

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:

## PART 2

## SECONDARY, POSTSECONDARY, AND WORK-BASED LEARNING INTEGRATION

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

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;

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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