

HB1215_L.001

HOUSE COMMITTEE OF REFERENCE AMENDMENT

Committee on Education.

HB22-1215 be amended as follows:

1 Amend printed bill, strike everything below the enacting clause and
2 substitute:

3 "SECTION 1. In Colorado Revised Statutes, **add** part 2 to article
4 35.3 of title 22 as follows:

5 PART 2
6 SECONDARY, POSTSECONDARY, AND
7 WORK-BASED LEARNING INTEGRATION

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

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

18 (b) COLORADO IS CONSIDERED A NATIONAL LEADER IN
19 CONCURRENT ENROLLMENT POLICY. THE STATE HAS ENACTED SEVERAL
20 STATUTES AT DIFFERENT TIMES AUTHORIZING STUDENTS TO EARN
21 COLLEGE CREDITS WHILE ENROLLED IN HIGH SCHOOLS. THESE STATUTES
22 ADDRESS VARIOUS ASPECTS OF COLLEGE READINESS AND SUCCESS,
23 INCLUDING CONCURRENT ENROLLMENT PROGRAMS AUTHORIZED IN
24 ARTICLE 35 OF THIS TITLE 22; THE ACCELERATING STUDENTS THROUGH
25 CONCURRENT ENROLLMENT, OR ASCENT, PROGRAM CREATED IN SECTION
26 22-35-108; PATHWAYS IN TECHNOLOGY EARLY COLLEGE, OR P-TECH, HIGH
27 SCHOOLS AUTHORIZED IN PART 1 OF THIS ARTICLE 35.3; THE TEACHER
28 RECRUITMENT EDUCATION AND PREPARATION, OR TREP, PROGRAM
29 CREATED IN SECTION 22-35-108.5; ADVANCED PLACEMENT COURSES; THE
30 HIGH SCHOOL INNOVATIVE LEARNING PILOT PROGRAM CREATED IN
31 ARTICLE 35.6 OF THIS TITLE 22; THE CAREER DEVELOPMENT SUCCESS
32 PROGRAM CREATED IN SECTION 22-54-138; AND THE FOURTH-YEAR
33 INNOVATION PILOT PROGRAM CREATED IN PART 13 OF ARTICLE 3.3 OF
34 TITLE 23.

35 (c) THE GENERAL ASSEMBLY HAS ALSO ENACTED MANY STATUTES
36 DIRECTING COMMUNITY COLLEGES AND THE STATE WORK FORCE
37 DEVELOPMENT COUNCIL TO CREATE AND EXPAND CAREER PATHWAYS IN
38 A WIDE VARIETY OF CAREERS, RANGING FROM MANUFACTURING CAREER
39 PATHWAYS TO INTEGRATED CAREER PATHWAYS WITHIN GROWING
40 INDUSTRY SECTORS TO CAREER PATHWAYS FOR TEACHERS;

1 (d) THESE PROGRAMS AND STATUTES HAVE LED TO A SIGNIFICANT
2 EXPANSION OF WORK-BASED LEARNING AND PARTNERSHIPS WITH
3 EMPLOYERS AND A NOTABLE INCREASE IN THE NUMBER OF STUDENTS
4 COMPLETING INDUSTRY CREDENTIAL PROGRAMS, WORK-BASED LEARNING
5 EXPERIENCES, AND COURSES IN HIGH SCHOOLS THAT QUALIFY FOR BOTH
6 SECONDARY AND POSTSECONDARY CREDIT. THE DEPARTMENT OF
7 EDUCATION REPORTS THAT, BETWEEN 2016 AND 2021, OVER THIRTY-ONE
8 THOUSAND STUDENTS COMPLETED CREDENTIALS, WORK-BASED LEARNING
9 EXPERIENCES, AND QUALIFYING ADVANCED PLACEMENT COURSES
10 THROUGH THE CAREER DEVELOPMENT INCENTIVE PROGRAM ALONE.

