 (c) THE FOLLOWING INDIVIDUALS SELECTED BY THE
12 COMMISSIONER:

13 (I) REPRESENTATIVES FROM SECONDARY EDUCATION WHO HAVE
14 EXPERIENCE IN CONCURRENT ENROLLMENT PROGRAMMING, INCLUDING, AT
15 A MINIMUM, REPRESENTATIVES OF SCHOOL DISTRICT ADMINISTRATORS,
16 PRINCIPALS, TEACHERS, PARENTS, AND STUDENTS;

17 (II) REPRESENTATIVES FROM HIGHER EDUCATION WHO HAVE
18 EXPERIENCE IN CONCURRENT ENROLLMENT PROGRAMMING, INCLUDING, AT
19 A MINIMUM, REPRESENTATIVES OF FOUR-YEAR INSTITUTIONS OF HIGHER
20 EDUCATION, COMMUNITY COLLEGES, LOCAL DISTRICT COLLEGES, AREA
21 TECHNICAL SCHOOLS, AND STUDENTS;

22 (III) A REPRESENTATIVE FROM THE STATE WORK FORCE
23 DEVELOPMENT COUNCIL CREATED IN SECTION 24-46.3-101;

24 (IV) REPRESENTATIVES FROM THE EDUCATION LEADERSHIP
25 COUNCIL;

26 (V) REPRESENTATIVES OF THE BUSINESS COMMUNITY; AND

27 (VI) REPRESENTATIVES FROM EDUCATION ADVOCACY GROUPS

1 THAT ADDRESS CONCURRENT ENROLLMENT ISSUES.

2 (2) THE COMMISSIONER OR THE COMMISSIONER'S DESIGNEE SHALL
3 SERVE AS CHAIR OF THE TASK FORCE. THE TASK FORCE SHALL MEET AT
4 THE CALL OF THE CHAIR AT LEAST FOUR TIMES FROM JULY 2022 THROUGH
5 DECEMBER 2022 AND AT LEAST FOUR TIMES FROM MAY 2023 THROUGH
6 DECEMBER 2023. THE TASK FORCE IS A STATE PUBLIC BODY FOR PURPOSES
7 OF SECTION 24-6-402, AND MEETINGS OF THE TASK FORCE ARE SUBJECT TO
8 THE REQUIREMENTS OF SAID SECTION. THE TASK FORCE IS SUBJECT TO THE
9 PROVISIONS OF THE "COLORADO OPEN RECORDS ACT", PART 2 OF ARTICLE
10 72 OF TITLE 24.

11 (3) THE TASK FORCE MEMBERS SERVE WITHOUT COMPENSATION
12 BUT MAY BE REIMBURSED FOR EXPENSES DIRECTLY RELATING TO THEIR
13 SERVICE ON THE TASK FORCE.

14 (4) THE DEPARTMENT OF EDUCATION AND THE DEPARTMENT OF
15 HIGHER EDUCATION SHALL PROVIDE TO THE TASK FORCE STAFF SUPPORT
16 AND MEETING SPACE UPON REQUEST OF THE CHAIR.

17 **22-35.3-204. Task force duties - report.** (1) THE TASK FORCE
18 SHALL:

19 (a) COORDINATE WITH THE EDUCATION LEADERSHIP COUNCIL IN
20 COMPLETING ITS DUTIES;

21 (b) DESIGN AND RECOMMEND COMPREHENSIVE, UNIFORM POLICIES
22 THAT ENABLE HIGH SCHOOLS AND POSTSECONDARY INSTITUTIONS TO
23 CREATE AND SUSTAIN EARLY COLLEGE PROGRAMS IN EVERY REGION OF
24 THE STATE. THE TASK FORCE SHALL DESIGN THE POLICY
25 RECOMMENDATIONS TO ENABLE ALL HIGH SCHOOLS TO PROVIDE EARLY
26 COLLEGE PROGRAMS THAT ARE FOUR-YEAR PROGRAMS, ENCOMPASSING
27 GRADES NINE THROUGH TWELVE; FIVE-YEAR PROGRAMS, ENCOMPASSING

1 GRADES NINE THROUGH THIRTEEN; OR SIX-YEAR PROGRAMS,
2 ENCOMPASSING GRADES NINE THROUGH FOURTEEN. IN DESIGNING
3 COMPREHENSIVE, UNIFORM POLICIES FOR FOUR-, FIVE-, AND SIX-YEAR
4 EARLY COLLEGE PROGRAMS, THE TASK FORCE SHALL ADDRESS THE WAYS
5 IN WHICH EXISTING STATUTES AND RULES MUST BE MODIFIED, COMBINED,
6 OR REPEALED TO ACCOMPLISH THE GOAL OF ENSURING ACCESS TO EARLY
7 COLLEGE PROGRAMS IN ALL REGIONS OF THE STATE.

8 (c) DESIGN AND RECOMMEND POLICIES TO EXPAND INNOVATIVE
9 POSTSECONDARY AND WORKFORCE CREDENTIAL OPTIONS AND COURSE
10 PATHWAYS AVAILABLE THROUGH EARLY COLLEGE PROGRAMS, WITH A
11 FOCUS ON COURSE PATHWAYS LEADING TO CREDENTIALS ASSOCIATED
12 WITH HIGH-NEED, IN-DEMAND, HIGH-VALUE BUSINESSES AND INDUSTRIES.
13 COURSE PATHWAYS MAY INCLUDE, BUT NEED NOT BE LIMITED TO, CAREER
14 AND TECHNICAL EDUCATION COURSES, CONCURRENT OR DUAL
15 ENROLLMENT OPTIONS, ADVANCED PLACEMENT AND INTERNATIONAL
16 BACCALAUREATE COURSES, WORK-BASED LEARNING, AND
17 APPRENTICESHIPS.

