

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

**PREAMENDED**

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

LLS NO. 08-0902.04 Julie Pelegrin

**SENATE BILL 08-212**

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**SENATE SPONSORSHIP**

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

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**Senate Committees**

Education  
Appropriations

**House Committees**

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**A BILL FOR AN ACT**

101 **CONCERNING ALIGNMENT OF PRESCHOOL TO POSTSECONDARY**  
102 **EDUCATION.**

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**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 elementary and secondary education ("PESE standards"). Directs the

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.*

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



1 EDUCATION ALIGNMENT

2 **22-7-1001. Short title.** THIS PART 10 SHALL BE KNOWN AND MAY  
3 BE CITED AS THE "PRESCHOOL TO POSTSECONDARY EDUCATION  
4 ALIGNMENT ACT".

5 **22-7-1002. Legislative declaration.** (1) THE GENERAL  
6 ASSEMBLY HEREBY FINDS THAT:

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

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

20 (c) WITH THE ADVENT OF THE TWENTY-FIRST CENTURY AND  
21 INCREASING EXPECTATIONS AND DEMANDS WITH REGARD TO THE USE OF  
22 TECHNOLOGY AND HIGHER-LEVEL CRITICAL THINKING SKILLS, COUPLED  
23 WITH INCREASING LEVELS OF NATIONAL AND INTERNATIONAL ECONOMIC  
24 COMPETITION, IT IS NOW IMPERATIVE THAT THE STATE MOVE TO THE NEXT  
25 GENERATION OF STANDARDS-BASED EDUCATION.

26 (2) THE GENERAL ASSEMBLY FINDS THAT:

27 (a) MORE AND MORE STUDIES INDICATE THAT HIGH-QUALITY

1 EARLY LEARNING EXPERIENCES ARE CRUCIAL TO ENSURING STUDENTS'  
2 ULTIMATE SUCCESS IN SCHOOL, IN POSTSECONDARY EDUCATION, IN THE  
3 WORKFORCE, AND IN LIFE, GENERALLY;

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

16 (c) WITH THE INCREASING NUMBER OF CHILDREN WHO  
17 PARTICIPATE IN PRESCHOOL AND THE RECOGNIZED IMPORTANCE OF  
18 PROVIDING A HIGH-QUALITY PRESCHOOL EXPERIENCE, THE NEXT  
19 GENERATION OF STANDARDS-BASED EDUCATION MUST ENSURE THAT  
20 PRESCHOOLS PROVIDE VERY HIGH-QUALITY SERVICES THAT ARE MOST  
21 LIKELY TO HELP STUDENTS DEVELOP THE NECESSARY SKILLS TO EXCEL AS  
22 THEY ENTER ELEMENTARY SCHOOL.

23 (3) THE GENERAL ASSEMBLY FINDS THAT:

24 (a) THE NEXT GENERATION OF STANDARDS-BASED EDUCATION  
25 MUST TAKE INTO ACCOUNT THE FACT THAT DIFFERENT STUDENTS HAVE  
26 DIFFERENT ASPIRATIONS: SOME WILL SEEK HIGHER EDUCATION UPON  
27 GRADUATION; SOME WILL SEEK CAREER OR TECHNICAL TRAINING TO

1 PURSUE A PARTICULAR VOCATION; OTHERS WILL IMMEDIATELY SEEK TO  
2 ENTER THE WORKFORCE;

3 (b) IN THE MODERN WORLD, HOWEVER, THERE IS LITTLE VARIATION  
4 IN THE LEVEL OF ACADEMIC PREPAREDNESS THAT A STUDENT MUST  
5 ACHIEVE IN ORDER TO SUCCEED AFTER HIGH SCHOOL, REGARDLESS OF THE  
6 STUDENT'S ASPIRATIONS. TO BE SUCCESSFUL IN THE WORKFORCE AND  
7 EARN A LIVING WAGE IMMEDIATELY UPON GRADUATION FROM HIGH  
8 SCHOOL, A STUDENT NEEDS NEARLY THE SAME LEVEL OF ACADEMIC  
9 ACHIEVEMENT AND PREPARATION THAT HE OR SHE WOULD NEED TO  
10 CONTINUE INTO CAREER AND TECHNICAL OR HIGHER EDUCATION.

11 (c) IN PROVIDING THE CURRICULA TO ENSURE THAT EACH STUDENT  
12 ATTAINS THE LEVEL OF ACADEMIC ACHIEVEMENT AND PREPARATION HE OR  
13 SHE NEEDS TO CONTINUE INTO THE STUDENT'S CHOSEN POST-GRADUATION  
14 PATH OF ENTERING THE WORKFORCE, CAREER AND TECHNICAL EDUCATION,  
15 OR HIGHER EDUCATION, A WIDE VARIETY OF CURRICULAR AND PROGRAM  
16 OPTIONS WILL BE NECESSARY TO SPARK IN EACH STUDENT THE AMBITION  
17 AND DESIRE TO GRADUATE FROM HIGH SCHOOL AND ACHIEVE HIS OR HER  
18 ASPIRATIONS;

19 (d) PUBLIC EDUCATION MUST BE DESIGNED TO ENCOURAGE AND  
20 ACCOMMODATE STUDENTS' EXPOSURE TO AND INVOLVEMENT IN  
21 ACTIVITIES THAT DEVELOP CREATIVITY AND INNOVATION SKILLS;  
22 CRITICAL-THINKING AND PROBLEM-SOLVING SKILLS; COMMUNICATION AND  
23 COLLABORATION SKILLS; SOCIAL AND CULTURAL AWARENESS; CIVIC  
24 ENGAGEMENT; INITIATIVE AND SELF-DIRECTION; FLEXIBILITY;  
25 PRODUCTIVITY AND ACCOUNTABILITY; CHARACTER AND LEADERSHIP;  
26 INFORMATION TECHNOLOGY APPLICATION SKILLS; AND OTHER SKILLS  
27 CRITICAL TO PREPARING STUDENTS FOR THE TWENTY-FIRST-CENTURY

1 WORKFORCE AND FOR ACTIVE CITIZENSHIP:

2 (e) THE ULTIMATE GOAL OF PUBLIC EDUCATION, WHATEVER THE  
3 STUDENT'S POST-HIGH SCHOOL ASPIRATIONS MAY BE OR WHATEVER THEY  
4 MAY BECOME OVER TIME, IS TO ENSURE THAT, TO THE EXTENT POSSIBLE,  
5 EACH STUDENT IS PREPARED TO MEET HIS OR HER FULL POTENTIAL. TO  
6 THIS END, THE SYSTEM OF PRESCHOOL THROUGH POSTSECONDARY PUBLIC  
7 EDUCATION, AND THE EDUCATORS WHO ENSURE ITS SUCCESS, SHOULD  
8 NEVER CEASE IN STRIVING TO HELP A STUDENT ACHIEVE MASTERY OF BOTH  
9 CONTENT AND SKILLS.

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

11 (a) TO EDUCATE STUDENTS TO THEIR FULL POTENTIAL, THE STATE  
12 MUST ALIGN THE PUBLIC EDUCATION SYSTEM FROM PRESCHOOL THROUGH  
13 POSTSECONDARY AND WORKFORCE READINESS. THIS ALIGNMENT WILL  
14 ENSURE THAT A STUDENT WHO ENTERS SCHOOL READY TO SUCCEED AND  
15 ACHIEVES THE REQUIRED LEVEL OF PROFICIENCY ON STANDARDS AS HE OR  
16 SHE PROGRESSES THROUGH ELEMENTARY AND SECONDARY EDUCATION  
17 WILL HAVE ACHIEVED POSTSECONDARY AND WORKFORCE READINESS  
18 WHEN THE STUDENT GRADUATES FROM HIGH SCHOOL, IF NOT EARLIER. AS  
19 SUCH, THE STUDENT WILL BE READY TO ENTER THE WORKFORCE OR TO  
20 ENTER POSTSECONDARY EDUCATION WITHOUT NEED FOR REMEDIATION.

