

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

REENGROSSED

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

LLS NO. 08-0902.04 Julie Pelegrin

SENATE BILL 08-212

SENATE SPONSORSHIP

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Senate Committees

Education
Appropriations

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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 STUDENTS ENROLLED IN
14 THE PUBLIC SCHOOLS OF THE STATE;

15 (b) HOWEVER, COLORADO CONTINUES TO SEE UNACCEPTABLY
16 HIGH DROPOUT RATES THROUGHOUT THE STATE, UNACCEPTABLY LOW
17 NUMBERS OF HIGH SCHOOL GRADUATES WHO CONTINUE INTO AND
18 SUCCESSFULLY COMPLETE HIGHER EDUCATION, AND AN UNACCEPTABLY
19 HIGH NEED FOR REMEDIATION AMONG THOSE STUDENTS WHO DO
20 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 TAKE INTO ACCOUNT THE FACT THAT, WHILE ALL STUDENTS MUST
9 BE WELL PREPARED FOR ACTIVE CITIZENSHIP, DIFFERENT STUDENTS WILL
10 HAVE DIFFERENT CAREER ASPIRATIONS: SOME WILL SEEK HIGHER
11 EDUCATION UPON GRADUATION; SOME WILL SEEK CAREER OR TECHNICAL
12 TRAINING TO PURSUE A PARTICULAR VOCATION; OTHERS WILL
13 IMMEDIATELY SEEK TO ENTER THE WORKFORCE;

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

22 (c) IN PROVIDING THE CURRICULA TO ENSURE THAT EACH STUDENT
23 ATTAINS THE LEVEL OF ACADEMIC ACHIEVEMENT AND PREPARATION HE OR
24 SHE NEEDS TO CONTINUE INTO THE STUDENT'S CHOSEN POST-GRADUATION
25 PATH OF ENTERING THE WORKFORCE, CAREER AND TECHNICAL EDUCATION,
26 OR HIGHER EDUCATION, A WIDE VARIETY OF CURRICULAR AND PROGRAM
27 OPTIONS WILL BE NECESSARY TO SPARK IN EACH STUDENT THE AMBITION

1 AND DESIRE TO GRADUATE FROM HIGH SCHOOL AND ACHIEVE HIS OR HER
2 ASPIRATIONS:

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

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

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

23 (a) TO EDUCATE STUDENTS TO THEIR FULL POTENTIAL, THE STATE
24 MUST ALIGN THE PUBLIC EDUCATION SYSTEM FROM PRESCHOOL THROUGH
25 POSTSECONDARY AND WORKFORCE READINESS. THIS ALIGNMENT WILL
26 ENSURE THAT A STUDENT WHO ENTERS SCHOOL READY TO SUCCEED AND
27 ACHIEVES THE REQUIRED LEVEL OF PROFICIENCY ON STANDARDS AS HE OR

1 SHE PROGRESSES THROUGH ELEMENTARY AND SECONDARY EDUCATION
2 WILL HAVE ACHIEVED POSTSECONDARY AND WORKFORCE READINESS
3 WHEN THE STUDENT GRADUATES FROM HIGH SCHOOL, IF NOT EARLIER. AS
4 SUCH, THE STUDENT WILL BE READY TO ENTER THE WORKFORCE OR TO
5 ENTER POSTSECONDARY EDUCATION WITHOUT NEED FOR REMEDIATION.

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

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

24 (d) ALIGNING STANDARDS FROM PRESCHOOL THROUGH
25 POSTSECONDARY AND WORKFORCE READINESS AND CREATING A SEAMLESS
26 SYSTEM OF PUBLIC EDUCATION WILL PLACE EVEN GREATER DEMANDS ON
27 PRINCIPALS, TEACHERS, AND OTHER EDUCATORS. THE GENERAL

1 ASSEMBLY RECOGNIZES THAT, ENABLING THEM TO MEET THESE DEMANDS
2 WILL REQUIRE AN INVESTMENT IN PROFESSIONAL DEVELOPMENT.

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

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

23 **22-7-1003. Definitions.** AS USED IN THIS PART 10, UNLESS THE
24 CONTEXT OTHERWISE REQUIRES:

25 (1) "ASSESSMENT" MEANS THE METHOD USED TO COLLECT
26 EVIDENCE OF WHAT A STUDENT KNOWS AND IS ABLE TO DO AND TO
27 MEASURE A STUDENT'S ACADEMIC PROGRESS TOWARD ATTAINING A

1 STANDARD.

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

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

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

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

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

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

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

25 (9) "LOCAL EDUCATION PROVIDER" MEANS A SCHOOL DISTRICT, A
26 BOARD OF COOPERATIVE SERVICES, A DISTRICT CHARTER SCHOOL, OR AN
27 INSTITUTE CHARTER SCHOOL.

1 (10) "LOCAL SCHOOL BOARD" MEANS A SCHOOL DISTRICT BOARD
2 OF EDUCATION.

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

6 (12) "POSTSECONDARY AND WORKFORCE PLANNING ASSESSMENT"
7 MEANS A STANDARDIZED, NATIONALLY RECOGNIZED, CURRICULUM-BASED
8 ASSESSMENT THAT IS SELECTED BY THE STATE BOARD; THAT IS
9 ADMINISTERED TO STUDENTS IN EIGHTH OR NINTH GRADE; THAT TESTS IN
10 THE AREAS OF ENGLISH, READING, MATHEMATICS, AND SCIENCE; THAT
11 INCLUDES COMPONENTS TO DETERMINE A STUDENT'S AREAS OF INTEREST;
12 THAT PROVIDES GUIDANCE REGARDING A STUDENT'S LEVEL OF ACADEMIC
13 AND CAREER PREPARATION; AND THAT IS ALIGNED WITH THE
14 POSTSECONDARY AND WORKFORCE PREPARATION AND READINESS
15 ASSESSMENTS.

16 (13) "POSTSECONDARY AND WORKFORCE PREPARATION
17 ASSESSMENT" MEANS A STANDARDIZED, NATIONALLY RECOGNIZED,
18 CURRICULUM-BASED ASSESSMENT THAT IS SELECTED BY THE STATE
19 BOARD; THAT IS ADMINISTERED TO STUDENTS IN TENTH GRADE; THAT
20 TESTS IN THE AREAS OF ENGLISH, READING, MATHEMATICS, AND SCIENCE;
21 AND THAT IS ALIGNED WITH THE POSTSECONDARY AND WORKFORCE
22 PLANNING AND READINESS ASSESSMENTS.

23 (14) "POSTSECONDARY AND WORKFORCE READINESS" MEANS THE
24 _____ KNOWLEDGE AND SKILLS THAT A STUDENT SHOULD HAVE ATTAINED
25 PRIOR TO OR UPON ATTAINING A HIGH SCHOOL DIPLOMA, AS ADOPTED
26 JOINTLY BY THE STATE BOARD AND THE COMMISSION PURSUANT TO
27 SECTION 22-7-1007.

1 (15) POSTSECONDARY AND WORKFORCE READINESS ASSESSMENT"
2 MEANS A STANDARDIZED, CURRICULUM-BASED ACHIEVEMENT
3 ASSESSMENT THAT IS SELECTED BY THE STATE BOARD; THAT IS
4 ADMINISTERED THROUGHOUT THE UNITED STATES; THAT IS RELIED UPON
5 BY INSTITUTIONS OF HIGHER EDUCATION THROUGHOUT THE UNITED
6 STATES; THAT IS ADMINISTERED TO STUDENTS IN ELEVENTH GRADE; THAT
7 TESTS IN THE AREAS OF ENGLISH, READING, WRITING, MATHEMATICS, AND
8 SCIENCE; AND THAT IS ALIGNED WITH THE POSTSECONDARY AND
9 WORKFORCE PLANNING AND PREPARATION ASSESSMENTS.

10 (16) "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 GRADUATION FROM TWELFTH GRADE.

15 (17) "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 (18) "REGIONAL EDUCATOR MEETING" MEANS A MEETING
24 CONVENED PURSUANT TO SECTION 22-7-1010 BY THE COMMISSIONER AND
25 THE EXECUTIVE DIRECTOR IN A REGIONAL SERVICE AREA.

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

1 LAW.

2 (20) "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 (21) "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 (22) "STATE BOARD" MEANS THE STATE BOARD OF EDUCATION
10 CREATED PURSUANT TO SECTION 1 OF ARTICLE IX OF THE STATE
11 CONSTITUTION.

12 (23) "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 COMPLETION OF THE TWELFTH
3 GRADE;

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) FOLLOWING ADOPTION OF STANDARDS FOR NINTH THROUGH
3 TWELFTH GRADES PURSUANT TO SECTION 22-7-1007, THE STATE BOARD
4 SHALL REVIEW AND REVISE, IF NECESSARY THE STANDARDS ADOPTED
5 PURSUANT TO THIS SECTION FOR PRESCHOOL THROUGH ELEMENTARY AND
6 SECONDARY EDUCATION TO ENSURE THAT THEY ALIGN WITH THE
7 STANDARDS ADOPTED FOR GRADES NINE THROUGH TWELVE.

8 (5) ON OR BEFORE JULY 1, 2015, AND ON OR BEFORE JULY 1 EVERY
9 SIX YEARS THEREAFTER, THE STATE BOARD SHALL REVIEW AND ADOPT
10 ANY APPROPRIATE REVISIONS TO THE PRESCHOOL THROUGH ELEMENTARY
11 AND SECONDARY EDUCATION STANDARDS SPECIFIED IN THIS SECTION. IN
12 ADOPTING REVISIONS, THE STATE BOARD MAY ADD OR DELETE ONE OR
13 MORE OF THE SPECIFIC INSTRUCTIONAL AREAS BASED ON THE NEEDS OF
14 THE STATE AND CHANGES IN NATIONAL AND INTERNATIONAL ACADEMIC
15 EXPECTATIONS. IN ADOPTING REVISIONS TO THE STANDARDS PURSUANT
16 TO THIS SUBSECTION (5), THE STATE BOARD SHALL ENSURE THAT THE
17 STANDARDS CONTINUE TO MEET THE REQUIREMENTS SPECIFIED IN
18 SUBSECTION (3) OF THIS SECTION.

19 **22-7-1006. Preschool through elementary and secondary**
20 **education - aligned assessments - adoption - revisions.** (1) (a) ON OR
21 BEFORE DECEMBER 15, 2010, THE STATE BOARD SHALL ADOPT A SYSTEM
22 OF ASSESSMENTS THAT ARE ALIGNED WITH THE PRESCHOOL THROUGH
23 ELEMENTARY AND SECONDARY EDUCATION STANDARDS AND ARE
24 DESIGNED TO MEASURE STUDENTS' LEVELS OF ATTAINMENT OF THE
25 STANDARDS AND TO LONGITUDINALLY MEASURE STUDENTS' ACADEMIC
26 PROGRESS TOWARD ATTAINING THE STANDARDS. IN ADOPTING THE
27 SYSTEM OF ASSESSMENTS, THE STATE BOARD SHALL ENSURE, AT A

1 MINIMUM, THAT THE SYSTEM IS DESIGNED TO:

2 (I) PROVIDE RELEVANT, TIMELY RESULTS THAT WILL AID
3 TEACHERS, PARENTS, AND STUDENTS IN IDENTIFYING AREAS IN WHICH
4 STUDENTS MAY NEED ADDITIONAL SUPPORT OR ASSISTANCE IN ATTAINING
5 THE STANDARDS;

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

8 (III) PROVIDE GUIDANCE TO TEACHERS, PARENTS, AND STUDENTS
9 IN DETERMINING WHETHER EACH STUDENT IS MAKING THE NECESSARY
10 PROGRESS TOWARD ACHIEVING POSTSECONDARY AND WORKFORCE
11 READINESS;

12 (IV) PROVIDE RESULTS THAT MAY BE USED ACROSS MULTIPLE
13 EDUCATION SYSTEMS AS A STUDENT PROGRESSES FROM PRESCHOOL
14 THROUGH ELEMENTARY AND SECONDARY EDUCATION AND INTO
15 POSTSECONDARY EDUCATION;

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

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

20 (VII) PROVIDE ASSESSMENT SCORES THAT ARE USEFUL IN
21 MEASURING STUDENT ACADEMIC PERFORMANCE, THE ACADEMIC
22 PERFORMANCE OF A SCHOOL, AND THE ACADEMIC PERFORMANCE OF A
23 SCHOOL DISTRICT FOR PURPOSES OF STATE AND FEDERAL ACCOUNTABILITY
24 SYSTEMS.

