

**Second Regular Session  
Sixty-sixth General Assembly  
STATE OF COLORADO**

**PREAMENDED**

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

LLS NO. 08-0902.04 Julie Pelegrin

**SENATE BILL 08-212**

---

**SENATE SPONSORSHIP**

**Romer and Penry**, Boyd, Gibbs, Keller, Mitchell S., Morse, Schwartz, Veiga, Bacon, Gordon, Groff, Tapia, Tochtrop, Williams, and Windels

**HOUSE SPONSORSHIP**

**Witwer and Scanlan**, Benefield, Casso, Hodge, Jahn, Kerr A., Marostica, Massey, May M., McFadyen, McNulty, Middleton, Mitchell V., Rice, Summers, and Todd

---

**Senate Committees**

Education  
Appropriations

**House Committees**

Education  
Appropriations

---

**A BILL FOR AN ACT**

101 **CONCERNING ALIGNMENT OF PRESCHOOL TO POSTSECONDARY**  
102 **EDUCATION, AND MAKING AN APPROPRIATION IN CONNECTION**  
103 **THEREWITH.**

---

**Bill Summary**

*(Note: This summary applies to this bill as introduced and does not necessarily reflect any amendments that may be subsequently adopted.)*

Makes legislative findings concerning the importance of aligning education standards and assessments from preschool through postsecondary and workforce readiness. Allows the use of state education fund moneys for the purposes of the act.

Directs the state board of education ("state board") to adopt a description of school readiness and standards for preschool through

Shading denotes HOUSE amendment. Double underlining denotes SENATE amendment.

*Capital letters indicate new material to be added to existing statute.*

*Dashes through the words indicate deletions from existing statute.*

SENATE  
3rd Reading Unamended  
April 18, 2008

SENATE  
Amended 2nd Reading  
April 18, 2008

elementary and secondary education ("PESE standards"). Directs the state board to review the school readiness description and PESE standards every 4 years and adopt revisions, if appropriate.

Directs the state board and the Colorado commission on higher education ("CCHE") to jointly adopt the description of postsecondary and workforce readiness ("PWR"). Specifies that the adopted description of PWR shall include the minimum level of English competency required for high school graduation. Directs the state board and the CCHE to review the PWR description every 4 years and adopt revisions, if appropriate.

Requires the description of school readiness, the PESE standards, and the description of PWR to be aligned so that attainment of the PESE standards will culminate in PWR.

Directs the state board to adopt assessments that are aligned with the school readiness description and a system of assessments that are aligned with the PESE standards ("PESE assessments"). Directs the state board to adopt scoring criteria to measure students' levels of school readiness and attainment of the PESE standards. Specifies the minimum requirements and expectations for the assessment system. Directs the state board to review the school readiness and PESE assessments every 4 years and adopt revisions, if appropriate.

Directs the state board and the CCHE jointly to adopt assessments that are aligned with the PWR description ("PWR assessments"). Directs the state board and the CCHE jointly to adopt scoring criteria to measure students' level of PWR. Requires the state board and the CCHE to review the PWR assessments every 4 years and adopt revisions, if appropriate.

Directs the state board to adopt the criteria by which a school district board of education ("local school board"), a board of cooperative services ("BOCES"), or an institute charter high school may choose to endorse a student's high school diploma to indicate that the student has demonstrated postsecondary and workforce readiness ("readiness endorsement") or to endorse a student's diploma to indicate outstanding achievement. Allows the state board to also adopt criteria for a range of other endorsements indicating focus and achievement in specified areas. Directs the state board to review the criteria every 4 years and adopt revisions, if appropriate.

Directs the state board and the CCHE to work with specified interest groups throughout the state in fulfilling their duties under the act. Allows the state board and the CCHE to appoint task forces, and provides for staff support to the state board and the CCHE to assist them in fulfilling their duties under the act. Authorizes the departments of education and higher education to accept and expend public or private gifts, grants, and donations to carry out the purposes of the act.

Requires each local school board, BOCES, district charter school, and institute charter school ("local education provider") to review its standards in comparison with the PESE standards and to revise them as

necessary to ensure they meet or exceed the PESE standards and that they are aligned from preschool through 12th grade. Following review and revision of standards, directs each local education provider to adopt curricula that are aligned with the PESE standards. Directs each local education provider to review and revise, if necessary, its PESE standards and curricula every 4 years.

Requires each local education provider that operates a preschool or kindergarten program to provide an individualized learning plan for each preschool and kindergarten student to assist the student in progressing toward school readiness. Allows the local education provider to use assessments to determine each student's progress. Directs the local education provider to administer the state school readiness assessment to students in kindergarten and to use the assessment results to measure students' progress toward school readiness. Specifies that the results of the state school readiness assessment shall not be reported for individual students and shall not be used to prohibit any student from enrolling in 1st grade. Directs the department of education, the child care division in the department of human services, and the staff of the early childhood policy team in the lieutenant governor's staff to assist local education providers in implementing the individualized learning plans, school readiness, and the state school readiness assessment.

Requires each local education provider that operates a high school to review its high school curricula and revise or adopt curricula that are aligned with the PWR description, with the goal of ensuring that each student who successfully completes the curricula will be prepared to demonstrate PWR prior to or upon completion of the 12th grade. Identifies the curricula as the postsecondary and workforce readiness program ("PWR program") for the high school. Allows a local school board to allow a district charter high school to adopt its own PWR program. Allows a local education provider to adopt multiple PWR programs, so long as all are designed to prepare a student to demonstrate PWR prior to or upon completion of the 12th grade.

Requires each local education provider to require each high school student, beginning in 9th grade and continuing through 12th grade, to enroll in the PWR program. Allows a local education provider to modify its PWR program for a student with disabilities to align with the goals of the student's individualized education program. Directs the department of education, the department of higher education, and the state institutions of higher education to assist local education providers in implementing the PWR program.

Directs each local education provider that operates a high school to select one or more PWR assessments from among those approved by the state board and the CCHE and to administer the PWR assessments. Allows a local school board to allow a district charter high school to adopt its own PWR assessments from among the approved PWR

assessments. Directs each high school to administer the PWR assessment periodically to students enrolled in 9th, 10th, 11th, and 12th grade to measure progress in demonstrating PWR. Requires a teacher or counselor to review each student's PWR assessment results with the student and his or her parent and determine the areas in which the student needs continued instruction to master the PWR standards. Requires each high school student's final transcript to describe the student's level of PWR based on the student's level of performance in the PWR program and on the PWR assessment.

Allows a school district, BOCES, or institute charter high school to choose to grant a student a readiness endorsement or an endorsement indicating outstanding achievement on the student's high school diploma, based on the criteria adopted by the state board. For a student who receives a readiness endorsement, guarantees that the student meets academic requirements for admission, and is eligible for placement into credit-bearing courses, at all open, modified open, and moderately selective public institutions of higher education in Colorado or priority consideration and eligibility for placement into credit-bearing courses at all other public institutions of higher education.

Directs the department of education to submit reports to the education committees of the general assembly concerning implementation of school readiness, the PESE standards, and PWR.

Delays the requirement that the state board adopt guidelines for high school graduation requirements to coincide with the adoption of the school readiness description, the PESE standards, and the PWR description. Directs the state board to take into account the PWR description and the PESE standards and to align the high school graduation requirements with them.

Requires the CCHE, following adoption of the PWR description, to revise the minimum academic admission standards for first-time freshmen and transfer students to ensure they are aligned with the PWR description. Requires the department of higher education annually to report to the education committees of the general assembly concerning the enrollment, rate of persistence, and types of academic degrees attained by high school graduating classes.

Makes conforming amendments.

---

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

2 **SECTION 1.** Article 7 of title 22, Colorado Revised Statutes, is  
3 amended BY THE ADDITION OF A NEW PART to read:

4 **PART 10**

1 PRESCHOOL TO POSTSECONDARY  
2 EDUCATION ALIGNMENT

3 **22-7-1001. Short title.** THIS PART 10 SHALL BE KNOWN AND MAY  
4 BE CITED AS THE "PRESCHOOL TO POSTSECONDARY EDUCATION  
5 ALIGNMENT ACT".

6 **22-7-1002. Legislative declaration.** (1) THE GENERAL  
7 ASSEMBLY HEREBY FINDS THAT:

8 (a) SINCE 1993, IMPLEMENTATION OF STANDARDS-BASED  
9 EDUCATION HAS RESULTED IN SIGNIFICANT INCREASES IN THE ABILITY OF  
10 SCHOOL DISTRICTS AND THE STATE TO MEASURE WHAT EACH STUDENT  
11 KNOWS AND IS ABLE TO DEMONSTRATE AT VARIOUS LEVELS IN THE  
12 STUDENT'S ACADEMIC CAREER AND IN SIGNIFICANT INCREASES IN  
13 LEARNING AND ACADEMIC ACHIEVEMENT AMONG SOME STUDENTS  
14 ENROLLED IN THE PUBLIC SCHOOLS OF THE STATE;

15 (b) HOWEVER, COLORADO CONTINUES TO SEE A WIDENING OF THE  
16 ACHIEVEMENT GAP, UNACCEPTABLY HIGH DROPOUT RATES THROUGHOUT  
17 THE STATE, UNACCEPTABLY LOW NUMBERS OF HIGH SCHOOL GRADUATES  
18 WHO CONTINUE INTO AND SUCCESSFULLY COMPLETE HIGHER EDUCATION,  
19 AND AN UNACCEPTABLY HIGH NEED FOR REMEDIATION AMONG THOSE  
20 STUDENTS WHO DO CONTINUE INTO HIGHER EDUCATION;

21 (c) FROM THE INCEPTION OF THE NATION, PUBLIC EDUCATION WAS  
22 INTENDED BOTH TO PREPARE STUDENTS FOR THE WORKFORCE AND TO  
23 PREPARE THEM TO TAKE THEIR PLACE IN SOCIETY AS INFORMED, ACTIVE  
24 CITIZENS WHO ARE READY TO BOTH PARTICIPATE AND LEAD IN  
25 CITIZENSHIP. IN RECENT YEARS, THE EMPHASIS IN PUBLIC EDUCATION HAS  
26 BEEN SQUARELY PLACED ON THE AREAS OF READING, WRITING,  
27 MATHEMATICS, AND SCIENCE, BUT IT IS IMPORTANT THAT EDUCATION

1 REFORM ALSO EMPHASIZE THE PUBLIC EDUCATION SYSTEM'S HISTORIC  
2 MISSION OF EDUCATION FOR ACTIVE PARTICIPATION IN DEMOCRACY.

3 (d) WITH THE ADVENT OF THE TWENTY-FIRST CENTURY AND  
4 INCREASING EXPECTATIONS AND DEMANDS WITH REGARD TO THE USE OF  
5 TECHNOLOGY AND HIGHER-LEVEL CRITICAL THINKING SKILLS, COUPLED  
6 WITH INCREASING LEVELS OF NATIONAL AND INTERNATIONAL ECONOMIC  
7 COMPETITION, IT IS NOW IMPERATIVE THAT THE STATE MOVE TO THE NEXT  
8 GENERATION OF STANDARDS-BASED EDUCATION.

9 (2) THE GENERAL ASSEMBLY FINDS THAT:

10 (a) MORE AND MORE STUDIES INDICATE THAT HIGH-QUALITY  
11 EARLY LEARNING EXPERIENCES ARE CRUCIAL TO ENSURING STUDENTS'  
12 ULTIMATE SUCCESS IN SCHOOL, IN POSTSECONDARY EDUCATION, IN THE  
13 WORKFORCE, AND IN LIFE, GENERALLY;

14 (b) THE NEXT GENERATION OF STANDARDS-BASED EDUCATION  
15 MUST TAKE INTO ACCOUNT THE FACT THAT CHILDREN ENTER SCHOOL WITH  
16 VARYING SKILLS AND EXPERIENCES. UNDER THE COLORADO STUDENT  
17 ASSESSMENT PROGRAM, COLORADO DOES NOT HAVE THE ABILITY TO  
18 DESCRIBE ACHIEVEMENT GAPS UNTIL STUDENTS ARE IN THIRD GRADE,  
19 WHICH, IN MOST CIRCUMSTANCES, IS TOO LATE TO ADEQUATELY ADDRESS  
20 THE VARYING SKILL LEVELS AND EXPERIENCES WITH WHICH THE STUDENTS  
21 ENTERED SCHOOL. UNDERSTANDING THE SKILLS, KNOWLEDGE, AND  
22 BEHAVIOR THAT STUDENTS BRING TO THEIR EARLIEST YEARS OF PUBLIC  
23 EDUCATION WILL PROVIDE CRUCIAL INFORMATION TO FAMILIES,  
24 COMMUNITIES, SCHOOLS, AND TEACHERS SO THAT THEY CAN BETTER  
25 SUPPORT YOUNG CHILDREN'S LEARNING AND DEVELOPMENT.

26 (c) WITH THE INCREASING NUMBER OF CHILDREN WHO  
27 PARTICIPATE IN PRESCHOOL AND THE RECOGNIZED IMPORTANCE OF

1 PROVIDING A HIGH-QUALITY PRESCHOOL EXPERIENCE, THE NEXT  
2 GENERATION OF STANDARDS-BASED EDUCATION MUST ENSURE THAT  
3 PRESCHOOLS PROVIDE VERY HIGH-QUALITY SERVICES THAT ARE MOST  
4 LIKELY TO HELP STUDENTS DEVELOP THE NECESSARY SKILLS TO EXCEL AS  
5 THEY ENTER ELEMENTARY SCHOOL.

6 (3) THE GENERAL ASSEMBLY FINDS THAT:

7 (a) THE NEXT GENERATION OF STANDARDS-BASED EDUCATION  
8 MUST CONSIDER THE NEEDS OF THE WHOLE STUDENT BY CREATING A RICH  
9 AND BALANCED CURRICULUM;

10 (b) THE NEXT GENERATION OF STANDARDS-BASED EDUCATION  
11 MUST ALSO TAKE INTO ACCOUNT THE FACT THAT, WHILE ALL STUDENTS  
12 MUST BE WELL PREPARED FOR ACTIVE CITIZENSHIP, DIFFERENT STUDENTS  
13 WILL HAVE DIFFERENT CAREER ASPIRATIONS: SOME WILL SEEK HIGHER  
14 EDUCATION UPON GRADUATION; SOME WILL SEEK CAREER OR TECHNICAL  
15 TRAINING TO PURSUE A PARTICULAR VOCATION; OTHERS WILL  
16 IMMEDIATELY SEEK TO ENTER THE WORKFORCE;

17 (c) IN THE MODERN WORLD, HOWEVER, THERE IS LITTLE VARIATION  
18 IN THE LEVEL OF ACADEMIC PREPAREDNESS THAT A STUDENT MUST  
19 ACHIEVE IN ORDER TO SUCCEED AFTER HIGH SCHOOL, REGARDLESS OF THE  
20 STUDENT'S ASPIRATIONS. TO BE SUCCESSFUL IN THE WORKFORCE AND  
21 EARN A LIVING WAGE IMMEDIATELY UPON GRADUATION FROM HIGH  
22 SCHOOL, A STUDENT NEEDS NEARLY THE SAME LEVEL OF ACADEMIC  
23 ACHIEVEMENT AND PREPARATION THAT HE OR SHE WOULD NEED TO  
24 CONTINUE INTO CAREER AND TECHNICAL OR HIGHER EDUCATION.

25 (d) IN PROVIDING THE CURRICULA TO ENSURE THAT EACH STUDENT  
26 ATTAINS THE LEVEL OF ACADEMIC ACHIEVEMENT AND PREPARATION HE OR  
27 SHE NEEDS TO CONTINUE INTO THE STUDENT'S CHOSEN POST-GRADUATION

1 PATH OF ENTERING THE WORKFORCE, CAREER AND TECHNICAL EDUCATION,  
2 OR HIGHER EDUCATION, A WIDE VARIETY OF CURRICULAR AND PROGRAM  
3 OPTIONS WILL BE NECESSARY TO SPARK IN EACH STUDENT THE AMBITION  
4 AND DESIRE TO GRADUATE FROM HIGH SCHOOL AND ACHIEVE HIS OR HER  
5 ASPIRATIONS;

6 (e) PUBLIC EDUCATION MUST ENCOURAGE AND ACCOMMODATE  
7 STUDENTS' EXPOSURE TO AND INVOLVEMENT IN POSTSECONDARY  
8 PLANNING AND IN ACTIVITIES THAT DEVELOP CREATIVITY AND  
9 INNOVATION SKILLS; CRITICAL-THINKING AND PROBLEM-SOLVING SKILLS;  
10 COMMUNICATION AND COLLABORATION SKILLS; SOCIAL AND CULTURAL  
11 AWARENESS; CIVIC ENGAGEMENT; INITIATIVE AND SELF-DIRECTION;  
12 FLEXIBILITY; PRODUCTIVITY AND ACCOUNTABILITY; CHARACTER AND  
13 LEADERSHIP; INFORMATION TECHNOLOGY APPLICATION SKILLS; AND  
14 OTHER SKILLS CRITICAL TO PREPARING STUDENTS FOR THE  
15 TWENTY-FIRST-CENTURY WORKFORCE AND FOR ACTIVE CITIZENSHIP;

16 (f) THE ULTIMATE GOAL OF PUBLIC EDUCATION, WHATEVER THE  
17 STUDENT'S POST-HIGH SCHOOL ASPIRATIONS MAY BE OR WHATEVER THEY  
18 MAY BECOME OVER TIME, IS TO ENSURE THAT, TO THE EXTENT POSSIBLE,  
19 EACH STUDENT IS PREPARED TO MEET HIS OR HER FULL POTENTIAL. TO  
20 THIS END, THE SYSTEM OF PRESCHOOL THROUGH POSTSECONDARY PUBLIC  
21 EDUCATION, AND THE EDUCATORS WHO ENSURE ITS SUCCESS, SHOULD  
22 NEVER CEASE IN STRIVING TO HELP A STUDENT ACHIEVE MASTERY OF BOTH  
23 KNOWLEDGE AND SKILLS.

24 (4) THE GENERAL ASSEMBLY CONCLUDES, THEREFORE, THAT:

25 (a) TO EDUCATE STUDENTS TO THEIR FULL POTENTIAL, THE STATE  
26 MUST ALIGN THE PUBLIC EDUCATION SYSTEM FROM PRESCHOOL THROUGH  
27 POSTSECONDARY AND WORKFORCE READINESS. THIS ALIGNMENT WILL

1 ENSURE THAT A STUDENT WHO ENTERS SCHOOL READY TO SUCCEED AND  
2 ACHIEVES THE REQUIRED LEVEL OF PROFICIENCY ON STANDARDS AS HE OR  
3 SHE PROGRESSES THROUGH ELEMENTARY AND SECONDARY EDUCATION  
4 WILL HAVE ACHIEVED POSTSECONDARY AND WORKFORCE READINESS  
5 WHEN THE STUDENT GRADUATES FROM HIGH SCHOOL, IF NOT EARLIER. AS  
6 SUCH, THE STUDENT WILL BE READY TO ENTER THE WORKFORCE OR TO  
7 ENTER POSTSECONDARY EDUCATION WITHOUT NEED FOR REMEDIATION.

