

**Second Regular Session
Seventy-third General Assembly
STATE OF COLORADO**

PREAMENDED

*This Unofficial Version Includes Committee
Amendments Not Yet Adopted on Second Reading*

LLS NO. 22-0061.01 Julie Pelegrin x2700

HOUSE BILL 22-1215

HOUSE SPONSORSHIP

McCluskie and Bacon,

SENATE SPONSORSHIP

(None),

House Committees

Education
Appropriations

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 **SECONDARY, POSTSECONDARY, AND**
6 **WORK-BASED LEARNING INTEGRATION**

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

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

17 (b) **COLORADO IS CONSIDERED A NATIONAL LEADER IN**
18 **CONCURRENT ENROLLMENT POLICY. THE STATE HAS ENACTED SEVERAL**
19 **STATUTES AT DIFFERENT TIMES AUTHORIZING STUDENTS TO EARN**
20 **COLLEGE CREDITS WHILE ENROLLED IN HIGH SCHOOLS. THESE STATUTES**
21 **ADDRESS VARIOUS ASPECTS OF COLLEGE READINESS AND SUCCESS,**
22 **INCLUDING CONCURRENT ENROLLMENT PROGRAMS AUTHORIZED IN**

1 ARTICLE 35 OF THIS TITLE 22; THE ACCELERATING STUDENTS THROUGH
2 CONCURRENT ENROLLMENT, OR ASCENT, PROGRAM CREATED IN SECTION
3 22-35-108; PATHWAYS IN TECHNOLOGY EARLY COLLEGE, OR P-TECH, HIGH
4 SCHOOLS AUTHORIZED IN PART 1 OF THIS ARTICLE 35.3; THE TEACHER
5 RECRUITMENT EDUCATION AND PREPARATION, OR TREP, PROGRAM
6 CREATED IN SECTION 22-35-108.5; ADVANCED PLACEMENT COURSES; THE
7 HIGH SCHOOL INNOVATIVE LEARNING PILOT PROGRAM CREATED IN
8 ARTICLE 35.6 OF THIS TITLE 22; THE CAREER DEVELOPMENT SUCCESS
9 PROGRAM CREATED IN SECTION 22-54-138; AND THE FOURTH-YEAR
10 INNOVATION PILOT PROGRAM CREATED IN PART 13 OF ARTICLE 3.3 OF
11 TITLE 23.

12 (c) THE GENERAL ASSEMBLY HAS ALSO ENACTED MANY STATUTES
13 DIRECTING COMMUNITY COLLEGES AND THE STATE WORK FORCE
14 DEVELOPMENT COUNCIL TO CREATE AND EXPAND CAREER PATHWAYS IN
15 A WIDE VARIETY OF CAREERS, RANGING FROM MANUFACTURING CAREER
16 PATHWAYS TO INTEGRATED CAREER PATHWAYS WITHIN GROWING
17 INDUSTRY SECTORS TO CAREER PATHWAYS FOR TEACHERS;

18 (d) THESE PROGRAMS AND STATUTES HAVE LED TO A SIGNIFICANT
19 EXPANSION OF WORK-BASED LEARNING AND PARTNERSHIPS WITH
20 EMPLOYERS AND A NOTABLE INCREASE IN THE NUMBER OF STUDENTS
21 COMPLETING INDUSTRY CREDENTIAL PROGRAMS, WORK-BASED LEARNING
22 EXPERIENCES, AND COURSES IN HIGH SCHOOLS THAT QUALIFY FOR BOTH
23 SECONDARY AND POSTSECONDARY CREDIT. THE DEPARTMENT OF
24 EDUCATION REPORTS THAT, BETWEEN 2016 AND 2021, OVER THIRTY-ONE
25 THOUSAND STUDENTS COMPLETED CREDENTIALS, WORK-BASED LEARNING
26 EXPERIENCES, AND QUALIFYING ADVANCED PLACEMENT COURSES
27 THROUGH THE CAREER DEVELOPMENT INCENTIVE PROGRAM ALONE.

