

NOTE: This bill has been prepared for the signatures of the appropriate legislative officers and the Governor. To determine whether the Governor has signed the bill or taken other action on it, please consult the legislative status sheet, the legislative history, or the Session Laws.



HOUSE BILL 22-1215

BY REPRESENTATIVE(S) McCluskie and Bacon, Amabile, Benavidez, Bernett, Bird, Boesenecker, Caraveo, Cutter, Duran, Esgar, Exum, Gonzales-Gutierrez, Herod, Hooton, Jodeh, Lindsay, Lontine, McCormick, McLachlan, Michaelson Jenet, Mullica, Ricks, Sullivan, Titone, Valdez A., Valdez D., Young;
also SENATOR(S) Bridges, Buckner, Ginal, Hinrichsen, Lee, Pettersen, Winter.

CONCERNING EXPANDING OPPORTUNITIES FOR HIGH SCHOOL STUDENTS TO ENROLL IN POSTSECONDARY COURSES, AND, IN CONNECTION THEREWITH, MAKING AN APPROPRIATION.

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

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

PART 2
SECONDARY, POSTSECONDARY, AND
WORK-BASED LEARNING INTEGRATION

22-35.3-201. Legislative declaration. (1) THE GENERAL ASSEMBLY

Capital letters or bold & italic numbers indicate new material added to existing law; dashes through words or numbers indicate deletions from existing law and such material is not part of the act.

FINDS THAT:

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

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

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

(d) THESE PROGRAMS AND STATUTES HAVE LED TO A SIGNIFICANT EXPANSION OF WORK-BASED LEARNING AND PARTNERSHIPS WITH EMPLOYERS AND A NOTABLE INCREASE IN THE NUMBER OF STUDENTS COMPLETING INDUSTRY CREDENTIAL PROGRAMS, WORK-BASED LEARNING EXPERIENCES, AND COURSES IN HIGH SCHOOLS THAT QUALIFY FOR BOTH

SECONDARY AND POSTSECONDARY CREDIT. THE DEPARTMENT OF EDUCATION REPORTS THAT, BETWEEN 2016 AND 2021, OVER THIRTY-ONE THOUSAND STUDENTS COMPLETED CREDENTIALS, WORK-BASED LEARNING EXPERIENCES, AND QUALIFYING ADVANCED PLACEMENT COURSES THROUGH THE CAREER DEVELOPMENT INCENTIVE PROGRAM ALONE.

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

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

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

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

(i) CONSEQUENTLY, THE STATE SHOULD PROVIDE WELL-INFORMED EDUCATORS, ADMINISTRATORS, AND POLICY PROFESSIONALS AN OPPORTUNITY TO CAREFULLY DELIBERATE TO ENSURE THAT SUCCESSFUL, HIGH-PERFORMING PROGRAMS ARE NOT ADVERSELY IMPACTED WHILE

STRATEGIES ARE DESIGNED TO ENABLE INNOVATION AND MORE EQUITABLE ACCESS TO SECONDARY, POSTSECONDARY, AND WORK-BASED LEARNING INTEGRATION PROGRAMS FOR STUDENTS IN ALL REGIONS OF THE STATE.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(b) "WORK-BASED LEARNING" INCLUDES ACTIVITIES SUCH AS JOB SHADOWING, INTERNSHIPS, EXTERNSHIPS, PRE-APPRENTICESHIPS,

APPRENTICESHIPS, RESIDENCIES, AND INCUMBENT-WORKER TRAINING.

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

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

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

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

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

(e) THE FOLLOWING INDIVIDUALS SELECTED BY THE COMMISSIONER, IN COLLABORATION WITH THE EXECUTIVE DIRECTOR AND THE STATE COUNCIL CHAIR:

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

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

(III) REPRESENTATIVES FROM THE EDUCATION LEADERSHIP COUNCIL;

(IV) REPRESENTATIVES FROM THE DISABILITY COMMUNITY, INCLUDING, AT A MINIMUM, REPRESENTATIVES OF DISABILITY ADVOCACY

GROUPS;

(V) REPRESENTATIVES OF THE BUSINESS COMMUNITY; AND

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

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

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

(4) THE DEPARTMENTS OF EDUCATION, HIGHER EDUCATION, AND LABOR AND EMPLOYMENT SHALL PROVIDE TO THE TASK FORCE STAFF SUPPORT AND MEETING SPACE UPON REQUEST OF THE CHAIR, WORKING WITH THE EXECUTIVE DIRECTOR AND THE STATE COUNCIL CHAIR.