8 (b) ALIGNMENT OF STANDARDS FROM PRESCHOOL THROUGH  
9 POSTSECONDARY AND WORKFORCE READINESS REQUIRES THAT THE STATE  
10 BOARD OF EDUCATION AND THE COLORADO COMMISSION ON HIGHER  
11 EDUCATION, WITH THE DEPARTMENTS OF EDUCATION AND HIGHER  
12 EDUCATION, WORK IN CLOSE COLLABORATION TO CREATE A SEAMLESS  
13 SYSTEM OF PUBLIC EDUCATION STANDARDS, EXPECTATIONS, AND  
14 ASSESSMENTS;

15 (c) CREATING THIS SEAMLESS SYSTEM OF STANDARDS,  
16 EXPECTATIONS, AND ASSESSMENTS FROM PRESCHOOL THROUGH  
17 POSTSECONDARY AND WORKFORCE READINESS IS A MULTI-FACETED AND  
18 COMPLEX PROJECT THAT WILL REQUIRE MULTIPLE STAGES OF PLANNING,  
19 DESIGN, AND IMPLEMENTATION AND THAT WILL LIKELY CONTINUE OVER  
20 YEARS. FURTHER, ACHIEVING THE GOALS OUTLINED IN THIS PART 10 WILL  
21 LIKELY REQUIRE THE REALLOCATION OF EXISTING STATE RESOURCES AND  
22 THE IDENTIFICATION AND ALLOCATION OF NEW RESOURCES TO MEET  
23 INCREASED NEEDS AT THE STATE AND LOCAL LEVELS, INCLUDING BUT NOT  
24 LIMITED TO SIGNIFICANT INVESTMENT IN PROFESSIONAL DEVELOPMENT  
25 FOR EDUCATORS.

26 (d) ALIGNING STANDARDS FROM PRESCHOOL THROUGH  
27 POSTSECONDARY AND WORKFORCE READINESS AND CREATING A SEAMLESS

1 SYSTEM OF PUBLIC EDUCATION WILL PLACE EVEN GREATER DEMANDS ON  
2 PRINCIPALS, TEACHERS, AND OTHER EDUCATORS. THE GENERAL  
3 ASSEMBLY RECOGNIZES THAT, ENABLING THEM TO MEET THESE DEMANDS  
4 WILL REQUIRE AN INVESTMENT IN PROFESSIONAL DEVELOPMENT.

5 (e) THROUGHOUT THE PROCESS OF CREATING A SEAMLESS SYSTEM  
6 OF PUBLIC EDUCATION IN COLORADO, THE STATE BOARD OF EDUCATION  
7 AND THE COLORADO COMMISSION ON HIGHER EDUCATION MUST ENSURE  
8 THAT THE STANDARDS FOR PRESCHOOL THROUGH ELEMENTARY AND  
9 SECONDARY EDUCATION, CULMINATING IN POSTSECONDARY AND  
10 WORKFORCE READINESS, ARE SUFFICIENTLY RELEVANT AND RIGOROUS TO  
11 ENSURE THAT EACH STUDENT WHO RECEIVES A PUBLIC EDUCATION IN  
12 COLORADO IS PREPARED TO COMPETE ACADEMICALLY AND  
13 ECONOMICALLY WITHIN THE STATE OR ANYWHERE IN THE NATION OR THE  
14 WORLD.

15 (5) THE GENERAL ASSEMBLY FINDS AND DECLARES THAT, FOR  
16 PURPOSES OF SECTION 17 OF ARTICLE IX OF THE STATE CONSTITUTION,  
17 ADOPTION AND IMPLEMENTATION OF A SCHOOL READINESS DESCRIPTION,  
18 OF STANDARDS AND ALIGNED ASSESSMENTS FOR PRESCHOOL THROUGH  
19 ELEMENTARY AND SECONDARY EDUCATION, AND OF A POSTSECONDARY  
20 AND WORKFORCE READINESS DESCRIPTION ARE CRITICAL ELEMENTS OF  
21 ACCOUNTABLE EDUCATION REFORM AND ACCOUNTABLE PROGRAMS TO  
22 MEET STATE ACADEMIC STANDARDS AND MAY THEREFORE RECEIVE  
23 FUNDING FROM THE STATE EDUCATION FUND CREATED IN SECTION 17 (4)  
24 OF ARTICLE IX OF THE STATE CONSTITUTION.

25 **22-7-1003. Definitions.** AS USED IN THIS PART 10, UNLESS THE  
26 CONTEXT OTHERWISE REQUIRES:

27 (1) "ASSESSMENT" MEANS THE METHOD USED TO COLLECT

1 EVIDENCE OF WHAT A STUDENT KNOWS AND IS ABLE TO DO AND TO  
2 MEASURE A STUDENT'S ACADEMIC PROGRESS TOWARD ATTAINING A  
3 STANDARD.

4 (2) "BOARD OF COOPERATIVE SERVICES" OR "BOCES" MEANS A  
5 BOARD OF COOPERATIVE SERVICES CREATED AND OPERATING PURSUANT  
6 TO ARTICLE 5 OF THIS TITLE THAT OPERATES ONE OR MORE PUBLIC  
7 SCHOOLS.

8 (3) "COMMISSION" MEANS THE COLORADO COMMISSION ON  
9 HIGHER EDUCATION CREATED PURSUANT TO SECTION 23-1-102, C.R.S.

10 (4) "COMMISSIONER" MEANS THE COMMISSIONER OF EDUCATION  
11 APPOINTED BY THE STATE BOARD PURSUANT TO SECTION 22-2-110.

12 (5) "DISTRICT CHARTER SCHOOL" MEANS A CHARTER SCHOOL  
13 AUTHORIZED BY A SCHOOL DISTRICT PURSUANT TO PART 1 OF ARTICLE 30.5  
14 OF THIS TITLE. A DISTRICT CHARTER SCHOOL IS A "DISTRICT CHARTER  
15 HIGH SCHOOL" IF IT SERVES ANY OF GRADES NINE THROUGH TWELVE.

16 (6) "DIVISION OF CHILD CARE" MEANS THE DIVISION WITHIN THE  
17 DEPARTMENT OF HUMAN SERVICES THAT IS RESPONSIBLE FOR CHILD CARE  
18 REGULATION.

19 (7) "EXECUTIVE DIRECTOR" MEANS THE EXECUTIVE DIRECTOR OF  
20 THE DEPARTMENT OF HIGHER EDUCATION APPOINTED BY THE GOVERNOR  
21 PURSUANT TO SECTION 24-1-114, C.R.S.

22 (8) "INSTITUTE CHARTER SCHOOL" MEANS A CHARTER SCHOOL  
23 AUTHORIZED BY THE STATE CHARTER SCHOOL INSTITUTE PURSUANT TO  
24 PART 5 OF ARTICLE 30.5 OF THIS TITLE. AN INSTITUTE CHARTER SCHOOL  
25 IS AN "INSTITUTE CHARTER HIGH SCHOOL" IF IT SERVES ANY OF GRADES  
26 NINE THROUGH TWELVE.

27 (9) "LOCAL EDUCATION PROVIDER" MEANS A SCHOOL DISTRICT, A

1 BOARD OF COOPERATIVE SERVICES, A DISTRICT CHARTER SCHOOL, OR AN  
2 INSTITUTE CHARTER SCHOOL.

3 (10) "LOCAL SCHOOL BOARD" MEANS A SCHOOL DISTRICT BOARD  
4 OF EDUCATION.

5 (11) "P-20 COUNCIL" MEANS THE P-20 EDUCATION COORDINATING  
6 COUNCIL APPOINTED BY THE GOVERNOR PURSUANT TO EXECUTIVE ORDER  
7 B 003 07.

8 (12) "PILOT PROGRAM" MEANS THE PILOT PROGRAM FOR  
9 ADMINISTRATION OF POSTSECONDARY AND WORKFORCE PLANNING,  
10 PREPARATION, AND READINESS ASSESSMENTS IMPLEMENTED PURSUANT TO  
11 SECTION 22-7-1007.

12 (13) "POSTSECONDARY AND WORKFORCE PLANNING ASSESSMENT"  
13 MEANS AN ASSESSMENT OR BATTERY OF ASSESSMENTS ADMINISTERED TO  
14 STUDENTS IN EIGHTH OR NINTH GRADE THAT, AT A MINIMUM, TESTS IN THE  
15 AREAS OF READING, MATHEMATICS, AND SCIENCE, PROVIDES GUIDANCE  
16 REGARDING A STUDENT'S LEVEL OF ACADEMIC PREPARATION FOR ENTRY  
17 INTO POSTSECONDARY EDUCATION OR THE WORKFORCE, AND IS RELEVANT  
18 TO THE STUDENT FOR PURPOSES OF POSTSECONDARY PLANNING.

19 (14) "POSTSECONDARY AND WORKFORCE PREPARATION  
20 ASSESSMENT" MEANS AN ASSESSMENT OR BATTERY OF ASSESSMENTS  
21 ADMINISTERED TO STUDENTS IN TENTH GRADE THAT, AT A MINIMUM,  
22 TESTS IN THE AREAS OF READING, MATHEMATICS, AND SCIENCE, PROVIDES  
23 GUIDANCE REGARDING A STUDENT'S LEVEL OF ACADEMIC PREPARATION  
24 FOR ENTRY INTO POSTSECONDARY EDUCATION OR THE WORKFORCE, AND  
25 IS RELEVANT TO COLLEGE ADMISSION DETERMINATIONS.

26 (15) "POSTSECONDARY AND WORKFORCE READINESS" MEANS THE  
27      KNOWLEDGE AND SKILLS THAT A STUDENT SHOULD HAVE ATTAINED

1 PRIOR TO OR UPON ATTAINING A HIGH SCHOOL DIPLOMA, AS ADOPTED  
2 JOINTLY BY THE STATE BOARD AND THE COMMISSION PURSUANT TO  
3 SECTION 22-7-1008.

4 (16) "POSTSECONDARY AND WORKFORCE READINESS ASSESSMENT"  
5 MEANS AN ASSESSMENT OR BATTERY OF ASSESSMENTS ADMINISTERED TO  
6 STUDENTS IN ELEVENTH GRADE THAT, AT A MINIMUM, TESTS IN THE AREAS  
7 OF READING, MATHEMATICS, AND SCIENCE AND IS RELEVANT TO COLLEGE  
8 ADMISSION DETERMINATIONS BY INSTITUTIONS OF HIGHER EDUCATION  
9 THROUGHOUT THE UNITED STATES.

10 (17) "POSTSECONDARY AND WORKFORCE READINESS PROGRAM"  
11 MEANS A PROGRAM OF STUDY THAT, PRIOR TO OR BEGINNING IN NINTH  
12 GRADE AND CONTINUING THROUGH TWELFTH GRADE, IS DESIGNED TO  
13 PREPARE A STUDENT TO DEMONSTRATE POSTSECONDARY AND WORKFORCE  
14 READINESS PRIOR TO OR UPON ATTAINING A HIGH SCHOOL DIPLOMA.

15 (18) "POSTSECONDARY EDUCATION" MEANS ALL FORMAL PUBLIC  
16 EDUCATION THAT REQUIRES AS A PREREQUISITE THE ACQUISITION OF A  
17 HIGH SCHOOL DIPLOMA OR ITS EQUIVALENT. "POSTSECONDARY  
18 EDUCATION" INCLUDES PROGRAMS RESULTING IN ACQUISITION OF A  
19 CERTIFICATE, AN ASSOCIATE DEGREE OF APPLIED SCIENCES, AN ASSOCIATE  
20 DEGREE OF GENERAL STUDIES, AN ASSOCIATE DEGREE OF ARTS, OR AN  
21 ASSOCIATE DEGREE OF SCIENCE AND ALL BACCALAUREATE DEGREE  
22 PROGRAMS.

23 (19) "REGIONAL EDUCATOR MEETING" MEANS A MEETING  
24 CONVENED PURSUANT TO SECTION 22-7-1011 BY THE COMMISSIONER AND  
25 THE EXECUTIVE DIRECTOR IN A REGIONAL SERVICE AREA.

26 (20) "SCHOOL DISTRICT" MEANS A SCHOOL DISTRICT, OTHER THAN  
27 A JUNIOR COLLEGE DISTRICT, ORGANIZED AND EXISTING PURSUANT TO

1 LAW.

2 (21) "SCHOOL READINESS" MEANS THE LEVEL OF DEVELOPMENT  
3 THAT INDICATES A CHILD IS ABLE TO ENGAGE IN AND BENEFIT FROM  
4 ELEMENTARY SCHOOL CLASSROOM ENVIRONMENTS, AS ADOPTED BY THE  
5 STATE BOARD PURSUANT TO SECTION 22-7-1004.

6 (22) "STANDARD" MEANS A CLEAR, MEASURABLE, LEARNING  
7 TARGET FOR WHAT A STUDENT SHOULD KNOW OR BE ABLE TO DO RELATIVE  
8 TO A PARTICULAR INSTRUCTIONAL AREA.

9 (23) "STATE BOARD" MEANS THE STATE BOARD OF EDUCATION  
10 CREATED PURSUANT TO SECTION 1 OF ARTICLE IX OF THE STATE  
11 CONSTITUTION.

12 (24) "STATE PLAN" MEANS THE STATE PLAN REQUIRED BY THE  
13 FEDERAL "NO CHILD LEFT BEHIND ACT OF 2001", 20 U.S.C. SEC. 6301 ET  
14 SEQ.

15 **22-7-1004. School readiness description - school readiness**  
16 **assessment - adoption - revisions.** (1) ON OR BEFORE DECEMBER 15,  
17 2008, THE STATE BOARD SHALL ADOPT A DESCRIPTION OF SCHOOL  
18 READINESS. THE STATE BOARD, IN ADOPTING THE SCHOOL READINESS  
19 DESCRIPTION SHALL ENSURE THAT, AT A MINIMUM, SCHOOL READINESS  
20 INCLUDES PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT, SOCIAL AND  
21 EMOTIONAL DEVELOPMENT, LANGUAGE AND COMPREHENSION  
22 DEVELOPMENT, AND COGNITION AND GENERAL KNOWLEDGE.

23 (2) (a) ON OR BEFORE DECEMBER 15, 2010, THE STATE BOARD  
24 SHALL ADOPT ONE OR MORE ASSESSMENTS THAT ARE ALIGNED WITH THE  
25 DESCRIPTION OF SCHOOL READINESS AND ARE SUITABLE FOR MEASURING  
26 STUDENTS' LEVELS OF SCHOOL READINESS. IN ADOPTING ASSESSMENTS OF  
27 STUDENTS' SCHOOL READINESS, THE STATE BOARD SHALL CONSIDER

1 ASSESSMENTS THAT ARE RESEARCH-BASED; RECOGNIZED NATIONWIDE AS  
2 RELIABLE INSTRUMENTS FOR MEASURING SCHOOL READINESS; AND  
3 SUITABLE FOR DETERMINING THE INSTRUCTION AND INTERVENTIONS  
4 STUDENTS NEED TO IMPROVE THEIR READINESS TO SUCCEED IN SCHOOL.  
5 SCHOOL READINESS ASSESSMENTS SHALL NOT BE USED TO DENY A  
6 STUDENT ADMISSION OR PROGRESSION TO KINDERGARTEN OR FIRST  
7 GRADE.

8 (b) SCHOOL READINESS ASSESSMENT RESULTS SHALL NOT BE  
9 PUBLICLY REPORTED FOR INDIVIDUAL STUDENTS. FOLLOWING ADOPTION  
10 OF THE SCHOOL READINESS ASSESSMENT, THE STATE BOARD SHALL ADOPT  
11 A SYSTEM FOR REPORTING POPULATION-LEVEL RESULTS THAT PROVIDE  
12 BASELINE DATA FOR MEASURING OVERALL CHANGE AND IMPROVEMENT IN  
13 STUDENTS' SKILLS AND KNOWLEDGE OVER TIME.

14 (3) (a) ON OR BEFORE JULY 1, 2015, AND ON OR BEFORE JULY 1  
15 EVERY SIX YEARS THEREAFTER, THE STATE BOARD SHALL REVIEW THE  
16 SCHOOL READINESS DESCRIPTION AND THE SCHOOL READINESS  
17 ASSESSMENTS AND SHALL ADOPT ANY APPROPRIATE REVISIONS TO EITHER  
18 THE DESCRIPTION OR THE ASSESSMENTS.

19 (b) THE STATE BOARD SHALL ENSURE THAT ANY REVISIONS  
20 ADOPTED PURSUANT TO THIS SUBSECTION (3) CONTINUE TO MEET THE  
21 REQUIREMENTS FOR THE DESCRIPTION OF SCHOOL READINESS AND THE  
22 SCHOOL READINESS ASSESSMENTS SPECIFIED IN THIS SECTION.

23 **22-7-1005. Preschool through elementary and secondary**  
24 **education - aligned standards - adoption - revisions.** (1) ON OR  
25 BEFORE DECEMBER 15, 2009, THE STATE BOARD SHALL ADOPT STANDARDS  
26 THAT IDENTIFY THE    KNOWLEDGE AND SKILLS THAT A STUDENT SHOULD  
27 ACQUIRE AS THE STUDENT PROGRESSES FROM PRESCHOOL THROUGH

1 ELEMENTARY AND SECONDARY EDUCATION.

2 (2) (a) THE STATE BOARD SHALL ENSURE THAT THE PRESCHOOL  
3 THROUGH ELEMENTARY AND SECONDARY EDUCATION STANDARDS, AT A  
4 MINIMUM, INCLUDE STANDARDS IN READING, WRITING, MATHEMATICS,  
5 SCIENCE, HISTORY, GEOGRAPHY, VISUAL AND PERFORMING ARTS,  
6 PHYSICAL EDUCATION, WORLD LANGUAGES, ECONOMICS, CIVICS, AND ANY  
7 OTHER INSTRUCTIONAL AREAS FOR WHICH THE STATE BOARD HAD  
8 ADOPTED STANDARDS AS OF JANUARY 1, 2008.