25 (b) IN ADOPTING A SYSTEM OF ASSESSMENTS, THE STATE BOARD
26 SHALL ALSO ADOPT SCORING CRITERIA FOR MEASURING A STUDENT'S
27 LEVEL OF ATTAINMENT OF A STANDARD BASED ON THE STUDENT'S

1 PERFORMANCE ON A PARTICULAR ASSESSMENT AND FOR MEASURING A
2 STUDENT'S PROGRESS TOWARD ATTAINING POSTSECONDARY AND
3 WORKFORCE READINESS.

4 (c) IN ADOPTING A SYSTEM OF ASSESSMENTS, THE STATE BOARD
5 SHALL ALSO MAKE RECOMMENDATIONS CONCERNING A SYSTEM OF
6 RATINGS FOR PUBLIC SCHOOLS THAT RECOGNIZES EACH SCHOOL'S SUCCESS
7 IN SUPPORTING THE LONGITUDINAL ACADEMIC GROWTH OF THE STUDENTS
8 ENROLLED IN THE PUBLIC SCHOOLS AND IN ACHIEVING ADEQUATE YEARLY
9 PROGRESS AS REQUIRED BY FEDERAL LAW.

10 (d) IN ADOPTING A SYSTEM OF ASSESSMENTS, THE STATE BOARD
11 SHALL RECOMMEND LEGISLATIVE CHANGES AS NECESSARY TO IMPLEMENT
12 THE SYSTEM AND THE PROPOSED CHANGES TO THE SYSTEM OF RATINGS
13 FOR PUBLIC SCHOOLS.

14 (2) FOLLOWING ADOPTION OF THE POSTSECONDARY AND
15 WORKFORCE PLANNING, PREPARATION, AND READINESS ASSESSMENTS
16 PURSUANT TO SECTION 22-7-1007, THE STATE BOARD SHALL REVIEW AND
17 REVISE, IF NECESSARY THE SYSTEM OF ASSESSMENTS ADOPTED PURSUANT
18 TO THIS SECTION TO ENSURE THAT THEY ALIGN WITH THE POSTSECONDARY
19 AND WORKFORCE PLANNING, PREPARATION, AND READINESS
20 ASSESSMENTS.

21 (3) ON OR BEFORE JULY 1, 2016, AND ON OR BEFORE JULY 1 EVERY
22 SIX YEARS THEREAFTER, THE STATE BOARD SHALL REVIEW AND ADOPT
23 ANY APPROPRIATE REVISIONS TO THE SYSTEM OF ASSESSMENTS SPECIFIED
24 IN THIS SECTION. THE STATE BOARD MAY ADOPT REVISIONS TO AN
25 ASSESSMENT OR ADOPT ADDITIONAL ASSESSMENTS, REGARDLESS OF
26 WHETHER IT ADOPTS ANY REVISION TO THE STANDARDS WITH WHICH THE
27 ASSESSMENT IS ALIGNED. IN ADOPTING REVISIONS TO THE SYSTEM OF

1 ASSESSMENTS, THE STATE BOARD SHALL ENSURE THAT THE SYSTEM OF
2 ASSESSMENTS CONTINUES TO MEET THE REQUIREMENTS SPECIFIED IN THIS
3 SECTION.

4 **22-7-1007. Postsecondary and workforce planning,**
5 **preparation, and readiness pilot program - adoption of standards -**
6 **state plan - rules.** (1) (a) BEGINNING IN THE 2008-09 ACADEMIC YEAR,
7 THE DEPARTMENT OF EDUCATION SHALL IMPLEMENT A PILOT PROGRAM TO
8 ENCOURAGE LOCAL EDUCATION PROVIDERS TO ADMINISTER
9 POSTSECONDARY AND WORKFORCE PLANNING, PREPARATION, AND
10 READINESS ASSESSMENTS TO STUDENTS ENROLLED IN GRADES NINE
11 THROUGH TWELVE, REFERRED TO IN THIS SECTION AS THE "PILOT
12 PROGRAM". THE DEPARTMENT OF EDUCATION SHALL NOTIFY LOCAL
13 EDUCATION PROVIDERS CONCERNING THE CREATION AND OPERATION OF
14 THE PILOT PROGRAM. EACH LOCAL EDUCATION PROVIDER THAT CHOOSES
15 TO PARTICIPATE IN THE PILOT PROGRAM SHALL NOTIFY THE DEPARTMENT
16 OF EDUCATION ON OR BEFORE AUGUST 1, 2008, AND ON OR BEFORE
17 AUGUST 1 EACH YEAR THEREAFTER UNTIL THE PILOT PROGRAM IS
18 DISCONTINUED AS PROVIDED IN SUBSECTION (4) OF THIS SECTION.

19 (b) AS SOON AS POSSIBLE FOLLOWING THE EFFECTIVE DATE OF THIS
20 SECTION, THE STATE BOARD SHALL PROMULGATE RULES PURSUANT TO THE
21 "STATE ADMINISTRATIVE PROCEDURE ACT", ARTICLE 4 OF TITLE 24,
22 C.R.S., FOR THE IMPLEMENTATION OF THE PILOT PROGRAM AND SHALL
23 SELECT THE POSTSECONDARY AND WORKFORCE PLANNING, PREPARATION,
24 AND READINESS ASSESSMENTS TO BE ADMINISTERED THROUGH THE PILOT
25 PROGRAM. IN SELECTING THE ASSESSMENTS, THE STATE BOARD SHALL
26 ENSURE THAT THEY MEET THE REQUIREMENTS SPECIFIED IN SECTION
27 22-7-1003 (12), (13), AND (15).

1 (2) EACH LOCAL EDUCATION PROVIDER THAT CHOOSES TO
2 PARTICIPATE IN THE PILOT PROGRAM SHALL:

3 (a) ADMINISTER THE POSTSECONDARY AND WORKFORCE PLANNING
4 ASSESSMENT DURING THE SPRING SEMESTER OF EACH ACADEMIC YEAR TO
5 STUDENTS ENROLLED IN NINTH GRADE. A LOCAL EDUCATION PROVIDER
6 MAY ALSO CHOOSE TO ADMINISTER THE POSTSECONDARY AND
7 WORKFORCE PLANNING ASSESSMENT DURING THE FALL SEMESTER TO
8 STUDENTS ENROLLED IN EIGHTH GRADE.

9 (b) ADMINISTER THE POSTSECONDARY AND WORKFORCE
10 PREPARATION ASSESSMENT DURING THE SPRING SEMESTER OF EACH
11 ACADEMIC YEAR TO STUDENTS ENROLLED IN TENTH GRADE;

12 (c) ADMINISTER THE POSTSECONDARY AND WORKFORCE
13 READINESS ASSESSMENT DURING THE SPRING SEMESTER OF EACH
14 ACADEMIC YEAR TO STUDENTS ENROLLED IN ELEVENTH GRADE;

15 (d) DEVELOP AND IMPLEMENT A PROCESS BY WHICH THE LOCAL
16 EDUCATION PROVIDER WILL SHARE THE RESULTS RECEIVED BY EACH
17 STUDENT ON THE POSTSECONDARY AND WORKFORCE PLANNING,
18 PREPARATION, AND READINESS ASSESSMENTS WITH THE STUDENT AND THE
19 STUDENT'S PARENTS AS SOON AS POSSIBLE FOLLOWING RECEIPT OF THE
20 RESULTS;

21 (e) ANNUALLY, ON OR BEFORE A DATE SPECIFIED BY RULE OF THE
22 STATE BOARD, PROVIDE TO THE DEPARTMENT OF EDUCATION THE RESULTS
23 ACHIEVED BY STUDENTS ON THE POSTSECONDARY AND WORKFORCE
24 PLANNING, PREPARATION, AND READINESS ASSESSMENTS AND ANY OTHER
25 INFORMATION PERTAINING TO THE OPERATION OF THE PILOT PROGRAM
26 THAT MAY BE REQUIRED BY STATE BOARD RULE.

27 (3) (a) THE DEPARTMENT OF EDUCATION SHALL SOLICIT

1 INFORMATION FROM SCHOOL DISTRICTS THAT BEGAN ADMINISTERING THE
2 POSTSECONDARY AND WORKFORCE PLANNING, PREPARATION, AND
3 READINESS ASSESSMENTS PRIOR TO CREATION OF THE PILOT PROGRAM,
4 AND SHALL COMBINE THAT INFORMATION WITH THE INFORMATION
5 RECEIVED FROM THE LOCAL EDUCATION PROVIDERS PARTICIPATING IN THE
6 PILOT PROGRAM AND APPLY ALL OF THE PERTINENT INFORMATION TO
7 AMENDING THE STATE PLAN, INCLUDING BUT NOT LIMITED TO ADOPTING
8 FOR GRADES NINE THROUGH TWELVE THE STANDARDS THAT ARE ALIGNED
9 WITH THE POSTSECONDARY AND WORKFORCE PLANNING, PREPARATION,
10 AND READINESS ASSESSMENTS. ___

11 (b) THE DEPARTMENT OF EDUCATION SHALL AMEND THE STATE
12 PLAN TO:

13 (I) ELIMINATE THE STATEWIDE TESTS ADMINISTERED IN GRADES
14 NINE AND TEN PURSUANT TO SECTION 22-7-409;

15 (II) ADOPT THE STANDARDS FOR GRADES NINE THROUGH TWELVE
16 THAT ARE ALIGNED WITH THE POSTSECONDARY AND WORKFORCE
17 PLANNING, PREPARATION, AND READINESS ASSESSMENTS;

18 (III) ADMINISTER THE POSTSECONDARY AND WORKFORCE
19 PLANNING ASSESSMENT ANNUALLY IN THE SPRING SEMESTER TO STUDENTS
20 ENROLLED IN NINTH GRADE;

21 (IV) ADMINISTER THE POSTSECONDARY AND WORKFORCE
22 PREPARATION ASSESSMENT ANNUALLY IN THE SPRING SEMESTER TO
23 STUDENTS ENROLLED IN TENTH GRADE; AND

24 (V) ADMINISTER THE POSTSECONDARY AND WORKFORCE
25 READINESS ASSESSMENT ANNUALLY IN THE SPRING SEMESTER TO
26 STUDENTS ENROLLED IN ELEVENTH GRADE.

27 (c) NO LATER THAN FEBRUARY 2009, THE DEPARTMENT OF

1 EDUCATION SHALL SUBMIT THE AMENDED STATE PLAN TO THE FEDERAL
2 DEPARTMENT OF EDUCATION FOR PEER REVIEW AND APPROVAL. THE
3 DEPARTMENT OF EDUCATION SHALL PROVIDE PUBLIC NOTICE OF THE
4 FEEDBACK RECEIVED THROUGH THE PEER REVIEW PROCESS AND ANY
5 SUBSEQUENT CHANGES MADE TO THE STATE PLAN IN RESPONSE TO THE
6 FEEDBACK, INCLUDING BUT NOT LIMITED TO ANY CHANGES OR ADDITIONS
7 MADE TO THE STANDARDS.

8 (4) AS SOON AS POSSIBLE FOLLOWING APPROVAL OF THE STATE
9 PLAN:

10 (a) THE STATE BOARD SHALL ADOPT THE STANDARDS FOR GRADES
11 NINE THROUGH TWELVE SPECIFIED IN THE APPROVED STATE PLAN FOR THE
12 SPECIFIC INSTRUCTIONAL AREAS THAT ARE ASSESSED IN THE
13 POSTSECONDARY AND WORKFORCE PLANNING, PREPARATION, AND
14 READINESS ASSESSMENTS. THE STATE STANDARDS ADOPTED BY THE
15 STATE BOARD PURSUANT TO SECTION 22-7-1005 IN OTHER INSTRUCTIONAL
16 AREAS NEED NOT BE AFFECTED BY THE STANDARDS ADOPTED PURSUANT
17 TO THIS PARAGRAPH (a).