18 (d) MAKE RECOMMENDATIONS CONCERNING THE CREATION OF A
19 STATEWIDE CORPS OF COUNSELORS TO ASSIST STUDENTS IN IDENTIFYING,
20 UNDERSTANDING, AND NAVIGATING OPTIONS FOR EARLY COLLEGE
21 PROGRAMS AND P-TECH SCHOOLS AND OTHER CONCURRENT AND DUAL
22 ENROLLMENT OPTIONS;

23 (e) TAKING INTO ACCOUNT ALL EXISTING AND POTENTIAL FUNDING
24 SOURCES, DESIGN POLICY RECOMMENDATIONS THAT CREATE A UNIFORM
25 AND COMPREHENSIVE FUNDING MECHANISM FOR EARLY COLLEGE
26 PROGRAMS AND P-TECH SCHOOLS. THE POLICY RECOMMENDATIONS MUST
27 ADDRESS IMPLICATIONS FOR EXISTING CONCURRENT ENROLLMENT

1 PROGRAMS, INCLUDING THE ASCENT PROGRAM AND THE TREP
2 PROGRAM.

3 (f) RECOMMEND CHARACTERISTICS OF AND STANDARDS FOR
4 EARLY COLLEGE PROGRAMS, DISTINGUISHING AMONG FOUR-, FIVE-, AND
5 SIX-YEAR EARLY COLLEGE PROGRAMS, FOR PURPOSES OF AUTHORIZING
6 AND MEASURING THE PERFORMANCE OF THE EARLY COLLEGE PROGRAMS.
7 THE CHARACTERISTICS AND STANDARDS MUST ALLOW HIGH SCHOOLS OF
8 ALL SIZES AND FROM EVERY REGION IN THE STATE TO DEMONSTRATE
9 EARLY COLLEGE PROGRAM QUALITY, REGARDLESS OF THE SIZE OF THE
10 SCHOOL. ADDITIONALLY, THE CHARACTERISTICS AND STANDARDS MUST
11 PROVIDE FLEXIBILITY TO ALLOW HIGH SCHOOLS TO SHORTEN OR LENGTHEN
12 THE DURATION OF THE SCHOOL'S EARLY COLLEGE PROGRAMS, AS THE
13 SCHOOL DEEMS APPROPRIATE, AMONG FOUR-, FIVE-, AND SIX-YEAR EARLY
14 COLLEGE PROGRAMS.

15 (2) IN COMPLETING ITS DUTIES, THE TASK FORCE SHALL SOLICIT
16 INPUT FROM EMPLOYERS THAT WORK WITH EARLY COLLEGE PROGRAMS
17 AND P-TECH SCHOOLS, TEACHERS WHO WORK IN EARLY COLLEGE
18 PROGRAMS OR P-TECH SCHOOLS, AND REPRESENTATIVES OF SCHOOL
19 DISTRICTS, CHARTER SCHOOLS, BOARDS OF COOPERATIVE SERVICES, AND
20 POSTSECONDARY INSTITUTIONS FROM AROUND THE STATE WHO HAVE
21 EXPERTISE IN EARLY COLLEGE PROGRAMS AND P-TECH SCHOOLS.

22 (3) THE TASK FORCE SHALL PREPARE AN INTERIM WRITTEN REPORT
23 AND A FINAL WRITTEN REPORT OF ITS FINDINGS AND RECOMMENDATIONS
24 WITH REGARD TO THE ISSUES DESCRIBED IN SUBSECTION (1) OF THIS
25 SECTION AND SUBMIT THE REPORTS TO THE GOVERNOR, THE EDUCATION
26 LEADERSHIP COUNCIL, THE STATE BOARD OF EDUCATION, THE COLORADO
27 COMMISSION ON HIGHER EDUCATION, AND THE EDUCATION COMMITTEES

1 OF THE SENATE AND THE HOUSE OF REPRESENTATIVES, OR ANY SUCCESSOR
2 COMMITTEES. THE TASK FORCE SHALL SUBMIT THE INTERIM WRITTEN
3 REPORT ON OR BEFORE DECEMBER 1, 2022, AND THE FINAL WRITTEN
4 REPORT ON OR BEFORE DECEMBER 1, 2023.

5 **22-35.3-205. Legislative advisory council - created.** THERE IS
6 CREATED A LEGISLATIVE ADVISORY COUNCIL CONSISTING OF LEGISLATORS
7 APPOINTED, ONE EACH, BY THE SPEAKER AND THE MINORITY LEADER OF
8 THE HOUSE OF REPRESENTATIVES AND THE PRESIDENT AND THE MINORITY
9 LEADER OF THE SENATE, NO LATER THAN JULY 1, 2022. THE LEGISLATIVE
10 ADVISORY COUNCIL SHALL PROVIDE ADVICE AND COMMENT TO THE TASK
11 FORCE AND ACT AS A LIAISON BETWEEN THE GENERAL ASSEMBLY AND THE
12 TASK FORCE.

13 **22-35.3-206. Repeal of part.** THIS PART 2 IS REPEALED, EFFECTIVE
14 JANUARY 1, 2024.

15 **SECTION 2. Safety clause.** The general assembly hereby finds,
16 determines, and declares that this act is necessary for the immediate
17 preservation of the public peace, health, or safety.