9 (b) IN DEVELOPING THE PRESCHOOL THROUGH ELEMENTARY AND  
10 SECONDARY EDUCATION STANDARDS, THE STATE BOARD SHALL ALSO TAKE  
11 INTO ACCOUNT ANY CAREER AND TECHNICAL EDUCATION STANDARDS  
12 ADOPTED BY THE STATE BOARD FOR COMMUNITY COLLEGES AND  
13 OCCUPATIONAL EDUCATION, CREATED IN SECTION 23-60-104, C.R.S., AND,  
14 TO THE EXTENT PRACTICABLE, SHALL ALIGN THE APPROPRIATE PORTIONS  
15 OF THE PRESCHOOL THROUGH ELEMENTARY AND SECONDARY EDUCATION  
16 STANDARDS WITH THE CAREER AND TECHNICAL EDUCATION STANDARDS.

17 (c) IN DEVELOPING THE PRESCHOOL THROUGH ELEMENTARY AND  
18 SECONDARY EDUCATION STANDARDS, THE STATE BOARD SHALL INCLUDE  
19 IDENTIFICATION OF THE LEVELS OF ATTAINMENT THAT A STUDENT SHALL  
20 ACHIEVE IN ORDER TO DEMONSTRATE READINESS FOR PROMOTION FROM  
21 ELEMENTARY GRADES TO MIDDLE SCHOOL GRADES AND FROM MIDDLE  
22 SCHOOL GRADES TO HIGH SCHOOL GRADES.

23 (3) THE STATE BOARD IN ADOPTING THE PRESCHOOL THROUGH  
24 ELEMENTARY AND SECONDARY EDUCATION STANDARDS SHALL:

25 (a) ALIGN THE STANDARDS TO ENSURE THAT A STUDENT WHO  
26 DEMONSTRATES ATTAINMENT OF THE STANDARDS AS THE STUDENT  
27 ADVANCES FROM PRESCHOOL THROUGH ELEMENTARY AND SECONDARY

1 EDUCATION WILL BE ABLE TO DEMONSTRATE POSTSECONDARY AND  
2 WORKFORCE READINESS PRIOR TO OR UPON ATTAINING A HIGH SCHOOL  
3 DIPLOMA;

4 (b) COLLABORATE WITH THE COMMISSION TO ENSURE THAT THE  
5 STANDARDS ARE ALIGNED WITH THE DESCRIPTION OF POSTSECONDARY  
6 AND WORKFORCE READINESS ADOPTED PURSUANT TO SECTION 22-7-1007;

7 (c) ENSURE THAT THE STANDARDS WILL FACILITATE  
8 LONGITUDINAL MEASUREMENT OF EACH STUDENT'S ACADEMIC GROWTH  
9 FROM PRESCHOOL THROUGH ELEMENTARY AND SECONDARY EDUCATION;

10 (d) ENSURE THAT THE STANDARDS INCLUDE DEVELOPMENT OF  
11 POSTSECONDARY PLANNING SKILLS AND THE APPLICATION OF THOSE  
12 SKILLS;

13 (e) ENSURE THAT, IN ADDITION TO MEASURING A STUDENT'S  
14 SUBJECT MATTER KNOWLEDGE, THE STANDARDS, TO THE EXTENT  
15 PRACTICABLE, WILL REQUIRE A STUDENT TO DEVELOP AND DEMONSTRATE  
16 CREATIVITY AND INNOVATION SKILLS; CRITICAL-THINKING AND  
17 PROBLEM-SOLVING SKILLS; COMMUNICATION AND COLLABORATION  
18 SKILLS; SOCIAL AND CULTURAL AWARENESS; CIVIC ENGAGEMENT;  
19 INITIATIVE AND SELF-DIRECTION; FLEXIBILITY; PRODUCTIVITY AND  
20 ACCOUNTABILITY; CHARACTER AND LEADERSHIP; INFORMATION  
21 TECHNOLOGY APPLICATION SKILLS; AND OTHER SKILLS CRITICAL TO  
22 PREPARING STUDENTS FOR THE TWENTY-FIRST-CENTURY WORKFORCE AND  
23 FOR ACTIVE CITIZENSHIP; AND

24 (f) ENSURE THAT THE STANDARDS ARE COMPARABLE IN SCOPE,  
25 RELEVANCE, AND RIGOR TO THE HIGHEST NATIONAL AND INTERNATIONAL  
26 STANDARDS THAT HAVE BEEN IMPLEMENTED SUCCESSFULLY AND ARE  
27 CONSISTENT WITH AND RELEVANT TO ACHIEVEMENT OF THE GOALS

1 SPECIFIED IN SECTION 22-7-1002.

2 (4) IN ADOPTING THE STANDARDS FOR PRESCHOOL THROUGH  
3 ELEMENTARY AND SECONDARY EDUCATION PURSUANT TO THIS SECTION,  
4 THE STATE BOARD SHALL ENSURE THAT THEY INCLUDE STANDARDS FOR  
5 GRADES NINE THROUGH TWELVE THAT ARE ALIGNED WITH THE  
6 POSTSECONDARY AND WORKFORCE PLANNING, PREPARATION, AND  
7 READINESS ASSESSMENTS ADOPTED BY THE STATE BOARD AND THE  
8 COMMISSION PURSUANT TO SECTION 22-7-1008.

9 (5) THE STATE BOARD SHALL MODIFY THE PRESCHOOL THROUGH  
10 ELEMENTARY AND SECONDARY EDUCATION STANDARDS ADOPTED  
11 PURSUANT TO THIS SECTION AS NECESSARY IN RESPONSE TO COMMENTS  
12 RECEIVED THROUGH THE PEER REVIEW PROCESS AND TO REFLECT THE  
13 CONTENTS OF THE STATE PLAN APPROVED PURSUANT TO SECTION  
14 22-7-1012.

15 (6) ON OR BEFORE JULY 1, 2015, AND ON OR BEFORE JULY 1 EVERY  
16 SIX YEARS THEREAFTER, THE STATE BOARD SHALL REVIEW AND ADOPT  
17 ANY APPROPRIATE REVISIONS TO THE PRESCHOOL THROUGH ELEMENTARY  
18 AND SECONDARY EDUCATION STANDARDS SPECIFIED IN THIS SECTION. IN  
19 ADOPTING REVISIONS, THE STATE BOARD MAY ADD OR DELETE ONE OR  
20 MORE OF THE SPECIFIC INSTRUCTIONAL AREAS BASED ON THE NEEDS OF  
21 THE STATE AND CHANGES IN NATIONAL AND INTERNATIONAL ACADEMIC  
22 EXPECTATIONS. IN ADOPTING REVISIONS TO THE STANDARDS PURSUANT  
23 TO THIS SUBSECTION (6), THE STATE BOARD SHALL ENSURE THAT THE  
24 STANDARDS CONTINUE TO MEET THE REQUIREMENTS SPECIFIED IN  
25 SUBSECTION (3) OF THIS SECTION.

26 **22-7-1006. Preschool through elementary and secondary**  
27 **education - aligned assessments - adoption - revisions.** (1) (a) ON OR

1 BEFORE DECEMBER 15, 2010, THE STATE BOARD SHALL ADOPT A SYSTEM  
2 OF ASSESSMENTS THAT ARE ALIGNED WITH THE PRESCHOOL THROUGH  
3 ELEMENTARY AND SECONDARY EDUCATION STANDARDS AND ARE  
4 DESIGNED TO MEASURE STUDENTS' LEVELS OF ATTAINMENT OF THE  
5 STANDARDS AND TO LONGITUDINALLY MEASURE STUDENTS' ACADEMIC  
6 PROGRESS TOWARD ATTAINING THE STANDARDS AND TOWARD ATTAINING  
7 POSTSECONDARY AND WORKFORCE READINESS. IN ADOPTING THE SYSTEM  
8 OF ASSESSMENTS, THE STATE BOARD SHALL ENSURE, AT A MINIMUM, THAT  
9 THE SYSTEM IS DESIGNED TO:

10 (I) PROVIDE RELEVANT, TIMELY RESULTS THAT WILL AID  
11 TEACHERS, PARENTS, AND STUDENTS IN IDENTIFYING AREAS IN WHICH  
12 STUDENTS MAY NEED ADDITIONAL SUPPORT OR ASSISTANCE IN ATTAINING  
13 THE STANDARDS;

14 (II) FACILITATE AND ENSURE LONGITUDINAL MEASUREMENT OF  
15 STUDENTS' ACADEMIC GROWTH OVER TIME;

16 (III) PROVIDE GUIDANCE TO TEACHERS, PARENTS, AND STUDENTS  
17 IN DETERMINING WHETHER EACH STUDENT IS MAKING THE NECESSARY  
18 PROGRESS TOWARD ACHIEVING POSTSECONDARY AND WORKFORCE  
19 READINESS;

20 (IV) PROVIDE RESULTS THAT MAY BE USED ACROSS MULTIPLE  
21 EDUCATION SYSTEMS AS A STUDENT PROGRESSES FROM PRESCHOOL  
22 THROUGH ELEMENTARY AND SECONDARY EDUCATION AND INTO  
23 POSTSECONDARY EDUCATION;

24 (V) MAINTAIN A HIGH LEVEL OF ACCOUNTABILITY ACROSS THE  
25 STATE FOR STUDENTS, SCHOOLS, AND SCHOOL DISTRICTS;

26 (VI) COMPLY WITH THE REQUIREMENTS OF FEDERAL LAW WITH  
27 REGARD TO STATEWIDE STANDARDIZED TESTING; AND

1 (VII) PROVIDE ASSESSMENT SCORES THAT ARE USEFUL IN  
2 MEASURING STUDENT ACADEMIC PERFORMANCE, THE ACADEMIC  
3 PERFORMANCE OF A SCHOOL, AND THE ACADEMIC PERFORMANCE OF A  
4 SCHOOL DISTRICT FOR PURPOSES OF STATE AND FEDERAL ACCOUNTABILITY  
5 SYSTEMS.

6 (b) IN ADOPTING A SYSTEM OF ASSESSMENTS, THE STATE BOARD  
7 SHALL GIVE CONSIDERATION TO THE USE OF AUTHENTIC ASSESSMENT  
8 METHODS, SUCH AS PORTFOLIOS, PROJECTS, AND PERFORMANCES, SO LONG  
9 AS THE ASSESSMENT METHODS ARE VALID AND RELIABLE, EMPLOY  
10 STANDARD SCORING CRITERIA, AND ALIGN WITH THE PRESCHOOL THROUGH  
11 ELEMENTARY AND SECONDARY EDUCATION STANDARDS.

12 (c) IN ADOPTING A SYSTEM OF ASSESSMENTS, THE STATE BOARD  
13 SHALL ALSO ADOPT SCORING CRITERIA FOR MEASURING A STUDENT'S  
14 LEVEL OF ATTAINMENT OF A STANDARD BASED ON THE STUDENT'S  
15 PERFORMANCE ON A PARTICULAR ASSESSMENT AND FOR MEASURING A  
16 STUDENT'S PROGRESS TOWARD ATTAINING POSTSECONDARY AND  
17 WORKFORCE READINESS.

18 (d) IN ADOPTING A SYSTEM OF ASSESSMENTS, THE STATE BOARD  
19 SHALL ALSO MAKE RECOMMENDATIONS CONCERNING A SYSTEM OF  
20 RATINGS FOR PUBLIC SCHOOLS THAT RECOGNIZES EACH SCHOOL'S SUCCESS  
21 IN SUPPORTING THE LONGITUDINAL ACADEMIC GROWTH OF THE STUDENTS  
22 ENROLLED IN THE PUBLIC SCHOOLS AND IN ACHIEVING ADEQUATE YEARLY  
23 PROGRESS AS REQUIRED BY FEDERAL LAW.

24 (e) IN ADOPTING A SYSTEM OF ASSESSMENTS, THE STATE BOARD  
25 SHALL RECOMMEND LEGISLATIVE CHANGES AS NECESSARY TO IMPLEMENT  
26 THE SYSTEM AND THE PROPOSED CHANGES TO THE SYSTEM OF RATINGS  
27 FOR PUBLIC SCHOOLS.

1 (2) IN ADOPTING THE SYSTEM OF ASSESSMENTS, THE STATE BOARD  
2 SHALL ENSURE THAT THEY INCLUDE THE POSTSECONDARY AND  
3 WORKFORCE PLANNING, PREPARATION, AND READINESS ASSESSMENTS  
4 ADOPTED BY THE STATE BOARD AND THE COMMISSION PURSUANT TO  
5 SECTION 22-7-1008.

6 (3) THE STATE BOARD SHALL MODIFY THE SYSTEM OF  
7 ASSESSMENTS ADOPTED PURSUANT TO THIS SECTION AS NECESSARY IN  
8 RESPONSE TO COMMENTS RECEIVED THROUGH THE PEER REVIEW PROCESS  
9 AND TO REFLECT THE CONTENTS OF THE STATE PLAN APPROVED PURSUANT  
10 TO SECTION 22-7-1012.

11 (4) ON OR BEFORE JULY 1, 2016, AND ON OR BEFORE JULY 1 EVERY  
12 SIX YEARS THEREAFTER, THE STATE BOARD SHALL REVIEW AND ADOPT  
13 ANY APPROPRIATE REVISIONS TO THE SYSTEM OF ASSESSMENTS SPECIFIED  
14 IN THIS SECTION. THE STATE BOARD MAY ADOPT REVISIONS TO AN  
15 ASSESSMENT OR ADOPT ADDITIONAL ASSESSMENTS, REGARDLESS OF  
16 WHETHER IT ADOPTS ANY REVISION TO THE STANDARDS WITH WHICH THE  
17 ASSESSMENT IS ALIGNED. IN ADOPTING REVISIONS TO THE SYSTEM OF  
18 ASSESSMENTS, THE STATE BOARD SHALL ENSURE THAT THE SYSTEM OF  
19 ASSESSMENTS CONTINUES TO MEET THE REQUIREMENTS SPECIFIED IN THIS  
20 SECTION.

21 **22-7-1007. Postsecondary and workforce readiness**  
22 **assessments pilot program - rules.** (1) (a) BEGINNING IN THE 2008-09  
23 ACADEMIC YEAR, THE DEPARTMENT OF EDUCATION SHALL IMPLEMENT A  
24 PILOT PROGRAM FOR THE PURPOSE OF EVALUATING STANDARDS AND  
25 COLLECTING DATA REGARDING STUDENT PERFORMANCE ON  
26 POSTSECONDARY AND WORKFORCE PLANNING, PREPARATION, AND  
27 READINESS ASSESSMENTS FROM ASSESSMENT VENDORS AND LOCAL

1 EDUCATION PROVIDERS THAT VOLUNTEER TO PARTICIPATE IN THE PILOT  
2 PROGRAM. THE STATE BOARD SHALL APPLY THE DATA IN CREATING  
3 STANDARDS FOR GRADES NINE THROUGH TWELVE, AND THE STATE BOARD  
4 AND THE COMMISSION SHALL APPLY THE DATA IN CREATING THE  
5 DESCRIPTION OF POSTSECONDARY AND WORKFORCE READINESS AND IN  
6 SELECTING THE POSTSECONDARY AND WORKFORCE PLANNING,  
7 PREPARATION, AND READINESS ASSESSMENTS THAT WILL BE  
8 ADMINISTERED STATEWIDE FOLLOWING COMPLETION OF THE PILOT  
9 PROGRAM.

10 (b) TO IMPLEMENT THE PILOT PROGRAM, THE DEPARTMENT OF  
11 EDUCATION SHALL INVITE NATIONALLY RECOGNIZED VENDORS OF  
12 POSTSECONDARY AND WORKFORCE PLANNING, PREPARATION, AND  
13 READINESS ASSESSMENTS TO PARTICIPATE IN THE PILOT PROGRAM. IN  
14 SELECTING THE VENDORS THAT WILL BE INVITED TO PARTICIPATE, THE  
15 DEPARTMENT SHALL INCLUDE, BUT NEED NOT BE LIMITED TO, AT LEAST  
16 ONE VENDOR THAT PROVIDES A SYSTEM OF POSTSECONDARY AND  
17 WORKFORCE PLANNING, PREPARATION, AND READINESS ASSESSMENTS  
18 THAT ARE ALIGNED TO DEMONSTRATE A STUDENT'S ACADEMIC GROWTH  
19 THROUGH THE NINTH, TENTH, AND ELEVENTH GRADES.

20 (c) THE DEPARTMENT OF EDUCATION SHALL PROVIDE  
21 INFORMATION TO LOCAL EDUCATION PROVIDERS CONCERNING THE  
22 CREATION AND OPERATION OF THE PILOT PROGRAM, INCLUDING BUT NOT  
23 LIMITED TO A LIST OF THE VENDORS THAT WILL BE PARTICIPATING AND THE  
24 DUTIES OF A LOCAL EDUCATION PROVIDER THAT CHOOSES TO PARTICIPATE  
25 IN THE PILOT PROGRAM.

26 (d) AS PART OF THE PILOT PROGRAM, THE DEPARTMENT OF  
27 EDUCATION SHALL SURVEY LOCAL EDUCATION PROVIDERS CONCERNING

1 THE POSTSECONDARY AND WORKFORCE PLANNING, PREPARATION, AND  
2 READINESS ASSESSMENTS, IF ANY, ADMINISTERED BY THE LOCAL  
3 EDUCATION PROVIDERS WITHIN THE PRECEDING FIVE YEARS. THE  
4 DEPARTMENT OF EDUCATION SHALL SOLICIT INFORMATION CONCERNING  
5 THE LOCAL EDUCATION PROVIDERS' DETERMINATION OF THE  
6 EFFECTIVENESS AND RELEVANCE OF THE ASSESSMENTS ADMINISTERED  
7 AND SHALL REQUEST ANY DATA COMPILED BY THE LOCAL EDUCATION  
8 PROVIDERS IN MAKING THEIR DETERMINATION.

9 (e) AS SOON AS POSSIBLE FOLLOWING THE EFFECTIVE DATE OF THIS  
10 SECTION, THE STATE BOARD SHALL PROMULGATE RULES PURSUANT TO THE  
11 "STATE ADMINISTRATIVE PROCEDURE ACT", ARTICLE 4 OF TITLE 24,  
12 C.R.S., FOR THE IMPLEMENTATION OF THE PILOT PROGRAM, INCLUDING  
13 BUT NOT LIMITED TO THE PROCEDURES AND TIME FRAMES BY WHICH A  
14 LOCAL EDUCATION PROVIDER SHALL NOTIFY THE DEPARTMENT OF  
15 EDUCATION OF ITS INTENT TO PARTICIPATE IN THE PILOT PROGRAM.