21 (b) ALIGNMENT OF STANDARDS FROM PRESCHOOL THROUGH  
22 POSTSECONDARY AND WORKFORCE READINESS REQUIRES THAT THE STATE  
23 BOARD OF EDUCATION AND THE COLORADO COMMISSION ON HIGHER  
24 EDUCATION, WITH THE DEPARTMENTS OF EDUCATION AND HIGHER  
25 EDUCATION, WORK IN CLOSE COLLABORATION TO CREATE A SEAMLESS  
26 SYSTEM OF PUBLIC EDUCATION STANDARDS, EXPECTATIONS, AND  
27 ASSESSMENTS;

1 (c) CREATING THIS SEAMLESS SYSTEM OF STANDARDS,  
2 EXPECTATIONS, AND ASSESSMENTS FROM PRESCHOOL THROUGH  
3 POSTSECONDARY AND WORKFORCE READINESS IS A MULTI-FACETED AND  
4 COMPLEX PROJECT THAT WILL REQUIRE MULTIPLE STAGES OF PLANNING,  
5 DESIGN, AND IMPLEMENTATION AND THAT WILL LIKELY CONTINUE OVER  
6 YEARS. FURTHER, ACHIEVING THE GOALS OUTLINED IN THIS PART 10 WILL  
7 LIKELY REQUIRE THE REALLOCATION OF EXISTING STATE RESOURCES AND  
8 THE IDENTIFICATION AND ALLOCATION OF NEW RESOURCES TO MEET  
9 INCREASED NEEDS AT THE STATE AND LOCAL LEVELS, INCLUDING BUT NOT  
10 LIMITED TO SIGNIFICANT INVESTMENT IN PROFESSIONAL DEVELOPMENT  
11 FOR EDUCATORS.

12 (d) ALIGNING STANDARDS FROM PRESCHOOL THROUGH  
13 POSTSECONDARY AND WORKFORCE READINESS AND CREATING A SEAMLESS  
14 SYSTEM OF PUBLIC EDUCATION WILL PLACE EVEN GREATER DEMANDS ON  
15 PRINCIPALS, TEACHERS, AND OTHER EDUCATORS. THE GENERAL  
16 ASSEMBLY RECOGNIZES THAT, ENABLING THEM TO MEET THESE DEMANDS  
17 WILL REQUIRE AN INVESTMENT IN PROFESSIONAL DEVELOPMENT.

18 (e) THROUGHOUT THE PROCESS OF CREATING A SEAMLESS SYSTEM  
19 OF PUBLIC EDUCATION IN COLORADO, THE STATE BOARD OF EDUCATION  
20 AND THE COLORADO COMMISSION ON HIGHER EDUCATION MUST ENSURE  
21 THAT THE STANDARDS FOR PRESCHOOL THROUGH ELEMENTARY AND  
22 SECONDARY EDUCATION, CULMINATING IN POSTSECONDARY AND  
23 WORKFORCE READINESS, ARE SUFFICIENTLY RELEVANT AND RIGOROUS TO  
24 ENSURE THAT EACH STUDENT WHO RECEIVES A PUBLIC EDUCATION IN  
25 COLORADO IS PREPARED TO COMPETE ACADEMICALLY AND  
26 ECONOMICALLY WITHIN THE STATE OR ANYWHERE IN THE NATION OR THE  
27 WORLD.

1           (5) THE GENERAL ASSEMBLY FINDS AND DECLARES THAT, FOR  
2 PURPOSES OF SECTION 17 OF ARTICLE IX OF THE STATE CONSTITUTION,  
3 ADOPTION AND IMPLEMENTATION OF A SCHOOL READINESS DESCRIPTION,  
4 OF STANDARDS AND ALIGNED ASSESSMENTS FOR PRESCHOOL THROUGH  
5 ELEMENTARY AND SECONDARY EDUCATION, AND OF A POSTSECONDARY  
6 AND WORKFORCE READINESS DESCRIPTION ARE CRITICAL ELEMENTS OF  
7 ACCOUNTABLE EDUCATION REFORM AND ACCOUNTABLE PROGRAMS TO  
8 MEET STATE ACADEMIC STANDARDS AND MAY THEREFORE RECEIVE  
9 FUNDING FROM THE STATE EDUCATION FUND CREATED IN SECTION 17 (4)  
10 OF ARTICLE IX OF THE STATE CONSTITUTION.

11           **22-7-1003. Definitions.** AS USED IN THIS PART 10, UNLESS THE  
12 CONTEXT OTHERWISE REQUIRES:

13           (1) "ASSESSMENT" MEANS THE METHOD USED TO COLLECT  
14 EVIDENCE OF WHAT A STUDENT KNOWS AND IS ABLE TO DO.

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

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

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

23           (5) "DISTRICT CHARTER SCHOOL" MEANS A CHARTER SCHOOL  
24 AUTHORIZED BY A SCHOOL DISTRICT PURSUANT TO PART 1 OF ARTICLE 30.5  
25 OF THIS TITLE. A DISTRICT CHARTER SCHOOL IS A "DISTRICT CHARTER  
26 HIGH SCHOOL" IF IT SERVES ANY OF GRADES NINE THROUGH TWELVE.

27           (6) "DIVISION OF CHILD CARE" MEANS THE DIVISION WITHIN THE

1 DEPARTMENT OF HUMAN SERVICES THAT IS RESPONSIBLE FOR CHILD CARE  
2 REGULATION.

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

6 (8) "INSTITUTE CHARTER SCHOOL" MEANS A CHARTER SCHOOL  
7 AUTHORIZED BY THE STATE CHARTER SCHOOL INSTITUTE PURSUANT TO  
8 PART 5 OF ARTICLE 30.5 OF THIS TITLE. AN INSTITUTE CHARTER SCHOOL  
9 IS AN "INSTITUTE CHARTER HIGH SCHOOL" IF IT SERVES ANY OF GRADES  
10 NINE THROUGH TWELVE.

11 (9) "LOCAL EDUCATION PROVIDER" MEANS A SCHOOL DISTRICT, A  
12 BOARD OF COOPERATIVE SERVICES, A DISTRICT CHARTER SCHOOL, OR AN  
13 INSTITUTE CHARTER SCHOOL.

14 (10) "LOCAL SCHOOL BOARD" MEANS A SCHOOL DISTRICT BOARD  
15 OF EDUCATION.

16 (11) "P-20 COUNCIL" MEANS THE P-20 EDUCATION COORDINATING  
17 COUNCIL APPOINTED BY THE GOVERNOR PURSUANT TO EXECUTIVE ORDER  
18 B 003 07.

19 (12) "POSTSECONDARY AND WORKFORCE READINESS" MEANS THE  
20 CONTENT KNOWLEDGE AND SKILLS THAT A STUDENT SHOULD HAVE  
21 ATTAINED PRIOR TO OR UPON GRADUATION FROM TWELFTH GRADE, AS  
22 ADOPTED JOINTLY BY THE STATE BOARD AND THE COMMISSION PURSUANT  
23 TO SECTION 22-7-1007.

24 (13) "POSTSECONDARY AND WORKFORCE READINESS PROGRAM"  
25 MEANS A PROGRAM OF STUDY THAT, PRIOR TO OR BEGINNING IN NINTH  
26 GRADE AND CONTINUING THROUGH TWELFTH GRADE, IS DESIGNED TO  
27 PREPARE A STUDENT TO DEMONSTRATE POSTSECONDARY AND WORKFORCE

1 READINESS PRIOR TO OR UPON GRADUATION FROM TWELFTH GRADE.

2 (14) "POSTSECONDARY EDUCATION" MEANS ALL FORMAL PUBLIC  
3 EDUCATION THAT REQUIRES AS A PREREQUISITE THE ACQUISITION OF A  
4 HIGH SCHOOL DIPLOMA OR ITS EQUIVALENT. "POSTSECONDARY  
5 EDUCATION" INCLUDES PROGRAMS RESULTING IN ACQUISITION OF A  
6 CERTIFICATE, AN ASSOCIATE DEGREE OF APPLIED SCIENCES, AN ASSOCIATE  
7 DEGREE OF GENERAL STUDIES, AN ASSOCIATE DEGREE OF ARTS, OR AN  
8 ASSOCIATE DEGREE OF SCIENCE AND ALL BACCALAUREATE DEGREE  
9 PROGRAMS.