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

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

(b) DESIGN AND RECOMMEND COMPREHENSIVE, UNIFORM POLICIES THAT ENCOURAGE AND EMPOWER HIGH SCHOOLS AND POSTSECONDARY INSTITUTIONS TO CREATE AND SUSTAIN SECONDARY, POSTSECONDARY, AND WORK-BASED LEARNING INTEGRATION PROGRAMS IN EVERY REGION OF THE STATE. THE TASK FORCE SHALL DESIGN THE POLICY RECOMMENDATIONS TO INCREASE THE NUMBER, COORDINATION, AND COLLABORATION OF THESE PROGRAMS AND MUST INCLUDE, AT A MINIMUM, POLICIES THAT ENABLE A

HIGH SCHOOL THAT CHOOSES TO PROVIDE AN EARLY COLLEGE PROGRAM TO STRUCTURE THE PROGRAM AS A FOUR-YEAR PROGRAM, ENCOMPASSING GRADES NINE THROUGH TWELVE; A FIVE-YEAR PROGRAM, ENCOMPASSING GRADES NINE THROUGH THIRTEEN; OR A SIX-YEAR PROGRAM, ENCOMPASSING GRADES NINE THROUGH FOURTEEN. IN DESIGNING COMPREHENSIVE, UNIFORM POLICIES TO ENABLE FOUR-, FIVE-, AND SIX-YEAR EARLY COLLEGE PROGRAMS, THE TASK FORCE SHALL ADDRESS THE WAYS IN WHICH EXISTING STATUTES AND RULES MUST BE MODIFIED, COMBINED, OR REPEALED TO ACCOMPLISH THE GOAL OF ENABLING SCHOOL DISTRICTS AND CHARTER SCHOOLS, WORKING WITH POSTSECONDARY INSTITUTIONS, TO PROVIDE EARLY COLLEGE PROGRAMS.

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

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

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

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

(g) RECOMMEND CHARACTERISTICS OF AND STANDARDS FOR SECONDARY, POSTSECONDARY, AND WORK-BASED LEARNING INTEGRATION PROGRAMS FOR PURPOSES OF AUTHORIZING AND MEASURING THE

PERFORMANCE OF THESE PROGRAMS AND MAKE RECOMMENDATIONS CONCERNING HOW BEST TO USE DATA TO BUILD EVIDENCE OF THE LONG-TERM IMPACT OF THESE PROGRAMS. THE CHARACTERISTICS AND STANDARDS MUST ALLOW HIGH SCHOOLS OF ALL SIZES AND FROM EVERY REGION OF THE STATE TO DEMONSTRATE PROGRAM QUALITY, REGARDLESS OF THE SIZE OF THE SCHOOL.

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

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

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

22-35.3-205. Legislative advisory council - created. THERE IS CREATED A LEGISLATIVE ADVISORY COUNCIL CONSISTING OF LEGISLATORS APPOINTED, ONE EACH, BY THE SPEAKER AND THE MINORITY LEADER OF THE HOUSE OF REPRESENTATIVES AND THE PRESIDENT AND THE MINORITY LEADER OF THE SENATE, NO LATER THAN JULY 1, 2022. THE LEGISLATIVE ADVISORY COUNCIL SHALL PROVIDE ADVICE AND COMMENT TO THE TASK

FORCE AND ACT AS A LIAISON BETWEEN THE GENERAL ASSEMBLY AND THE TASK FORCE.

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

SECTION 2. Appropriation. (1) For the 2022-23 state fiscal year, \$89,123 is appropriated to the department of education. This appropriation is from the general fund, and is based on an assumption that the department will require an additional 0.2 FTE. To implement this act, the department may use this appropriation for college and career readiness.

(2) For the 2022-23 state fiscal year, \$1,966 is appropriated to the legislative department for use by the general assembly. This appropriation is from the general fund.

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

Alec Garnett
SPEAKER OF THE HOUSE
OF REPRESENTATIVES

Steve Fenberg
PRESIDENT OF
THE SENATE

Robin Jones
CHIEF CLERK OF THE HOUSE
OF REPRESENTATIVES

Cindi L. Markwell
SECRETARY OF
THE SENATE

APPROVED _____
(Date and Time)

Jared S. Polis
GOVERNOR OF THE STATE OF COLORADO