1 (e) IN ADDITION, THERE ARE MORE THAN TWENTY EARLY
2 COLLEGES AND SEVEN P-TECH SCHOOLS OPERATING WITHIN THE STATE,
3 AND THE GENERAL ASSEMBLY ANNUALLY APPROPRIATES MONEY TO FUND
4 UP TO FIVE HUNDRED ASCENT PROGRAM STUDENTS;

5 (f) IMPORTANTLY, ALTHOUGH COLORADO HAS MANY EXAMPLES
6 OF INNOVATION THROUGH SECONDARY, POSTSECONDARY, AND
7 WORK-BASED LEARNING INTEGRATION PROGRAMS, THE SCALABILITY OF
8 THESE PROGRAMS, DESPITE THEIR SUCCESS, CAN BE LIMITED DUE TO
9 LEGAL, GEOGRAPHIC, AND FINANCIAL BARRIERS, AND THE MAJORITY OF
10 THESE PROGRAMS ARE GENERALLY AVAILABLE ONLY TO STUDENTS IN
11 URBAN AND LARGER SCHOOL DISTRICTS;

12 (g) THE TASK FORCE CREATED IN HOUSE BILL 21-1330 TO STUDY
13 ISSUES IN POSTSECONDARY EDUCATION RECOMMENDED THE STATE FOCUS
14 ON BLURRING THE BOUNDARIES BETWEEN HIGH SCHOOL, POSTSECONDARY
15 EDUCATION, AND THE WORKFORCE. THE FINAL REPORT CALLED FOR
16 EXPANDING INNOVATIVE HIGH SCHOOL, POSTSECONDARY, AND
17 WORKFORCE OPTIONS AND PATHWAYS, BROADLY INCLUDING WORK-BASED
18 LEARNING, CREDENTIAL COMPLETION, AND APPRENTICESHIPS AMONG
19 OTHER EXPERIENCES, WITH A FOCUS ON HIGH-NEED, IN-DEMAND,
20 HIGH-VALUE BUSINESS- AND INDUSTRY-FOCUSED CAREER PATHWAYS.

21 (h) WHILE THERE IS A CLEAR PATTERN OF POSITIVE IMPACTS ON
22 STUDENTS RESULTING FROM PARTICIPATION IN SECONDARY,
23 POSTSECONDARY, AND WORK-BASED LEARNING INTEGRATION PROGRAMS,
24 THE COMPLICATED AND INTERWOVEN SET OF ISSUES RELATED TO
25 PROGRAM APPROVAL, AVAILABILITY, AND FUNDING RESULT IN UNEQUAL
26 STUDENT ACCESS ACROSS THE STATE; AND

27 (i) CONSEQUENTLY, THE STATE SHOULD PROVIDE WELL-INFORMED

1 EDUCATORS, ADMINISTRATORS, AND POLICY PROFESSIONALS AN
2 OPPORTUNITY TO CAREFULLY DELIBERATE TO ENSURE THAT SUCCESSFUL,
3 HIGH-PERFORMING PROGRAMS ARE NOT ADVERSELY IMPACTED WHILE
4 STRATEGIES ARE DESIGNED TO ENABLE INNOVATION AND MORE EQUITABLE
5 ACCESS TO SECONDARY, POSTSECONDARY, AND WORK-BASED LEARNING
6 INTEGRATION PROGRAMS FOR STUDENTS IN ALL REGIONS OF THE STATE.

7 (2) THE GENERAL ASSEMBLY FINDS, THEREFORE, THAT IT IS
8 NECESSARY TO DIRECT THE COMMISSIONER OF EDUCATION, THE
9 EXECUTIVE DIRECTOR OF THE DEPARTMENT OF HIGHER EDUCATION, AND
10 THE CHAIR OF THE STATE WORK FORCE DEVELOPMENT COUNCIL TO
11 CONVENE A SECONDARY, POSTSECONDARY, AND WORK-BASED LEARNING
12 INTEGRATION PROGRAM DEVELOPMENT TASK FORCE TO DEVELOP AND
13 RECOMMEND POLICIES, LAWS, AND RULES TO SUPPORT THE EQUITABLE
14 AND SUSTAINABLE EXPANSION AND ALIGNMENT OF PROGRAMS THAT
15 INTEGRATE SECONDARY, POSTSECONDARY, AND WORK-BASED LEARNING
16 OPPORTUNITIES IN ALL REGIONS OF THE STATE.