10 (15) "REGIONAL EDUCATOR MEETING" MEANS A MEETING  
11 CONVENED PURSUANT TO SECTION 22-7-1010 BY THE COMMISSIONER AND  
12 THE EXECUTIVE DIRECTOR IN A REGIONAL SERVICE AREA.

13 (16) "SCHOOL DISTRICT" MEANS A SCHOOL DISTRICT, OTHER THAN  
14 A JUNIOR COLLEGE DISTRICT, ORGANIZED AND EXISTING PURSUANT TO  
15 LAW.

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

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

23 (19) "STATE BOARD" MEANS THE STATE BOARD OF EDUCATION  
24 CREATED PURSUANT TO SECTION 1 OF ARTICLE IX OF THE STATE  
25 CONSTITUTION.

26 **22-7-1004. School readiness description - school readiness**  
27 **assessment - adoption - revisions.** (1) ON OR BEFORE DECEMBER 15,

1 2008, THE STATE BOARD SHALL ADOPT A DESCRIPTION OF SCHOOL  
2 READINESS. THE STATE BOARD, IN ADOPTING THE SCHOOL READINESS  
3 DESCRIPTION SHALL ENSURE THAT, AT A MINIMUM, SCHOOL READINESS  
4 INCLUDES PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT, SOCIAL AND  
5 EMOTIONAL DEVELOPMENT, LANGUAGE AND COMPREHENSION  
6 DEVELOPMENT, AND COGNITION AND GENERAL KNOWLEDGE.

7 (2) (a) ON OR BEFORE DECEMBER 15, 2010, THE STATE BOARD  
8 SHALL ADOPT ONE OR MORE ASSESSMENTS THAT ARE ALIGNED WITH THE  
9 DESCRIPTION OF SCHOOL READINESS AND ARE SUITABLE FOR MEASURING  
10 STUDENTS' LEVELS OF SCHOOL READINESS. IN ADOPTING ASSESSMENTS OF  
11 STUDENTS' SCHOOL READINESS, THE STATE BOARD SHALL CONSIDER  
12 ASSESSMENTS THAT ARE RESEARCH-BASED; RECOGNIZED NATIONWIDE AS  
13 RELIABLE INSTRUMENTS FOR MEASURING SCHOOL READINESS; AND  
14 SUITABLE FOR DETERMINING THE INSTRUCTION AND INTERVENTIONS  
15 STUDENTS NEED TO IMPROVE THEIR READINESS TO SUCCEED IN SCHOOL.  
16 SCHOOL READINESS ASSESSMENTS SHALL NOT BE USED TO DENY A  
17 STUDENT ADMISSION OR PROGRESSION TO KINDERGARTEN OR FIRST  
18 GRADE.

19 (b) SCHOOL READINESS ASSESSMENT RESULTS SHALL NOT BE  
20 PUBLICLY REPORTED FOR INDIVIDUAL STUDENTS. FOLLOWING ADOPTION  
21 OF THE SCHOOL READINESS ASSESSMENT, THE STATE BOARD SHALL ADOPT  
22 A SYSTEM FOR REPORTING POPULATION-LEVEL RESULTS THAT PROVIDE  
23 BASELINE DATA FOR MEASURING OVERALL CHANGE AND IMPROVEMENT IN  
24 STUDENTS' SKILLS AND KNOWLEDGE OVER TIME.

25 (3) (a) ON OR BEFORE JULY 1, 2015, AND ON OR BEFORE JULY 1  
26 EVERY SIX YEARS THEREAFTER, THE STATE BOARD SHALL REVIEW THE  
27 SCHOOL READINESS DESCRIPTION AND THE SCHOOL READINESS

1 ASSESSMENTS AND SHALL ADOPT ANY APPROPRIATE REVISIONS TO EITHER  
2 THE DESCRIPTION OR THE ASSESSMENTS.

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

7 **22-7-1005. Preschool through elementary and secondary**  
8 **education - aligned standards - adoption - revisions.** (1) ON OR  
9 BEFORE DECEMBER 15, 2009, THE STATE BOARD SHALL ADOPT STANDARDS  
10 THAT IDENTIFY THE CONTENT KNOWLEDGE AND SKILLS THAT A STUDENT  
11 SHOULD ACQUIRE AS THE STUDENT PROGRESSES FROM PRESCHOOL  
12 THROUGH ELEMENTARY AND SECONDARY EDUCATION.

13 (2) (a) THE STATE BOARD SHALL ENSURE THAT THE PRESCHOOL  
14 THROUGH ELEMENTARY AND SECONDARY EDUCATION STANDARDS, AT A  
15 MINIMUM, INCLUDE STANDARDS IN READING, WRITING, MATHEMATICS,  
16 SCIENCE, HISTORY, GEOGRAPHY, VISUAL AND PERFORMING ARTS,  
17 PHYSICAL EDUCATION, WORLD LANGUAGES, ECONOMICS, CIVICS, AND ANY  
18 OTHER INSTRUCTIONAL AREAS FOR WHICH THE STATE BOARD HAD  
19 ADOPTED STANDARDS AS OF JANUARY 1, 2008.

20 (b) IN DEVELOPING THE PRESCHOOL THROUGH ELEMENTARY AND  
21 SECONDARY EDUCATION STANDARDS, THE STATE BOARD SHALL ALSO TAKE  
22 INTO ACCOUNT ANY CAREER AND TECHNICAL EDUCATION STANDARDS  
23 ADOPTED BY THE STATE BOARD FOR COMMUNITY COLLEGES AND  
24 OCCUPATIONAL EDUCATION, CREATED IN SECTION 23-60-104, C.R.S., AND,  
25 TO THE EXTENT PRACTICABLE, SHALL ALIGN THE APPROPRIATE PORTIONS  
26 OF THE PRESCHOOL THROUGH ELEMENTARY AND SECONDARY EDUCATION  
27 STANDARDS WITH THE CAREER AND TECHNICAL EDUCATION STANDARDS.

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

3           (a) ALIGN THE STANDARDS TO ENSURE THAT A STUDENT WHO  
4 DEMONSTRATES ATTAINMENT OF THE STANDARDS AS THE STUDENT  
5 ADVANCES FROM PRESCHOOL THROUGH ELEMENTARY AND SECONDARY  
6 EDUCATION WILL BE ABLE TO DEMONSTRATE POSTSECONDARY AND  
7 WORKFORCE READINESS PRIOR TO OR UPON COMPLETION OF THE TWELFTH  
8 GRADE;

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

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

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

25           (e) ENSURE THAT THE STANDARDS ARE COMPARABLE IN SCOPE,  
26 RELEVANCE, AND RIGOR TO THE HIGHEST NATIONAL AND INTERNATIONAL  
27 STANDARDS THAT HAVE BEEN IMPLEMENTED SUCCESSFULLY AND ARE

1 CONSISTENT WITH AND RELEVANT TO ACHIEVEMENT OF THE GOALS  
2 SPECIFIED IN SECTION 22-7-1002.

3 (4) ON OR BEFORE JULY 1, 2015, AND ON OR BEFORE JULY 1 EVERY  
4 SIX YEARS THEREAFTER, THE STATE BOARD SHALL REVIEW AND ADOPT  
5 ANY APPROPRIATE REVISIONS TO THE PRESCHOOL THROUGH ELEMENTARY  
6 AND SECONDARY EDUCATION STANDARDS SPECIFIED IN THIS SECTION. IN  
7 ADOPTING REVISIONS, THE STATE BOARD MAY ADD OR DELETE ONE OR  
8 MORE OF THE SPECIFIC INSTRUCTIONAL AREAS BASED ON THE NEEDS OF  
9 THE STATE AND CHANGES IN NATIONAL AND INTERNATIONAL ACADEMIC  
10 EXPECTATIONS. IN ADOPTING REVISIONS TO THE STANDARDS PURSUANT  
11 TO THIS SUBSECTION (4), THE STATE BOARD SHALL ENSURE THAT THE  
12 STANDARDS CONTINUE TO MEET THE REQUIREMENTS SPECIFIED IN  
13 SUBSECTION (3) OF THIS SECTION.