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

15 (f) IMPORTANTLY, ALTHOUGH COLORADO HAS MANY EXAMPLES
16 OF INNOVATION THROUGH SECONDARY, POSTSECONDARY, AND
17 WORK-BASED LEARNING INTEGRATION PROGRAMS, THE SCALABILITY OF
18 THESE PROGRAMS, DESPITE THEIR SUCCESS, CAN BE LIMITED DUE TO
19 LEGAL, GEOGRAPHIC, AND FINANCIAL BARRIERS, AND THE MAJORITY OF
20 THESE PROGRAMS ARE GENERALLY AVAILABLE ONLY TO STUDENTS IN
21 URBAN AND LARGER SCHOOL DISTRICTS;

22 (g) THE TASK FORCE CREATED IN HOUSE BILL 21-1330 TO STUDY
23 ISSUES IN POSTSECONDARY EDUCATION RECOMMENDED THE STATE FOCUS
24 ON BLURRING THE BOUNDARIES BETWEEN HIGH SCHOOL, POSTSECONDARY
25 EDUCATION, AND THE WORKFORCE. THE FINAL REPORT CALLED FOR
26 EXPANDING INNOVATIVE HIGH SCHOOL, POSTSECONDARY, AND
27 WORKFORCE OPTIONS AND PATHWAYS, BROADLY INCLUDING WORK-BASED
28 LEARNING, CREDENTIAL COMPLETION, AND APPRENTICESHIPS AMONG
29 OTHER EXPERIENCES, WITH A FOCUS ON HIGH-NEED, IN-DEMAND,
30 HIGH-VALUE BUSINESS- AND INDUSTRY-FOCUSED CAREER PATHWAYS.

31 (h) WHILE THERE IS A CLEAR PATTERN OF POSITIVE IMPACTS ON
32 STUDENTS RESULTING FROM PARTICIPATION IN SECONDARY,
33 POSTSECONDARY, AND WORK-BASED LEARNING INTEGRATION PROGRAMS,
34 THE COMPLICATED AND INTERWOVEN SET OF ISSUES RELATED TO
35 PROGRAM APPROVAL, AVAILABILITY, AND FUNDING RESULT IN UNEQUAL
36 STUDENT ACCESS ACROSS THE STATE; AND

37 (i) CONSEQUENTLY, THE STATE SHOULD PROVIDE WELL-INFORMED
38 EDUCATORS, ADMINISTRATORS, AND POLICY PROFESSIONALS AN
39 OPPORTUNITY TO CAREFULLY DELIBERATE TO ENSURE THAT SUCCESSFUL,
40 HIGH-PERFORMING PROGRAMS ARE NOT ADVERSELY IMPACTED WHILE
41 STRATEGIES ARE DESIGNED TO ENABLE INNOVATION AND MORE EQUITABLE
42 ACCESS TO SECONDARY, POSTSECONDARY, AND WORK-BASED LEARNING
43 INTEGRATION PROGRAMS FOR STUDENTS IN ALL REGIONS OF THE STATE.

44 (2) THE GENERAL ASSEMBLY FINDS, THEREFORE, THAT IT IS

1 NECESSARY TO DIRECT THE COMMISSIONER OF EDUCATION, THE
2 EXECUTIVE DIRECTOR OF THE DEPARTMENT OF HIGHER EDUCATION, AND
3 THE CHAIR OF THE STATE WORK FORCE DEVELOPMENT COUNCIL TO
4 CONVENE A SECONDARY, POSTSECONDARY, AND WORK-BASED LEARNING
5 INTEGRATION PROGRAM DEVELOPMENT TASK FORCE TO DEVELOP AND
6 RECOMMEND POLICIES, LAWS, AND RULES TO SUPPORT THE EQUITABLE
7 AND SUSTAINABLE EXPANSION AND ALIGNMENT OF PROGRAMS THAT
8 INTEGRATE SECONDARY, POSTSECONDARY, AND WORK-BASED LEARNING
9 OPPORTUNITIES IN ALL REGIONS OF THE STATE.

10 **22-35.3-202. Definitions.** AS USED IN THIS PART 2, UNLESS THE
11 CONTEXT OTHERWISE REQUIRES:

12 (1) "ASCENT PROGRAM" MEANS THE ACCELERATING STUDENTS
13 THROUGH CONCURRENT ENROLLMENT PROGRAM CREATED IN SECTION
14 22-35-108.