18 (b) THE STATE BOARD SHALL ADOPT THE POSTSECONDARY AND
19 WORKFORCE PLANNING, PREPARATION, AND READINESS ASSESSMENTS AS
20 THE ASSESSMENTS TO BE ADMINISTERED STATEWIDE IN GRADES NINE
21 THROUGH TWELVE THROUGH THE SYSTEM OF ASSESSMENTS ADOPTED
22 PURSUANT TO SECTION 22-7-1006. THE STATE BOARD SHALL ALSO
23 DETERMINE WHETHER TO ADMINISTER THE POSTSECONDARY AND
24 WORKFORCE PLANNING ASSESSMENT IN EIGHTH GRADE. ANY
25 ASSESSMENTS ADOPTED BY THE STATE BOARD PURSUANT TO SECTION
26 22-7-1006 FOR OTHER INSTRUCTIONAL AREAS NEED NOT BE AFFECTED BY
27 THE ASSESSMENTS ADOPTED PURSUANT TO THIS SECTION. THE STATE

1 BOARD SHALL ALSO REVISE THE SCORING CRITERIA IF NECESSARY.

2 (c) THE PILOT PROGRAM SHALL CEASE TO OPERATE AS A PILOT
3 PROGRAM, AND EACH LOCAL EDUCATION PROVIDER SHALL ADMINISTER
4 THE POSTSECONDARY AND WORKFORCE PLANNING, PREPARATION, AND
5 READINESS ASSESSMENTS AS REQUIRED IN SECTION 22-7-1015.

6 (5) ON OR BEFORE MARCH 1, 2009, THE STATE BOARD AND THE
7 DEPARTMENT OF EDUCATION SHALL REPORT TO THE EDUCATION
8 COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND THE SENATE, OR
9 ANY SUCCESSOR COMMITTEES, REGARDING INTEGRATION OF THE
10 PRESCHOOL THROUGH ELEMENTARY AND SECONDARY STANDARDS FOR
11 GRADES KINDERGARTEN THROUGH EIGHT WITH THE STANDARDS THAT ARE
12 ALIGNED WITH THE POSTSECONDARY AND WORKFORCE PLANNING,
13 PREPARATION, AND READINESS ASSESSMENTS.

14 **22-7-1008. Postsecondary and workforce readiness description**
15 **___ - adoption - revision.** (1) ON OR BEFORE DECEMBER 15, 2008, THE
16 STATE BOARD AND THE COMMISSION, JOINTLY, SHALL ADOPT A
17 DESCRIPTION OF POSTSECONDARY AND WORKFORCE READINESS. IN
18 DESCRIBING POSTSECONDARY AND WORKFORCE READINESS, THE STATE
19 BOARD AND THE COMMISSION SHALL, AT A MINIMUM:

20 (a) DESCRIBE THE KNOWLEDGE AND SKILLS THAT ARE REQUIRED
21 FOR A STUDENT ___ TO DEMONSTRATE POSTSECONDARY AND WORKFORCE
22 READINESS;

23 (b) ENSURE THAT POSTSECONDARY AND WORKFORCE READINESS
24 INCLUDES DEMONSTRATION OF POSTSECONDARY PLANNING SKILLS AND
25 THE ABILITY TO APPLY THOSE SKILLS;

26 (c) DESCRIBE THE LEVEL OF ENGLISH LANGUAGE COMPETENCY
27 THAT A STUDENT MUST DEMONSTRATE IN ORDER TO DEMONSTRATE

1 POSTSECONDARY AND WORKFORCE READINESS;

2 (d) ENSURE THAT THE DESCRIPTION OF POSTSECONDARY AND
3 WORKFORCE READINESS IS ALIGNED WITH THE POSTSECONDARY AND
4 WORKFORCE PLANNING, PREPARATION, AND READINESS ASSESSMENTS AND
5 WITH THE STANDARDS THAT ARE ALIGNED WITH THE ASSESSMENTS;

6 (e) ENSURE THAT POSTSECONDARY AND WORKFORCE READINESS
7 INCLUDES DEMONSTRATION OF A SUFFICIENTLY HIGH LEVEL OF
8 COMPREHENSION OR SKILL TO SUCCESSFULLY COMPLETE, WITHOUT NEED
9 FOR REMEDIATION, THE CORE ACADEMIC COURSES IDENTIFIED BY THE
10 COMMISSION PURSUANT TO SECTION 23-1-125 (3), C.R.S.; AND

11 (f) ENSURE THAT, TO THE EXTENT PRACTICABLE, POSTSECONDARY
12 AND WORKFORCE READINESS REQUIRES A STUDENT TO DEMONSTRATE
13 CREATIVITY AND INNOVATION SKILLS; CRITICAL-THINKING AND
14 PROBLEM-SOLVING SKILLS; COMMUNICATION AND COLLABORATION
15 SKILLS; SOCIAL AND CULTURAL AWARENESS; CIVIC ENGAGEMENT;
16 INITIATIVE AND SELF-DIRECTION; FLEXIBILITY; PRODUCTIVITY AND
17 ACCOUNTABILITY; CHARACTER AND LEADERSHIP; INFORMATION
18 TECHNOLOGY APPLICATION SKILLS; AND OTHER SKILLS CRITICAL TO
19 PREPARING STUDENTS FOR THE TWENTY-FIRST-CENTURY WORKFORCE AND
20 FOR ACTIVE CITIZENSHIP.

21 (2) ON OR BEFORE JULY 1, 2015, AND ON OR BEFORE JULY 1 EVERY
22 SIX YEARS THEREAFTER, THE STATE BOARD AND THE COMMISSION,
23 JOINTLY, SHALL REVIEW AND ADOPT ANY APPROPRIATE REVISIONS TO THE
24 DESCRIPTION OF POSTSECONDARY AND WORKFORCE READINESS. THE
25 STATE BOARD AND THE COMMISSION SHALL ENSURE THAT ANY REVISIONS
26 ADOPTED PURSUANT TO THIS PARAGRAPH (a) MEET THE REQUIREMENTS
27 FOR THE DESCRIPTION OF POSTSECONDARY AND WORKFORCE READINESS

1 SPECIFIED IN SUBSECTION (1) OF THIS SECTION.

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3 **22-7-1009. Diploma endorsements - adoption - revisions.**

4 (1) ON OR BEFORE JULY 1, 2011, THE STATE BOARD SHALL ADOPT
5 CRITERIA THAT A LOCAL SCHOOL BOARD, BOCES, OR INSTITUTE CHARTER
6 HIGH SCHOOL MAY APPLY IF THE LOCAL SCHOOL BOARD, BOCES, OR
7 INSTITUTE CHARTER HIGH SCHOOL CHOOSES TO ENDORSE HIGH SCHOOL
8 DIPLOMAS TO INDICATE THAT STUDENTS HAVE ACHIEVED POSTSECONDARY
9 AND WORKFORCE READINESS. THE CRITERIA SHALL INCLUDE, BUT NEED
10 NOT BE LIMITED TO, THE REQUIRED MINIMUM LEVEL OF POSTSECONDARY
11 AND WORKFORCE READINESS THAT A STUDENT MUST ACHIEVE TO RECEIVE
12 A READINESS ENDORSEMENT ON HIS OR HER DIPLOMA FROM THE LOCAL
13 SCHOOL BOARD, BOCES, OR INSTITUTE CHARTER HIGH SCHOOL. IN
14 IDENTIFYING THE REQUIRED MINIMUM LEVEL OF POSTSECONDARY AND
15 WORKFORCE READINESS, THE STATE BOARD SHALL ENSURE THAT THE
16 MINIMUM LEVEL OF POSTSECONDARY AND WORKFORCE READINESS
17 REFLECTS THE EXPECTATIONS FOR POSTSECONDARY AND WORKFORCE
18 READINESS THAT ARE APPLIED NATIONALLY AND INTERNATIONALLY.

19 (2) THE STATE BOARD SHALL ALSO ADOPT CRITERIA FOR AN
20 ENDORSEMENT THAT A LOCAL SCHOOL BOARD, BOCES, OR INSTITUTE
21 CHARTER HIGH SCHOOL MAY CHOOSE TO GRANT TO GRADUATING
22 STUDENTS THAT WOULD INDICATE EXTRAORDINARY ACADEMIC
23 ACHIEVEMENT OR EXEMPLARY DEMONSTRATION BY A STUDENT OF
24 POSTSECONDARY AND WORKFORCE READINESS.

25 (3) FOLLOWING ADOPTION OF THE CRITERIA FOR DIPLOMA
26 ENDORSEMENTS PURSUANT TO SUBSECTIONS (1) AND (2) OF THIS SECTION,
27 THE STATE BOARD SHALL CONSULT WITH THE COMMISSION AND THE

1 GOVERNING BOARDS OF THE STATE INSTITUTIONS OF HIGHER EDUCATION.
2 THE PROVISIONS OF SECTION 22-7-1014 (2) SHALL TAKE EFFECT ONLY IF
3 THE COMMISSION AND THE GOVERNING BOARDS APPROVE THE CRITERIA.

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

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

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

18 **22-7-1010. State board - commission - public input - staff**
19 **assistance - amendments to state plan.** (1) IN FULFILLING THEIR DUTIES
20 UNDER THIS PART 10, THE STATE BOARD AND THE COMMISSION, AT A
21 MINIMUM, SHALL:

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

24 (I) EARLY CARE AND EDUCATION PROVIDERS;

25 (II) REPRESENTATIVES OF EARLY CHILDHOOD COUNCILS AND
26 EARLY CHILDHOOD CARE AND EDUCATION COUNCILS;

27 (III) ELEMENTARY AND SECONDARY TEACHERS, SPECIALISTS IN

1 SPECIAL EDUCATION SERVICES, COUNSELORS, AND ADMINISTRATORS;
2 (IV) BOARDS OF COOPERATIVE SERVICES;
3 (V) LOCAL SCHOOL BOARDS AND GOVERNING BOARDS OF DISTRICT
4 CHARTER SCHOOLS AND INSTITUTE CHARTER SCHOOLS;
5 (VI) PARENTS AND STUDENTS;
6 (VII) PRECOLLEGIATE AND POSTSECONDARY SERVICE PROVIDERS
7 AND CONCURRENT ENROLLMENT PROGRAM MANAGERS;
8 (VIII) CAREER AND TECHNICAL EDUCATION FACULTY AND
9 ADMINISTRATORS;
10 (IX) POSTSECONDARY FACULTY AND ADMINISTRATORS;
11 (X) GOVERNING BOARDS OF INSTITUTIONS OF HIGHER EDUCATION;
12 AND
13 (XI) EMPLOYERS AND OTHER MEMBERS OF THE BUSINESS
14 COMMUNITY;
15 (b) TAKE INTO CONSIDERATION THE RECOMMENDATIONS OF AND
16 CONSULT WITH THE P-20 COUNCIL;
17 (c) SOLICIT AND TAKE INTO CONSIDERATION INFORMATION FROM
18 LOCAL BOARDS OF EDUCATION SPECIFICALLY REGARDING THE INPUT
19 RECEIVED BY THE LOCAL BOARDS FROM THEIR RESPECTIVE COMMUNITIES
20 IN DEVELOPING THE BLUEPRINTS FOR THE EDUCATION SYSTEMS IN THEIR
21 RESPECTIVE COMMUNITIES PURSUANT TO SECTION 22-32-109 (1) (kk);
22 (d) TAKE INTO CONSIDERATION, AS APPLICABLE, THE
23 RECOMMENDATIONS OF THE STATE GRADUATION GUIDELINES
24 DEVELOPMENT COUNCIL MADE PURSUANT TO SECTION 22-7-414, AS IT
25 EXISTED PRIOR TO JULY 1, 2008;
26 (e) CONSULT AND COLLABORATE WITH STATE AND NATIONAL
27 ORGANIZATIONS OF EARLY CARE AND EDUCATION PROVIDERS AND

1 EXPERTS, STATE AND NATIONAL ORGANIZATIONS OF EDUCATORS, AND
2 OTHER STATE, NATIONAL, AND INTERNATIONAL ACADEMIC
3 ORGANIZATIONS THAT SPECIALIZE IN CREATION, MAINTENANCE, AND
4 IMPLEMENTATION OF RELEVANT AND RIGOROUS EDUCATION STANDARDS
5 AND CURRICULUM AND IN ALIGNMENT OF STANDARDS AND ASSESSMENTS
6 FROM PRESCHOOL THROUGH POSTSECONDARY EDUCATION.