17 **22-35.3-202. Definitions.** AS USED IN THIS PART 2, UNLESS THE
18 CONTEXT OTHERWISE REQUIRES:

19 (1) "ASCENT PROGRAM" MEANS THE ACCELERATING STUDENTS
20 THROUGH CONCURRENT ENROLLMENT PROGRAM CREATED IN SECTION
21 22-35-108.

22 (2) "EARLY COLLEGE PROGRAM" MEANS AN EDUCATIONAL
23 PROGRAM THAT ENABLES A STUDENT TO SIMULTANEOUSLY EARN A HIGH
24 SCHOOL DIPLOMA AND COMPLETE A POSTSECONDARY CERTIFICATE OR
25 DEGREE.

26 (3) "EDUCATION LEADERSHIP COUNCIL" MEANS THE GOVERNOR'S
27 EDUCATION LEADERSHIP COUNCIL CREATED BY EXECUTIVE ORDER B

1 2017-001.

2 (4) "EXECUTIVE DIRECTOR" MEANS THE EXECUTIVE DIRECTOR OF
3 THE DEPARTMENT OF HIGHER EDUCATION.

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

7 (6) (a) "SECONDARY, POSTSECONDARY, AND WORK-BASED
8 LEARNING INTEGRATION PROGRAM" MEANS A PROGRAM THAT:

9 (I) IS AVAILABLE TO STUDENTS ENROLLED IN SECONDARY GRADES;

10 (II) INTEGRATES SECONDARY COURSE WORK WITH
11 POSTSECONDARY COURSE WORK OR WORK-BASED LEARNING, OR BOTH;

12 (III) IS DESIGNED TO LEAD TO ATTAINMENT OF A HIGH SCHOOL
13 DIPLOMA AND A POSTSECONDARY CREDENTIAL, INCLUDING A DEGREE OR
14 AN INDUSTRY-RECOGNIZED CERTIFICATE, BEFORE THE STUDENT
15 COMPLETES HIGH SCHOOL; AND

16 (IV) MAY BE COMPLETED WITHIN FOUR, FIVE, OR SIX YEARS OF
17 HIGH SCHOOL ENROLLMENT.

18 (b) "SECONDARY, POSTSECONDARY, AND WORK-BASED LEARNING
19 INTEGRATION PROGRAMS" INCLUDE, BUT ARE NOT LIMITED TO, EARLY
20 COLLEGE PROGRAMS, P-TECH SCHOOLS, THE ASCENT PROGRAM, THE
21 TREP PROGRAM, THE HIGH SCHOOL INNOVATIVE LEARNING PILOT
22 PROGRAM CREATED IN ARTICLE 35.6 OF THIS TITLE 22, THE CAREER
23 DEVELOPMENT SUCCESS PROGRAM CREATED IN SECTION 22-54-138, AND
24 THE FOURTH-YEAR INNOVATION PILOT PROGRAM CREATED IN PART 13 OF
25 ARTICLE 3.3 OF TITLE 23.

26 (7) "STATE WORK FORCE DEVELOPMENT COUNCIL" OR "STATE
27 COUNCIL" MEANS THE STATE WORK FORCE DEVELOPMENT COUNCIL

1 CREATED IN THE DEPARTMENT OF LABOR AND EMPLOYMENT IN SECTION
2 24-46.3-101.

3 (8) "TASK FORCE" MEANS THE SECONDARY, POSTSECONDARY, AND
4 WORK-BASED LEARNING INTEGRATION TASK FORCE CONVENED PURSUANT
5 TO SECTION 22-35.3-203.

6 (9) "TREP PROGRAM" MEANS THE TEACHER RECRUITMENT
7 EDUCATION AND PREPARATION PROGRAM CREATED IN SECTION
8 22-35-108.5.

9 (10) (a) "WORK-BASED LEARNING" MEANS LEARNING THAT
10 OCCURS, IN WHOLE OR IN PART, IN THE WORKPLACE AND PROVIDES YOUTH
11 AND ADULTS WITH HANDS-ON REAL-WORLD EXPERIENCE AND TRAINING
12 FOR SKILLS DEVELOPMENT.