15 (2) "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 (3) "EDUCATION LEADERSHIP COUNCIL" MEANS THE GOVERNOR'S
20 EDUCATION LEADERSHIP COUNCIL CREATED BY EXECUTIVE ORDER B
21 2017-001.

22 (4) "EXECUTIVE DIRECTOR" MEANS THE EXECUTIVE DIRECTOR OF
23 THE DEPARTMENT OF HIGHER EDUCATION.

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

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

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

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

32 (III) IS DESIGNED TO LEAD TO ATTAINMENT OF A HIGH SCHOOL
33 DIPLOMA AND A POSTSECONDARY CREDENTIAL, INCLUDING A DEGREE OR
34 AN INDUSTRY-RECOGNIZED CERTIFICATE, BEFORE THE STUDENT
35 COMPLETES HIGH SCHOOL; AND

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

38 (b) "SECONDARY, POSTSECONDARY, AND WORK-BASED LEARNING
39 INTEGRATION PROGRAMS" INCLUDE, BUT ARE NOT LIMITED TO, EARLY
40 COLLEGE PROGRAMS, P-TECH SCHOOLS, THE ASCENT PROGRAM, THE
41 TREP PROGRAM, THE HIGH SCHOOL INNOVATIVE LEARNING PILOT
42 PROGRAM CREATED IN ARTICLE 35.6 OF THIS TITLE 22, THE CAREER
43 DEVELOPMENT SUCCESS PROGRAM CREATED IN SECTION 22-54-138, AND

1 THE FOURTH-YEAR INNOVATION PILOT PROGRAM CREATED IN PART 13 OF
2 ARTICLE 3.3 OF TITLE 23.

3 (7) "STATE WORK FORCE DEVELOPMENT COUNCIL" OR "STATE
4 COUNCIL" MEANS THE STATE WORK FORCE DEVELOPMENT COUNCIL
5 CREATED IN THE DEPARTMENT OF LABOR AND EMPLOYMENT IN SECTION
6 24-46.3-101.

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

10 (9) "TREP PROGRAM" MEANS THE TEACHER RECRUITMENT
11 EDUCATION AND PREPARATION PROGRAM CREATED IN SECTION
12 22-35-108.5.

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

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

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

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

27 (b) THE EXECUTIVE DIRECTOR OR THE EXECUTIVE DIRECTOR'S
28 DESIGNEE;

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

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

32 AND

33 (e) THE FOLLOWING INDIVIDUALS JOINTLY SELECTED BY THE
34 COMMISSIONER, THE EXECUTIVE DIRECTOR, AND THE STATE COUNCIL
35 CHAIR:

36 (I) REPRESENTATIVES FROM SECONDARY EDUCATION WHO HAVE
37 EXPERIENCE IN CONCURRENT ENROLLMENT PROGRAMMING, INCLUDING, AT
38 A MINIMUM, REPRESENTATIVES OF SCHOOL DISTRICT ADMINISTRATORS,
39 PRINCIPALS, TEACHERS, PARENTS, AND STUDENTS;

40 (II) REPRESENTATIVES FROM HIGHER EDUCATION WHO HAVE
41 EXPERIENCE IN CONCURRENT ENROLLMENT PROGRAMMING, INCLUDING, AT
42 A MINIMUM, REPRESENTATIVES OF FOUR-YEAR INSTITUTIONS OF HIGHER
43 EDUCATION, COMMUNITY COLLEGES, LOCAL DISTRICT COLLEGES, AREA

1 TECHNICAL SCHOOLS, AND STUDENTS;
2 (III) REPRESENTATIVES FROM THE EDUCATION LEADERSHIP
3 COUNCIL;
4 (IV) REPRESENTATIVES FROM THE DISABILITY COMMUNITY,
5 INCLUDING, AT A MINIMUM, REPRESENTATIVES OF DISABILITY ADVOCACY
6 GROUPS;
7 (V) REPRESENTATIVES OF THE BUSINESS COMMUNITY; AND
8 (VI) REPRESENTATIVES FROM EDUCATION ADVOCACY GROUPS
9 THAT ADDRESS HIGH SCHOOL, POSTSECONDARY, AND WORK-BASED
10 LEARNING INTEGRATION ISSUES.