16 (f) FOR THE 2008-09 BUDGET YEAR, THE GENERAL ASSEMBLY  
17 SHALL APPROPRIATE MONEYS TO THE DEPARTMENT OF EDUCATION FOR  
18 DISTRIBUTION TO LOCAL EDUCATION PROVIDERS WHO PARTICIPATE IN THE  
19 PILOT PROGRAM TO ASSIST THEM IN DEFRAYING THE COSTS INCURRED IN  
20 ADMINISTERING THE POSTSECONDARY AND WORKFORCE PLANNING,  
21 PREPARATION, AND READINESS ASSESSMENTS. THE STATE BOARD SHALL  
22 PROMULGATE RULES DESCRIBING THE PROCESS BY WHICH THE  
23 DEPARTMENT SHALL DISTRIBUTE THE MONEYS TO PARTICIPATING LOCAL  
24 EDUCATION PROVIDERS, ENSURING TO THE EXTENT PRACTICABLE THAT  
25 MONEYS ARE DISTRIBUTED TO LOCAL EDUCATION PROVIDERS IN AREAS  
26 THROUGHOUT THE STATE AND OF VARYING ENROLLMENT SIZE AND TAKING  
27 INTO ACCOUNT THE FISCAL NEEDS OF EACH PARTICIPATING LOCAL

1 EDUCATION PROVIDER AND WHETHER THE PARTICIPATING LOCAL  
2 EDUCATION PROVIDER WAS ADMINISTERING POSTSECONDARY AND  
3 WORKFORCE PLANNING, PREPARATION, OR READINESS ASSESSMENTS PRIOR  
4 TO IMPLEMENTATION OF THE PILOT PROGRAM.

5 (2) EACH ASSESSMENT VENDOR THAT CHOOSES TO PARTICIPATE IN  
6 THE PILOT PROGRAM SHALL PROVIDE TO THE DEPARTMENT OF EDUCATION  
7 DATA CONCERNING ADMINISTRATION OF THE VENDOR'S ASSESSMENTS IN  
8 OTHER STATES, INCLUDING BUT NOT LIMITED TO TEST SCORE UNIT  
9 RECORDS. THE DEPARTMENT SHALL APPLY THE DATA IN PREPARING  
10 AMENDMENTS TO THE STATE PLAN, AS DESCRIBED IN SECTION 22-7-1012,  
11 AND IN ADJUSTING THE LONGITUDINAL GROWTH MODEL ADOPTED  
12 PURSUANT TO SECTION 22-7-604.3 TO ENSURE THAT THE RESULTS OF EACH  
13 ASSESSMENT THAT IS INCLUDED IN THE PILOT PROGRAM CAN BE USED TO  
14 MEASURE INDIVIDUAL STUDENT GROWTH TOWARD ATTAINING  
15 POSTSECONDARY AND WORKFORCE READINESS.

16 (3) EACH LOCAL EDUCATION PROVIDER THAT CHOOSES TO  
17 PARTICIPATE IN THE PILOT PROGRAM SHALL:

18 (a) DURING THE SPRING SEMESTER OF EACH ACADEMIC YEAR  
19 BEGINNING IN 2009, ADMINISTER A POSTSECONDARY AND WORKFORCE  
20 PLANNING ASSESSMENT, SELECTED BY THE LOCAL EDUCATION PROVIDER  
21 FROM AMONG THE ASSESSMENTS PROVIDED BY THE PARTICIPATING  
22 VENDORS, TO STUDENTS ENROLLED IN NINTH GRADE. A LOCAL EDUCATION  
23 PROVIDER MAY ALSO CHOOSE TO ADMINISTER THE POSTSECONDARY AND  
24 WORKFORCE PLANNING ASSESSMENT DURING THE FALL SEMESTER TO  
25 STUDENTS ENROLLED IN EIGHTH GRADE.

26 (b) DURING THE SPRING SEMESTER OF EACH ACADEMIC YEAR  
27 BEGINNING IN 2009, ADMINISTER A POSTSECONDARY AND WORKFORCE

1 PREPARATION ASSESSMENT, SELECTED BY THE LOCAL EDUCATION  
2 PROVIDER FROM AMONG THE ASSESSMENTS PROVIDED BY THE  
3 PARTICIPATING VENDORS, TO STUDENTS ENROLLED IN TENTH GRADE;

4 (c) DURING THE SPRING SEMESTER OF EACH ACADEMIC YEAR  
5 BEGINNING IN 2009, ADMINISTER A POSTSECONDARY AND WORKFORCE  
6 READINESS ASSESSMENT, SELECTED BY THE LOCAL EDUCATION PROVIDER  
7 FROM AMONG THE ASSESSMENTS PROVIDED BY THE PARTICIPATING  
8 VENDORS, TO STUDENTS ENROLLED IN ELEVENTH GRADE;

9 (d) DEVELOP AND IMPLEMENT A PROCESS BY WHICH THE LOCAL  
10 EDUCATION PROVIDER WILL SHARE THE RESULTS RECEIVED BY EACH  
11 STUDENT ON THE POSTSECONDARY AND WORKFORCE PLANNING,  
12 PREPARATION, AND READINESS ASSESSMENTS WITH THE STUDENT AND THE  
13 STUDENT'S PARENTS AS SOON AS POSSIBLE FOLLOWING RECEIPT OF THE  
14 RESULTS; AND

15 (e) ANNUALLY, ON OR BEFORE A DATE SPECIFIED BY RULE OF THE  
16 STATE BOARD, PROVIDE TO THE DEPARTMENT OF EDUCATION THE RESULTS  
17 ACHIEVED BY EACH STUDENT ON THE POSTSECONDARY AND WORKFORCE  
18 PLANNING, PREPARATION, OR READINESS ASSESSMENT AND ANY OTHER  
19 INFORMATION PERTAINING TO THE OPERATION OF THE PILOT PROGRAM  
20 THAT MAY BE REQUIRED BY STATE BOARD RULE.

21 (4) THE PILOT PROGRAM SHALL CONTINUE TO OPERATE AS  
22 DESCRIBED IN THIS SECTION UNTIL THE STATE BOARD AND THE  
23 COMMISSION, PURSUANT TO SECTION 22-7-1008 HAVE ADOPTED THE  
24 POSTSECONDARY AND WORKFORCE PLANNING, PREPARATION, AND  
25 READINESS ASSESSMENTS TO BE ADMINISTERED STATEWIDE.

26 [REDACTED]


27 **22-7-1008. Postsecondary and workforce readiness description**

1 **- postsecondary and workforce planning, preparation, and readiness**  
2 **assessments** == - adoption - revision. (1) (a) ON OR BEFORE DECEMBER  
3 15, 2009, THE STATE BOARD AND THE COMMISSION SHALL NEGOTIATE A  
4 CONSENSUS AND ADOPT A DESCRIPTION OF POSTSECONDARY AND  
5 WORKFORCE READINESS. IN DESCRIBING POSTSECONDARY AND  
6 WORKFORCE READINESS, THE STATE BOARD AND THE COMMISSION SHALL,  
7 AT A MINIMUM:

8 (I) DESCRIBE THE KNOWLEDGE AND SKILLS THAT ARE REQUIRED  
9 FOR A STUDENT == TO DEMONSTRATE POSTSECONDARY AND WORKFORCE  
10 READINESS;

11 (II) ENSURE THAT POSTSECONDARY AND WORKFORCE READINESS  
12 INCLUDES DEMONSTRATION OF POSTSECONDARY PLANNING SKILLS AND  
13 THE ABILITY TO APPLY THOSE SKILLS;

14 (III) DESCRIBE THE LEVEL OF ENGLISH LANGUAGE COMPETENCY  
15 THAT A STUDENT MUST DEMONSTRATE IN ORDER TO DEMONSTRATE  
16 POSTSECONDARY AND WORKFORCE READINESS;

17   
18 (IV) ENSURE THAT POSTSECONDARY AND WORKFORCE READINESS  
19 INCLUDES DEMONSTRATION OF A SUFFICIENTLY HIGH LEVEL OF  
20 COMPREHENSION OR SKILL TO SUCCESSFULLY COMPLETE, WITHOUT NEED  
21 FOR REMEDIATION, THE CORE ACADEMIC COURSES IDENTIFIED BY THE  
22 COMMISSION PURSUANT TO SECTION 23-1-125 (3), C.R.S.; AND

23 (V) ENSURE THAT, TO THE EXTENT PRACTICABLE, POSTSECONDARY  
24 AND WORKFORCE READINESS REQUIRES A STUDENT TO DEMONSTRATE  
25 CREATIVITY AND INNOVATION SKILLS; CRITICAL-THINKING AND  
26 PROBLEM-SOLVING SKILLS; COMMUNICATION AND COLLABORATION  
27 SKILLS; SOCIAL AND CULTURAL AWARENESS; CIVIC ENGAGEMENT;

1 INITIATIVE AND SELF-DIRECTION; FLEXIBILITY; PRODUCTIVITY AND  
2 ACCOUNTABILITY; CHARACTER AND LEADERSHIP; INFORMATION  
3 TECHNOLOGY APPLICATION SKILLS; AND OTHER SKILLS CRITICAL TO  
4 PREPARING STUDENTS FOR THE TWENTY-FIRST-CENTURY WORKFORCE AND  
5 FOR ACTIVE CITIZENSHIP.

6 (b) BASED ON THE DATA RECEIVED BY THE DEPARTMENT OF  
7 EDUCATION FROM THE OPERATION OF THE PILOT PROGRAM PURSUANT TO  
8 SECTION 22-7-1007, THE STATE BOARD AND THE COMMISSION MAY  
9 MODIFY THE DESCRIPTION OF POSTSECONDARY AND WORKFORCE  
10 READINESS AS APPROPRIATE TO ENSURE ALIGNMENT OF THE STANDARDS  
11 FOR GRADES NINE THROUGH TWELVE, THE POSTSECONDARY AND  
12 WORKFORCE PLANNING, PREPARATION, AND READINESS ASSESSMENTS,  
13 AND THE DESCRIPTION OF POSTSECONDARY AND WORKFORCE READINESS.  
14 THE STATE BOARD AND THE COMMISSION MAY FURTHER MODIFY THE  
15 DESCRIPTION OF POSTSECONDARY AND WORKFORCE READINESS AS  
16 NECESSARY BASED ON THE RECOMMENDATIONS RECEIVED THROUGH THE  
17 PEER REVIEW PROCESS ON THE AMENDED STATE PLAN PURSUANT TO  
18 SECTION 22-7-1012 TO ENSURE ALIGNMENT OF THE POSTSECONDARY AND  
19 WORKFORCE READINESS DESCRIPTION WITH THE STANDARDS AND  
20 ASSESSMENTS.

21 (2) (a) ON OR BEFORE DECEMBER 15, 2010, THE STATE BOARD AND  
22 THE COMMISSION SHALL NEGOTIATE A CONSENSUS AND ADOPT ONE OR  
23 MORE POSTSECONDARY AND WORKFORCE PLANNING ASSESSMENTS,  
24 POSTSECONDARY AND WORKFORCE PREPARATION ASSESSMENTS, AND  
25 POSTSECONDARY AND WORKFORCE READINESS ASSESSMENTS THAT LOCAL  
26 EDUCATION PROVIDERS SHALL ADMINISTER PURSUANT TO SECTION  
27 22-7-1016. THE STATE BOARD AND THE COMMISSION SHALL BASE THE

1 SELECTION OF THE POSTSECONDARY AND WORKFORCE PLANNING,  
2 PREPARATION, AND READINESS ASSESSMENTS ON THE INFORMATION  
3 RECEIVED THROUGH THE OPERATION OF THE PILOT PROGRAM, ENSURING  
4 THAT THE SELECTED ASSESSMENTS ARE ALIGNED WITH THE STANDARDS  
5 FOR GRADES NINE THROUGH TWELVE AND WITH THE DESCRIPTION OF  
6 POSTSECONDARY AND WORKFORCE READINESS.

7 (b) FOLLOWING ADOPTION OF THE POSTSECONDARY PLANNING,  
8 PREPARATION, AND READINESS ASSESSMENTS, THE STATE BOARD AND THE  
9 COMMISSION SHALL NEGOTIATE A CONSENSUS AND ADOPT SCORING  
10 CRITERIA FOR THE POSTSECONDARY AND WORKFORCE PLANNING,  
11 PREPARATION, AND READINESS ASSESSMENTS TO INDICATE A STUDENT'S  
12 LEVEL OF POSTSECONDARY AND WORKFORCE READINESS, BASED ON THE  
13 STUDENT'S LEVEL OF PERFORMANCE ON THE ASSESSMENTS. THE STATE  
14 BOARD AND THE COMMISSION SHALL ENSURE THAT THE SCORING CRITERIA  
15 FOR THE POSTSECONDARY AND WORKFORCE PLANNING, PREPARATION,  
16 AND READINESS ASSESSMENTS ARE ALIGNED WITH THE SCORING CRITERIA  
17 THAT APPLY TO THE SYSTEM OF ASSESSMENTS FOR PRESCHOOL THROUGH  
18 ELEMENTARY AND SECONDARY EDUCATION STANDARDS.

19 (c) THE STATE BOARD AND THE COMMISSION SHALL NEGOTIATE A  
20 CONSENSUS AND MODIFY THE POSTSECONDARY AND WORKFORCE  
21 PLANNING, PREPARATION, AND READINESS ASSESSMENTS ADOPTED  
22 PURSUANT TO THIS SECTION AS NECESSARY IN RESPONSE TO COMMENTS  
23 RECEIVED THROUGH THE PEER REVIEW PROCESS AND TO REFLECT THE  
24 CONTENTS OF THE STATE PLAN APPROVED PURSUANT TO SECTION  
25 22-7-1012.

26 (3) (a) ON OR BEFORE JULY 1, 2015, AND ON OR BEFORE JULY 1  
27 EVERY SIX YEARS THEREAFTER, THE STATE BOARD AND THE COMMISSION

1 SHALL REVIEW, NEGOTIATE A CONSENSUS, AND ADOPT ANY APPROPRIATE  
2 REVISIONS TO THE DESCRIPTION OF POSTSECONDARY AND WORKFORCE  
3 READINESS. THE STATE BOARD AND THE COMMISSION SHALL ENSURE THAT  
4 ANY REVISIONS ADOPTED PURSUANT TO THIS PARAGRAPH (a) MEET THE  
5 REQUIREMENTS FOR THE DESCRIPTION OF POSTSECONDARY AND  
6 WORKFORCE READINESS SPECIFIED IN SUBSECTION (1) OF THIS SECTION.

7 (b) ON OR BEFORE JULY 1, 2016, AND ON OR BEFORE JULY 1 EVERY  
8 SIX YEARS THEREAFTER, THE STATE BOARD AND THE COMMISSION SHALL  
9 REVIEW, NEGOTIATE A CONSENSUS, AND ADOPT ANY APPROPRIATE  
10 REVISIONS TO THE POSTSECONDARY AND WORKFORCE PLANNING,  
11 PREPARATION, AND READINESS ASSESSMENTS. THE STATE BOARD AND THE  
12 COMMISSION MAY ADOPT REVISIONS TO THE POSTSECONDARY AND  
13 WORKFORCE PLANNING, PREPARATION, AND READINESS ASSESSMENTS,  
14 REGARDLESS OF WHETHER THEY ADOPT ANY REVISIONS TO THE  
15 POSTSECONDARY AND WORKFORCE READINESS DESCRIPTION. IN ADOPTING  
16 REVISIONS TO THE ASSESSMENTS, THE STATE BOARD AND THE COMMISSION  
17 SHALL ENSURE THAT THE ASSESSMENTS CONTINUE TO MEET THE  
18 REQUIREMENTS SPECIFIED IN SUBSECTION (2) OF THIS SECTION. THE STATE  
19 BOARD AND THE COMMISSION SHALL ALSO REVIEW AND ADOPT ANY  
20 APPROPRIATE REVISIONS TO THE SCORING CRITERIA.

21

=====

22 **22-7-1009. Diploma endorsements - adoption - revisions.**

23 (1) ON OR BEFORE JULY 1, 2011, THE STATE BOARD SHALL ADOPT  
24 CRITERIA THAT A LOCAL SCHOOL BOARD, BOCES, OR INSTITUTE CHARTER  
25 HIGH SCHOOL MAY APPLY IF THE LOCAL SCHOOL BOARD, BOCES, OR  
26 INSTITUTE CHARTER HIGH SCHOOL CHOOSES TO ENDORSE HIGH SCHOOL  
27 DIPLOMAS TO INDICATE THAT STUDENTS HAVE ACHIEVED POSTSECONDARY

1 AND WORKFORCE READINESS. THE CRITERIA SHALL INCLUDE, BUT NEED  
2 NOT BE LIMITED TO, THE REQUIRED MINIMUM LEVEL OF POSTSECONDARY  
3 AND WORKFORCE READINESS THAT A STUDENT MUST ACHIEVE TO RECEIVE  
4 A READINESS ENDORSEMENT ON HIS OR HER DIPLOMA FROM THE LOCAL  
5 SCHOOL BOARD, BOCES, OR INSTITUTE CHARTER HIGH SCHOOL. IN  
6 IDENTIFYING THE REQUIRED MINIMUM LEVEL OF POSTSECONDARY AND  
7 WORKFORCE READINESS, THE STATE BOARD SHALL ENSURE THAT THE  
8 MINIMUM LEVEL OF POSTSECONDARY AND WORKFORCE READINESS  
9 REFLECTS THE EXPECTATIONS FOR POSTSECONDARY AND WORKFORCE  
10 READINESS THAT ARE APPLIED NATIONALLY AND INTERNATIONALLY.

11 (2) THE STATE BOARD SHALL ALSO ADOPT CRITERIA FOR AN  
12 ENDORSEMENT THAT A LOCAL SCHOOL BOARD, BOCES, OR INSTITUTE  
13 CHARTER HIGH SCHOOL MAY CHOOSE TO GRANT TO GRADUATING  
14 STUDENTS THAT WOULD INDICATE EXTRAORDINARY ACADEMIC  
15 ACHIEVEMENT OR EXEMPLARY DEMONSTRATION BY A STUDENT OF  
16 POSTSECONDARY AND WORKFORCE READINESS.

17 (3) FOLLOWING ADOPTION OF THE CRITERIA FOR DIPLOMA  
18 ENDORSEMENTS PURSUANT TO SUBSECTIONS (1) AND (2) OF THIS SECTION,  
19 THE STATE BOARD SHALL CONSULT WITH THE COMMISSION AND THE  
20 GOVERNING BOARDS OF THE STATE INSTITUTIONS OF HIGHER EDUCATION.  
21 THE PROVISIONS OF SECTION 22-7-1017 (2) SHALL TAKE EFFECT ONLY IF  
22 THE COMMISSION AND THE GOVERNING BOARDS APPROVE THE CRITERIA.