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

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

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

27 (4) (a) THE DEPARTMENT OF EDUCATION SHALL AMEND THE STATE

1 PLAN AS NECESSARY TO REFLECT THE ADOPTION OF AND ANY SUBSEQUENT
2 REVISIONS TO:

3 (I) THE SCHOOL READINESS DESCRIPTION;

4 (II) THE PRESCHOOL THROUGH ELEMENTARY AND SECONDARY
5 EDUCATION STANDARDS;

6 (III) THE POSTSECONDARY AND WORKFORCE READINESS
7 DESCRIPTION; AND

8 (IV) THE ASSESSMENTS THAT ARE ALIGNED WITH THE
9 DESCRIPTIONS AND THE STANDARDS.

10 (b) THE DEPARTMENT OF EDUCATION SHALL SUBMIT THE AMENDED
11 STATE PLAN TO THE FEDERAL DEPARTMENT OF EDUCATION FOR APPROVAL
12 IN ACCORDANCE WITH FEDERAL LAW.

13 **22-7-1011. Regional educator meetings - purpose -**
14 **recommendations. (1) BEGINNING IN THE 2008-09 ACADEMIC YEAR, THE**
15 **COMMISSIONER AND THE EXECUTIVE DIRECTOR, AT LEAST ANNUALLY,**
16 **SHALL CONVENE MEETINGS OF PROFESSIONAL EDUCATORS IN PRESCHOOL,**
17 **ELEMENTARY, SECONDARY, AND POSTSECONDARY EDUCATION WITHIN**
18 **EACH OF THE REGIONAL SERVICE AREAS CREATED BY THE STATE BOARD.**
19 **IN CONVENING THE REGIONAL EDUCATOR MEETINGS, THE COMMISSIONER**
20 **AND THE EXECUTIVE DIRECTOR SHALL WORK WITH:**

21 (a) THE PRESIDENT OF THE STATE SYSTEM OF COMMUNITY AND
22 TECHNICAL COLLEGES;

23 (b) ONE OR MORE REPRESENTATIVES OF THE JUNIOR COLLEGE
24 DISTRICTS;

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

27 (d) THE SCHOOL DISTRICT SUPERINTENDENTS THROUGHOUT THE

1 STATE; AND

2 (e) REPRESENTATIVES OF THE DIVISION OF CHILD CARE AND THE
3 EARLY CHILDHOOD POLICY TEAM IN THE OFFICE OF THE LIEUTENANT
4 GOVERNOR.

5 (2) AT A MINIMUM, THE FOLLOWING PERSONS SHALL BE INVITED TO
6 ATTEND THE REGIONAL EDUCATOR MEETINGS IN EACH REGIONAL SERVICE
7 AREA:

8 (a) EARLY CARE AND EDUCATION PROVIDERS;

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

11 (c) THE PRESCHOOL, ELEMENTARY, AND SECONDARY TEACHERS,
12 PRINCIPALS, ADMINISTRATORS, COUNSELORS, AND OTHER SPECIAL
13 SERVICES PROVIDERS EMPLOYED BY THE LOCAL EDUCATION PROVIDERS
14 LOCATED IN THE REGIONAL SERVICE AREA; AND

15 (d) THE POSTSECONDARY FACULTY, ACADEMIC ADVISORS, AND
16 ADMINISTRATORS EMPLOYED BY THE STATE INSTITUTIONS OF HIGHER
17 EDUCATION AND JUNIOR COLLEGES, IF ANY, LOCATED IN THE REGIONAL
18 SERVICE AREA.

19 (3) THE COMMISSIONER AND THE EXECUTIVE DIRECTOR SHALL
20 CONVENE REGIONAL EDUCATOR MEETINGS FOR THE PURPOSE OF
21 COLLABORATING IN THE IMPLEMENTATION OF THE ALIGNMENT OF THE
22 PRESCHOOL THROUGH POSTSECONDARY PUBLIC EDUCATION SYSTEMS,
23 INCLUDING BUT NOT LIMITED TO:

24 (a) COLLABORATING IN THE IMPLEMENTATION OF:

25 (I) THE SCHOOL READINESS DESCRIPTION, THE PRESCHOOL
26 THROUGH ELEMENTARY AND SECONDARY EDUCATION STANDARDS, AND
27 THE POSTSECONDARY AND WORKFORCE READINESS DESCRIPTION;

1 (II) PROGRAMS OF INSTRUCTION FOR PRESCHOOL, ELEMENTARY,
2 SECONDARY, AND POSTSECONDARY STUDENTS; AND

3 (III) ASSESSMENTS THAT ARE ALIGNED WITH THE SCHOOL
4 READINESS AND POSTSECONDARY AND WORKFORCE READINESS
5 DESCRIPTIONS AND THE PRESCHOOL THROUGH ELEMENTARY AND
6 SECONDARY EDUCATION STANDARDS;

7 (b) COLLABORATING IN THE PROVISION OF THE SUPPORTIVE
8 SERVICES THAT ARE NECESSARY TO IMPLEMENT THE SCHOOL READINESS
9 AND POSTSECONDARY AND WORKFORCE READINESS DESCRIPTIONS, THE
10 PRESCHOOL THROUGH ELEMENTARY AND SECONDARY EDUCATION
11 STANDARDS, AND THE ALIGNED ASSESSMENTS;

12 (c) REVIEWING THE LEVELS OF FINANCIAL SUPPORT NEEDED TO
13 IMPLEMENT THE SCHOOL READINESS AND POSTSECONDARY AND
14 WORKFORCE READINESS DESCRIPTIONS, THE PRESCHOOL THROUGH
15 ELEMENTARY AND SECONDARY EDUCATION STANDARDS, AND THE
16 ALIGNED ASSESSMENTS, AND FORMULATING RECOMMENDATIONS
17 CONCERNING THE REALLOCATION OF STATE RESOURCES AND THE
18 IDENTIFICATION OF ADDITIONAL STATE RESOURCES FOR SAID
19 IMPLEMENTATION; AND

20 (d) REVIEWING THE SCHOOL READINESS DESCRIPTION, THE
21 PRESCHOOL THROUGH ELEMENTARY AND SECONDARY EDUCATION
22 STANDARDS, THE POSTSECONDARY AND WORKFORCE READINESS
23 DESCRIPTION, THE ASSESSMENTS ALIGNED WITH THE DESCRIPTIONS AND
24 STANDARDS, AND THE CRITERIA FOR DIPLOMA ENDORSEMENTS, AND
25 MAKING RECOMMENDATIONS FOR REVISIONS TO THE STATE BOARD AND
26 THE COMMISSION.

27 (4) EACH REGIONAL SERVICE AREA MAY SUBMIT TO THE STATE

1 BOARD AND THE COMMISSION THE RECOMMENDATIONS ARISING FROM THE
2 REGIONAL EDUCATOR MEETINGS HELD IN THE REGIONAL SERVICE AREA.
3 THE STATE BOARD AND THE COMMISSION SHALL TAKE THE
4 RECOMMENDATIONS INTO ACCOUNT IN FULFILLING THEIR DUTIES
5 PURSUANT TO THIS PART 10. IN ADDITION, A REGIONAL SERVICE AREA
6 MAY SUBMIT ANY RECOMMENDATIONS FOR LEGISLATIVE CHANGES TO THE
7 EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND THE
8 SENATE, OR ANY SUCCESSOR COMMITTEES.

9 **22-7-1012. Local education provider - preschool through**
10 **elementary and secondary education standards - adoption.**

11 (1) (a) ON OR BEFORE DECEMBER 15, 2011, EACH LOCAL EDUCATION
12 PROVIDER SHALL REVIEW ITS PRESCHOOL THROUGH ELEMENTARY AND
13 SECONDARY EDUCATION STANDARDS IN COMPARISON WITH THE
14 PRESCHOOL THROUGH ELEMENTARY AND SECONDARY EDUCATION
15 STANDARDS ADOPTED BY THE STATE BOARD PURSUANT TO SECTION
16 22-7-1005. FOLLOWING REVIEW, EACH LOCAL EDUCATION PROVIDER
17 SHALL REVISE ITS STANDARDS, AS NECESSARY, TO ENSURE THAT:

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

20 (II) THE STANDARDS ARE ALIGNED TO ENSURE THAT A STUDENT
21 WHO DEMONSTRATES ATTAINMENT OF THE STANDARDS WHILE ADVANCING
22 THROUGH PRESCHOOL AND ELEMENTARY AND SECONDARY EDUCATION
23 WILL BE ABLE TO DEMONSTRATE POSTSECONDARY AND WORKFORCE
24 READINESS PRIOR TO OR UPON COMPLETION OF THE TWELFTH GRADE.

25 (b) IN REVISING ITS PRESCHOOL THROUGH ELEMENTARY AND
26 SECONDARY EDUCATION STANDARDS, A LOCAL EDUCATION PROVIDER MAY
27 CHOOSE TO ADOPT THE STATE PRESCHOOL THROUGH ELEMENTARY AND

1 SECONDARY EDUCATION STANDARDS.

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

12 (3) A LOCAL EDUCATION PROVIDER MAY ALLOW A STUDENT WHO
13 IS RECEIVING SPECIAL EDUCATION SERVICES TO DEMONSTRATE
14 ATTAINMENT OF THE PRESCHOOL THROUGH ELEMENTARY AND SECONDARY
15 EDUCATION STANDARDS AND POSTSECONDARY AND WORKFORCE
16 READINESS THROUGH A DIFFERENTIATED PLAN IF REQUIRED IN THE
17 STUDENT'S INDIVIDUALIZED EDUCATION PROGRAM.

18 (4) ON OR BEFORE JULY 1, 2017, AND ON OR BEFORE JULY 1 EVERY
19 SIX YEARS THEREAFTER, EACH LOCAL EDUCATION PROVIDER SHALL
20 REVIEW ITS PRESCHOOL THROUGH ELEMENTARY AND SECONDARY
21 EDUCATION STANDARDS AND, TAKING INTO ACCOUNT ANY REVISIONS TO
22 THE STATE PRESCHOOL THROUGH ELEMENTARY AND SECONDARY
23 EDUCATION STANDARDS, SHALL REVISE AND READOPT ITS STANDARDS IF
24 NECESSARY TO ENSURE THAT THEY CONTINUE TO MEET OR EXCEED THE
25 STATE PRESCHOOL THROUGH ELEMENTARY AND SECONDARY EDUCATION
26 STANDARDS. THE LOCAL EDUCATION PROVIDER SHALL REVISE ITS
27 CURRICULA ACCORDINGLY TO ENSURE THAT THE CURRICULA CONTINUE TO

1 ALIGN WITH THE LOCAL EDUCATION PROVIDER'S PRESCHOOL THROUGH
2 ELEMENTARY AND SECONDARY EDUCATION STANDARDS.

3 **22-7-1013. Preschool individualized readiness plans - school**
4 **readiness - assessments.** (1) (a) BEGINNING IN THE FALL SEMESTER OF
5 2012, EACH LOCAL EDUCATION PROVIDER THAT PROVIDES A PRESCHOOL
6 OR KINDERGARTEN PROGRAM SHALL ENSURE THAT EACH STUDENT
7 ENROLLED IN A PRESCHOOL OR KINDERGARTEN PROGRAM OPERATED BY
8 THE LOCAL EDUCATION PROVIDER RECEIVES AN INDIVIDUALIZED
9 READINESS PLAN THAT ADDRESSES THE PRESCHOOL STANDARDS OR
10 KINDERGARTEN STANDARDS, AS APPROPRIATE, KNOWLEDGE AND SKILL
11 AREAS IN WHICH A STUDENT NEEDS ASSISTANCE TO MAKE PROGRESS
12 TOWARD SCHOOL READINESS.

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

22 (2) (a) BEGINNING WITH STUDENTS WHO ENTER KINDERGARTEN IN
23 THE FALL SEMESTER OF 2013, EACH LOCAL EDUCATION PROVIDER SHALL
24 ENSURE THAT EACH STUDENT ENROLLED IN A KINDERGARTEN PROGRAM
25 OPERATED BY THE LOCAL EDUCATION PROVIDER PROGRESSES TOWARD
26 DEMONSTRATING SCHOOL READINESS. EACH LOCAL EDUCATION PROVIDER
27 SHALL ADMINISTER THE SCHOOL READINESS ASSESSMENT TO EACH

1 STUDENT ENROLLED IN A KINDERGARTEN PROGRAM OPERATED BY THE
2 LOCAL EDUCATION PROVIDER TO MEASURE EACH STUDENT'S PROGRESS
3 TOWARD DEMONSTRATING SCHOOL READINESS.