11 (2) THE COMMISSIONER, THE EXECUTIVE DIRECTOR, AND THE
12 STATE COUNCIL CHAIR, OR THEIR DESIGNEES, SHALL SERVE AS CO-CHAIRS
13 OF THE TASK FORCE. THE TASK FORCE SHALL MEET AT THE CALL OF THE
14 CO-CHAIRS AT LEAST FOUR TIMES FROM JULY 2022 THROUGH DECEMBER
15 2022 AND AT LEAST FOUR TIMES FROM MAY 2023 THROUGH DECEMBER
16 2023. THE TASK FORCE IS A STATE PUBLIC BODY FOR PURPOSES OF SECTION
17 24-6-402, AND MEETINGS OF THE TASK FORCE ARE SUBJECT TO THE
18 REQUIREMENTS OF SAID SECTION. THE TASK FORCE IS SUBJECT TO THE
19 PROVISIONS OF THE "COLORADO OPEN RECORDS ACT", PART 2 OF ARTICLE
20 72 OF TITLE 24.

21 (3) THE TASK FORCE MEMBERS SERVE WITHOUT COMPENSATION
22 BUT MAY BE REIMBURSED FOR EXPENSES DIRECTLY RELATING TO THEIR
23 SERVICE ON THE TASK FORCE.

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

27 **22-35.3-204. Task force duties - report.** (1) THE TASK FORCE
28 SHALL:

29 (a) COORDINATE WITH THE EDUCATION LEADERSHIP COUNCIL AND
30 THE STATE WORK FORCE DEVELOPMENT COUNCIL IN COMPLETING ITS
31 DUTIES;

32 (b) DESIGN AND RECOMMEND COMPREHENSIVE, UNIFORM POLICIES
33 THAT ENCOURAGE AND EMPOWER HIGH SCHOOLS AND POSTSECONDARY
34 INSTITUTIONS TO CREATE AND SUSTAIN SECONDARY, POSTSECONDARY,
35 AND WORK-BASED LEARNING INTEGRATION PROGRAMS IN EVERY REGION
36 OF THE STATE. THE TASK FORCE SHALL DESIGN THE POLICY
37 RECOMMENDATIONS TO INCREASE THE NUMBER, COORDINATION, AND
38 COLLABORATION OF THESE PROGRAMS AND MUST INCLUDE, AT A
39 MINIMUM, POLICIES THAT ENABLE A HIGH SCHOOL THAT CHOOSES TO
40 PROVIDE AN EARLY COLLEGE PROGRAM TO STRUCTURE THE PROGRAM AS
41 A FOUR-YEAR PROGRAM, ENCOMPASSING GRADES NINE THROUGH TWELVE;
42 A FIVE-YEAR PROGRAM, ENCOMPASSING GRADES NINE THROUGH
43 THIRTEEN; OR A SIX-YEAR PROGRAM, ENCOMPASSING GRADES NINE

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

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

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

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

23 (f) TAKING INTO ACCOUNT ALL EXISTING AND POTENTIAL FUNDING
24 SOURCES, DESIGN POLICY RECOMMENDATIONS THAT CREATE A UNIFORM
25 AND COMPREHENSIVE FUNDING MECHANISM FOR SECONDARY,
26 POSTSECONDARY, AND WORK-BASED LEARNING INTEGRATION PROGRAMS.
27 THE POLICY RECOMMENDATIONS MUST ADDRESS IMPLICATIONS FOR
28 EXISTING PROGRAMS, INCLUDING THE ASCENT PROGRAM, THE TREP
29 PROGRAM, AND P-TECH HIGH SCHOOLS.