23 (4) THE STATE BOARD SHALL ALSO CONSIDER AND MAY ADOPT  
24 CRITERIA FOR A RANGE OF ADDITIONAL ENDORSEMENTS THAT A SCHOOL  
25 DISTRICT, BOCES, OR INSTITUTE CHARTER HIGH SCHOOL MAY CHOOSE TO  
26 GRANT TO GRADUATING STUDENTS TO RECOGNIZE CONCENTRATED FOCUS  
27 AND OUTSTANDING ACHIEVEMENT IN A VARIETY OF SUBJECT AREAS,

1 INCLUDING BUT NOT LIMITED TO PERFORMANCE AND FINE ARTS, CAREER  
2 AND TECHNICAL EDUCATION, HISTORY AND CIVICS, MATHEMATICS, AND  
3 SCIENCE.

4 (5) IN ADOPTING ENDORSEMENT CRITERIA PURSUANT TO THIS  
5 SECTION, THE STATE BOARD SHALL TAKE INTO CONSIDERATION ANY  
6 CAREER AND TECHNICAL EDUCATION STANDARDS THAT ARE ADOPTED BY  
7 THE STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL  
8 EDUCATION, CREATED IN SECTION 23-60-104, C.R.S.

9 (6) ON OR BEFORE JULY 1, 2017, AND ON OR BEFORE JULY 1 EVERY  
10 SIX YEARS THEREAFTER, THE STATE BOARD SHALL REVISE AND ADOPT ANY  
11 APPROPRIATE REVISIONS TO THE CRITERIA FOR ENDORSEMENTS SPECIFIED  
12 IN THIS SECTION.

13 **22-7-1010. State board - commission - public input - staff**  
14 **assistance.** (1) IN FULFILLING THEIR DUTIES UNDER THIS PART 10, THE  
15 STATE BOARD AND THE COMMISSION, AT A MINIMUM, SHALL:

16 (a) MEET WITH INTERESTED PERSONS THROUGHOUT THE STATE,  
17 INCLUDING BUT NOT LIMITED TO:

18 (I) EARLY CARE AND EDUCATION PROVIDERS;

19 (II) REPRESENTATIVES OF EARLY CHILDHOOD COUNCILS AND  
20 EARLY CHILDHOOD CARE AND EDUCATION COUNCILS;

21 (III) ELEMENTARY AND SECONDARY TEACHERS, SPECIALISTS IN  
22 SPECIAL EDUCATION SERVICES, COUNSELORS, AND ADMINISTRATORS;

23 (IV) BOARDS OF COOPERATIVE SERVICES;

24 (V) LOCAL SCHOOL BOARDS AND GOVERNING BOARDS OF DISTRICT  
25 CHARTER SCHOOLS AND INSTITUTE CHARTER SCHOOLS;

26 (VI) PARENTS AND STUDENTS;

27 (VII) PRECOLLEGIATE AND POSTSECONDARY SERVICE PROVIDERS

1 AND CONCURRENT ENROLLMENT PROGRAM MANAGERS;  
2 (VIII) CAREER AND TECHNICAL EDUCATION FACULTY AND  
3 ADMINISTRATORS;  
4 (IX) POSTSECONDARY FACULTY AND ADMINISTRATORS;  
5 (X) GOVERNING BOARDS OF INSTITUTIONS OF HIGHER EDUCATION;  
6 AND  
7 (XI) EMPLOYERS AND OTHER MEMBERS OF THE BUSINESS  
8 COMMUNITY AND LABOR, WORKFORCE, AND ECONOMIC DEVELOPMENT  
9 EXPERTS;  
10 (b) TAKE INTO CONSIDERATION THE RECOMMENDATIONS OF AND  
11 CONSULT WITH THE P-20 COUNCIL;  
12 (c) SOLICIT AND TAKE INTO CONSIDERATION INFORMATION FROM  
13 LOCAL BOARDS OF EDUCATION SPECIFICALLY REGARDING THE INPUT  
14 RECEIVED BY THE LOCAL BOARDS FROM THEIR RESPECTIVE COMMUNITIES  
15 IN DEVELOPING THE BLUEPRINTS FOR THE EDUCATION SYSTEMS IN THEIR  
16 RESPECTIVE COMMUNITIES PURSUANT TO SECTION 22-32-109 (1) (kk);  
17 (d) TAKE INTO CONSIDERATION, AS APPLICABLE, THE  
18 RECOMMENDATIONS OF THE STATE GRADUATION GUIDELINES  
19 DEVELOPMENT COUNCIL MADE PURSUANT TO SECTION 22-7-414, AS IT  
20 EXISTED PRIOR TO JULY 1, 2008;  
21 (e) CONSULT AND COLLABORATE WITH STATE AND NATIONAL  
22 ORGANIZATIONS OF EARLY CARE AND EDUCATION PROVIDERS AND  
23 EXPERTS, STATE AND NATIONAL ORGANIZATIONS OF EDUCATORS, AND  
24 OTHER STATE, NATIONAL, AND INTERNATIONAL ACADEMIC  
25 ORGANIZATIONS THAT SPECIALIZE IN CREATION, MAINTENANCE, AND  
26 IMPLEMENTATION OF RELEVANT AND RIGOROUS EDUCATION STANDARDS  
27 AND CURRICULUM AND IN ALIGNMENT OF STANDARDS AND ASSESSMENTS

1 FROM PRESCHOOL THROUGH POSTSECONDARY EDUCATION.

2 (2) (a) STAFF FROM THE DEPARTMENT OF EDUCATION, THE  
3 DEPARTMENT OF HIGHER EDUCATION, THE STATE BOARD FOR COMMUNITY  
4 COLLEGES AND OCCUPATIONAL EDUCATION, THE DIVISION OF CHILD CARE,  
5 AND THE EARLY CHILDHOOD POLICY TEAM IN THE OFFICE OF THE  
6 LIEUTENANT GOVERNOR SHALL PROVIDE TECHNICAL ASSISTANCE AND  
7 SUPPORT FOR THE STATE BOARD AND THE COMMISSION IN FULFILLING  
8 THEIR DUTIES UNDER THIS PART 10.

9 (b) TO FURTHER ASSIST IN FULFILLING THEIR DUTIES UNDER THIS  
10 PART 10, THE STATE BOARD AND THE COMMISSION MAY APPOINT ONE OR  
11 MORE TASK FORCES CONSISTING OF STATE, NATIONAL, AND  
12 INTERNATIONAL EDUCATION EXPERTS.

13 (3) THE DEPARTMENT OF EDUCATION AND THE DEPARTMENT OF  
14 HIGHER EDUCATION ARE AUTHORIZED TO RECEIVE AND EXPEND GIFTS,  
15 GRANTS, OR DONATIONS OF ANY KIND FROM A PUBLIC OR PRIVATE ENTITY  
16 TO CARRY OUT THE PURPOSES OF THIS PART 10, SUBJECT TO THE TERMS  
17 AND CONDITIONS UNDER WHICH GIVEN; EXCEPT THAT THE DEPARTMENT  
18 OF EDUCATION OR THE DEPARTMENT OF HIGHER EDUCATION MAY NOT  
19 ACCEPT A GIFT, GRANT, OR DONATION IF THE CONDITIONS ATTACHED  
20 THERETO REQUIRE THE USE OR EXPENDITURE THEREOF IN A MANNER  
21 CONTRARY TO LAW.

22

23

24 **22-7-1011. Regional educator meetings - purpose -**  
25 **recommendations.** (1) BEGINNING IN THE 2008-09 ACADEMIC YEAR, THE  
26 COMMISSIONER AND THE EXECUTIVE DIRECTOR, AT LEAST ANNUALLY,  
27 SHALL CONVENE MEETINGS OF PROFESSIONAL EDUCATORS IN PRESCHOOL,

1 ELEMENTARY, SECONDARY, AND POSTSECONDARY EDUCATION WITHIN  
2 EACH OF THE REGIONAL SERVICE AREAS CREATED BY THE STATE BOARD.  
3 IN CONVENING THE REGIONAL EDUCATOR MEETINGS, THE COMMISSIONER  
4 AND THE EXECUTIVE DIRECTOR SHALL WORK WITH:

5 (a) THE PRESIDENT OF THE STATE SYSTEM OF COMMUNITY AND  
6 TECHNICAL COLLEGES;

7 (b) ONE OR MORE REPRESENTATIVES OF THE JUNIOR COLLEGE  
8 DISTRICTS;

9 (c) THE CHIEF ACADEMIC OFFICERS OR EXECUTIVE DIRECTORS OF  
10 THE STATE INSTITUTIONS OF HIGHER EDUCATION;

11 (d) THE SCHOOL DISTRICT SUPERINTENDENTS THROUGHOUT THE  
12 STATE; AND

13 (e) REPRESENTATIVES OF THE DIVISION OF CHILD CARE AND THE  
14 EARLY CHILDHOOD POLICY TEAM IN THE OFFICE OF THE LIEUTENANT  
15 GOVERNOR.

16 (2) AT A MINIMUM, THE FOLLOWING PERSONS SHALL BE INVITED TO  
17 ATTEND THE REGIONAL EDUCATOR MEETINGS IN EACH REGIONAL SERVICE  
18 AREA:

19 (a) EARLY CARE AND EDUCATION PROVIDERS;

20 (b) MEMBERS OF THE LOCAL SCHOOL BOARDS OF THE SCHOOL  
21 DISTRICTS INCLUDED IN THE REGIONAL SERVICE AREA;

22 (c) THE PRESCHOOL, ELEMENTARY, AND SECONDARY TEACHERS,  
23 PRINCIPALS, ADMINISTRATORS, COUNSELORS, AND OTHER SPECIAL  
24 SERVICES PROVIDERS EMPLOYED BY THE LOCAL EDUCATION PROVIDERS  
25 LOCATED IN THE REGIONAL SERVICE AREA; AND

26 (d) THE POSTSECONDARY FACULTY, ACADEMIC ADVISORS, AND  
27 ADMINISTRATORS EMPLOYED BY THE STATE INSTITUTIONS OF HIGHER

1 EDUCATION AND JUNIOR COLLEGES, IF ANY, LOCATED IN THE REGIONAL  
2 SERVICE AREA.

3 (3) THE COMMISSIONER AND THE EXECUTIVE DIRECTOR SHALL  
4 CONVENE REGIONAL EDUCATOR MEETINGS FOR THE PURPOSE OF  
5 COLLABORATING IN THE PLANNING, DESIGN, AND IMPLEMENTATION OF THE  
6 ALIGNMENT OF THE PRESCHOOL THROUGH POSTSECONDARY PUBLIC  
7 EDUCATION SYSTEMS, INCLUDING BUT NOT LIMITED TO:

8 (a) COLLABORATING IN THE PLANNING, DESIGN, AND  
9 IMPLEMENTATION OF:

10 (I) THE SCHOOL READINESS DESCRIPTION, THE PRESCHOOL  
11 THROUGH ELEMENTARY AND SECONDARY EDUCATION STANDARDS, AND  
12 THE POSTSECONDARY AND WORKFORCE READINESS DESCRIPTION;

13 (II) PROGRAMS OF INSTRUCTION FOR PRESCHOOL, ELEMENTARY,  
14 SECONDARY, AND POSTSECONDARY STUDENTS; AND

15 (III) ASSESSMENTS THAT ARE ALIGNED WITH THE SCHOOL  
16 READINESS AND POSTSECONDARY AND WORKFORCE READINESS  
17 DESCRIPTIONS AND THE PRESCHOOL THROUGH ELEMENTARY AND  
18 SECONDARY EDUCATION STANDARDS;

19 (b) COLLABORATING IN IDENTIFICATION AND PROVISION OF THE  
20 SUPPORTIVE SERVICES THAT ARE NECESSARY TO IMPLEMENT THE SCHOOL  
21 READINESS AND POSTSECONDARY AND WORKFORCE READINESS  
22 DESCRIPTIONS, THE PRESCHOOL THROUGH ELEMENTARY AND SECONDARY  
23 EDUCATION STANDARDS, AND THE ALIGNED ASSESSMENTS;

24 (c) IDENTIFYING AND REVIEWING THE LEVELS OF FINANCIAL  
25 SUPPORT NEEDED TO IMPLEMENT THE SCHOOL READINESS AND  
26 POSTSECONDARY AND WORKFORCE READINESS DESCRIPTIONS, THE  
27 PRESCHOOL THROUGH ELEMENTARY AND SECONDARY EDUCATION

1 STANDARDS, AND THE ALIGNED ASSESSMENTS, AND FORMULATING  
2 RECOMMENDATIONS CONCERNING THE REALLOCATION OF STATE  
3 RESOURCES AND THE IDENTIFICATION OF ADDITIONAL STATE RESOURCES  
4 FOR SAID IMPLEMENTATION; AND

5 (d) REVIEWING THE SCHOOL READINESS DESCRIPTION, THE  
6 PRESCHOOL THROUGH ELEMENTARY AND SECONDARY EDUCATION  
7 STANDARDS, THE POSTSECONDARY AND WORKFORCE READINESS  
8 DESCRIPTION, THE ASSESSMENTS ALIGNED WITH THE DESCRIPTIONS AND  
9 STANDARDS, AND THE CRITERIA FOR DIPLOMA ENDORSEMENTS, AND  
10 MAKING RECOMMENDATIONS FOR REVISIONS TO THE STATE BOARD AND  
11 THE COMMISSION.

12 (4) EACH REGIONAL SERVICE AREA MAY SUBMIT TO THE STATE  
13 BOARD AND THE COMMISSION THE RECOMMENDATIONS ARISING FROM THE  
14 REGIONAL EDUCATOR MEETINGS HELD IN THE REGIONAL SERVICE AREA.  
15 THE STATE BOARD AND THE COMMISSION SHALL TAKE THE  
16 RECOMMENDATIONS INTO ACCOUNT IN FULFILLING THEIR DUTIES  
17 PURSUANT TO THIS PART 10. IN ADDITION, A REGIONAL SERVICE AREA  
18 MAY SUBMIT ANY RECOMMENDATIONS FOR LEGISLATIVE CHANGES TO THE  
19 EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND THE  
20 SENATE, OR ANY SUCCESSOR COMMITTEES.

21 **22-7-1012. State plan - amendments - peer review - final**  
22 **adoption.** (1) THE DEPARTMENT OF EDUCATION SHALL SOLICIT  
23 INFORMATION FROM LOCAL EDUCATION PROVIDERS THAT BEGAN  
24 ADMINISTERING POSTSECONDARY AND WORKFORCE PLANNING,  
25 PREPARATION, AND READINESS ASSESSMENTS PRIOR TO IMPLEMENTATION  
26 OF THE PILOT PROGRAM AND FROM LOCAL EDUCATION PROVIDERS AND  
27 ASSESSMENT VENDORS THAT ARE PARTICIPATING IN THE PILOT PROGRAM.

1 THE DEPARTMENT OF EDUCATION MAY CONTRACT WITH AN INDEPENDENT,  
2 NATIONALLY RECOGNIZED THIRD PARTY TO CONDUCT A RIGOROUS  
3 EVALUATION OF THE INFORMATION RECEIVED AND, BASED ON THE  
4 EVALUATION, TO MAKE RECOMMENDATIONS TO THE DEPARTMENT AND  
5 THE STATE BOARD CONCERNING AMENDMENTS TO THE STATE PLAN.

6 (2) (a) AS SOON AS PRACTICABLE UNDER FEDERAL LAW, BASED ON  
7 THE EVALUATION OF INFORMATION RECEIVED PURSUANT TO SUBSECTION  
8 (1) OF THIS SECTION AND ON INFORMATION RECEIVED BY THE STATE  
9 BOARD PURSUANT TO SECTION 22-7-1010 AND ON ANY INFORMATION  
10 RECEIVED FROM THE REGIONAL EDUCATOR MEETINGS PURSUANT TO  
11 SECTION 22-7-1011, THE DEPARTMENT OF EDUCATION SHALL SUBMIT TO  
12 THE FEDERAL DEPARTMENT OF EDUCATION AMENDMENTS TO THE STATE  
13 PLAN FOR PEER REVIEW AND APPROVAL. THE AMENDMENTS, AT A  
14 MINIMUM, SHALL INCLUDE:

15 (I) AMENDMENTS TO INCORPORATE THE PRESCHOOL THROUGH  
16 ELEMENTARY AND SECONDARY EDUCATION STANDARDS ADOPTED BY THE  
17 STATE BOARD PURSUANT TO SECTION 22-7-1005, INCLUDING THE  
18 STANDARDS FOR GRADES NINE THROUGH TWELVE THAT ARE ALIGNED WITH  
19 THE POSTSECONDARY AND WORKFORCE PLANNING, PREPARATION, AND  
20 WORKFORCE ASSESSMENTS ADOPTED PURSUANT TO SECTION 22-7-1008;  
21 AND

22 (II) AMENDMENTS TO INCORPORATE THE SYSTEM OF ASSESSMENTS  
23 ADOPTED PURSUANT TO SECTION 22-7-1006.

24 (b) NOTWITHSTANDING ANY PROVISION OF THIS SECTION TO THE  
25 CONTRARY, THE AMENDED STATE PLAN SHALL INCLUDE ONLY THOSE  
26 COMPONENTS OF THE ALIGNED PRESCHOOL THROUGH POSTSECONDARY  
27 PUBLIC EDUCATION SYSTEMS THAT ARE REQUIRED BY OR SUBJECT TO

1 APPROVAL UNDER FEDERAL LAW AND SHALL NOT INCLUDE ANY  
2 COMPONENTS OF THE ALIGNED PRESCHOOL THROUGH POSTSECONDARY  
3 PUBLIC EDUCATION SYSTEMS THAT ARE NOT REQUIRED BY OR SUBJECT TO  
4 APPROVAL UNDER FEDERAL LAW.

5 (c) NOTHING IN THIS SUBSECTION (2) SHALL BE CONSTRUED TO  
6 LIMIT THE STATE BOARD AND THE COMMISSION FROM ADOPTING  
7 DESCRIPTIONS, STANDARDS, ASSESSMENTS, OR OTHER COMPONENTS OF  
8 THE ALIGNED PRESCHOOL THROUGH POSTSECONDARY PUBLIC EDUCATION  
9 SYSTEMS THAT EXCEED THE REQUIREMENTS OF FEDERAL LAW.

10 (3) THE DEPARTMENT OF EDUCATION SHALL PROVIDE PUBLIC  
11 NOTICE OF THE AMENDMENTS TO THE STATE PLAN, ANY COMMENTS AND  
12 SUGGESTIONS RECEIVED THROUGH THE PEER REVIEW PROCESS, AND ANY  
13 CHANGES MADE TO THE AMENDMENTS IN RESPONSE TO THE PEER REVIEW  
14 COMMENTS.