4 (b) THE RESULTS OF THE SCHOOL READINESS ASSESSMENTS SHALL
5 NOT BE USED TO DENY A STUDENT ADMISSION OR PROGRESSION TO FIRST
6 GRADE.

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

15 (a) ASSISTING THE LOCAL EDUCATION PROVIDER IN REVIEWING
16 AND REVISING CURRICULUM;

17 (b) COMMUNICATING WITH EARLY CARE AND EDUCATION
18 PROVIDERS, EDUCATORS, LOCAL SCHOOL BOARD MEMBERS, BOARD OF
19 COOPERATIVE SERVICES MEMBERS, CHARTER SCHOOL GOVERNING BOARD
20 MEMBERS, SCHOOL DISTRICT AND SCHOOL ADMINISTRATORS, AND
21 PARENTS;

22 (c) PROVIDING PROFESSIONAL DEVELOPMENT FOR EDUCATORS;
23 AND

24 (d) COLLECTING AND MAKING AVAILABLE A RESOURCE BANK OF
25 EXAMPLES OF BEST PRACTICES IN NATIONAL, STATE, SCHOOL DISTRICT,
26 SCHOOL, AND CLASSROOM REFORM EFFORTS IN EARLY CHILDHOOD AND
27 SCHOOL READINESS CONSISTENT WITH THE INTENT OF THIS PART 10.

1 **22-7-1014. Postsecondary and workforce readiness program**
2 **- technical assistance.** (1) ON OR BEFORE DECEMBER 15, 2011, EACH
3 LOCAL EDUCATION PROVIDER SHALL REVIEW THE CURRICULA PROVIDED
4 BY THE PUBLIC HIGH SCHOOLS OPERATED BY THE LOCAL EDUCATION
5 PROVIDER IN THE SUBJECT MATTER AREAS INCLUDED IN POSTSECONDARY
6 AND WORKFORCE READINESS. THE LOCAL EDUCATION PROVIDER SHALL
7 REVISE ITS CURRICULA, OR ADOPT NEW CURRICULA, AS NECESSARY TO
8 ENSURE THAT THE CURRICULA CONTENT FOR SAID SUBJECT MATTER AREAS
9 ARE ALIGNED WITH POSTSECONDARY AND WORKFORCE READINESS SUCH
10 THAT A STUDENT WHO SUCCESSFULLY COMPLETES THE CURRICULA WILL
11 BE PREPARED TO DEMONSTRATE POSTSECONDARY AND WORKFORCE
12 READINESS PRIOR TO OR UPON COMPLETION OF TWELFTH GRADE.

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

23 (b) A LOCAL EDUCATION PROVIDER MAY ACCOMMODATE THE
24 RANGE OF STUDENT INTERESTS AND ASPIRATIONS BY ADOPTING MULTIPLE
25 CURRICULA THAT, COMBINED, CREATE MULTIPLE POSTSECONDARY AND
26 WORKFORCE READINESS PROGRAMS WITHIN A SCHOOL DISTRICT OR WITHIN
27 A HIGH SCHOOL THAT ARE DESIGNED TO PREPARE A STUDENT FOR

1 DIFFERING POST-GRADUATION GOALS, INCLUDING BUT NOT LIMITED TO
2 IMMEDIATE ENTRY INTO THE WORKFORCE OR MATRICULATION INTO
3 CAREER AND TECHNICAL EDUCATION OR HIGHER EDUCATION. THE LOCAL
4 EDUCATION PROVIDER SHALL ENSURE, HOWEVER, THAT EVERY
5 POSTSECONDARY AND WORKFORCE READINESS PROGRAM ADOPTED BY THE
6 LOCAL EDUCATION PROVIDER IS ALIGNED WITH POSTSECONDARY AND
7 WORKFORCE READINESS SUCH THAT A STUDENT WHO SUCCESSFULLY
8 COMPLETES THE PROGRAM WILL BE PREPARED TO DEMONSTRATE
9 POSTSECONDARY AND WORKFORCE READINESS PRIOR TO OR UPON
10 COMPLETION OF TWELFTH GRADE.

11 (c) FOR PURPOSES OF THIS SECTION, A DISTRICT CHARTER HIGH
12 SCHOOL SHALL BE DEEMED TO BE OPERATED BY THE CHARTERING LOCAL
13 SCHOOL BOARD; EXCEPT THAT THE CHARTERING LOCAL SCHOOL BOARD,
14 BY CHARTER CONTRACT, MAY ALLOW THE DISTRICT CHARTER HIGH
15 SCHOOL TO ADOPT ITS OWN POSTSECONDARY AND WORKFORCE READINESS
16 PROGRAM, SEPARATE FROM THAT ADOPTED BY THE LOCAL SCHOOL BOARD.
17 EACH DISTRICT CHARTER HIGH SCHOOL THAT ADOPTS ITS OWN
18 POSTSECONDARY AND WORKFORCE READINESS PROGRAM SHALL ENSURE
19 THAT THE PROGRAM IS ALIGNED WITH POSTSECONDARY AND WORKFORCE
20 READINESS SUCH THAT A STUDENT WHO SUCCESSFULLY COMPLETES THE
21 POSTSECONDARY AND WORKFORCE READINESS PROGRAM WILL BE
22 PREPARED TO DEMONSTRATE POSTSECONDARY AND WORKFORCE
23 READINESS PRIOR TO OR UPON COMPLETION OF TWELFTH GRADE.

24 (3) (a) IT IS THE INTENT OF THE GENERAL ASSEMBLY THAT, ON OR
25 BEFORE DECEMBER 15, 2012, EACH STUDENT WHO ENROLLS IN A PUBLIC
26 HIGH SCHOOL OPERATED BY A LOCAL EDUCATION PROVIDER SHALL ENROLL
27 IN AND SUCCESSFULLY COMPLETE A POSTSECONDARY AND WORKFORCE

1 READINESS PROGRAM. EACH LOCAL EDUCATION PROVIDER SHALL REQUIRE
2 EACH HIGH SCHOOL STUDENT, BEGINNING IN NINTH GRADE AND
3 CONTINUING THROUGH TWELFTH GRADE, TO ENROLL IN THE LOCAL
4 EDUCATION PROVIDER'S POSTSECONDARY AND WORKFORCE READINESS
5 PROGRAM.

6 (b) NOTWITHSTANDING THE PROVISIONS OF PARAGRAPH (a) OF
7 THIS SUBSECTION (3), A LOCAL EDUCATION PROVIDER MAY ALLOW A
8 STUDENT WHO IS RECEIVING SPECIAL EDUCATION SERVICES TO
9 DEMONSTRATE ATTAINMENT OF POSTSECONDARY AND WORKFORCE
10 READINESS THROUGH A DIFFERENTIATED PLAN FOR PURPOSES OF THE
11 POSTSECONDARY AND WORKFORCE READINESS PROGRAM AND THE
12 POSTSECONDARY AND WORKFORCE READINESS ASSESSMENT OR GROUP OF
13 ASSESSMENTS, IF REQUIRED IN THE STUDENT'S INDIVIDUALIZED EDUCATION
14 PROGRAM. ==

15 (4) THE DEPARTMENT OF EDUCATION, THE DEPARTMENT OF
16 HIGHER EDUCATION, AND THE STATE INSTITUTIONS OF HIGHER EDUCATION,
17 UPON REQUEST AND SUBJECT TO AVAILABLE APPROPRIATIONS, SHALL
18 PROVIDE SUPPORT TO LOCAL EDUCATION PROVIDERS IN IMPLEMENTING
19 POSTSECONDARY AND WORKFORCE READINESS. SUPPORT MAY INCLUDE,
20 BUT NEED NOT BE LIMITED TO:

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

23 (b) COMMUNICATING WITH EDUCATORS, LOCAL SCHOOL BOARD
24 MEMBERS, BOARD OF COOPERATIVE SERVICES BOARD MEMBERS, CHARTER
25 SCHOOL GOVERNING BOARD MEMBERS, SCHOOL DISTRICT AND SCHOOL
26 ADMINISTRATORS, PARENTS, AND MEMBERS OF THE BUSINESS COMMUNITY;

27 (c) PROVIDING PROFESSIONAL DEVELOPMENT FOR EDUCATORS;

1 AND

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

6 **22-7-1015. Postsecondary and workforce planning,**
7 **preparation, and readiness assessments - transcripts.** (1) PURSUANT
8 TO SECTION 22-7-1007 (4) (c), EACH LOCAL EDUCATION PROVIDER SHALL
9 ADMINISTER:

10 (a) THE POSTSECONDARY AND WORKFORCE PLANNING
11 ASSESSMENT DURING THE SPRING SEMESTER TO STUDENTS ENROLLED IN
12 NINTH GRADE TO MEASURE EACH STUDENT'S PROGRESS IN
13 DEMONSTRATING POSTSECONDARY AND WORKFORCE READINESS;

14 (b) THE POSTSECONDARY AND WORKFORCE PREPARATION
15 ASSESSMENT DURING THE SPRING SEMESTER TO STUDENTS ENROLLED IN
16 TENTH GRADE TO MEASURE EACH STUDENT'S PROGRESS IN
17 DEMONSTRATING POSTSECONDARY AND WORKFORCE READINESS; AND

18 (c) THE POSTSECONDARY AND WORKFORCE READINESS
19 ASSESSMENT DURING THE SPRING SEMESTER TO STUDENTS ENROLLED IN
20 ELEVENTH GRADE TO MEASURE EACH STUDENT'S PROGRESS IN
21 DEMONSTRATING POSTSECONDARY AND WORKFORCE READINESS.

22 (2) UPON RECEIVING THE RESULTS FOLLOWING ADMINISTRATION
23 OF THE POSTSECONDARY AND WORKFORCE PLANNING, PREPARATION, AND
24 READINESS ASSESSMENTS, THE LOCAL EDUCATION PROVIDER SHALL
25 PROVIDE TO EACH STUDENT A PRINTED COPY OF THE STUDENT'S
26 ASSESSMENT RESULTS, AND A TEACHER OR COUNSELOR SHALL REVIEW
27 EACH STUDENT'S RESULTS WITH THE STUDENT AND, TO THE EXTENT

1 PRACTICABLE, WITH THE STUDENT'S PARENT OR LEGAL GUARDIAN AND
2 DETERMINE THE AREAS IN WHICH THE STUDENT CONTINUES TO NEED
3 INSTRUCTION IN ORDER TO DEMONSTRATE POSTSECONDARY AND
4 WORKFORCE READINESS PRIOR TO OR UPON THE COMPLETION OF TWELFTH
5 GRADE.

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

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

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

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

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

26 (b) A STUDENT WHO DEMONSTRATES ATTAINMENT OF
27 POSTSECONDARY AND WORKFORCE READINESS WHILE ENROLLED IN ANY

1 OF GRADES NINE THROUGH TWELVE SHALL BE ELIGIBLE TO PARTICIPATE IN
2 A PROGRAM THROUGH WHICH THE STUDENT MAY EARN POSTSECONDARY
3 OR CAREER AND TECHNICAL EDUCATION COURSE CREDITS WHILE
4 ENROLLED IN HIGH SCHOOL.

5 **22-7-1016. High school diploma - endorsement - effect.**

6 (1) (a) FOLLOWING ADOPTION BY THE STATE BOARD, PURSUANT TO
7 SECTION 22-7-1008, OF THE CRITERIA FOR ENDORSING A DIPLOMA AS
8 REFLECTING POSTSECONDARY AND WORKFORCE READINESS, A LOCAL
9 SCHOOL BOARD, A BOCES, OR AN INSTITUTE CHARTER HIGH SCHOOL MAY
10 CHOOSE TO GRANT A POSTSECONDARY AND WORKFORCE READINESS
11 ENDORSEMENT TO EACH GRADUATING HIGH SCHOOL STUDENT WHO MEETS
12 THE CRITERIA.