14 **22-7-1006. Preschool through elementary and secondary**  
15 **education - aligned assessments - adoption - revisions.** (1) (a) ON OR  
16 BEFORE DECEMBER 15, 2010, THE STATE BOARD SHALL ADOPT A SYSTEM  
17 OF ASSESSMENTS THAT ARE ALIGNED WITH THE PRESCHOOL THROUGH  
18 ELEMENTARY AND SECONDARY EDUCATION STANDARDS AND ARE  
19 DESIGNED TO MEASURE STUDENTS' LEVELS OF ATTAINMENT OF THE  
20 STANDARDS. IN ADOPTING THE SYSTEM OF ASSESSMENTS, THE STATE  
21 BOARD SHALL ENSURE, AT A MINIMUM, THAT THE SYSTEM IS DESIGNED TO:

22 (I) PROVIDE RELEVANT, TIMELY RESULTS THAT WILL AID  
23 TEACHERS, PARENTS, AND STUDENTS IN IDENTIFYING AREAS IN WHICH  
24 STUDENTS MAY NEED ADDITIONAL SUPPORT OR ASSISTANCE IN ATTAINING  
25 THE STANDARDS;

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

1 (III) PROVIDE GUIDANCE TO TEACHERS, PARENTS, AND STUDENTS  
2 IN DETERMINING WHETHER EACH STUDENT IS MAKING THE NECESSARY  
3 PROGRESS TOWARD ACHIEVING POSTSECONDARY AND WORKFORCE  
4 READINESS;

5 (IV) PROVIDE RESULTS THAT MAY BE USED ACROSS MULTIPLE  
6 EDUCATION SYSTEMS AS A STUDENT PROGRESSES FROM PRESCHOOL  
7 THROUGH ELEMENTARY AND SECONDARY EDUCATION AND INTO  
8 POSTSECONDARY EDUCATION;

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

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

13 (VII) PROVIDE ASSESSMENT SCORES THAT ARE USEFUL IN  
14 MEASURING STUDENT ACADEMIC PERFORMANCE, THE ACADEMIC  
15 PERFORMANCE OF A SCHOOL, AND THE ACADEMIC PERFORMANCE OF A  
16 SCHOOL DISTRICT FOR PURPOSES OF STATE AND FEDERAL ACCOUNTABILITY  
17 SYSTEMS.

18 (b) IN ADOPTING A SYSTEM OF ASSESSMENTS, THE STATE BOARD  
19 SHALL ALSO ADOPT SCORING CRITERIA FOR MEASURING A STUDENT'S  
20 LEVEL OF ATTAINMENT OF A STANDARD BASED ON THE STUDENT'S  
21 PERFORMANCE ON A PARTICULAR ASSESSMENT.

22 (c) IN ADOPTING A SYSTEM OF ASSESSMENTS, THE STATE BOARD  
23 SHALL RECOMMEND LEGISLATIVE CHANGES AS NECESSARY TO IMPLEMENT  
24 THE SYSTEM.

25 (2) ON OR BEFORE JULY 1, 2016, AND ON OR BEFORE JULY 1 EVERY  
26 SIX YEARS THEREAFTER, THE STATE BOARD SHALL REVIEW AND ADOPT  
27 ANY APPROPRIATE REVISIONS TO THE SYSTEM OF ASSESSMENTS SPECIFIED

1 IN THIS SECTION. THE STATE BOARD MAY ADOPT REVISIONS TO AN  
2 ASSESSMENT OR ADOPT ADDITIONAL ASSESSMENTS, REGARDLESS OF  
3 WHETHER IT ADOPTS ANY REVISION TO THE STANDARDS WITH WHICH THE  
4 ASSESSMENT IS ALIGNED. IN ADOPTING REVISIONS TO THE SYSTEM OF  
5 ASSESSMENTS, THE STATE BOARD SHALL ENSURE THAT THE SYSTEM OF  
6 ASSESSMENTS CONTINUES TO MEET THE REQUIREMENTS SPECIFIED IN THIS  
7 SECTION.

8 **22-7-1007. Postsecondary and workforce readiness description**  
9 **- postsecondary and workforce readiness assessment - adoption -**

10 **revision.** (1) ON OR BEFORE DECEMBER 15, 2008, THE STATE BOARD AND  
11 THE COMMISSION, JOINTLY, SHALL ADOPT A DESCRIPTION OF  
12 POSTSECONDARY AND WORKFORCE READINESS. IN DESCRIBING  
13 POSTSECONDARY AND WORKFORCE READINESS, THE STATE BOARD AND  
14 THE COMMISSION SHALL, AT A MINIMUM:

15 (a) DESCRIBE THE SUBJECT MATTER AREAS IN WHICH A STUDENT  
16 SHOULD BE ABLE TO DEMONSTRATE POSTSECONDARY AND WORKFORCE  
17 READINESS;

18 (b) DESCRIBE THE LEVEL OF ENGLISH LANGUAGE COMPETENCY  
19 THAT A STUDENT MUST DEMONSTRATE IN ORDER TO DEMONSTRATE  
20 POSTSECONDARY AND WORKFORCE READINESS;

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

26 (d) ENSURE THAT, TO THE EXTENT PRACTICABLE, POSTSECONDARY  
27 AND WORKFORCE READINESS REQUIRES A STUDENT TO DEMONSTRATE

1 CREATIVITY AND INNOVATION SKILLS; CRITICAL-THINKING AND  
2 PROBLEM-SOLVING SKILLS; COMMUNICATION AND COLLABORATION  
3 SKILLS; SOCIAL AND CULTURAL AWARENESS; CIVIC ENGAGEMENT;  
4 INITIATIVE AND SELF-DIRECTION; FLEXIBILITY; PRODUCTIVITY AND  
5 ACCOUNTABILITY; CHARACTER AND LEADERSHIP; INFORMATION  
6 TECHNOLOGY APPLICATION SKILLS; AND OTHER SKILLS CRITICAL TO THE  
7 TWENTY-FIRST-CENTURY WORKFORCE.