15 **22-7-1013. Local education provider - preschool through**  
16 **elementary and secondary education standards - adoption.**

17 (1) (a) ON OR BEFORE DECEMBER 15, 2011, EACH LOCAL EDUCATION  
18 PROVIDER SHALL REVIEW ITS PRESCHOOL THROUGH ELEMENTARY AND  
19 SECONDARY EDUCATION STANDARDS IN COMPARISON WITH THE  
20 PRESCHOOL THROUGH ELEMENTARY AND SECONDARY EDUCATION  
21 STANDARDS ADOPTED BY THE STATE BOARD PURSUANT TO SECTION  
22 22-7-1005. FOLLOWING REVIEW, EACH LOCAL EDUCATION PROVIDER  
23 SHALL REVISE ITS STANDARDS, AS NECESSARY, TO ENSURE THAT:

24 (I) THE STANDARDS MEET OR EXCEED THE STATE PRESCHOOL  
25 THROUGH ELEMENTARY AND SECONDARY EDUCATION STANDARDS; AND

26 (II) THE STANDARDS ARE ALIGNED TO ENSURE THAT A STUDENT  
27 WHO DEMONSTRATES ATTAINMENT OF THE STANDARDS WHILE ADVANCING

1 THROUGH PRESCHOOL AND ELEMENTARY AND SECONDARY EDUCATION  
2 WILL BE ABLE TO DEMONSTRATE POSTSECONDARY AND WORKFORCE  
3 READINESS PRIOR TO OR UPON COMPLETION OF THE TWELFTH GRADE.

4 (b) IN REVISING ITS PRESCHOOL THROUGH ELEMENTARY AND  
5 SECONDARY EDUCATION STANDARDS, A LOCAL EDUCATION PROVIDER MAY  
6 CHOOSE TO ADOPT THE STATE PRESCHOOL THROUGH ELEMENTARY AND  
7 SECONDARY EDUCATION STANDARDS.

8 (2) FOLLOWING THE REVIEW AND REVISION OF ITS PRESCHOOL  
9 THROUGH ELEMENTARY AND SECONDARY EDUCATION STANDARDS, EACH  
10 LOCAL EDUCATION PROVIDER SHALL ADOPT CURRICULA THAT ARE  
11 ALIGNED WITH THE STANDARDS. THE LOCAL EDUCATION PROVIDER SHALL  
12 DESIGN THE CURRICULA TO ENSURE THAT, BEGINNING IN PRESCHOOL OR  
13 KINDERGARTEN AND CONTINUING THROUGH ELEMENTARY AND  
14 SECONDARY EDUCATION, EACH STUDENT RECEIVES A PROGRAM OF STUDY  
15 THAT WILL ENABLE THE STUDENT TO DEMONSTRATE ATTAINMENT OF EACH  
16 OF THE PRESCHOOL THROUGH ELEMENTARY AND SECONDARY EDUCATION  
17 STANDARDS.

18 (3) A LOCAL EDUCATION PROVIDER MAY ALLOW A STUDENT WHO  
19 IS RECEIVING SPECIAL EDUCATION SERVICES TO DEMONSTRATE  
20 ATTAINMENT OF THE PRESCHOOL THROUGH ELEMENTARY AND SECONDARY  
21 EDUCATION STANDARDS AND POSTSECONDARY AND WORKFORCE  
22 READINESS THROUGH A DIFFERENTIATED PLAN IF REQUIRED IN THE  
23 STUDENT'S INDIVIDUALIZED EDUCATION PROGRAM.

24 (4) ON OR BEFORE JULY 1, 2017, AND ON OR BEFORE JULY 1 EVERY  
25 SIX YEARS THEREAFTER, EACH LOCAL EDUCATION PROVIDER SHALL  
26 REVIEW ITS PRESCHOOL THROUGH ELEMENTARY AND SECONDARY  
27 EDUCATION STANDARDS AND, TAKING INTO ACCOUNT ANY REVISIONS TO

1 THE STATE PRESCHOOL THROUGH ELEMENTARY AND SECONDARY  
2 EDUCATION STANDARDS, SHALL REVISE AND READOPT ITS STANDARDS IF  
3 NECESSARY TO ENSURE THAT THEY CONTINUE TO MEET OR EXCEED THE  
4 STATE PRESCHOOL THROUGH ELEMENTARY AND SECONDARY EDUCATION  
5 STANDARDS. THE LOCAL EDUCATION PROVIDER SHALL REVISE ITS  
6 CURRICULA ACCORDINGLY TO ENSURE THAT THE CURRICULA CONTINUE TO  
7 ALIGN WITH THE LOCAL EDUCATION PROVIDER'S PRESCHOOL THROUGH  
8 ELEMENTARY AND SECONDARY EDUCATION STANDARDS.

9 **22-7-1014. Preschool individualized readiness plans - school**  
10 **readiness - assessments.** (1) (a) BEGINNING IN THE FALL SEMESTER OF  
11 2012, EACH LOCAL EDUCATION PROVIDER THAT PROVIDES A PRESCHOOL  
12 OR KINDERGARTEN PROGRAM SHALL ENSURE THAT EACH STUDENT  
13 ENROLLED IN A PRESCHOOL OR KINDERGARTEN PROGRAM OPERATED BY  
14 THE LOCAL EDUCATION PROVIDER RECEIVES AN INDIVIDUALIZED  
15 READINESS PLAN THAT ADDRESSES THE PRESCHOOL STANDARDS OR  
16 KINDERGARTEN STANDARDS, AS APPROPRIATE, KNOWLEDGE AND SKILL  
17 AREAS IN WHICH A STUDENT NEEDS ASSISTANCE TO MAKE PROGRESS  
18 TOWARD SCHOOL READINESS.

19 (b) IN CREATING AND IMPLEMENTING THE INDIVIDUALIZED  
20 READINESS PLANS, A LOCAL EDUCATION PROVIDER SHALL USE ASSESSMENT  
21 INSTRUMENTS THAT ARE RESEARCH-BASED, VALID, AND RELIABLE TO  
22 FACILITATE THE SYSTEMATIC MEASUREMENT OF A STUDENT'S INCREASING  
23 KNOWLEDGE, SKILLS, AND ACCOMPLISHMENTS WITHIN THE CLASSROOM  
24 CONTEXT. THE PURPOSE OF THE CONTINUING ASSESSMENTS SHALL BE TO  
25 HELP DIRECT TEACHERS' PRACTICE WITHIN THE CLASSROOM WITH EACH  
26 STUDENT AND THEREBY MAXIMIZE EACH STUDENTS' PROGRESS TOWARD  
27 DEMONSTRATING SCHOOL READINESS.

1           (2) (a) BEGINNING WITH STUDENTS WHO ENTER KINDERGARTEN IN  
2 THE FALL SEMESTER OF 2013, EACH LOCAL EDUCATION PROVIDER SHALL  
3 ENSURE THAT EACH STUDENT ENROLLED IN A KINDERGARTEN PROGRAM  
4 OPERATED BY THE LOCAL EDUCATION PROVIDER PROGRESSES TOWARD  
5 DEMONSTRATING SCHOOL READINESS. EACH LOCAL EDUCATION PROVIDER  
6 SHALL ADMINISTER THE SCHOOL READINESS ASSESSMENT TO EACH  
7 STUDENT ENROLLED IN A KINDERGARTEN PROGRAM OPERATED BY THE  
8 LOCAL EDUCATION PROVIDER TO MEASURE EACH STUDENT'S PROGRESS  
9 TOWARD DEMONSTRATING SCHOOL READINESS.

10           **(b) THE** RESULTS OF THE SCHOOL READINESS ASSESSMENTS SHALL  
11 NOT BE USED TO DENY A STUDENT ADMISSION OR PROGRESSION TO FIRST  
12 GRADE.

13           (3) THE DEPARTMENT OF EDUCATION, THE DIVISION OF CHILD  
14 CARE, AND THE STAFF OF THE EARLY CHILDHOOD POLICY TEAM IN THE  
15 LIEUTENANT GOVERNOR'S OFFICE SHALL, UPON REQUEST AND SUBJECT TO  
16 AVAILABLE APPROPRIATIONS, PROVIDE SUPPORT TO LOCAL EDUCATION  
17 PROVIDERS IN IMPLEMENTING THE PRESCHOOL STANDARDS,  
18 INDIVIDUALIZED READINESS PLANS, AND SCHOOL READINESS ASSESSMENTS  
19 AND IN ASSISTING STUDENTS IN PROGRESSING TOWARD SCHOOL  
20 READINESS. SUPPORT MAY INCLUDE, BUT NEED NOT BE LIMITED TO:

21           (a) ASSISTING THE LOCAL EDUCATION PROVIDER IN REVIEWING  
22 AND REVISING CURRICULUM;

23           (b) COMMUNICATING WITH EARLY CARE AND EDUCATION  
24 PROVIDERS, EDUCATORS, LOCAL SCHOOL BOARD MEMBERS, BOARD OF  
25 COOPERATIVE SERVICES MEMBERS, CHARTER SCHOOL GOVERNING BOARD  
26 MEMBERS, SCHOOL DISTRICT AND SCHOOL ADMINISTRATORS, AND  
27 PARENTS;

1 (c) PROVIDING PROFESSIONAL DEVELOPMENT FOR EDUCATORS;  
2 AND

3 (d) COLLECTING AND MAKING AVAILABLE A RESOURCE BANK OF  
4 EXAMPLES OF BEST PRACTICES IN NATIONAL, STATE, SCHOOL DISTRICT,  
5 SCHOOL, AND CLASSROOM REFORM EFFORTS IN EARLY CHILDHOOD AND  
6 SCHOOL READINESS == CONSISTENT WITH THE INTENT OF THIS PART 10.

7 **22-7-1015. Postsecondary and workforce readiness program**  
8 **- technical assistance.** (1) ON OR BEFORE DECEMBER 15, 2011, EACH  
9 LOCAL EDUCATION PROVIDER SHALL REVIEW THE CURRICULA PROVIDED  
10 BY THE PUBLIC HIGH SCHOOLS OPERATED BY THE LOCAL EDUCATION  
11 PROVIDER IN THE SUBJECT MATTER AREAS INCLUDED IN POSTSECONDARY  
12 AND WORKFORCE READINESS. THE LOCAL EDUCATION PROVIDER SHALL  
13 REVISE ITS CURRICULA, OR ADOPT NEW CURRICULA, AS NECESSARY TO  
14 ENSURE THAT THE CURRICULA CONTENT FOR SAID SUBJECT MATTER AREAS  
15 ARE ALIGNED WITH POSTSECONDARY AND WORKFORCE READINESS SUCH  
16 THAT A STUDENT WHO SUCCESSFULLY COMPLETES THE CURRICULA WILL  
17 BE PREPARED TO DEMONSTRATE POSTSECONDARY AND WORKFORCE  
18 READINESS PRIOR TO OR UPON ATTAINING A HIGH SCHOOL DIPLOMA.

19 (2) (a) THE REVISED OR NEWLY ADOPTED CURRICULA DESCRIBED  
20 IN SUBSECTION (1) OF THIS SECTION SHALL CONSTITUTE THE  
21 POSTSECONDARY AND WORKFORCE READINESS PROGRAM FOR EACH  
22 PUBLIC HIGH SCHOOL OPERATED BY THE LOCAL EDUCATION PROVIDER. IN  
23 REVISING OR ADOPTING THE POSTSECONDARY AND WORKFORCE  
24 READINESS PROGRAM, A LOCAL EDUCATION PROVIDER IS NOT REQUIRED TO  
25 BASE ITS COURSES OR MEANS OF AWARDING COURSE CREDITS ON  
26 CARNEGIE UNITS. A LOCAL EDUCATION PROVIDER MAY CHOOSE TO BASE  
27 THE AWARDING OF COURSE CREDITS ON A STUDENT'S DEMONSTRATION OF

1 ATTAINMENT OF THE STANDARDS ADDRESSED BY THE COURSE.

2 (b) A LOCAL EDUCATION PROVIDER MAY ACCOMMODATE THE  
3 RANGE OF STUDENT INTERESTS AND ASPIRATIONS BY ADOPTING MULTIPLE  
4 CURRICULA THAT, COMBINED, CREATE MULTIPLE POSTSECONDARY AND  
5 WORKFORCE READINESS PROGRAMS WITHIN A SCHOOL DISTRICT OR WITHIN  
6 A HIGH SCHOOL THAT ARE DESIGNED TO PREPARE A STUDENT FOR  
7 DIFFERING POST-GRADUATION GOALS, INCLUDING BUT NOT LIMITED TO  
8 IMMEDIATE ENTRY INTO THE WORKFORCE OR MATRICULATION INTO  
9 CAREER AND TECHNICAL EDUCATION OR HIGHER EDUCATION. THE LOCAL  
10 EDUCATION PROVIDER SHALL ENSURE, HOWEVER, THAT EVERY  
11 POSTSECONDARY AND WORKFORCE READINESS PROGRAM ADOPTED BY THE  
12 LOCAL EDUCATION PROVIDER IS ALIGNED WITH POSTSECONDARY AND  
13 WORKFORCE READINESS SUCH THAT A STUDENT WHO SUCCESSFULLY  
14 COMPLETES THE PROGRAM WILL BE PREPARED TO DEMONSTRATE  
15 POSTSECONDARY AND WORKFORCE READINESS PRIOR TO OR UPON  
16 ATTAINING A HIGH SCHOOL DIPLOMA.

17 (c) FOR PURPOSES OF THIS SECTION, A DISTRICT CHARTER HIGH  
18 SCHOOL SHALL BE DEEMED TO BE OPERATED BY THE CHARTERING LOCAL  
19 SCHOOL BOARD; EXCEPT THAT THE CHARTERING LOCAL SCHOOL BOARD,  
20 BY CHARTER CONTRACT, MAY ALLOW THE DISTRICT CHARTER HIGH  
21 SCHOOL TO ADOPT ITS OWN POSTSECONDARY AND WORKFORCE READINESS  
22 PROGRAM, SEPARATE FROM THAT ADOPTED BY THE LOCAL SCHOOL BOARD.  
23 EACH DISTRICT CHARTER HIGH SCHOOL THAT ADOPTS ITS OWN  
24 POSTSECONDARY AND WORKFORCE READINESS PROGRAM SHALL ENSURE  
25 THAT THE PROGRAM IS ALIGNED WITH POSTSECONDARY AND WORKFORCE  
26 READINESS SUCH THAT A STUDENT WHO SUCCESSFULLY COMPLETES THE  
27 POSTSECONDARY AND WORKFORCE READINESS PROGRAM WILL BE

1 PREPARED TO DEMONSTRATE POSTSECONDARY AND WORKFORCE  
2 READINESS PRIOR TO OR UPON ATTAINING A HIGH SCHOOL DIPLOMA.

3 (3) (a) IT IS THE INTENT OF THE GENERAL ASSEMBLY THAT, ON OR  
4 BEFORE DECEMBER 15, 2012, EACH STUDENT WHO ENROLLS IN A PUBLIC  
5 HIGH SCHOOL OPERATED BY A LOCAL EDUCATION PROVIDER SHALL ENROLL  
6 IN AND SUCCESSFULLY COMPLETE A POSTSECONDARY AND WORKFORCE  
7 READINESS PROGRAM. EACH LOCAL EDUCATION PROVIDER SHALL REQUIRE  
8 EACH HIGH SCHOOL STUDENT, BEGINNING IN NINTH GRADE AND  
9 CONTINUING THROUGH TWELFTH GRADE, TO ENROLL IN THE LOCAL  
10 EDUCATION PROVIDER'S POSTSECONDARY AND WORKFORCE READINESS  
11 PROGRAM.

12 (b) NOTWITHSTANDING THE PROVISIONS OF PARAGRAPH (a) OF  
13 THIS SUBSECTION (3), A LOCAL EDUCATION PROVIDER MAY ALLOW A  
14 STUDENT WHO IS RECEIVING SPECIAL EDUCATION SERVICES TO  
15 DEMONSTRATE ATTAINMENT OF POSTSECONDARY AND WORKFORCE  
16 READINESS THROUGH A DIFFERENTIATED PLAN FOR PURPOSES OF THE  
17 POSTSECONDARY AND WORKFORCE READINESS PROGRAM AND THE  
18 POSTSECONDARY AND WORKFORCE PLANNING, PREPARATION, AND  
19 READINESS ASSESSMENTS, IF REQUIRED IN THE STUDENT'S INDIVIDUALIZED  
20 EDUCATION PROGRAM. ==

21 (4) THE DEPARTMENT OF EDUCATION, THE DEPARTMENT OF  
22 HIGHER EDUCATION, AND THE STATE INSTITUTIONS OF HIGHER EDUCATION,  
23 UPON REQUEST, SHALL PROVIDE SUPPORT TO LOCAL EDUCATION  
24 PROVIDERS IN IMPLEMENTING POSTSECONDARY AND WORKFORCE  
25 READINESS. BEGINNING WITH THE 2009-10 BUDGET YEAR, THE  
26 DEPARTMENT OF EDUCATION AND THE DEPARTMENT OF HIGHER  
27 EDUCATION MAY INCLUDE IN THEIR ANNUAL BUDGET REQUESTS AN

1 AMOUNT NECESSARY TO OFFSET THE COSTS INCURRED IN COMPLYING WITH  
2 THIS SECTION. SUPPORT MAY INCLUDE, BUT NEED NOT BE LIMITED TO:

3 (a) ASSISTING THE LOCAL EDUCATION PROVIDER IN REVIEWING  
4 AND REVISING CURRICULUM;

5 (b) COMMUNICATING WITH EDUCATORS, LOCAL SCHOOL BOARD  
6 MEMBERS, BOARD OF COOPERATIVE SERVICES BOARD MEMBERS, CHARTER  
7 SCHOOL GOVERNING BOARD MEMBERS, SCHOOL DISTRICT AND SCHOOL  
8 ADMINISTRATORS, PARENTS, AND MEMBERS OF THE BUSINESS COMMUNITY;

9 (c) PROVIDING PROFESSIONAL DEVELOPMENT FOR EDUCATORS;  
10 AND

11 (d) COLLECTING AND MAKING AVAILABLE A RESOURCE BANK OF  
12 EXAMPLES OF BEST PRACTICES IN NATIONAL, STATE, SCHOOL DISTRICT,  
13 SCHOOL, AND CLASSROOM REFORM EFFORTS CONSISTENT WITH THE INTENT  
14 OF THIS PART 10.