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

20 (c) A LOCAL SCHOOL BOARD, A BOCES, OR AN INSTITUTE
21 CHARTER HIGH SCHOOL MAY ALSO CHOOSE TO GRANT ENDORSEMENTS IN
22 SPECIFIED AREAS OF FOCUS AND ACHIEVEMENT, FOLLOWING ADOPTION OF
23 THE CRITERIA FOR SAID ENDORSEMENTS BY THE STATE BOARD PURSUANT
24 TO SECTION 22-7-1008.

25 (2) FOLLOWING APPROVAL OF THE CRITERIA BY THE COMMISSION
26 AND THE GOVERNING BOARDS OF THE STATE INSTITUTIONS OF HIGHER
27 EDUCATION, AS PROVIDED IN SECTION 22-7-1008 (3), A STUDENT WHO

1 GRADUATES WITH A HIGH SCHOOL DIPLOMA THAT INCLUDES A
2 POSTSECONDARY AND WORKFORCE READINESS ENDORSEMENT SHALL BE
3 GUARANTEED:

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

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

14 22-7-1017. Cost study. (1) (a) ON OR BEFORE SEPTEMBER 15,
15 2009, THE DEPARTMENT OF EDUCATION SHALL CONTRACT WITH AN
16 INDEPENDENT ENTITY TO CONDUCT A STUDY OF THE COSTS OF
17 IMPLEMENTING THE PROVISIONS OF THIS PART 10. AT A MINIMUM, THE
18 STUDY SHALL ADDRESS THE ANTICIPATED COSTS TO BE INCURRED BY THE
19 DEPARTMENT OF EDUCATION, THE DEPARTMENT OF HIGHER EDUCATION,
20 LOCAL EDUCATION PROVIDERS, AND STATE INSTITUTIONS OF HIGHER
21 EDUCATION IN IMPLEMENTING THE PROVISIONS OF THIS PART 10.

22 (b) IN SELECTING AN INDEPENDENT ENTITY TO CONDUCT THE COST
23 STUDY, THE DEPARTMENT OF EDUCATION SHALL ENSURE THAT THE
24 SELECTED ENTITY HAS EXPERTISE IN SCHOOL FINANCE STATUTES AND
25 ISSUES IN THIS STATE AND NATIONALLY.

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

1 (I) REVIEWING, ADOPTING, AND IMPLEMENTING STANDARDS AND
2 CURRICULA TO MEET OR EXCEED THE NEWLY ADOPTED PRESCHOOL
3 THROUGH ELEMENTARY AND SECONDARY EDUCATION STANDARDS;

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

6 (III) IMPLEMENTING THE SCHOOL READINESS DESCRIPTION AND
7 ASSESSMENTS, INCLUDING CREATING AND IMPLEMENTING INDIVIDUALIZED
8 READINESS ___ PLANS;

9 (IV) INCORPORATING CAREER AND TECHNICAL EDUCATION
10 STANDARDS INTO THE CURRICULA; AND

11 (V) ALIGNING THE CURRICULA WITH THE POSTSECONDARY AND
12 WORKFORCE READINESS DESCRIPTION AND ADMINISTERING AND
13 REVIEWING THE POSTSECONDARY AND WORKFORCE PLANNING,
14 PREPARATION, AND READINESS ASSESSMENTS.

15 (2) THE ENTITY SELECTED TO CONDUCT THE COST STUDY SHALL
16 SUBMIT REPORTS TO THE DEPARTMENT OF EDUCATION IN ACCORDANCE
17 WITH THE FOLLOWING TIME LINE:

18 (a) ON OR BEFORE MARCH 1, 2010, A REPORT OF THE COSTS
19 PERTAINING TO ADOPTION AND IMPLEMENTATION OF THE SCHOOL
20 READINESS DESCRIPTION, THE PRESCHOOL THROUGH ELEMENTARY AND
21 SECONDARY EDUCATION STANDARDS, AND THE POSTSECONDARY AND
22 WORKFORCE READINESS DESCRIPTION;

23 (b) ON OR BEFORE OCTOBER 1, 2010, A REPORT OF THE COSTS
24 PERTAINING TO IMPLEMENTATION OF THE SCHOOL READINESS
25 ASSESSMENTS, THE SYSTEM OF ASSESSMENTS THAT IS ALIGNED WITH THE
26 PRESCHOOL THROUGH ELEMENTARY AND SECONDARY EDUCATION
27 STANDARDS, AND THE POSTSECONDARY AND WORKFORCE PLANNING,

1 PREPARATION, AND READINESS ASSESSMENTS; AND

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

4 (3) AS SOON AS POSSIBLE FOLLOWING RECEIPT OF EACH REPORT
5 SPECIFIED IN SUBSECTION (2) OF THIS SECTION, THE DEPARTMENT OF
6 EDUCATION SHALL SUBMIT THE REPORT TO THE JOINT BUDGET COMMITTEE
7 OF THE GENERAL ASSEMBLY AND TO THE EDUCATION COMMITTEES OF THE
8 SENATE AND THE HOUSE OF REPRESENTATIVES, OR ANY SUCCESSOR
9 COMMITTEES.

10 **22-7-1018. Preschool to postsecondary and workforce**
11 **readiness - progress reports - effectiveness reports.** (1) ON OR BEFORE
12 FEBRUARY 15, 2009, AND ON OR BEFORE FEBRUARY 15 EACH YEAR
13 THEREAFTER THROUGH 2012, THE DEPARTMENT OF EDUCATION SHALL
14 SUBMIT TO THE EDUCATION COMMITTEES OF THE SENATE AND THE HOUSE
15 OF REPRESENTATIVES, OR ANY SUCCESSOR COMMITTEES, A REPORT
16 SUMMARIZING THE ACTIONS TAKEN BY THE STATE BOARD, THE
17 COMMISSION, AND LOCAL EDUCATION PROVIDERS IN IMPLEMENTING THE
18 REQUIREMENTS SPECIFIED IN THIS PART 10. THE DEPARTMENT MAY
19 INCLUDE IN THE REPORT RECOMMENDATIONS, AS MAY BE NECESSARY, FOR
20 LEGISLATIVE CHANGES IN THE TIME LINE FOR IMPLEMENTATION OF THIS
21 PART 10.

22 (2) ON OR BEFORE FEBRUARY 15, 2013, AND ON OR BEFORE
23 FEBRUARY 15 EACH YEAR THEREAFTER, THE DEPARTMENT OF EDUCATION
24 SHALL SUBMIT TO THE EDUCATION COMMITTEES OF THE SENATE AND THE
25 HOUSE OF REPRESENTATIVES, OR ANY SUCCESSOR COMMITTEES, A REPORT
26 CONCERNING THE RESULTS ACHIEVED THROUGH IMPLEMENTATION OF
27 SCHOOL READINESS, THE PRESCHOOL THROUGH ELEMENTARY AND

1 SECONDARY EDUCATION STANDARDS, AND POSTSECONDARY AND
2 WORKFORCE READINESS.

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

5 (I) THE LEVELS OF SCHOOL READINESS DEMONSTRATED BY
6 STUDENTS ENROLLED IN KINDERGARTEN;

7 (II) THE NUMBER OF STUDENTS ENROLLING IN THE
8 POSTSECONDARY AND WORKFORCE READINESS PROGRAMS AND THE
9 NUMBER OF STUDENTS MAKING ADEQUATE LONGITUDINAL PROGRESS
10 THROUGH AND COMPLETING THE POSTSECONDARY AND WORKFORCE
11 READINESS PROGRAMS;

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

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

17 (b) THE DEPARTMENT OF EDUCATION SHALL PRESENT THE
18 INFORMATION IN THE REPORT ON A STATEWIDE BASIS AND SHALL
19 DISAGGREGATE THE INFORMATION BY SCHOOL DISTRICT, SCHOOL, GRADE
20 LEVEL, FREE OR REDUCED-COST LUNCH ELIGIBILITY STATUS, GENDER, AND
21 ETHNICITY, AND BY ANY OTHER CHARACTERISTIC DEEMED BY THE
22 DEPARTMENT TO BE MEANINGFUL.

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

26 **SECTION 2.** The introductory portion to 22-2-106 (1) (a.5) and
27 22-2-106 (1) (a.5) (V), Colorado Revised Statutes, are amended, and the

1 said 22-2-106 (1) (a.5) is further amended BY THE ADDITION OF A
2 NEW SUBPARAGRAPH, to read:

3 **22-2-106. State board - duties - repeal.** (1) It is the duty of the
4 state board:

5 (a.5) To adopt, on or before ~~July 1, 2008~~ DECEMBER 15, 2009, a
6 comprehensive set of guidelines for the establishment of high school
7 graduation requirements to be used by each school district board of
8 education in developing local high school graduation requirements. Each
9 school district board of education shall retain the authority to develop its
10 own unique high school graduation requirements, so long as those local
11 high school graduation requirements meet or exceed any minimum
12 standards or basic core competencies or skills identified in the
13 comprehensive set of guidelines for high school graduation developed by
14 the state board pursuant to this paragraph (a.5). ~~In developing the~~
15 ~~guidelines for high school graduation, the state board shall not identify~~
16 ~~specific courses that a student shall take nor the level of proficiency a~~
17 ~~student shall achieve to meet the guidelines established by the state board.~~
18 In developing the guidelines for high school graduation, the state board
19 shall utilize the recommendations of the state graduation guidelines
20 development council established in section 22-7-414 and shall:

21 (II) ENSURE THAT THE STATE GRADUATION GUIDELINES ARE
22 ALIGNED WITH THE DESCRIPTION OF POSTSECONDARY AND WORKFORCE
23 READINESS ADOPTED JOINTLY BY THE STATE BOARD AND THE COLORADO
24 COMMISSION ON HIGHER EDUCATION PURSUANT TO SECTION 22-7-1007
25 AND WITH THE PRESCHOOL THROUGH ELEMENTARY AND SECONDARY
26 EDUCATION STANDARDS ADOPTED BY THE STATE BOARD PURSUANT TO
27 SECTION 22-7-1005.

1 (V) Utilize standards-based education, as described in section
2 22-7-402, AND AS REVISED PURSUANT TO PART 10 OF ARTICLE 7 OF THIS
3 TITLE, as the framework for the development of the guidelines for high
4 school graduation and consider how high school graduation requirements
5 can be articulated in a standards-based education system. In the process
6 of developing the guidelines for high school graduation, the state board
7 shall ensure that the state model content standards, adopted pursuant to
8 section 22-7-406, are sufficiently rigorous, particularly in the core
9 academic subject areas of mathematics, science, reading, and writing so
10 that students are exposed to subject matter that research indicates will
11 adequately prepare them for entrance into the workforce or the
12 postsecondary education system. On or before August 1, 2007, the state
13 board shall begin to receive public comment on the adequacy of the
14 existing state model content standards. As part of receiving public
15 comment, the state board is encouraged to form a stakeholder group of
16 parents, teachers, administrators, and others to develop recommendations
17 related to modernizing the state model content standards in mathematics,
18 science, reading, and writing. On or before February 1, 2008, the state
19 board shall report to the education committees of the house of
20 representatives and the senate, or any successor committees, on the
21 adequacy of the existing state model content standards in these subject
22 matters.

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

25 **22-32-109. Board of education - specific duties. (1) In addition**
26 **to any other duty required to be performed by law, each board of**
27 **education shall have and perform the following specific duties:**

1 (kk) (I) To undertake a community-based process to develop a
2 blueprint for the education system in the community and to determine the
3 skills students will need to be successful after graduation. Each board of
4 education shall seek input from the community at large, which may
5 include, but need not be limited to, students, parents, business persons,
6 neighboring school districts, and regional boards of cooperative services.
7 Each board of education shall use this blueprint, together with the
8 guidelines for high school graduation requirements developed by the state
9 board pursuant to section 22-2-106 (1) (a.5), to establish local high school
10 graduation requirements applicable to students enrolling in ninth grade
11 beginning July 1, 2009. TO ASSIST THE STATE BOARD OF EDUCATION IN
12 FULFILLING ITS DUTIES UNDER PART 10 OF ARTICLE 7 OF THIS TITLE, EACH
13 BOARD OF EDUCATION SHALL PROVIDE TO THE STATE BOARD OF
14 EDUCATION INFORMATION CONCERNING THE BLUEPRINT AND THE INPUT
15 RECEIVED IN DEVELOPING THE BLUEPRINT. A board of education that has
16 undertaken a comprehensive community-based process and has revised
17 its high school graduation requirements within the previous two years
18 shall not be required to develop a new blueprint for the education system
19 in its community or make any revisions to its high school graduation
20 requirements.