8 (2) (a) ON OR BEFORE DECEMBER 15, 2010, THE STATE BOARD AND  
9 THE COMMISSION, JOINTLY, SHALL ADOPT ONE OR MORE ASSESSMENTS  
10 THAT ARE ALIGNED WITH THE DESCRIPTION OF POSTSECONDARY AND  
11 WORKFORCE READINESS AND ARE DESIGNED TO MEASURE STUDENTS'  
12 LEVELS OF POSTSECONDARY AND WORKFORCE READINESS. IN ADOPTING  
13 ONE OR MORE ASSESSMENTS OF STUDENTS' POSTSECONDARY AND  
14 WORKFORCE READINESS, THE STATE BOARD AND THE COMMISSION SHALL  
15 CONSIDER ASSESSMENTS THAT ARE RESEARCH-BASED; RECOGNIZED  
16 NATIONWIDE AS RELIABLE INSTRUMENTS FOR MEASURING ATTAINMENT OF  
17 STANDARDS AND POSTSECONDARY AND WORKFORCE READINESS; AND  
18 SUITABLE FOR DETERMINING POSTSECONDARY ADMISSIONS, NEED FOR  
19 REMEDIATION, AND CONTENT AREA SPECIFIC COURSE PLACEMENT. THE  
20 ADOPTED ASSESSMENT OR ASSESSMENTS TO MEASURE STUDENTS'  
21 POSTSECONDARY AND WORKFORCE READINESS MAY INCLUDE, BUT NEED  
22 NOT BE LIMITED TO:

23 (I) A STANDARDIZED, CURRICULUM-BASED, ACHIEVEMENT,  
24 COLLEGE ENTRANCE EXAMINATION;     

25 (II) THE BASIC SKILLS PLACEMENT OR ASSESSMENT TEST  
26 AUTHORIZED BY THE COLORADO COMMISSION ON HIGHER EDUCATION  
27 PURSUANT TO SECTION 23-1-113 (1) (b) (I) (B), C.R.S.;

1           (III) A WORKFORCE READINESS ASSESSMENT THAT IS DESIGNED TO  
2           MEASURE THE KNOWLEDGE AND SKILLS THAT EMPLOYERS EXPECT  
3           PERSONS ENTERING THE WORKFORCE TO KNOW AND BE ABLE TO DO; AND

4           (IV) ONE OR MORE ASSESSMENTS THAT ARE SPECIFIC TO ONE OR  
5           MORE SELECTED OCCUPATIONS AND MEASURE A STUDENT'S ATTAINMENT  
6           OF THE KNOWLEDGE AND SKILLS NECESSARY TO ENTER THE OCCUPATION  
7           TO WHICH THE ASSESSMENT APPLIES.

8           (b) THE POSTSECONDARY AND WORKFORCE READINESS  
9           ASSESSMENT OR ASSESSMENTS ADOPTED BY THE STATE BOARD AND THE  
10          COMMISSION MAY INCLUDE ONE OR MORE OF THE ASSESSMENTS INCLUDED  
11          IN THE SYSTEM OF ASSESSMENTS FOR PRESCHOOL THROUGH ELEMENTARY  
12          AND SECONDARY EDUCATION STANDARDS.

13          (c) FOLLOWING ADOPTION OF THE POSTSECONDARY AND  
14          WORKFORCE READINESS ASSESSMENT OR ASSESSMENTS, THE STATE BOARD  
15          AND THE COMMISSION SHALL JOINTLY ADOPT SCORING CRITERIA FOR THE  
16          POSTSECONDARY AND WORKFORCE READINESS ASSESSMENT OR  
17          ASSESSMENTS TO INDICATE A STUDENT'S LEVEL OF POSTSECONDARY AND  
18          WORKFORCE READINESS, BASED ON THE STUDENT'S LEVEL OF  
19          PERFORMANCE ON THE ASSESSMENT OR ASSESSMENTS. THE STATE BOARD  
20          AND THE COMMISSION SHALL ENSURE THAT THE SCORING CRITERIA FOR  
21          THE POSTSECONDARY AND WORKFORCE READINESS ASSESSMENT OR  
22          ASSESSMENTS ARE ALIGNED WITH THE SCORING CRITERIA THAT APPLY TO  
23          THE SYSTEM OF ASSESSMENTS FOR PRESCHOOL THROUGH ELEMENTARY  
24          AND SECONDARY EDUCATION STANDARDS.

25          (3) (a) ON OR BEFORE JULY 1, 2015, AND ON OR BEFORE JULY 1  
26          EVERY SIX YEARS THEREAFTER, THE STATE BOARD AND THE COMMISSION,  
27          JOINTLY, SHALL REVIEW AND ADOPT ANY APPROPRIATE REVISIONS TO THE

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

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

21 **22-7-1008. Diploma endorsements - adoption - revisions.**

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

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

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

16 (3) THE STATE BOARD SHALL ALSO CONSIDER AND MAY ADOPT  
17 CRITERIA FOR A RANGE OF ADDITIONAL ENDORSEMENTS THAT A SCHOOL  
18 DISTRICT, BOCES, OR INSTITUTE CHARTER HIGH SCHOOL MAY CHOOSE TO  
19 GRANT TO GRADUATING STUDENTS TO RECOGNIZE CONCENTRATED FOCUS  
20 AND OUTSTANDING ACHIEVEMENT IN A VARIETY OF SUBJECT AREAS.

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

26 (5) ON OR BEFORE JULY 1, 2017, AND ON OR BEFORE JULY 1 EVERY  
27 SIX YEARS THEREAFTER, THE STATE BOARD SHALL REVISE AND ADOPT ANY

1 APPROPRIATE REVISIONS TO THE CRITERIA FOR ENDORSEMENTS SPECIFIED  
2 IN THIS SECTION.

3 **22-7-1009. State board - commission - public input - staff**  
4 **assistance - amendments to state plan.** (1) IN FULFILLING THEIR DUTIES  
5 UNDER THIS PART 10, THE STATE BOARD AND THE COMMISSION, AT A  
6 MINIMUM, SHALL:

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

9 (I) EARLY CARE AND EDUCATION PROVIDERS;

10 (II) REPRESENTATIVES OF EARLY CHILDHOOD COUNCILS AND  
11 EARLY CHILDHOOD CARE AND EDUCATION COUNCILS;

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

14 (IV) BOARDS OF COOPERATIVE SERVICES;

15 (V) LOCAL SCHOOL BOARDS AND GOVERNING BOARDS OF DISTRICT  
16 CHARTER SCHOOLS AND INSTITUTE CHARTER SCHOOLS;

17 (VI) PARENTS AND STUDENTS;

18 (VII) POSTSECONDARY FACULTY AND ADMINISTRATORS;

19 (VIII) GOVERNING BOARDS OF INSTITUTIONS OF HIGHER  
20 EDUCATION; AND

21 (IX) EMPLOYERS AND OTHER MEMBERS OF THE BUSINESS  
22 COMMUNITY;

23 (b) TAKE INTO CONSIDERATION THE RECOMMENDATIONS OF AND  
24 CONSULT WITH THE P-20 COUNCIL;

25 (c) TAKE INTO CONSIDERATION, AS APPLICABLE, THE  
26 RECOMMENDATIONS OF THE STATE GRADUATION GUIDELINES  
27 DEVELOPMENT COUNCIL MADE PURSUANT TO SECTION 22-7-414, AS IT

1 EXISTED PRIOR TO JULY 1, 2008;

2 (d) CONSULT AND COLLABORATE WITH STATE AND NATIONAL  
3 ORGANIZATIONS OF EARLY CARE AND EDUCATION PROVIDERS AND  
4 EXPERTS, STATE AND NATIONAL ORGANIZATIONS OF EDUCATORS, AND  
5 OTHER STATE, NATIONAL, AND INTERNATIONAL ACADEMIC  
6 ORGANIZATIONS THAT SPECIALIZE IN CREATION, MAINTENANCE, AND  
7 IMPLEMENTATION OF RELEVANT AND RIGOROUS EDUCATION STANDARDS  
8 AND CURRICULUM AND IN ALIGNMENT OF STANDARDS AND ASSESSMENTS  
9 FROM PRESCHOOL THROUGH POSTSECONDARY EDUCATION.

