

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

REENGROSSED

*This Version Includes All Amendments
Adopted in the House of Introduction*

LLS NO. 22-0061.01 Julie Pelegrin x2700

HOUSE BILL 22-1215

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A BILL FOR AN ACT

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

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

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.

HOUSE
3rd Reading Unamended
April 25, 2022

HOUSE
Amended 2nd Reading
April 22, 2022

selected by the commissioner, and the specific duties of the task force. 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,**

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

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

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

1 THROUGH THE CAREER DEVELOPMENT INCENTIVE PROGRAM ALONE.

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

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

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

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

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

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

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

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

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

27 (3) "EDUCATION LEADERSHIP COUNCIL" MEANS THE GOVERNOR'S

1 EDUCATION LEADERSHIP COUNCIL CREATED BY EXECUTIVE ORDER B
2 2017-001.

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

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

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

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

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

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

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

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

27 (7) "STATE WORK FORCE DEVELOPMENT COUNCIL" OR "STATE

1 COUNCIL" MEANS THE STATE WORK FORCE DEVELOPMENT COUNCIL
2 CREATED IN THE DEPARTMENT OF LABOR AND EMPLOYMENT IN SECTION
3 24-46.3-101.

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

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

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

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

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

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

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

27 (c) THE DIRECTOR OF THE STATE CAREER AND TECHNICAL

1 EDUCATION PROGRAM OR THE DIRECTOR'S DESIGNEE;

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

3 AND

4 (e) THE FOLLOWING INDIVIDUALS SELECTED BY THE

5 COMMISSIONER, IN COLLABORATION WITH THE EXECUTIVE DIRECTOR AND

6 THE STATE COUNCIL CHAIR:

7 (I) REPRESENTATIVES FROM SECONDARY EDUCATION WHO HAVE

8 EXPERIENCE IN CONCURRENT ENROLLMENT PROGRAMMING, INCLUDING, AT

9 A MINIMUM, REPRESENTATIVES OF SCHOOL DISTRICT ADMINISTRATORS,

10 PRINCIPALS, TEACHERS, PARENTS, AND STUDENTS;

11 (II) REPRESENTATIVES FROM HIGHER EDUCATION WHO HAVE

12 EXPERIENCE IN CONCURRENT ENROLLMENT PROGRAMMING, INCLUDING, AT

13 A MINIMUM, REPRESENTATIVES OF FOUR-YEAR INSTITUTIONS OF HIGHER

14 EDUCATION, COMMUNITY COLLEGES, LOCAL DISTRICT COLLEGES, AREA

15 TECHNICAL SCHOOLS, AND STUDENTS;

16 (III) REPRESENTATIVES FROM THE EDUCATION LEADERSHIP

17 COUNCIL;

18 (IV) REPRESENTATIVES FROM THE DISABILITY COMMUNITY,

19 INCLUDING, AT A MINIMUM, REPRESENTATIVES OF DISABILITY ADVOCACY

20 GROUPS;

21 (V) REPRESENTATIVES OF THE BUSINESS COMMUNITY; AND

22 (VI) REPRESENTATIVES FROM EDUCATION ADVOCACY GROUPS

23 THAT ADDRESS HIGH SCHOOL, POSTSECONDARY, AND WORK-BASED

24 LEARNING INTEGRATION ISSUES.

25 (2) THE COMMISSIONER, OR THE COMMISSIONER'S DESIGNEE, SHALL

26 SERVE AS CHAIR OF THE TASK FORCE. THE TASK FORCE SHALL MEET AT

27 THE CALL OF THE CHAIR AT LEAST FOUR TIMES FROM JULY 2022 THROUGH

1 DECEMBER 2022 AND AT LEAST FOUR TIMES FROM MAY 2023 THROUGH
2 DECEMBER 2023. THE TASK FORCE IS A STATE PUBLIC BODY FOR PURPOSES
3 OF SECTION 24-6-402, AND MEETINGS OF THE TASK FORCE ARE SUBJECT TO
4 THE REQUIREMENTS OF SAID SECTION. THE TASK FORCE IS SUBJECT TO THE
5 PROVISIONS OF THE "COLORADO OPEN RECORDS ACT", PART 2 OF ARTICLE
6 72 OF TITLE 24.

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

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

14 **22-35.3-204. Task force duties - report.** (1) THE TASK FORCE
15 SHALL:

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

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

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

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

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 SECONDARY,
21 POSTSECONDARY, AND WORK-BASED LEARNING INTEGRATION PROGRAMS;

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

26 (f) TAKING INTO ACCOUNT ALL EXISTING AND POTENTIAL FUNDING
27 SOURCES, DESIGN POLICY RECOMMENDATIONS THAT CREATE A UNIFORM

1 AND COMPREHENSIVE FUNDING MECHANISM FOR SECONDARY,
2 POSTSECONDARY, AND WORK-BASED LEARNING INTEGRATION PROGRAMS.
3 THE POLICY RECOMMENDATIONS MUST ADDRESS IMPLICATIONS FOR
4 EXISTING PROGRAMS, INCLUDING THE ASCENT PROGRAM, THE TREP
5 PROGRAM, AND P-TECH HIGH SCHOOLS.

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

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

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

1 AGREEMENTS BETWEEN LOCAL EDUCATION PROVIDERS AND INSTITUTIONS
2 OF HIGHER EDUCATION ENTERED INTO PURSUANT TO SECTION 22-35-104.

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

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

21 **22-35.3-206. Repeal of part.** THIS PART 2 IS REPEALED, EFFECTIVE
22 JANUARY 1, 2024.

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

1 readiness.

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

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