13 (b) "WORK-BASED LEARNING" INCLUDES ACTIVITIES SUCH AS JOB
14 SHADOWING, INTERNSHIPS, EXTERNSHIPS, PRE-APPRENTICESHIPS,
15 APPRENTICESHIPS, RESIDENCIES, AND INCUMBENT-WORKER TRAINING.

16 **22-35.3-203. Secondary, postsecondary, and work-based**
17 **learning integration task force.** (1) NO LATER THAN JULY 1, 2022, THE
18 COMMISSIONER, THE EXECUTIVE DIRECTOR, AND THE CHAIR OF THE STATE
19 WORK FORCE DEVELOPMENT COUNCIL SHALL JOINTLY CONVENE THE
20 SECONDARY, POSTSECONDARY, AND WORK-BASED LEARNING INTEGRATION
21 TASK FORCE. THE TASK FORCE MEMBERSHIP CONSISTS OF, AT A MINIMUM:

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

23 (b) THE EXECUTIVE DIRECTOR OR THE EXECUTIVE DIRECTOR'S
24 DESIGNEE;

25 (c) THE DIRECTOR OF THE STATE CAREER AND TECHNICAL
26 EDUCATION PROGRAM OR THE DIRECTOR'S DESIGNEE;

27 (d) THE CHAIR OF THE STATE COUNCIL OR THE CHAIR'S DESIGNEE;

1 AND

2 (e) THE FOLLOWING INDIVIDUALS JOINTLY SELECTED BY THE
3 COMMISSIONER, THE EXECUTIVE DIRECTOR, AND THE STATE COUNCIL
4 CHAIR:

5 (I) REPRESENTATIVES FROM SECONDARY EDUCATION WHO HAVE
6 EXPERIENCE IN CONCURRENT ENROLLMENT PROGRAMMING, INCLUDING, AT
7 A MINIMUM, REPRESENTATIVES OF SCHOOL DISTRICT ADMINISTRATORS,
8 PRINCIPALS, TEACHERS, PARENTS, AND STUDENTS;

9 (II) REPRESENTATIVES FROM HIGHER EDUCATION WHO HAVE
10 EXPERIENCE IN CONCURRENT ENROLLMENT PROGRAMMING, INCLUDING, AT
11 A MINIMUM, REPRESENTATIVES OF FOUR-YEAR INSTITUTIONS OF HIGHER
12 EDUCATION, COMMUNITY COLLEGES, LOCAL DISTRICT COLLEGES, AREA
13 TECHNICAL SCHOOLS, AND STUDENTS;

14 (III) REPRESENTATIVES FROM THE EDUCATION LEADERSHIP
15 COUNCIL;

16 (IV) REPRESENTATIVES FROM THE DISABILITY COMMUNITY,
17 INCLUDING, AT A MINIMUM, REPRESENTATIVES OF DISABILITY ADVOCACY
18 GROUPS;

19 (V) REPRESENTATIVES OF THE BUSINESS COMMUNITY; AND

20 (VI) REPRESENTATIVES FROM EDUCATION ADVOCACY GROUPS
21 THAT ADDRESS HIGH SCHOOL, POSTSECONDARY, AND WORK-BASED
22 LEARNING INTEGRATION ISSUES.

23 (2) THE COMMISSIONER, THE EXECUTIVE DIRECTOR, AND THE
24 STATE COUNCIL CHAIR, OR THEIR DESIGNEES, SHALL SERVE AS CO-CHAIRS
25 OF THE TASK FORCE. THE TASK FORCE SHALL MEET AT THE CALL OF THE
26 CO-CHAIRS AT LEAST FOUR TIMES FROM JULY 2022 THROUGH DECEMBER
27 2022 AND AT LEAST FOUR TIMES FROM MAY 2023 THROUGH DECEMBER

1 2023. THE TASK FORCE IS A STATE PUBLIC BODY FOR PURPOSES OF SECTION
2 24-6-402, AND MEETINGS OF THE TASK FORCE ARE SUBJECT TO THE
3 REQUIREMENTS OF SAID SECTION. THE TASK FORCE IS SUBJECT TO THE
4 PROVISIONS OF THE "COLORADO OPEN RECORDS ACT", PART 2 OF ARTICLE
5 72 OF TITLE 24.