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

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

21 (3) THE DEPARTMENT OF EDUCATION AND THE DEPARTMENT OF  
22 HIGHER EDUCATION ARE AUTHORIZED TO RECEIVE AND EXPEND GIFTS,  
23 GRANTS, OR DONATIONS OF ANY KIND FROM A PUBLIC OR PRIVATE ENTITY  
24 TO CARRY OUT THE PURPOSES OF THIS PART 10, SUBJECT TO THE TERMS  
25 AND CONDITIONS UNDER WHICH GIVEN; EXCEPT THAT THE DEPARTMENT  
26 OF EDUCATION OR THE DEPARTMENT OF HIGHER EDUCATION MAY NOT  
27 ACCEPT A GIFT, GRANT, OR DONATION IF THE CONDITIONS ATTACHED

1       THERETO REQUIRE THE USE OR EXPENDITURE THEREOF IN A MANNER  
2       CONTRARY TO LAW.

3               (4) (a) THE DEPARTMENT OF EDUCATION SHALL AMEND THE STATE  
4       PLAN REQUIRED BY THE FEDERAL "NO CHILD LEFT BEHIND ACT OF 2001",  
5       20 U.S.C. SEC. 6301 ET SEQ., AS NECESSARY TO REFLECT THE ADOPTION  
6       OF AND ANY SUBSEQUENT REVISIONS TO:

7               (I) THE SCHOOL READINESS DESCRIPTION;

8               (II) THE PRESCHOOL THROUGH ELEMENTARY AND SECONDARY  
9       EDUCATION STANDARDS;

10              (III) THE POSTSECONDARY AND WORKFORCE READINESS  
11       DESCRIPTION; AND

12              (IV) THE ASSESSMENTS THAT ARE ALIGNED WITH THE  
13       DESCRIPTIONS AND THE STANDARDS.

14              (b) THE DEPARTMENT OF EDUCATION SHALL SUBMIT THE AMENDED  
15       STATE PLAN TO THE FEDERAL DEPARTMENT OF EDUCATION FOR APPROVAL  
16       IN ACCORDANCE WITH FEDERAL LAW.

17              **22-7-1010. Regional educator meetings - purpose -**  
18       **recommendations.** (1) BEGINNING IN THE 2008-09 ACADEMIC YEAR, THE  
19       COMMISSIONER AND THE EXECUTIVE DIRECTOR, AT LEAST ANNUALLY,  
20       SHALL CONVENE MEETINGS OF PROFESSIONAL EDUCATORS IN PRESCHOOL,  
21       ELEMENTARY, SECONDARY, AND POSTSECONDARY EDUCATION WITHIN  
22       EACH OF THE REGIONAL SERVICE AREAS CREATED BY THE STATE BOARD.  
23       IN CONVENING THE REGIONAL EDUCATOR MEETINGS, THE COMMISSIONER  
24       AND THE EXECUTIVE DIRECTOR SHALL WORK WITH:

25              (a) THE PRESIDENT OF THE STATE SYSTEM OF COMMUNITY AND  
26       TECHNICAL COLLEGES;

27              (b) ONE OR MORE REPRESENTATIVES OF THE JUNIOR COLLEGE

1 DISTRICTS;

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

4 (d) THE SCHOOL DISTRICT SUPERINTENDENTS THROUGHOUT THE  
5 STATE; AND

6 (e) REPRESENTATIVES OF THE DIVISION OF CHILD CARE AND THE  
7 EARLY CHILDHOOD POLICY TEAM IN THE OFFICE OF THE LIEUTENANT  
8 GOVERNOR.

9 (2) AT A MINIMUM, THE FOLLOWING PERSONS SHALL BE INVITED TO  
10 ATTEND THE REGIONAL EDUCATOR MEETINGS IN EACH REGIONAL SERVICE  
11 AREA:

12 (a) EARLY CARE AND EDUCATION PROVIDERS;

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

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

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

26 (a) COLLABORATING IN THE IMPLEMENTATION OF:

27 (I) THE SCHOOL READINESS DESCRIPTION, THE PRESCHOOL

1 THROUGH ELEMENTARY AND SECONDARY EDUCATION STANDARDS, AND  
2 THE POSTSECONDARY AND WORKFORCE READINESS DESCRIPTION;

3 (II) PROGRAMS OF INSTRUCTION FOR PRESCHOOL, ELEMENTARY,  
4 SECONDARY, AND POSTSECONDARY STUDENTS; AND

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

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

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

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

1 THE COMMISSION.

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

11 **22-7-1011. Local education provider - preschool through**  
12 **elementary and secondary education standards - adoption.**

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

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

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

27 (b) IN REVISING ITS PRESCHOOL THROUGH ELEMENTARY AND

1 SECONDARY EDUCATION STANDARDS, A LOCAL EDUCATION PROVIDER MAY  
2 CHOOSE TO ADOPT THE STATE PRESCHOOL THROUGH ELEMENTARY AND  
3 SECONDARY EDUCATION STANDARDS.

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

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

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

1 STANDARDS. THE LOCAL EDUCATION PROVIDER SHALL REVISE ITS  
2 CURRICULA ACCORDINGLY TO ENSURE THAT THE CURRICULA CONTINUE TO  
3 ALIGN WITH THE LOCAL EDUCATION PROVIDER'S PRESCHOOL THROUGH  
4 ELEMENTARY AND SECONDARY EDUCATION STANDARDS.

5 **22-7-1012. Preschool individualized readiness plans - school**  
6 **readiness - assessments.** (1) (a) BEGINNING IN THE FALL SEMESTER OF  
7 2012, EACH LOCAL EDUCATION PROVIDER THAT PROVIDES A PRESCHOOL  
8 OR KINDERGARTEN PROGRAM SHALL ENSURE THAT EACH STUDENT  
9 ENROLLED IN A PRESCHOOL OR KINDERGARTEN PROGRAM OPERATED BY  
10 THE LOCAL EDUCATION PROVIDER RECEIVES AN INDIVIDUALIZED  
11 READINESS PLAN THAT ADDRESSES THE PRESCHOOL STANDARDS OR  
12 KINDERGARTEN STANDARDS, AS APPROPRIATE, CONTENT AND SKILL AREAS  
13 IN WHICH A STUDENT NEEDS ASSISTANCE TO MAKE PROGRESS TOWARD  
14 SCHOOL READINESS.

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

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

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

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

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

17 (a) ASSISTING THE LOCAL EDUCATION PROVIDER IN REVIEWING  
18 AND REVISING CURRICULUM;

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

24 (c) PROVIDING PROFESSIONAL DEVELOPMENT FOR EDUCATORS;  
25 AND

26 (d) COLLECTING AND MAKING AVAILABLE A RESOURCE BANK OF  
27 EXAMPLES OF BEST PRACTICES IN NATIONAL, STATE, SCHOOL DISTRICT,

1 SCHOOL, AND CLASSROOM REFORM EFFORTS IN EARLY CHILDHOOD AND  
2 SCHOOL READINESS CONSISTENT WITH THE INTENT OF THIS PART 10.

3 **22-7-1013. Postsecondary and workforce readiness program**

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

15 (2) (a) THE REVISED OR NEWLY ADOPTED CURRICULA DESCRIBED  
16 IN SUBSECTION (1) OF THIS SECTION SHALL CONSTITUTE THE  
17 POSTSECONDARY AND WORKFORCE READINESS PROGRAM FOR EACH  
18 PUBLIC HIGH SCHOOL OPERATED BY THE LOCAL EDUCATION PROVIDER. IN  
19 REVISING OR ADOPTING THE POSTSECONDARY AND WORKFORCE  
20 READINESS PROGRAM, A LOCAL EDUCATION PROVIDER IS NOT REQUIRED TO  
21 BASE ITS COURSES ON CARNEGIE UNITS OR TO ADOPT ANY STANDARDIZED  
22 OR TRADITIONAL COURSE NAMING OR NUMBERING CONVENTION.

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 **22-7-1014. Postsecondary and workforce readiness -**  
7 **assessment - transcripts.** (1) (a) EACH LOCAL EDUCATION PROVIDER  
8 SHALL SELECT, FROM AMONG THE POSTSECONDARY AND WORKFORCE  
9 READINESS ASSESSMENTS JOINTLY ADOPTED BY THE STATE BOARD AND  
10 THE COMMISSION PURSUANT TO SECTION 22-7-1007, AN ASSESSMENT OR  
11 GROUP OF ASSESSMENTS THAT THE LOCAL EDUCATION PROVIDER SHALL  
12 ADMINISTER IN EACH PUBLIC HIGH SCHOOL OPERATED BY THE LOCAL  
13 EDUCATION PROVIDER TO DETERMINE A STUDENT'S LEVEL OF  
14 POSTSECONDARY AND WORKFORCE READINESS.