30 (g) RECOMMEND CHARACTERISTICS OF AND STANDARDS FOR
31 SECONDARY, POSTSECONDARY, AND WORK-BASED LEARNING INTEGRATION
32 PROGRAMS FOR PURPOSES OF AUTHORIZING AND MEASURING THE
33 PERFORMANCE OF THESE PROGRAMS AND MAKE RECOMMENDATIONS
34 CONCERNING HOW BEST TO USE DATA TO BUILD EVIDENCE OF THE
35 LONG-TERM IMPACT OF THESE PROGRAMS. THE CHARACTERISTICS AND
36 STANDARDS MUST ALLOW HIGH SCHOOLS OF ALL SIZES AND FROM EVERY
37 REGION OF THE STATE TO DEMONSTRATE PROGRAM QUALITY, REGARDLESS
38 OF THE SIZE OF THE SCHOOL.

39 (h) IDENTIFY CHALLENGES STUDENTS FACE IN ACCESSING AND
40 COMPLETING CREDENTIALS THROUGH SECONDARY, POSTSECONDARY, AND
41 WORK-BASED LEARNING INTEGRATION PROGRAMS AND RECOMMEND WAYS
42 TO ADDRESS AND REDUCE THESE CHALLENGES.

43 (2) IN COMPLETING ITS DUTIES, THE TASK FORCE SHALL SOLICIT
44 INPUT FROM EMPLOYERS AND TEACHERS WHO WORK WITH SECONDARY,

1 POSTSECONDARY, AND WORK-BASED LEARNING INTEGRATION PROGRAMS
2 AND REPRESENTATIVES OF SCHOOL DISTRICTS, CHARTER SCHOOLS, BOARDS
3 OF COOPERATIVE SERVICES, AND POSTSECONDARY INSTITUTIONS FROM
4 AROUND THE STATE WHO HAVE EXPERTISE IN SECONDARY,
5 POSTSECONDARY, AND WORK-BASED LEARNING INTEGRATION PROGRAMS.
6 THE TASK FORCE SHALL FOCUS ON THE ISSUES SPECIFIED IN SUBSECTION
7 (1) OF THIS SECTION WITHOUT ADDRESSING THE COOPERATIVE
8 AGREEMENTS BETWEEN LOCAL EDUCATION PROVIDERS AND INSTITUTIONS
9 OF HIGHER EDUCATION ENTERED INTO PURSUANT TO SECTION 22-35-104.

10 (3) THE TASK FORCE SHALL PREPARE AN INTERIM REPORT AND A
11 FINAL REPORT OF ITS FINDINGS AND RECOMMENDATIONS WITH REGARD TO
12 THE ISSUES DESCRIBED IN SUBSECTION (1) OF THIS SECTION AND SUBMIT
13 THE REPORTS TO THE GOVERNOR, THE EDUCATION LEADERSHIP COUNCIL,
14 THE STATE BOARD OF EDUCATION, THE COLORADO COMMISSION ON
15 HIGHER EDUCATION, AND THE EDUCATION COMMITTEES OF THE SENATE
16 AND THE HOUSE OF REPRESENTATIVES, OR ANY SUCCESSOR COMMITTEES.
17 THE TASK FORCE SHALL SUBMIT THE INTERIM REPORT ON OR BEFORE
18 DECEMBER 1, 2022, AND THE FINAL REPORT ON OR BEFORE DECEMBER 1,
19 2023.

20 **22-35.3-205. Legislative advisory council - created.** THERE IS
21 CREATED A LEGISLATIVE ADVISORY COUNCIL CONSISTING OF LEGISLATORS
22 APPOINTED, ONE EACH, BY THE SPEAKER AND THE MINORITY LEADER OF
23 THE HOUSE OF REPRESENTATIVES AND THE PRESIDENT AND THE MINORITY
24 LEADER OF THE SENATE, NO LATER THAN JULY 1, 2022. THE LEGISLATIVE
25 ADVISORY COUNCIL SHALL PROVIDE ADVICE AND COMMENT TO THE TASK
26 FORCE AND ACT AS A LIAISON BETWEEN THE GENERAL ASSEMBLY AND THE
27 TASK FORCE.

28 **22-35.3-206. Repeal of part.** THIS PART 2 IS REPEALED, EFFECTIVE
29 JANUARY 1, 2024.

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

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