6 (3) THE TASK FORCE MEMBERS SERVE WITHOUT COMPENSATION
7 BUT MAY BE REIMBURSED FOR EXPENSES DIRECTLY RELATING TO THEIR
8 SERVICE ON THE TASK FORCE.

9 (4) THE DEPARTMENTS OF EDUCATION, HIGHER EDUCATION, AND
10 LABOR AND EMPLOYMENT SHALL PROVIDE TO THE TASK FORCE STAFF
11 SUPPORT AND MEETING SPACE UPON REQUEST OF THE CO-CHAIRS.

12 **22-35.3-204. Task force duties - report.** (1) THE TASK FORCE
13 SHALL:

14 (a) COORDINATE WITH THE EDUCATION LEADERSHIP COUNCIL AND
15 THE STATE WORK FORCE DEVELOPMENT COUNCIL IN COMPLETING ITS
16 DUTIES;

17 (b) DESIGN AND RECOMMEND COMPREHENSIVE, UNIFORM POLICIES
18 THAT ENCOURAGE AND EMPOWER HIGH SCHOOLS AND POSTSECONDARY
19 INSTITUTIONS TO CREATE AND SUSTAIN SECONDARY, POSTSECONDARY,
20 AND WORK-BASED LEARNING INTEGRATION PROGRAMS IN EVERY REGION
21 OF THE STATE. THE TASK FORCE SHALL DESIGN THE POLICY
22 RECOMMENDATIONS TO INCREASE THE NUMBER, COORDINATION, AND
23 COLLABORATION OF THESE PROGRAMS AND MUST INCLUDE, AT A
24 MINIMUM, POLICIES THAT ENABLE A HIGH SCHOOL THAT CHOOSES TO
25 PROVIDE AN EARLY COLLEGE PROGRAM TO STRUCTURE THE PROGRAM AS
26 A FOUR-YEAR PROGRAM, ENCOMPASSING GRADES NINE THROUGH TWELVE;
27 A FIVE-YEAR PROGRAM, ENCOMPASSING GRADES NINE THROUGH

1 THIRTEEN; OR A SIX-YEAR PROGRAM, ENCOMPASSING GRADES NINE
2 THROUGH FOURTEEN. IN DESIGNING COMPREHENSIVE, UNIFORM POLICIES
3 TO ENABLE FOUR-, FIVE-, AND SIX-YEAR EARLY COLLEGE PROGRAMS, THE
4 TASK FORCE SHALL ADDRESS THE WAYS IN WHICH EXISTING STATUTES AND
5 RULES MUST BE MODIFIED, COMBINED, OR REPEALED TO ACCOMPLISH THE
6 GOAL OF ENABLING SCHOOL DISTRICTS AND CHARTER SCHOOLS, WORKING
7 WITH POSTSECONDARY INSTITUTIONS, TO PROVIDE EARLY COLLEGE
8 PROGRAMS.

9 (c) DESIGN AND RECOMMEND POLICIES TO COORDINATE AND
10 EXPAND INNOVATIVE POSTSECONDARY AND WORKFORCE CREDENTIAL
11 OPTIONS AND CAREER PATHWAYS AVAILABLE THROUGH SECONDARY,
12 POSTSECONDARY, AND WORK-BASED LEARNING INTEGRATION PROGRAMS,
13 WITH A FOCUS ON CAREER PATHWAYS LEADING TO CREDENTIALS
14 ASSOCIATED WITH HIGH-NEED, IN-DEMAND, HIGH-VALUE BUSINESSES AND
15 INDUSTRIES.

16 (d) MAKE RECOMMENDATIONS CONCERNING THE CREATION OF A
17 STATEWIDE CORPS OF COUNSELORS TO ASSIST STUDENTS IN IDENTIFYING,
18 UNDERSTANDING, AND NAVIGATING OPTIONS FOR SECONDARY,
19 POSTSECONDARY, AND WORK-BASED LEARNING INTEGRATION PROGRAMS;

20 (e) MAKE RECOMMENDATIONS CONCERNING METHODS FOR
21 PUBLICIZING THE REQUIREMENTS, BENEFITS, AND AVAILABILITY OF
22 SECONDARY, POSTSECONDARY, AND WORK-BASED LEARNING INTEGRATION
23 PROGRAMS TO STUDENTS AND FAMILIES THROUGHOUT THE STATE;

24 (f) TAKING INTO ACCOUNT ALL EXISTING AND POTENTIAL FUNDING
25 SOURCES, DESIGN POLICY RECOMMENDATIONS THAT CREATE A UNIFORM
26 AND COMPREHENSIVE FUNDING MECHANISM FOR SECONDARY,
27 POSTSECONDARY, AND WORK-BASED LEARNING INTEGRATION PROGRAMS.