15 (b) FOR PURPOSES OF THIS SECTION, A DISTRICT CHARTER HIGH  
16 SCHOOL SHALL BE DEEMED TO BE OPERATED BY THE CHARTERING LOCAL  
17 SCHOOL BOARD; EXCEPT THAT THE CHARTERING LOCAL SCHOOL BOARD,  
18 BY CHARTER CONTRACT, MAY ALLOW A DISTRICT CHARTER HIGH SCHOOL  
19 TO SELECT, FROM AMONG THE POSTSECONDARY AND WORKFORCE  
20 READINESS ASSESSMENTS JOINTLY ADOPTED BY THE STATE BOARD AND  
21 THE COMMISSION PURSUANT TO SECTION 22-7-1007, AN ASSESSMENT OR  
22 GROUP OF ASSESSMENTS THAT THE DISTRICT CHARTER HIGH SCHOOL  
23 SHALL ADMINISTER TO DETERMINE A STUDENT'S LEVEL OF  
24 POSTSECONDARY AND WORKFORCE READINESS.

25 (2) ON OR BEFORE DECEMBER 15, 2012, EACH LOCAL EDUCATION  
26 PROVIDER SHALL ADMINISTER THE POSTSECONDARY AND WORKFORCE  
27 READINESS ASSESSMENT OR GROUP OF ASSESSMENTS PERIODICALLY TO

1 STUDENTS ENROLLED IN THE NINTH, TENTH, ELEVENTH, AND TWELFTH  
2 GRADES AS NECESSARY TO MEASURE EACH STUDENT'S PROGRESS IN  
3 DEMONSTRATING POSTSECONDARY AND WORKFORCE READINESS. UPON  
4 RECEIVING THE RESULTS FOLLOWING EACH ADMINISTRATION OF THE  
5 POSTSECONDARY AND WORKFORCE READINESS ASSESSMENT OR GROUP OF  
6 ASSESSMENTS, THE LOCAL EDUCATION PROVIDER SHALL SEND A WRITTEN  
7 COPY OF THE ASSESSMENT RESULTS FOR EACH STUDENT TO THE STUDENT'S  
8 HOME ADDRESS AND A TEACHER OR COUNSELOR SHALL REVIEW EACH  
9 STUDENT'S RESULTS WITH THE STUDENT AND, TO THE EXTENT  
10 PRACTICABLE, WITH THE STUDENT'S PARENT OR LEGAL GUARDIAN AND  
11 DETERMINE THE AREAS IN WHICH THE STUDENT CONTINUES TO NEED  
12 INSTRUCTION IN ORDER TO DEMONSTRATE POSTSECONDARY AND  
13 WORKFORCE READINESS PRIOR TO OR UPON THE COMPLETION OF TWELFTH  
14 GRADE.

15 (3) EACH HIGH SCHOOL STUDENT'S FINAL TRANSCRIPT SHALL  
16 DESCRIBE THE STUDENT'S LEVEL OF POSTSECONDARY AND WORKFORCE  
17 READINESS BY:

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

20 (b) INDICATING THE STUDENT'S LEVEL OF PERFORMANCE ON THE  
21 POSTSECONDARY AND WORKFORCE READINESS ASSESSMENT OR GROUP OF  
22 ASSESSMENTS.

23 (4) A LOCAL EDUCATION PROVIDER, AT ITS DISCRETION, MAY  
24 CHOOSE TO IDENTIFY DEMONSTRATION OF POSTSECONDARY AND  
25 WORKFORCE READINESS AS A GRADUATION REQUIREMENT FOR THE  
26 SCHOOL DISTRICT OR FOR THE SCHOOL.

27 **22-7-1015. High school diploma - endorsement - effect.**

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

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

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

20 (2) A STUDENT WHO GRADUATES WITH A HIGH SCHOOL DIPLOMA  
21 THAT INCLUDES A POSTSECONDARY AND WORKFORCE READINESS  
22 ENDORSEMENT SHALL BE GUARANTEED:

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

27 (b) TO RECEIVE PRIORITY CONSIDERATION, IN CONJUNCTION WITH

1 ADDITIONAL ADMISSIONS CRITERIA, AND TO BE ELIGIBLE FOR PLACEMENT  
2 INTO CREDIT-BEARING COURSES, AT ALL OTHER PUBLIC INSTITUTIONS OF  
3 HIGHER EDUCATION IN COLORADO. THE ADDITIONAL ADMISSIONS  
4 CRITERIA SHALL BE DETERMINED BY EACH INSTITUTION OF HIGHER  
5 EDUCATION.

6 22-7-1016. Cost study. (1) (a) ON OR BEFORE SEPTEMBER 15,  
7 2009, THE DEPARTMENT OF EDUCATION SHALL CONTRACT WITH AN  
8 INDEPENDENT ENTITY TO CONDUCT A STUDY OF THE COSTS OF  
9 IMPLEMENTING THE PROVISIONS OF THIS PART 10. AT A MINIMUM, THE  
10 STUDY SHALL ADDRESS THE ANTICIPATED COSTS TO BE INCURRED BY THE  
11 DEPARTMENT OF EDUCATION, THE DEPARTMENT OF HIGHER EDUCATION,  
12 LOCAL EDUCATION PROVIDERS, AND STATE INSTITUTIONS OF HIGHER  
13 EDUCATION IN IMPLEMENTING THE PROVISIONS OF THIS PART 10.

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

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

20 (I) REVIEWING, ADOPTING, AND IMPLEMENTING STANDARDS AND  
21 CURRICULA TO MEET OR EXCEED THE NEWLY ADOPTED PRESCHOOL  
22 THROUGH ELEMENTARY AND SECONDARY EDUCATION STANDARDS;

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

25 (III) IMPLEMENTING THE SCHOOL READINESS DESCRIPTION AND  
26 ASSESSMENTS, INCLUDING CREATING AND IMPLEMENTING INDIVIDUAL  
27 LEARNING PLANS;

1           (IV) INCORPORATING CAREER AND TECHNICAL EDUCATION  
2           STANDARDS INTO THE CURRICULA; AND

3           (V) ALIGNING THE CURRICULA WITH THE POSTSECONDARY AND  
4           WORKFORCE READINESS DESCRIPTION AND ADMINISTERING AND  
5           REVIEWING THE POSTSECONDARY AND WORKFORCE READINESS  
6           ASSESSMENTS.