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

23 **22-35-104. Enrollment in institution of higher education -**
24 **cooperative agreement.** (1.5) NOTWITHSTANDING THE PROVISIONS OF
25 SUBSECTION (1) OF THIS SECTION, A STUDENT WHO IS ENROLLED IN ANY OF
26 GRADES NINE THROUGH TWELVE AND WHO DEMONSTRATES ATTAINMENT
27 OF POSTSECONDARY AND WORKFORCE READINESS PURSUANT TO SECTION

1 22-7-1013 IS ELIGIBLE TO APPLY TO AN INSTITUTION OF HIGHER
2 EDUCATION AND ENROLL IN COURSES AT THE INSTITUTION IN ACCORDANCE
3 WITH THE PROVISIONS OF THIS ARTICLE.

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

7 **23-1-113. Commission directive - admission standards for**
8 **baccalaureate and graduate institutions of higher education.**

9 (5) (a) ON OR BEFORE DECEMBER 15, 2008, PURSUANT TO SECTION
10 22-7-1007, C.R.S., THE COMMISSION SHALL CONSULT WITH THE STATE
11 BOARD OF EDUCATION, AND THE COMMISSION AND THE STATE BOARD OF
12 EDUCATION SHALL JOINTLY ADOPT THE DESCRIPTION OF POSTSECONDARY
13 AND WORKFORCE READINESS.

14 (b) ON OR BEFORE JULY 1, 2015, AND ON OR BEFORE JULY 1 EVERY
15 SIX YEARS THEREAFTER, THE COMMISSION AND THE STATE BOARD OF
16 EDUCATION MAY JOINTLY ADOPT REVISIONS TO THE POSTSECONDARY AND
17 WORKFORCE READINESS DESCRIPTION.

18 _____
19 (6) NOTWITHSTANDING ANY PROVISION OF THIS SECTION TO THE
20 CONTRARY, A STUDENT WHO GRADUATES WITH A HIGH SCHOOL DIPLOMA
21 THAT INCLUDES A POSTSECONDARY AND WORKFORCE READINESS
22 ENDORSEMENT BASED ON CRITERIA ADOPTED BY THE STATE BOARD AND
23 APPROVED BY THE COMMISSION AND THE GOVERNING BOARDS OF THE
24 STATE INSTITUTIONS OF HIGHER EDUCATION PURSUANT TO SECTION
25 22-7-1008, C.R.S., SHALL BE GUARANTEED:

26 (a) TO MEET MINIMUM ACADEMIC QUALIFICATIONS FOR ADMISSION
27 TO, AND TO BE ELIGIBLE FOR PLACEMENT INTO CREDIT-BEARING COURSES

1 AT, ALL OPEN, MODIFIED OPEN, OR MODERATELY SELECTIVE PUBLIC
2 INSTITUTIONS OF HIGHER EDUCATION IN COLORADO; AND

3 (b) TO RECEIVE PRIORITY CONSIDERATION, IN CONJUNCTION WITH
4 ADDITIONAL ADMISSIONS CRITERIA, AND TO BE ELIGIBLE FOR PLACEMENT
5 INTO CREDIT-BEARING COURSES, AT ALL OTHER PUBLIC INSTITUTIONS OF
6 HIGHER EDUCATION IN COLORADO. THE ADDITIONAL ADMISSIONS
7 CRITERIA SHALL BE DETERMINED BY EACH INSTITUTION OF HIGHER
8 EDUCATION.

9 (7) (a) ON OR BEFORE DECEMBER 15, 2014, BASED ON ADOPTION
10 OF THE DESCRIPTION OF POSTSECONDARY AND WORKFORCE READINESS,
11 THE COMMISSION SHALL REVISE THE MINIMUM ACADEMIC ADMISSION
12 STANDARDS FOR FIRST-TIME FRESHMEN AND TRANSFER STUDENTS AT ALL
13 STATE-SUPPORTED BACCALAUREATE AND GRADUATE INSTITUTIONS OF
14 HIGHER EDUCATION IN THE STATE TO ENSURE THAT THE MINIMUM
15 ACADEMIC ADMISSION STANDARDS ARE ALIGNED WITH THE DESCRIPTION
16 OF POSTSECONDARY AND WORKFORCE READINESS ADOPTED JOINTLY BY
17 THE COMMISSION AND THE STATE BOARD OF EDUCATION.

18 (b) ON OR BEFORE DECEMBER 15, 2012, THE COMMISSION SHALL
19 _____ REVIEW THE BASIC SKILLS PLACEMENT OR ASSESSMENT TESTS
20 ADMINISTERED PURSUANT TO SUB-SUBPARAGRAPH (B) OF SUBPARAGRAPH
21 (I) OF PARAGRAPH (b) OF SUBSECTION (1) OF THIS SECTION, AND THE
22 ASSOCIATED POLICIES, TO ENSURE THAT THE TESTS AND ASSOCIATED
23 POLICIES ARE ALIGNED WITH THE POSTSECONDARY AND WORKFORCE
24 READINESS DESCRIPTION.

25 (c) CONSISTENT WITH ANY REVISIONS ADOPTED PURSUANT TO THIS
26 SECTION TO THE DESCRIPTION OF POSTSECONDARY AND WORKFORCE
27 READINESS, THE COMMISSION SHALL ADOPT REVISIONS TO THE MINIMUM

1 ACADEMIC ADMISSION STANDARDS AND THE BASIC SKILLS PLACEMENT OR
2 ASSESSMENT TESTS TO ENSURE CONTINUED ALIGNMENT WITH THE
3 POSTSECONDARY AND WORKFORCE READINESS DESCRIPTION.

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

8 (8) ON OR BEFORE FEBRUARY 15, 2012, AND ON OR BEFORE
9 FEBRUARY 15 EACH YEAR THEREAFTER, THE DEPARTMENT OF HIGHER
10 EDUCATION SHALL SUBMIT TO THE STATE BOARD OF EDUCATION AND THE
11 EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND THE
12 SENATE, OR ANY SUCCESSOR COMMITTEES, A REPORT CONCERNING THE
13 ENROLLMENT, RATE OF PERSISTENCE, AND TYPES OF ACADEMIC DEGREES
14 AND CAREER AND TECHNICAL EDUCATION CERTIFICATES AND DEGREES
15 ATTAINED FOR THE HIGH SCHOOL GRADUATING CLASSES OF THE
16 PRECEDING SIX ACADEMIC YEARS. THE DEPARTMENT OF EDUCATION
17 SHALL REPORT THE INFORMATION DISAGGREGATED BY SCHOOL DISTRICT
18 OF GRADUATION, ETHNICITY, GENDER, SOCIO-ECONOMIC STATUS, AND ANY
19 OTHER CHARACTERISTIC DEEMED RELEVANT BY THE COMMISSION. THE
20 DEPARTMENT OF HIGHER EDUCATION SHALL ALSO MAKE THE REPORT
21 AVAILABLE ON ITS WEB SITE.

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

24 **23-1-121. Commission directive - approval of teacher**
25 **preparation programs.** (2) On or before July 1, 2000, the commission
26 shall adopt policies establishing the requirements for teacher preparation
27 programs offered by institutions of higher education. The commission

1 shall work in cooperation with the state board of education in developing
2 the requirements for teacher preparation programs. At a minimum, the
3 requirements shall ensure that each teacher preparation program may be
4 completed within four academic years, is designed on a
5 performance-based model, and includes:

6 (c) Course work and field-based training that integrates theory and
7 practice and educates teacher candidates in the methodologies, practices,
8 and procedures of teaching standards-based education, as described in
9 ~~part 4~~ PARTS 4 AND 10 of article 7 of ~~this title~~ TITLE 22, C.R.S., and
10 specifically in teaching to the state model content standards adopted
11 pursuant to section 22-7-406, C.R.S., OR, BEGINNING DECEMBER 15, 2010,
12 TEACHING TO THE STATE PRESCHOOL THROUGH ELEMENTARY AND
13 SECONDARY EDUCATION STANDARDS ADOPTED PURSUANT TO SECTION
14 22-7-1005, C.R.S.;

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

17 22-7-604.3. Academic growth calculation - model -
18 rule-making. (3.5) Academic growth calculation model - revision.

19 (a) WITHIN THIRTY DAYS AFTER RECEIVING THE INFORMATION FROM THE
20 2009-10 ADMINISTRATION OF THE POSTSECONDARY AND WORKFORCE
21 PLANNING, PREPARATION, AND READINESS ASSESSMENTS PURSUANT TO
22 SECTION 22-7-1007 (2), THE DEPARTMENT SHALL RECONVENE THE
23 TECHNICAL ADVISORY PANEL APPOINTED PURSUANT TO PARAGRAPH (b) OF
24 SUBSECTION (2) OF THIS SECTION. PRIOR TO THE RECONVENING, THE
25 GOVERNOR SHALL APPOINT MEMBERS AS MAY BE NECESSARY TO FILL ANY
26 VACANCIES ON THE TECHNICAL ADVISORY PANEL.

27 (b) THE TECHNICAL ADVISORY PANEL SHALL CREATE A

1 LONGITUDINAL GROWTH MODEL FOR MEASURING ACADEMIC GROWTH
2 DEMONSTRATED ON THE POSTSECONDARY AND WORKFORCE PLANNING,
3 PREPARATION, AND READINESS ASSESSMENTS ADOPTED BY THE STATE
4 BOARD FOR USE IN THE PILOT PROGRAM CREATED PURSUANT TO SECTION
5 22-7-1007. IN CREATING THE LONGITUDINAL GROWTH MODEL, THE
6 TECHNICAL ADVISORY PANEL SHALL REVIEW THE ACADEMIC GROWTH
7 CALCULATION MODEL ADOPTED PURSUANT TO SUBSECTION (3) OF THIS
8 SECTION AND ENSURE THAT THE MODELS ARE COMPATIBLE. WITHIN ONE
9 HUNDRED EIGHTY DAYS AFTER RECONVENING, THE TECHNICAL ADVISORY
10 PANEL SHALL RECOMMEND THE LONGITUDINAL GROWTH MODEL TO THE
11 STATE BOARD FOR ADOPTION. WITHIN SIXTY DAYS AFTER RECEIVING THE
12 TECHNICAL ADVISORY PANEL'S RECOMMENDATION, THE STATE BOARD
13 SHALL ADOPT THE LONGITUDINAL GROWTH MODEL FOR MEASURING
14 ACADEMIC GROWTH DEMONSTRATED ON THE POSTSECONDARY AND
15 WORKFORCE PLANNING, PREPARATION, AND READINESS ASSESSMENTS.

16 (c) WITHIN ONE HUNDRED EIGHTY DAYS FOLLOWING ADOPTION OF
17 THE SYSTEM OF ASSESSMENTS FOR PRESCHOOL THROUGH ELEMENTARY
18 AND SECONDARY EDUCATION STANDARDS PURSUANT TO SECTION
19 22-7-1006, THE TECHNICAL ADVISORY PANEL SHALL REVIEW THE
20 ACADEMIC GROWTH CALCULATION MODEL ADOPTED PURSUANT TO
21 SUBSECTION (3) OF THIS SECTION AND RECOMMEND TO THE STATE BOARD
22 SUCH CHANGES AS MAY BE NECESSARY TO ALIGN WITH THE NEW SYSTEM
23 OF ASSESSMENTS. WITHIN SIXTY DAYS AFTER RECEIVING THE
24 RECOMMENDATIONS OF THE TECHNICAL ADVISORY PANEL, THE STATE
25 BOARD SHALL ADOPT THE RECOMMENDED CHANGES.