15 **22-7-1016. Postsecondary and workforce planning,**  
16 **preparation, and readiness assessments - transcripts.** (1) ON OR  
17 BEFORE DECEMBER 15, 2012, EACH LOCAL EDUCATION PROVIDER SHALL  
18 ADMINISTER THE POSTSECONDARY AND WORKFORCE PLANNING,  
19 PREPARATION, AND READINESS ASSESSMENTS ADOPTED BY THE STATE  
20 BOARD AND THE COMMISSION PURSUANT TO SECTION 22-7-1008. UPON  
21 RECEIVING THE RESULTS FOLLOWING ADMINISTRATION OF THE  
22 POSTSECONDARY AND WORKFORCE PLANNING, PREPARATION, AND  
23 READINESS ASSESSMENTS, THE LOCAL EDUCATION PROVIDER SHALL  
24 PROVIDE TO EACH STUDENT A PRINTED COPY OF THE STUDENT'S  
25 ASSESSMENT RESULTS, AND A TEACHER OR COUNSELOR SHALL REVIEW  
26 EACH STUDENT'S RESULTS WITH THE STUDENT AND, TO THE EXTENT  
27 PRACTICABLE, WITH THE STUDENT'S PARENT OR LEGAL GUARDIAN AND

1 DETERMINE THE AREAS IN WHICH THE STUDENT CONTINUES TO NEED  
2 INSTRUCTION IN ORDER TO DEMONSTRATE POSTSECONDARY AND  
3 WORKFORCE READINESS PRIOR TO OR UPON THE COMPLETION OF TWELFTH  
4 GRADE.

5 (2) EACH HIGH SCHOOL STUDENT'S FINAL TRANSCRIPT SHALL  
6 DESCRIBE THE STUDENT'S LEVEL OF POSTSECONDARY AND WORKFORCE  
7 READINESS BY:

8 (a) INDICATING THE STUDENT'S LEVEL OF PERFORMANCE IN THE  
9 POSTSECONDARY AND WORKFORCE READINESS PROGRAM; AND

10 (b) INDICATING THE STUDENT'S LEVEL OF PERFORMANCE ON THE  
11 POSTSECONDARY AND WORKFORCE PLANNING, PREPARATION, AND  
12 READINESS ASSESSMENTS.

13 (3) A LOCAL EDUCATION PROVIDER, AT ITS DISCRETION, MAY  
14 CHOOSE TO IDENTIFY DEMONSTRATION OF POSTSECONDARY AND  
15 WORKFORCE READINESS AS A GRADUATION REQUIREMENT FOR THE  
16 SCHOOL DISTRICT OR FOR THE SCHOOL.

17 (4) (a) A LOCAL EDUCATION PROVIDER SHALL NOT APPLY A  
18 STUDENT'S LEVEL OF PERFORMANCE IN THE POSTSECONDARY AND  
19 WORKFORCE READINESS PROGRAM OR ON THE POSTSECONDARY AND  
20 WORKFORCE PLANNING, PREPARATION, AND READINESS ASSESSMENTS TO  
21 PROHIBIT THE STUDENT FROM PARTICIPATING IN ANY PROGRAM OPERATED  
22 BY THE LOCAL EDUCATION PROVIDER THROUGH WHICH THE STUDENT MAY  
23 EARN POSTSECONDARY OR CAREER AND TECHNICAL EDUCATION COURSE  
24 CREDITS WHILE ENROLLED IN HIGH SCHOOL.

25 (b) A STUDENT WHO DEMONSTRATES ATTAINMENT OF  
26 POSTSECONDARY AND WORKFORCE READINESS WHILE ENROLLED IN ANY  
27 OF GRADES NINE THROUGH TWELVE SHALL BE ELIGIBLE TO PARTICIPATE IN

1 A PROGRAM THROUGH WHICH THE STUDENT MAY EARN POSTSECONDARY  
2 OR CAREER AND TECHNICAL EDUCATION COURSE CREDITS WHILE  
3 ENROLLED IN HIGH SCHOOL.

4 **22-7-1017. High school diploma - endorsement - effect.**

5 (1) (a) FOLLOWING ADOPTION BY THE STATE BOARD, PURSUANT TO  
6 SECTION 22-7-1009, OF THE CRITERIA FOR ENDORSING A DIPLOMA AS  
7 REFLECTING POSTSECONDARY AND WORKFORCE READINESS, A LOCAL  
8 SCHOOL BOARD, A BOCES, OR AN INSTITUTE CHARTER HIGH SCHOOL MAY  
9 CHOOSE TO GRANT A POSTSECONDARY AND WORKFORCE READINESS  
10 ENDORSEMENT TO EACH GRADUATING HIGH SCHOOL STUDENT WHO MEETS  
11 THE CRITERIA.

12 (b) FOLLOWING ADOPTION BY THE STATE BOARD OF THE CRITERIA  
13 FOR ENDORSING A DIPLOMA AS REFLECTING EXTRAORDINARY ACADEMIC  
14 ACHIEVEMENT OR EXEMPLARY DEMONSTRATION BY A STUDENT OF  
15 POSTSECONDARY AND WORKFORCE READINESS, A LOCAL SCHOOL BOARD,  
16 A BOCES, OR AN INSTITUTE CHARTER HIGH SCHOOL MAY CHOOSE TO  
17 GRANT SUCH AN ENDORSEMENT TO EACH GRADUATING HIGH SCHOOL  
18 STUDENT WHO MEETS THE CRITERIA.

19 (c) A LOCAL SCHOOL BOARD, A BOCES, OR AN INSTITUTE  
20 CHARTER HIGH SCHOOL MAY ALSO CHOOSE TO GRANT ENDORSEMENTS IN  
21 SPECIFIED AREAS OF FOCUS AND ACHIEVEMENT, FOLLOWING ADOPTION OF  
22 THE CRITERIA FOR SAID ENDORSEMENTS BY THE STATE BOARD PURSUANT  
23 TO SECTION 22-7-1009.

24 (2) FOLLOWING APPROVAL OF THE CRITERIA BY THE COMMISSION  
25 AND THE GOVERNING BOARDS OF THE STATE INSTITUTIONS OF HIGHER  
26 EDUCATION, AS PROVIDED IN SECTION 22-7-1009 (3), A STUDENT WHO  
27 GRADUATES WITH A HIGH SCHOOL DIPLOMA THAT INCLUDES A

1 POSTSECONDARY AND WORKFORCE READINESS ENDORSEMENT SHALL BE  
2 GUARANTEED:

3 (a) TO MEET MINIMUM ACADEMIC QUALIFICATIONS FOR ADMISSION  
4 TO, AND TO BE ELIGIBLE, SUBJECT TO ADDITIONAL INSTITUTIONAL REVIEW  
5 OF OTHER ADMISSION AND PLACEMENT QUALIFICATIONS, FOR PLACEMENT  
6 INTO CREDIT-BEARING COURSES AT, ALL OPEN, MODIFIED OPEN, OR  
7 MODERATELY SELECTIVE PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN  
8 COLORADO; AND

9 (b) TO RECEIVE PRIORITY CONSIDERATION, IN CONJUNCTION WITH  
10 ADDITIONAL ADMISSIONS CRITERIA, AND TO BE ELIGIBLE, SUBJECT TO  
11 ADDITIONAL INSTITUTIONAL REVIEW OF OTHER ADMISSION AND  
12 PLACEMENT QUALIFICATIONS, FOR PLACEMENT INTO CREDIT-BEARING  
13 COURSES, AT ALL OTHER PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN  
14 COLORADO. THE ADDITIONAL ADMISSIONS CRITERIA SHALL BE  
15 DETERMINED BY EACH INSTITUTION OF HIGHER EDUCATION.

16 **22-7-1018. Cost study.** (1) (a) ON OR BEFORE SEPTEMBER 15,  
17 2009, THE DEPARTMENT OF EDUCATION, IN CONSULTATION WITH THE  
18 DEPARTMENT OF HIGHER EDUCATION, SHALL CONTRACT WITH AN  
19 INDEPENDENT ENTITY TO CONDUCT A STUDY OF THE COSTS OF  
20 IMPLEMENTING THE PROVISIONS OF THIS PART 10. AT A MINIMUM, THE  
21 STUDY SHALL ADDRESS THE ANTICIPATED COSTS TO BE INCURRED BY THE  
22 DEPARTMENT OF EDUCATION, THE DEPARTMENT OF HIGHER EDUCATION,  
23 LOCAL EDUCATION PROVIDERS, AND STATE INSTITUTIONS OF HIGHER  
24 EDUCATION IN IMPLEMENTING THE PROVISIONS OF THIS PART 10.

25 (b) IN SELECTING AN INDEPENDENT ENTITY TO CONDUCT THE COST  
26 STUDY, THE DEPARTMENT OF EDUCATION SHALL CONSULT WITH THE  
27 DEPARTMENT OF HIGHER EDUCATION AND SHALL ENSURE THAT THE

1 SELECTED ENTITY HAS EXPERTISE IN SCHOOL FINANCE AND HIGHER  
2 EDUCATION FINANCE STATUTES AND ISSUES IN THIS STATE AND  
3 NATIONALLY.

4 (c) AT A MINIMUM, THE COST STUDY SHALL ADDRESS THE COSTS  
5 ASSOCIATED WITH:

6 (I) REVIEWING, ADOPTING, AND IMPLEMENTING STANDARDS AND  
7 CURRICULA TO MEET OR EXCEED THE NEWLY ADOPTED PRESCHOOL  
8 THROUGH ELEMENTARY AND SECONDARY EDUCATION STANDARDS;

9 (II) IMPLEMENTING THE ASSESSMENT SYSTEM FOR THE PRESCHOOL  
10 THROUGH ELEMENTARY AND SECONDARY EDUCATION STANDARDS;

11 (III) IMPLEMENTING THE SCHOOL READINESS DESCRIPTION AND  
12 ASSESSMENTS, INCLUDING CREATING AND IMPLEMENTING INDIVIDUALIZED  
13 READINESS PLANS;

14 (IV) INCORPORATING CAREER AND TECHNICAL EDUCATION  
15 STANDARDS INTO THE CURRICULA;

16 (V) ALIGNING THE PRESCHOOL, ELEMENTARY, SECONDARY, AND  
17 POSTSECONDARY EDUCATION CURRICULA WITH THE POSTSECONDARY AND  
18 WORKFORCE READINESS DESCRIPTION AND ADMINISTERING AND  
19 REVIEWING THE POSTSECONDARY AND WORKFORCE PLANNING,  
20 PREPARATION, AND READINESS ASSESSMENTS;

21 (VI) MAKING CHANGES TO THE POSTSECONDARY ADMISSIONS  
22 PROCESSES AND PUBLICATIONS TO TAKE INTO ACCOUNT THE  
23 POSTSECONDARY AND WORKFORCE READINESS DESCRIPTION AND THE  
24 POSTSECONDARY AND WORKFORCE PLANNING, PREPARATION, AND  
25 READINESS ASSESSMENTS; AND

26 (VII) REVIEWING, ADOPTING, AND IMPLEMENTING STANDARDS IN  
27 TEACHER PREPARATION PROGRAMS TO INCORPORATE THE PRESCHOOL

1 THROUGH ELEMENTARY AND SECONDARY EDUCATION STANDARDS, THE  
2 SCHOOL READINESS DESCRIPTION, THE SYSTEM OF ASSESSMENTS, THE  
3 INDIVIDUALIZED READINESS PLANS, THE POSTSECONDARY AND  
4 WORKFORCE READINESS DESCRIPTION, AND THE POSTSECONDARY AND  
5 WORKFORCE READINESS PLANNING, PREPARATION, AND READINESS  
6 ASSESSMENTS.

7 (2) THE ENTITY SELECTED TO CONDUCT THE COST STUDY SHALL  
8 SUBMIT REPORTS TO THE DEPARTMENT OF EDUCATION AND THE  
9 DEPARTMENT OF HIGHER EDUCATION IN ACCORDANCE WITH THE  
10 FOLLOWING TIME LINE:

11 (a) ON OR BEFORE MARCH 1, 2010, A REPORT OF THE COSTS  
12 PERTAINING TO ADOPTION AND IMPLEMENTATION OF THE SCHOOL  
13 READINESS DESCRIPTION, THE PRESCHOOL THROUGH ELEMENTARY AND  
14 SECONDARY EDUCATION STANDARDS, AND THE POSTSECONDARY AND  
15 WORKFORCE READINESS DESCRIPTION;

16 (b) ON OR BEFORE OCTOBER 1, 2010, A REPORT OF THE COSTS  
17 PERTAINING TO IMPLEMENTATION OF THE SCHOOL READINESS  
18 ASSESSMENTS, THE SYSTEM OF ASSESSMENTS THAT IS ALIGNED WITH THE  
19 PRESCHOOL THROUGH ELEMENTARY AND SECONDARY EDUCATION  
20 STANDARDS, AND THE POSTSECONDARY AND WORKFORCE PLANNING,  
21 PREPARATION, AND READINESS ASSESSMENTS; AND

22 (c) ON OR BEFORE OCTOBER 1, 2011, A REPORT OF THE COSTS  
23 PERTAINING TO IMPLEMENTATION OF THE DIPLOMA ENDORSEMENTS.

24 (3) AS SOON AS POSSIBLE FOLLOWING RECEIPT OF EACH REPORT  
25 SPECIFIED IN SUBSECTION (2) OF THIS SECTION, THE DEPARTMENT OF  
26 EDUCATION SHALL SUBMIT THE REPORT TO THE JOINT BUDGET COMMITTEE  
27 OF THE GENERAL ASSEMBLY AND TO THE EDUCATION COMMITTEES OF THE

1 SENATE AND THE HOUSE OF REPRESENTATIVES, OR ANY SUCCESSOR  
2 COMMITTEES.

3 **22-7-1019. Preschool to postsecondary and workforce**  
4 **readiness - progress reports - effectiveness reports.** (1) ON OR BEFORE  
5 FEBRUARY 15, 2009, AND ON OR BEFORE FEBRUARY 15 EACH YEAR  
6 THEREAFTER THROUGH 2012, THE DEPARTMENT OF EDUCATION SHALL  
7 SUBMIT TO THE EDUCATION COMMITTEES OF THE SENATE AND THE HOUSE  
8 OF REPRESENTATIVES, OR ANY SUCCESSOR COMMITTEES, A REPORT  
9 SUMMARIZING THE ACTIONS TAKEN BY THE STATE BOARD, THE  
10 COMMISSION, AND LOCAL EDUCATION PROVIDERS IN IMPLEMENTING THE  
11 REQUIREMENTS SPECIFIED IN THIS PART 10. THE DEPARTMENT MAY  
12 INCLUDE IN THE REPORT RECOMMENDATIONS, AS MAY BE NECESSARY, FOR  
13 LEGISLATIVE CHANGES IN THE TIME LINE FOR IMPLEMENTATION OF THIS  
14 PART 10.

15 (2) ON OR BEFORE FEBRUARY 15, 2013, AND ON OR BEFORE  
16 FEBRUARY 15 EACH YEAR THEREAFTER, THE DEPARTMENT OF EDUCATION  
17 SHALL SUBMIT TO THE EDUCATION COMMITTEES OF THE SENATE AND THE  
18 HOUSE OF REPRESENTATIVES, OR ANY SUCCESSOR COMMITTEES, A REPORT  
19 CONCERNING THE RESULTS ACHIEVED THROUGH IMPLEMENTATION OF  
20 SCHOOL READINESS, THE PRESCHOOL THROUGH ELEMENTARY AND  
21 SECONDARY EDUCATION STANDARDS, AND POSTSECONDARY AND  
22 WORKFORCE READINESS.

23 (3) (a) AT A MINIMUM, THE REPORT SHALL INCLUDE THE  
24 FOLLOWING INFORMATION FOR THE PRECEDING ACADEMIC YEAR:

25 (I) THE LEVELS OF SCHOOL READINESS DEMONSTRATED BY  
26 STUDENTS ENROLLED IN KINDERGARTEN;

27 (II) THE NUMBER OF STUDENTS ENROLLING IN THE

1 POSTSECONDARY AND WORKFORCE READINESS PROGRAMS AND THE  
2 NUMBER OF STUDENTS MAKING ADEQUATE LONGITUDINAL PROGRESS  
3 THROUGH AND COMPLETING THE POSTSECONDARY AND WORKFORCE  
4 READINESS PROGRAMS;

5 (III) THE LEVELS OF POSTSECONDARY AND WORKFORCE READINESS  
6 DEMONSTRATED BY HIGH SCHOOL STUDENTS; AND

7 (IV) BEGINNING WITH THE REPORT SUBMITTED IN 2016, THE  
8 NUMBER OF STUDENTS RECEIVING A HIGH SCHOOL DIPLOMA THAT  
9 INCLUDES AN ENDORSEMENT, IDENTIFIED BY TYPE OF ENDORSEMENT.

10 (b) THE DEPARTMENT OF EDUCATION SHALL PRESENT THE  
11 INFORMATION IN THE REPORT ON A STATEWIDE BASIS AND SHALL  
12 DISAGGREGATE THE INFORMATION BY SCHOOL DISTRICT, SCHOOL, GRADE  
13 LEVEL, FREE OR REDUCED-COST LUNCH ELIGIBILITY STATUS, GENDER, AND  
14 ETHNICITY, AND BY ANY OTHER CHARACTERISTIC DEEMED BY THE  
15 DEPARTMENT TO BE MEANINGFUL.

16 (4) EACH LOCAL EDUCATION PROVIDER SHALL COOPERATE WITH  
17 THE DEPARTMENT OF EDUCATION IN PROVIDING THE INFORMATION  
18 NECESSARY FOR THE REPORTS PREPARED PURSUANT TO THIS SECTION.

19 **SECTION 2.** The introductory portion to 22-2-106 (1) (a.5) and  
20 22-2-106 (1) (a.5) (V), Colorado Revised Statutes, are amended, and the  
21 said 22-2-106 (1) (a.5) is further amended BY THE ADDITION OF A  
22 NEW SUBPARAGRAPH, to read:

23 **22-2-106. State board - duties - repeal.** (1) It is the duty of the  
24 state board:

25 (a.5) To adopt, on or before ~~July 1, 2008~~ DECEMBER 15, 2009, a  
26 comprehensive set of guidelines for the establishment of high school  
27 graduation requirements to be used by each school district board of

1 education in developing local high school graduation requirements. Each  
2 school district board of education shall retain the authority to develop its  
3 own unique high school graduation requirements, so long as those local  
4 high school graduation requirements meet or exceed any minimum  
5 standards or basic core competencies or skills identified in the  
6 comprehensive set of guidelines for high school graduation developed by  
7 the state board pursuant to this paragraph (a.5). ~~In developing the~~  
8 ~~guidelines for high school graduation, the state board shall not identify~~  
9 ~~specific courses that a student shall take nor the level of proficiency a~~  
10 ~~student shall achieve to meet the guidelines established by the state board.~~  
11 In developing the guidelines for high school graduation, the state board  
12 shall utilize the recommendations of the state graduation guidelines  
13 development council established in section 22-7-414 and shall:

14 (II) ENSURE THAT THE STATE GRADUATION GUIDELINES ARE  
15 ALIGNED WITH THE DESCRIPTION OF POSTSECONDARY AND WORKFORCE  
16 READINESS, INCLUDING BUT NOT LIMITED TO THE MINIMUM REQUIRED  
17 ENGLISH LANGUAGE COMPETENCIES, ADOPTED JOINTLY BY THE STATE  
18 BOARD AND THE COLORADO COMMISSION ON HIGHER EDUCATION  
19 PURSUANT TO SECTION 22-7-1008 AND WITH THE PRESCHOOL THROUGH  
20 ELEMENTARY AND SECONDARY EDUCATION STANDARDS ADOPTED BY THE  
21 STATE BOARD PURSUANT TO SECTION 22-7-1005.