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

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

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

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

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

1 COMMITTEES.

2 **22-7-1017. Preschool to postsecondary and workforce**  
3 **readiness - progress reports - effectiveness reports. (1) ON OR BEFORE**  
4 **FEBRUARY 15, 2009, AND ON OR BEFORE FEBRUARY 15 EACH YEAR**  
5 **THEREAFTER THROUGH 2012, THE DEPARTMENT OF EDUCATION SHALL**  
6 **SUBMIT TO THE EDUCATION COMMITTEES OF THE SENATE AND THE HOUSE**  
7 **OF REPRESENTATIVES, OR ANY SUCCESSOR COMMITTEES, A REPORT**  
8 **SUMMARIZING THE ACTIONS TAKEN BY THE STATE BOARD, THE**  
9 **COMMISSION, AND LOCAL EDUCATION PROVIDERS IN IMPLEMENTING THE**  
10 **REQUIREMENTS SPECIFIED IN THIS PART 10. THE DEPARTMENT MAY**  
11 **INCLUDE IN THE REPORT RECOMMENDATIONS, AS MAY BE NECESSARY, FOR**  
12 **LEGISLATIVE CHANGES IN THE TIME LINE FOR IMPLEMENTATION OF THIS**  
13 **PART 10.**

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

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

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

26 **(II) THE NUMBER OF STUDENTS ENROLLING IN THE**  
27 **POSTSECONDARY AND WORKFORCE READINESS PROGRAMS AND THE**

1 NUMBER OF STUDENTS PROGRESSING THROUGH AND COMPLETING THE  
2 POSTSECONDARY AND WORKFORCE READINESS PROGRAMS;

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

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

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

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

17 **SECTION 2.** The introductory portion to 22-2-106 (1) (a.5) and  
18 22-2-106 (1) (a.5) (V), Colorado Revised Statutes, are amended, and the  
19 said 22-2-106 (1) (a.5) is further amended BY THE ADDITION OF A  
20 NEW SUBPARAGRAPH, to read:

21 **22-2-106. State board - duties - repeal.** (1) It is the duty of the  
22 state board:

23 (a.5) To adopt, on or before ~~July 1, 2008~~ DECEMBER 15, 2009, a  
24 comprehensive set of guidelines for the establishment of high school  
25 graduation requirements to be used by each school district board of  
26 education in developing local high school graduation requirements. Each  
27 school district board of education shall retain the authority to develop its

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

12 (II) ENSURE THAT THE STATE GRADUATION GUIDELINES ARE  
13 ALIGNED WITH THE DESCRIPTION OF POSTSECONDARY AND WORKFORCE  
14 READINESS ADOPTED JOINTLY BY THE STATE BOARD AND THE COLORADO  
15 COMMISSION ON HIGHER EDUCATION PURSUANT TO SECTION 22-7-1007  
16 AND WITH THE PRESCHOOL THROUGH ELEMENTARY AND SECONDARY  
17 EDUCATION STANDARDS ADOPTED BY THE STATE BOARD PURSUANT TO  
18 SECTION 22-7-1005.

19 (V) Utilize standards-based education, as described in section  
20 22-7-402, AND AS REVISED PURSUANT TO PART 10 OF ARTICLE 7 OF THIS  
21 TITLE, as the framework for the development of the guidelines for high  
22 school graduation and consider how high school graduation requirements  
23 can be articulated in a standards-based education system. In the process  
24 of developing the guidelines for high school graduation, the state board  
25 shall ensure that the state model content standards, adopted pursuant to  
26 section 22-7-406, are sufficiently rigorous, particularly in the core  
27 academic subject areas of mathematics, science, reading, and writing so

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

14 **SECTION 3.** 23-1-113, Colorado Revised Statutes, is amended  
15 BY THE ADDITION OF THE FOLLOWING NEW SUBSECTIONS to  
16 read:

17 **23-1-113. Commission directive - admission standards for**  
18 **baccalaureate and graduate institutions of higher education.**

19 (5) (a) ON OR BEFORE DECEMBER 15, 2008, PURSUANT TO SECTION  
20 22-7-1007, C.R.S., THE COMMISSION SHALL CONSULT WITH THE STATE  
21 BOARD OF EDUCATION, AND THE COMMISSION AND THE STATE BOARD OF  
22 EDUCATION SHALL JOINTLY ADOPT THE DESCRIPTION OF POSTSECONDARY  
23 AND WORKFORCE READINESS.

24 (b) ON OR BEFORE JULY 1, 2015, AND ON OR BEFORE JULY 1 EVERY  
25 SIX YEARS THEREAFTER, THE COMMISSION AND THE STATE BOARD OF  
26 EDUCATION MAY JOINTLY ADOPT REVISIONS TO THE POSTSECONDARY AND  
27 WORKFORCE READINESS DESCRIPTION.

1           (6) (a) ON OR BEFORE DECEMBER 15, 2010, PURSUANT TO SECTION  
2 22-7-1007, C.R.S., THE COMMISSION SHALL CONSULT WITH THE STATE  
3 BOARD OF EDUCATION, AND THE COMMISSION AND THE STATE BOARD OF  
4 EDUCATION SHALL JOINTLY ADOPT ONE OR MORE POSTSECONDARY AND  
5 WORKFORCE READINESS ASSESSMENTS FOR USE BY SCHOOL DISTRICTS,  
6 BOARDS OF COOPERATIVE SERVICES, DISTRICT CHARTER HIGH SCHOOLS,  
7 AND INSTITUTE CHARTER HIGH SCHOOLS. THE COMMISSION AND THE  
8 STATE BOARD OF EDUCATION SHALL ALSO JOINTLY ADOPT SCORING  
9 CRITERIA TO INDICATE A STUDENT'S LEVEL OF POSTSECONDARY AND  
10 WORKFORCE READINESS, AS PROVIDED IN SECTION 22-7-1007, C.R.S.

11           (b) ON OR BEFORE JULY 1, 2016, AND ON OR BEFORE JULY 1 EVERY  
12 SIX YEARS THEREAFTER, THE COMMISSION AND THE STATE BOARD OF  
13 EDUCATION MAY JOINTLY ADOPT REVISIONS TO THE POSTSECONDARY AND  
14 WORKFORCE READINESS ASSESSMENTS. THE COMMISSION AND THE STATE  
15 BOARD OF EDUCATION MAY ALSO REVISE THE SCORING CRITERIA FOR THE  
16 POSTSECONDARY AND WORKFORCE READINESS ASSESSMENTS, AS  
17 NECESSARY.

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

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

27           (b) TO RECEIVE PRIORITY CONSIDERATION, IN CONJUNCTION WITH

1 ADDITIONAL ADMISSIONS CRITERIA, AND TO BE ELIGIBLE FOR PLACEMENT  
2 INTO CREDIT-BEARING COURSES, AT ALL OTHER PUBLIC INSTITUTIONS OF  
3 HIGHER EDUCATION IN COLORADO. THE ADDITIONAL ADMISSIONS  
4 CRITERIA SHALL BE DETERMINED BY EACH INSTITUTION OF HIGHER  
5 EDUCATION.

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

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

22 (c) CONSISTENT WITH ANY REVISIONS ADOPTED PURSUANT TO THIS  
23 SECTION TO THE DESCRIPTION OF POSTSECONDARY AND WORKFORCE  
24 READINESS, THE COMMISSION SHALL ADOPT REVISIONS TO THE MINIMUM  
25 ACADEMIC ADMISSION STANDARDS AND THE BASIC SKILLS PLACEMENT OR  
26 ASSESSMENT TESTS TO ENSURE CONTINUED ALIGNMENT WITH THE  
27 POSTSECONDARY AND WORKFORCE READINESS DESCRIPTION.

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

15           **SECTION 4.** 23-1-121 (2) (c), Colorado Revised Statutes, is  
16 amended to read:

17           **23-1-121. Commission directive - approval of teacher**  
18 **preparation programs.** (2) On or before July 1, 2000, the commission  
19 shall adopt policies establishing the requirements for teacher preparation  
20 programs offered by institutions of higher education. The commission  
21 shall work in cooperation with the state board of education in developing  
22 the requirements for teacher preparation programs. At a minimum, the  
23 requirements shall ensure that each teacher preparation program may be  
24 completed within four academic years, is designed on a  
25 performance-based model, and includes:

26           (c) Course work and field-based training that integrates theory and  
27 practice and educates teacher candidates in the methodologies, practices,

1 and procedures of teaching standards-based education, as described in  
2 ~~part 4~~ PARTS 4 AND 10 of article 7 of ~~this title~~ TITLE 22, C.R.S., and  
3 specifically in teaching to the state model content standards adopted  
4 pursuant to section 22-7-406, C.R.S., OR, BEGINNING DECEMBER 15, 2010,  
5 TEACHING TO THE STATE PRESCHOOL THROUGH ELEMENTARY AND  
6 SECONDARY EDUCATION STANDARDS ADOPTED PURSUANT TO SECTION  
7 22-7-1005, C.R.S.;

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