26 (d) THE TECHNICAL ADVISORY PANEL SHALL REVIEW THE
27 LONGITUDINAL GROWTH MODEL ADOPTED PURSUANT TO PARAGRAPH (b)

1 OF THIS SUBSECTION (3.5) AND THE ACADEMIC GROWTH CALCULATION
2 MODEL ADOPTED BY THE STATE BOARD PURSUANT TO SUBSECTION (3) OF
3 THIS SECTION AND SHALL MAKE SUCH REVISIONS AS MAY BE NECESSARY
4 TO EITHER COMBINE THE MODELS OR ENSURE THAT THEY MAY BE APPLIED
5 JOINTLY TO MEASURE STUDENTS' ACADEMIC GROWTH FROM PRESCHOOL
6 THROUGH TWELFTH GRADE. THE TECHNICAL ADVISORY PANEL SHALL
7 MAKE ITS RECOMMENDATIONS TO THE STATE BOARD AND THE STATE
8 BOARD SHALL ADOPT SUCH REVISIONS AS MAY BE NECESSARY TO ENSURE
9 THAT THE MODEL OR MODELS NECESSARY TO MEASURE ACADEMIC
10 GROWTH FROM PRESCHOOL THROUGH TWELFTH GRADE ARE IMPLEMENTED
11 BEGINNING IN THE FIRST ACADEMIC YEAR IN WHICH THE PILOT PROGRAM
12 CREATED PURSUANT TO SECTION 22-7-1007 CEASES TO OPERATE AS A
13 PILOT AND IS IMPLEMENTED STATEWIDE.

14 **SECTION 8. Legislative declaration.** (1) The general assembly
15 finds that:

16 (a) Many students enrolled in the public schools of the state speak
17 a language other than English as their dominant language;

18 (b) While the state recognizes and values diversity of culture, the
19 majority of persons in the state speak English, and English is the
20 dominant language of commerce and everyday interaction among persons
21 in this country;

22 (c) Without competency in the English language and the ability to
23 engage in everyday interaction with the majority of persons in the
24 community, a person is likely to face situations in which the inability to
25 quickly and easily communicate creates safety concerns for the person
26 and his or her colleagues, situations in which the person is isolated from
27 his or her neighbors and work colleagues by language barriers, and

1 situations of continued underemployment leading to low socioeconomic
2 status;

3 (d) One of the goals of public education, as recognized by the
4 general assembly in section 22-7-1002, is to provide students with the
5 necessary knowledge and experiences to ensure that, upon graduating
6 from high school, each student is prepared to contribute as an active,
7 productive member of society. A student who graduates from high school
8 without achieving competency in English will not only be unlikely to
9 demonstrate postsecondary and workforce readiness but also be severely
10 hindered in his or her ability to be an active, productive, fully contributing
11 member of the community, economically, socially, and politically.

12 (2) The general assembly finds, therefore, that it is necessary for
13 the effectiveness of the thorough and uniform statewide system of public
14 education that each school district board of education and the state charter
15 school institute board adopt English language competency as a
16 requirement for high school graduation.

17 **SECTION 9.** Article 32 of title 22, Colorado Revised Statutes, is
18 amended BY THE ADDITION OF A NEW SECTION to read:

19 **22-32-138. English language competency - district graduation**
20 **requirement.** (1) (a) EACH SCHOOL DISTRICT BOARD OF EDUCATION
21 SHALL ADOPT A POLICY TO REQUIRE EACH STUDENT WHO GRADUATES
22 FROM A HIGH SCHOOL OF THE SCHOOL DISTRICT, INCLUDING BUT NOT
23 LIMITED TO A CHARTER HIGH SCHOOL, DURING THE SPRING SEMESTER OF
24 2013 OR THEREAFTER TO DEMONSTRATE COMPETENCY IN THE ENGLISH
25 LANGUAGE AS A REQUIREMENT FOR GRADUATION. THE POLICY SHALL
26 DEFINE THE LEVEL OF COMPETENCY REQUIRED AND THE MANNER IN WHICH
27 EACH STUDENT SHALL DEMONSTRATE ENGLISH LANGUAGE COMPETENCY.

1 (b) ALTHOUGH EACH SCHOOL DISTRICT IS NOT REQUIRED TO
2 ENFORCE THE ENGLISH LANGUAGE COMPETENCY GRADUATION
3 REQUIREMENT UNTIL THE SPRING SEMESTER OF 2013, EACH SCHOOL
4 DISTRICT BOARD OF EDUCATION IS ENCOURAGED TO IMPLEMENT THE
5 ENGLISH LANGUAGE COMPETENCY GRADUATION REQUIREMENT AS SOON
6 AS POSSIBLE BECAUSE OF THE IMPORTANCE OF ENSURING THAT HIGH
7 SCHOOL GRADUATES ARE COMPETENT IN THE ENGLISH LANGUAGE.

8 (2) AT A MINIMUM, THE LEVEL OF ENGLISH LANGUAGE
9 COMPETENCY REQUIRED BY EACH DISTRICT BOARD OF EDUCATION SHALL
10 MEET OR EXCEED THE LEVEL OF ENGLISH LANGUAGE COMPETENCY
11 INCLUDED IN THE DESCRIPTION OF POSTSECONDARY AND WORKFORCE
12 READINESS ADOPTED PURSUANT TO SECTION 22-7-1007. IN DEFINING THE
13 REQUIRED LEVEL OF ENGLISH LANGUAGE COMPETENCY, A SCHOOL
14 DISTRICT BOARD OF EDUCATION MAY CONSIDER, BUT NEED NOT BE
15 LIMITED TO, A LEVEL OF COMPETENCY THAT ENABLES THE GRADUATING
16 STUDENT TO UNDERSTAND AND NAVIGATE GOVERNMENTAL,
17 EDUCATIONAL, AND WORKPLACE SYSTEMS AND TO BE SAFE AND
18 PRODUCTIVE IN THE WORKPLACE AND IN SOCIETY. A SCHOOL DISTRICT
19 BOARD OF EDUCATION SHALL NOT DEFINE ENGLISH LANGUAGE
20 COMPETENCY FOR PURPOSES OF THIS SECTION AS A LEVEL OF PROFICIENCY
21 ON ASSESSMENTS ADMINISTERED PURSUANT TO THE COLORADO STUDENT
22 ASSESSMENT PROGRAM UNDER SECTION 22-7-409.

23 **SECTION 10. 22-30.5-104 (6) (a), Colorado Revised Statutes, is**
24 amended to read:

25 **22-30.5-104. Charter school - requirements - authority.**
26 (6) (a) Pursuant to contract, a charter school may operate free from
27 specified school district policies and free from state rules, as provided in

1 paragraph (b) of this subsection (6). Pursuant to contract, a local board
2 of education may waive locally imposed school district requirements,
3 without seeking approval of the state board; except that a charter school
4 shall not, by contract or otherwise, operate free of:

5 (I) THE SCHOOL DISTRICT POLICY ADOPTED PURSUANT TO SECTION
6 22-32-138 SPECIFYING ENGLISH LANGUAGE COMPETENCY AS A HIGH
7 SCHOOL GRADUATION REQUIREMENT;

8 (II) The requirements contained in the "Public School Finance Act
9 of 1994", article 54 of this title; or

10 (III) The requirements contained in the "Children's Internet
11 Protection Act", article 87 of this title.

12 SECTION 11. 22-30.5-505, Colorado Revised Statutes, is
13 amended BY THE ADDITION OF A NEW SUBSECTION to read:

14 **22-30.5-505. State charter school institute - institute board -**
15 **appointment - powers and duties - rules.** (12) (a) THE INSTITUTE
16 BOARD SHALL PROMULGATE RULES REQUIRING EACH STUDENT WHO
17 GRADUATES FROM AN INSTITUTE CHARTER HIGH SCHOOL DURING THE
18 SPRING SEMESTER OF 2013 OR THEREAFTER TO DEMONSTRATE
19 COMPETENCY IN THE ENGLISH LANGUAGE AS A REQUIREMENT FOR
20 GRADUATION. THE RULES SHALL DEFINE THE LEVEL OF COMPETENCY
21 REQUIRED AND THE MANNER IN WHICH EACH STUDENT SHALL
22 DEMONSTRATE ENGLISH LANGUAGE COMPETENCY.

23 (b) ALTHOUGH THE INSTITUTE BOARD IS NOT REQUIRED TO
24 ENFORCE THE ENGLISH LANGUAGE COMPETENCY GRADUATION
25 REQUIREMENT UNTIL THE SPRING SEMESTER OF 2013, THE INSTITUTE
26 BOARD IS ENCOURAGED TO IMPLEMENT THE ENGLISH LANGUAGE
27 COMPETENCY GRADUATION REQUIREMENT AS SOON AS POSSIBLE BECAUSE

1 OF THE IMPORTANCE OF ENSURING THAT HIGH SCHOOL GRADUATES ARE
2 COMPETENT IN THE ENGLISH LANGUAGE.

3 (c) AT A MINIMUM, THE LEVEL OF ENGLISH LANGUAGE
4 COMPETENCY REQUIRED BY THE INSTITUTE BOARD SHALL MEET OR EXCEED
5 THE LEVEL OF ENGLISH LANGUAGE COMPETENCY INCLUDED IN THE
6 DESCRIPTION OF POSTSECONDARY AND WORKFORCE READINESS ADOPTED
7 PURSUANT TO SECTION 22-7-1007. IN DEFINING THE REQUIRED LEVEL OF
8 ENGLISH LANGUAGE COMPETENCY, THE INSTITUTE BOARD MAY CONSIDER,
9 BUT NEED NOT BE LIMITED TO, A LEVEL OF COMPETENCY THAT ENABLES
10 THE GRADUATING STUDENT TO UNDERSTAND AND NAVIGATE
11 GOVERNMENTAL, EDUCATIONAL, AND WORKPLACE SYSTEMS AND TO BE
12 SAFE AND PRODUCTIVE IN THE WORKPLACE AND IN SOCIETY. THE
13 INSTITUTE BOARD SHALL NOT DEFINE ENGLISH LANGUAGE COMPETENCY
14 FOR PURPOSES OF THIS SUBSECTION (12) AS A LEVEL OF PROFICIENCY ON
15 ASSESSMENTS ADMINISTERED PURSUANT TO THE COLORADO STUDENT
16 ASSESSMENT PROGRAM UNDER SECTION 22-7-409.

17 **SECTION 12.** 22-30.5-507 (7), Colorado Revised Statutes, is
18 amended to read:

19 **22-30.5-507. Institute charter school - requirements -**
20 **authority.** (7) (a) Pursuant to the charter contract, an institute charter
21 school may operate free from specified statutes and state board rules. The
22 state board may waive state statutory requirements or rules promulgated
23 by the state board; except that the state board may not waive any state
24 statute or rule:

25 (I) Relating to the assessments required to be administered
26 pursuant to section 22-7-409; any state statute or rule

27 (II) Necessary to prepare the school accountability reports

1 pursuant to part 6 of article 7 of this title; or any statute or rule

2 (III) Necessary to implement the provisions of the "Public School
3 Finance Act of 1994", article 54 of this title; or any state statute or rule

4 (IV) Relating to the "Children's Internet Protection Act", article
5 87 of this title.

6 (b) THE INSTITUTE BOARD SHALL NOT WAIVE THE RULES
7 PROMULGATED PURSUANT TO SECTION 22-30.5-505 (12) SPECIFYING
8 ENGLISH LANGUAGE COMPETENCY AS A HIGH SCHOOL GRADUATION
9 REQUIREMENT, AND EACH INSTITUTE CHARTER HIGH SCHOOL SHALL
10 COMPLY WITH SAID RULES.

11 (c) Any waiver of state statute or state board rule made pursuant
12 to this subsection (7) shall be for the term of the contract for which the
13 waiver is made. A request for a waiver may be submitted to the institute
14 as a part of the application for an institute charter school.

15 **SECTION 13. Appropriation.** (1) In addition to any other
16 appropriation, there is hereby appropriated, out of any moneys in the state
17 education fund created in section 17 (4) of article IX of the state
18 constitution, not otherwise appropriated, to the department of education,
19 for the fiscal year beginning July 1, 2008, the sum of three hundred
20 ninety-nine thousand nine hundred thirty-four dollars (\$399,934) and 3.0
21 FTE, or so much thereof as may be necessary, for the implementation of
22 this act.

23 (2) In addition to any other appropriation, there is hereby
24 appropriated to the department of higher education, for the fiscal year
25 beginning July 1, 2008, the sum of one hundred five thousand one
26 hundred eighty dollars (\$105,180) and 1.0 FTE, or so much thereof as
27 may be necessary, for the implementation of this act. Said sum shall be

1 from reappropriated funds received from the department of education out
2 of the appropriation made in subsection (1) of this section.

3 **SECTION 14. Safety clause.** The general assembly hereby finds,
4 determines, and declares that this act is necessary for the immediate
5 preservation of the public peace, health, and safety.