22 (V) Utilize standards-based education, as described in section  
23 22-7-402, AND AS REVISED PURSUANT TO PART 10 OF ARTICLE 7 OF THIS  
24 TITLE, as the framework for the development of the guidelines for high  
25 school graduation and consider how high school graduation requirements  
26 can be articulated in a standards-based education system. In the process  
27 of developing the guidelines for high school graduation, the state board

1 shall ensure that the state model content standards, adopted pursuant to  
2 section 22-7-406, are sufficiently rigorous, particularly in the core  
3 academic subject areas of mathematics, science, reading, and writing so  
4 that students are exposed to subject matter that research indicates will  
5 adequately prepare them for entrance into the workforce or the  
6 postsecondary education system. On or before August 1, 2007, the state  
7 board shall begin to receive public comment on the adequacy of the  
8 existing state model content standards. As part of receiving public  
9 comment, the state board is encouraged to form a stakeholder group of  
10 parents, teachers, administrators, and others to develop recommendations  
11 related to modernizing the state model content standards in mathematics,  
12 science, reading, and writing. On or before February 1, 2008, the state  
13 board shall report to the education committees of the house of  
14 representatives and the senate, or any successor committees, on the  
15 adequacy of the existing state model content standards in these subject  
16 matters.

17 **SECTION 3. 22-32-109 (1)(kk) (I), Colorado Revised Statutes,**  
18 **is amended to read:**

19 **22-32-109. Board of education - specific duties.** (1) In addition  
20 to any other duty required to be performed by law, each board of  
21 education shall have and perform the following specific duties:

22 (kk) (I) To undertake a community-based process to develop a  
23 blueprint for the education system in the community and to determine the  
24 skills students will need to be successful after graduation. Each board of  
25 education shall seek input from the community at large, which may  
26 include, but need not be limited to, students, parents, business persons,  
27 neighboring school districts, and regional boards of cooperative services.

1 Each board of education shall use this blueprint, together with the  
2 guidelines for high school graduation requirements developed by the state  
3 board pursuant to section 22-2-106 (1) (a.5), to establish local high school  
4 graduation requirements applicable to students enrolling in ninth grade  
5 beginning July 1, 2009. TO ASSIST THE STATE BOARD OF EDUCATION IN  
6 FULFILLING ITS DUTIES UNDER PART 10 OF ARTICLE 7 OF THIS TITLE, EACH  
7 BOARD OF EDUCATION SHALL PROVIDE TO THE STATE BOARD OF  
8 EDUCATION INFORMATION CONCERNING THE BLUEPRINT AND THE INPUT  
9 RECEIVED IN DEVELOPING THE BLUEPRINT. A board of education that has  
10 undertaken a comprehensive community-based process and has revised  
11 its high school graduation requirements within the previous two years  
12 shall not be required to develop a new blueprint for the education system  
13 in its community or make any revisions to its high school graduation  
14 requirements.

15 **SECTION 4.** 22-35-104, Colorado Revised Statutes, is amended  
16 BY THE ADDITION OF A NEW SUBSECTION to read:

17 **22-35-104. Enrollment in institution of higher education -**  
18 **cooperative agreement.** (1.5) NOTWITHSTANDING THE PROVISIONS OF  
19 SUBSECTION (1) OF THIS SECTION, A STUDENT WHO IS ENROLLED IN ANY OF  
20 GRADES NINE THROUGH TWELVE AND WHO DEMONSTRATES ATTAINMENT  
21 OF POSTSECONDARY AND WORKFORCE READINESS PURSUANT TO SECTION  
22 22-7-1016 IS ELIGIBLE TO APPLY TO AN INSTITUTION OF HIGHER  
23 EDUCATION AND ENROLL IN COURSES AT THE INSTITUTION IN ACCORDANCE  
24 WITH THE PROVISIONS OF THIS ARTICLE.

25 **SECTION 5.** 23-1-113, Colorado Revised Statutes, is amended  
26 BY THE ADDITION OF THE FOLLOWING NEW SUBSECTIONS to  
27 read:

1           **23-1-113. Commission directive - admission standards for**  
2           **baccalaureate and graduate institutions of higher education.**

3           (5) (a) ON OR BEFORE DECEMBER 15, 2009, PURSUANT TO SECTION  
4           22-7-1008, C.R.S., THE COMMISSION SHALL CONSULT WITH THE STATE  
5           BOARD OF EDUCATION, AND THE COMMISSION AND THE STATE BOARD OF  
6           EDUCATION SHALL NEGOTIATE A CONSENSUS AND ADOPT THE DESCRIPTION  
7           OF POSTSECONDARY AND WORKFORCE READINESS.

8           (b) ON OR BEFORE JULY 1, 2015, AND ON OR BEFORE JULY 1 EVERY  
9           SIX YEARS THEREAFTER, THE COMMISSION AND THE STATE BOARD OF  
10          EDUCATION MAY JOINTLY ADOPT REVISIONS TO THE POSTSECONDARY AND  
11          WORKFORCE READINESS DESCRIPTION.

12          (6) (a) ON OR BEFORE DECEMBER 15, 2010, PURSUANT TO SECTION  
13          22-7-1008, C.R.S., THE COMMISSION AND THE STATE BOARD OF  
14          EDUCATION SHALL NEGOTIATE A CONSENSUS AND ADOPT ONE OR MORE  
15          POSTSECONDARY AND WORKFORCE PLANNING, PREPARATION, AND  
16          READINESS ASSESSMENTS FOR USE BY SCHOOL DISTRICTS, BOARDS OF  
17          COOPERATIVE SERVICES, DISTRICT CHARTER HIGH SCHOOLS, AND  
18          INSTITUTE CHARTER HIGH SCHOOLS. THE COMMISSION AND THE STATE  
19          BOARD OF EDUCATION ALSO SHALL NEGOTIATE A CONSENSUS AND ADOPT  
20          SCORING CRITERIA TO INDICATE A STUDENT'S LEVEL OF POSTSECONDARY  
21          AND WORKFORCE READINESS, AS PROVIDED IN SECTION 22-7-1008, C.R.S.

22          (b) ON OR BEFORE JULY 1, 2016, AND ON OR BEFORE JULY 1 EVERY  
23          SIX YEARS THEREAFTER, THE COMMISSION AND THE STATE BOARD OF  
24          EDUCATION MAY NEGOTIATE A CONSENSUS AND ADOPT REVISIONS TO THE  
25          POSTSECONDARY AND WORKFORCE PLANNING, PREPARATION, AND  
26          READINESS ASSESSMENTS. THE COMMISSION AND THE STATE BOARD OF  
27          EDUCATION MAY ALSO REVISE THE SCORING CRITERIA FOR THE

1 POSTSECONDARY AND WORKFORCE PLANNING, PREPARATION, AND  
2 READINESS ASSESSMENTS, AS NECESSARY.

3  
4 (7) NOTWITHSTANDING ANY PROVISION OF THIS SECTION TO THE  
5 CONTRARY, A STUDENT WHO GRADUATES WITH A HIGH SCHOOL DIPLOMA  
6 THAT INCLUDES A POSTSECONDARY AND WORKFORCE READINESS  
7 ENDORSEMENT BASED ON CRITERIA ADOPTED BY THE STATE BOARD AND  
8 APPROVED BY THE COMMISSION AND THE GOVERNING BOARDS OF THE  
9 STATE INSTITUTIONS OF HIGHER EDUCATION PURSUANT TO SECTION  
10 22-7-1009, C.R.S., SHALL BE GUARANTEED:

11 (a) TO MEET MINIMUM ACADEMIC QUALIFICATIONS FOR ADMISSION  
12 TO, AND TO BE ELIGIBLE, SUBJECT TO ADDITIONAL INSTITUTIONAL REVIEW  
13 OF OTHER ADMISSION AND PLACEMENT QUALIFICATIONS, FOR PLACEMENT  
14 INTO CREDIT-BEARING COURSES AT, ALL OPEN, MODIFIED OPEN, OR  
15 MODERATELY SELECTIVE PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN  
16 COLORADO; AND

17 (b) TO RECEIVE PRIORITY CONSIDERATION, IN CONJUNCTION WITH  
18 ADDITIONAL ADMISSIONS CRITERIA, AND TO BE ELIGIBLE, SUBJECT TO  
19 ADDITIONAL INSTITUTIONAL REVIEW OF OTHER ADMISSION AND  
20 PLACEMENT QUALIFICATIONS, FOR PLACEMENT INTO CREDIT-BEARING  
21 COURSES, AT ALL OTHER PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN  
22 COLORADO. THE ADDITIONAL ADMISSIONS CRITERIA SHALL BE  
23 DETERMINED BY EACH INSTITUTION OF HIGHER EDUCATION.

24 (8) (a) ON OR BEFORE DECEMBER 15, 2014, BASED ON ADOPTION  
25 OF THE DESCRIPTION OF POSTSECONDARY AND WORKFORCE READINESS,  
26 THE COMMISSION SHALL, IF NECESSARY, REVISE THE MINIMUM ACADEMIC  
27 ADMISSION STANDARDS FOR FIRST-TIME FRESHMEN AT ALL

1 STATE-SUPPORTED BACCALAUREATE AND GRADUATE INSTITUTIONS OF  
2 HIGHER EDUCATION IN THE STATE TO ENSURE THAT THE MINIMUM  
3 ACADEMIC ADMISSION STANDARDS ARE ALIGNED WITH THE DESCRIPTION  
4 OF POSTSECONDARY AND WORKFORCE READINESS ADOPTED BY THE  
5 COMMISSION AND THE STATE BOARD OF EDUCATION.

6 (b) ON OR BEFORE DECEMBER 15, 2012, THE COMMISSION SHALL  
7 REVIEW THE BASIC SKILLS PLACEMENT OR ASSESSMENT TESTS  
8 ADMINISTERED PURSUANT TO SUB-SUBPARAGRAPH (B) OF SUBPARAGRAPH  
9 (I) OF PARAGRAPH (b) OF SUBSECTION (1) OF THIS SECTION, AND THE  
10 ASSOCIATED POLICIES, TO ENSURE THAT THE TESTS AND ASSOCIATED  
11 POLICIES ARE ALIGNED WITH THE POSTSECONDARY AND WORKFORCE  
12 READINESS DESCRIPTION.

13 (c) CONSISTENT WITH ANY REVISIONS ADOPTED PURSUANT TO THIS  
14 SECTION TO THE DESCRIPTION OF POSTSECONDARY AND WORKFORCE  
15 READINESS, THE COMMISSION SHALL, IF NECESSARY, ADOPT REVISIONS TO  
16 THE MINIMUM ACADEMIC ADMISSION STANDARDS AND THE BASIC SKILLS  
17 PLACEMENT OR ASSESSMENT TESTS TO ENSURE CONTINUED ALIGNMENT  
18 WITH THE POSTSECONDARY AND WORKFORCE READINESS DESCRIPTION.

19 (d) IN REVISING THE MINIMUM ACADEMIC ADMISSION STANDARDS  
20 AND THE BASIC SKILLS PLACEMENT OR ASSESSMENT TESTS PURSUANT TO  
21 THIS SUBSECTION (8), THE COMMISSION SHALL CONSULT WITH THE  
22 GOVERNING BOARDS OF THE STATE INSTITUTIONS OF HIGHER EDUCATION.

23 (9) ON OR BEFORE FEBRUARY 15, 2012, AND ON OR BEFORE  
24 FEBRUARY 15 EACH YEAR THEREAFTER, THE DEPARTMENT OF HIGHER  
25 EDUCATION SHALL SUBMIT TO THE STATE BOARD OF EDUCATION AND THE  
26 EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND THE  
27 SENATE, OR ANY SUCCESSOR COMMITTEES, A REPORT CONCERNING THE

1 ENROLLMENT, FIRST-YEAR COLLEGE GRADES, AND, SUBJECT TO  
2 AVAILABLE DATA, TYPES OF ACADEMIC CERTIFICATES AND DEGREES  
3 ATTAINED FOR THE HIGH SCHOOL GRADUATING CLASSES OF THE  
4 PRECEDING SIX ACADEMIC YEARS. THE DEPARTMENT OF HIGHER  
5 EDUCATION SHALL REPORT THE INFORMATION DISAGGREGATED BY  
6 SCHOOL DISTRICT OF GRADUATION, ETHNICITY, GENDER, FINANCIAL AID  
7 STATUS, AND ANY OTHER CHARACTERISTIC DEEMED RELEVANT BY THE  
8 COMMISSION. THE DEPARTMENT OF HIGHER EDUCATION SHALL ALSO  
9 MAKE THE REPORT AVAILABLE ON ITS WEB SITE.

10 (10) ON OR BEFORE FEBRUARY 15, 2009, AND ON OR BEFORE  
11 FEBRUARY 15 EACH YEAR THEREAFTER, THE DEPARTMENT OF HIGHER  
12 EDUCATION SHALL SUBMIT TO THE DEPARTMENT OF EDUCATION THE UNIT  
13 RECORDS USED FOR ITS REPORTING PURPOSES UNDER THIS SECTION TO  
14 ENABLE THE DEPARTMENT OF EDUCATION TO EVALUATE THE  
15 EFFECTIVENESS OF THE ALIGNMENT OF THE PRESCHOOL THROUGH  
16 POSTSECONDARY EDUCATION SYSTEMS IN PREPARING STUDENTS WHO  
17 DEMONSTRATE POSTSECONDARY AND WORKFORCE READINESS AND  
18 SUBSEQUENTLY SUCCEED IN POSTSECONDARY EDUCATION.

19 **SECTION 6.** 23-1-121 (2) (c), Colorado Revised Statutes, is  
20 amended to read:

21 **23-1-121. Commission directive - approval of teacher**  
22 **preparation programs.** (2) On or before July 1, 2000, the commission  
23 shall adopt policies establishing the requirements for teacher preparation  
24 programs offered by institutions of higher education. The commission  
25 shall work in cooperation with the state board of education in developing  
26 the requirements for teacher preparation programs. At a minimum, the  
27 requirements shall ensure that each teacher preparation program may be

1 completed within four academic years, is designed on a  
2 performance-based model, and includes:

3 (c) Course work and field-based training that integrates theory and  
4 practice and educates teacher candidates in the methodologies, practices,  
5 and procedures of teaching standards-based education, as described in  
6 ~~part 4~~ PARTS 4 AND 10 of article 7 of ~~this title~~ TITLE 22, C.R.S., and  
7 specifically in teaching to the state model content standards adopted  
8 pursuant to section 22-7-406, C.R.S., OR, BEGINNING DECEMBER 15,  
9 2012, TEACHING TO THE STATE PRESCHOOL THROUGH ELEMENTARY AND  
10 SECONDARY EDUCATION STANDARDS ADOPTED PURSUANT TO SECTION  
11 22-7-1005, C.R.S.;

12 SECTION 7. 22-7-604.3, Colorado Revised Statutes, is amended  
13 BY THE ADDITION OF A NEW SUBSECTION to read:

14 22-7-604.3. Academic growth calculation - model -  
15 rule-making. (3.5) Academic growth calculation model - revision.

16 WITHIN THIRTY DAYS AFTER RECEIVING THE INFORMATION FROM THE  
17 2009-10 ADMINISTRATION OF THE POSTSECONDARY AND WORKFORCE  
18 PLANNING, PREPARATION, AND READINESS ASSESSMENTS PURSUANT TO  
19 SECTION 22-7-1007, THE DEPARTMENT SHALL MAKE ANY NECESSARY  
20 ADJUSTMENTS TO THE GROWTH MODEL ADOPTED PURSUANT TO  
21 SUBSECTION (3) OF THIS SECTION TO ENSURE THAT IT MEASURES STUDENT  
22 GROWTH OVER TIME TOWARD ATTAINMENT OF THE STANDARDS ADOPTED  
23 PURSUANT TO SECTION 22-7-1005 AND ATTAINMENT OF POSTSECONDARY  
24 AND WORKFORCE READINESS AS DESCRIBED PURSUANT TO SECTION  
25 22-7-1008. IN ADJUSTING THE GROWTH MODEL, THE DEPARTMENT SHALL  
26 CONSULT WITH THE TECHNICAL ADVISORY PANEL APPOINTED PURSUANT  
27 TO SUBPARAGRAPH (I) OF PARAGRAPH (b) OF SUBSECTION (2) OF THIS

1 SECTION.

2 [REDACTED]

3 [REDACTED]

4 **SECTION 8. Appropriation.** (1) In addition to any other  
5 appropriation, there is hereby appropriated, out of any moneys in the state  
6 education fund created in section 17 (4) of article IX of the state  
7 constitution, not otherwise appropriated, to the department of education,  
8 for the fiscal year beginning July 1, 2008, the sum of [REDACTED] five hundred  
9 forty-two thousand four hundred fifty-three dollars (\$542,453) and 5.0  
10 FTE, or so much thereof as may be necessary, for the implementation of  
11 this act.

12 (2) In addition to any other appropriation, there is hereby  
13 appropriated to the department of higher education, for the fiscal year  
14 beginning July 1, 2008, the sum of one hundred five thousand one  
15 hundred eighty dollars (\$105,180) and 1.0 FTE, or so much thereof as  
16 may be necessary, for the implementation of this act. Said sum shall be  
17 from reappropriated funds received from the department of education out  
18 of the appropriation made in subsection (1) of this section.

19 (3) In addition to any other appropriation, there is hereby  
20 appropriated, out of any moneys in the state education fund created in  
21 section 17 (4) of article IX of the state constitution, not otherwise  
22 appropriated, to the department of education, for the fiscal year beginning  
23 July 1, 2008, the sum of two hundred fifty thousand dollars (\$250,000),  
24 or so much thereof as may be necessary, for the implementation of the  
25 postsecondary and workforce readiness assessments pilot program  
26 pursuant to section 22-7-1007, Colorado Revised Statutes.

27 **SECTION 9. Safety clause.** The general assembly hereby finds,

- 1 determines, and declares that this act is necessary for the immediate
- 2 preservation of the public peace, health, and safety.