1 THE POLICY RECOMMENDATIONS MUST ADDRESS IMPLICATIONS FOR
2 EXISTING PROGRAMS, INCLUDING THE ASCENT PROGRAM, THE TREP
3 PROGRAM, AND P-TECH HIGH SCHOOLS.

4 (g) RECOMMEND CHARACTERISTICS OF AND STANDARDS FOR
5 SECONDARY, POSTSECONDARY, AND WORK-BASED LEARNING INTEGRATION
6 PROGRAMS FOR PURPOSES OF AUTHORIZING AND MEASURING THE
7 PERFORMANCE OF THESE PROGRAMS AND MAKE RECOMMENDATIONS
8 CONCERNING HOW BEST TO USE DATA TO BUILD EVIDENCE OF THE
9 LONG-TERM IMPACT OF THESE PROGRAMS. THE CHARACTERISTICS AND
10 STANDARDS MUST ALLOW HIGH SCHOOLS OF ALL SIZES AND FROM EVERY
11 REGION OF THE STATE TO DEMONSTRATE PROGRAM QUALITY, REGARDLESS
12 OF THE SIZE OF THE SCHOOL.

13 (h) IDENTIFY CHALLENGES STUDENTS FACE IN ACCESSING AND
14 COMPLETING CREDENTIALS THROUGH SECONDARY, POSTSECONDARY, AND
15 WORK-BASED LEARNING INTEGRATION PROGRAMS AND RECOMMEND WAYS
16 TO ADDRESS AND REDUCE THESE CHALLENGES.

17 (2) IN COMPLETING ITS DUTIES, THE TASK FORCE SHALL SOLICIT
18 INPUT FROM EMPLOYERS AND TEACHERS WHO WORK WITH SECONDARY,
19 POSTSECONDARY, AND WORK-BASED LEARNING INTEGRATION PROGRAMS
20 AND REPRESENTATIVES OF SCHOOL DISTRICTS, CHARTER SCHOOLS, BOARDS
21 OF COOPERATIVE SERVICES, AND POSTSECONDARY INSTITUTIONS FROM
22 AROUND THE STATE WHO HAVE EXPERTISE IN SECONDARY,
23 POSTSECONDARY, AND WORK-BASED LEARNING INTEGRATION PROGRAMS.
24 THE TASK FORCE SHALL FOCUS ON THE ISSUES SPECIFIED IN SUBSECTION
25 (1) OF THIS SECTION WITHOUT ADDRESSING THE COOPERATIVE
26 AGREEMENTS BETWEEN LOCAL EDUCATION PROVIDERS AND INSTITUTIONS
27 OF HIGHER EDUCATION ENTERED INTO PURSUANT TO SECTION 22-35-104.

1 (3) THE TASK FORCE SHALL PREPARE AN INTERIM REPORT AND A
2 FINAL REPORT OF ITS FINDINGS AND RECOMMENDATIONS WITH REGARD TO
3 THE ISSUES DESCRIBED IN SUBSECTION (1) OF THIS SECTION AND SUBMIT
4 THE REPORTS TO THE GOVERNOR, THE EDUCATION LEADERSHIP COUNCIL,
5 THE STATE BOARD OF EDUCATION, THE COLORADO COMMISSION ON
6 HIGHER EDUCATION, AND THE EDUCATION COMMITTEES OF THE SENATE
7 AND THE HOUSE OF REPRESENTATIVES, OR ANY SUCCESSOR COMMITTEES.
8 THE TASK FORCE SHALL SUBMIT THE INTERIM REPORT ON OR BEFORE
9 DECEMBER 1, 2022, AND THE FINAL REPORT ON OR BEFORE DECEMBER 1,
10 2023.

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

19 **22-35.3-206. Repeal of part.** THIS PART 2 IS REPEALED, EFFECTIVE
20 JANUARY 1, 2024.

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