

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

PREAMENDED

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

LLS NO. 08-0902.04 Julie Pelegrin

SENATE BILL 08-212

SENATE SPONSORSHIP

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Senate Committees

Education
Appropriations

House Committees

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.

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

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

27 (2) THE GENERAL ASSEMBLY FINDS THAT:

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

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

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

24 (3) THE GENERAL ASSEMBLY FINDS THAT:

25 (a) THE NEXT GENERATION OF STANDARDS-BASED EDUCATION
26 MUST TAKE INTO ACCOUNT THE FACT THAT DIFFERENT STUDENTS HAVE
27 DIFFERENT ASPIRATIONS: SOME WILL SEEK HIGHER EDUCATION UPON

1 GRADUATION; SOME WILL SEEK CAREER OR TECHNICAL TRAINING TO
2 PURSUE A PARTICULAR VOCATION; OTHERS WILL IMMEDIATELY SEEK TO
3 ENTER THE WORKFORCE;

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

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

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

1 CRITICAL TO PREPARING STUDENTS FOR THE TWENTY-FIRST-CENTURY
2 WORKFORCE AND FOR ACTIVE CITIZENSHIP:

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

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

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

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

1 ASSESSMENTS;

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

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

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

1 WORLD.

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

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

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

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

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

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

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

1 (6) "DIVISION OF CHILD CARE" MEANS THE DIVISION WITHIN THE
2 DEPARTMENT OF HUMAN SERVICES THAT IS RESPONSIBLE FOR CHILD CARE
3 REGULATION.

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

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

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

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

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

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

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

1 PREPARE A STUDENT TO DEMONSTRATE POSTSECONDARY AND WORKFORCE
2 READINESS PRIOR TO OR UPON GRADUATION FROM TWELFTH GRADE.

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

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

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

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

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

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

27 **22-7-1004. School readiness description - school readiness**

1 **assessment - adoption - revisions.** (1) ON OR BEFORE DECEMBER 15,
2 2008, THE STATE BOARD SHALL ADOPT A DESCRIPTION OF SCHOOL
3 READINESS. THE STATE BOARD, IN ADOPTING THE SCHOOL READINESS
4 DESCRIPTION SHALL ENSURE THAT, AT A MINIMUM, SCHOOL READINESS
5 INCLUDES PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT, SOCIAL AND
6 EMOTIONAL DEVELOPMENT, LANGUAGE AND COMPREHENSION
7 DEVELOPMENT, AND COGNITION AND GENERAL KNOWLEDGE.

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

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

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

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

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

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

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

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

1 STANDARDS WITH THE CAREER AND TECHNICAL EDUCATION STANDARDS.

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

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

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

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

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

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

1 STANDARDS THAT HAVE BEEN IMPLEMENTED SUCCESSFULLY AND ARE
2 CONSISTENT WITH AND RELEVANT TO ACHIEVEMENT OF THE GOALS
3 SPECIFIED IN SECTION 22-7-1002.

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

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

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

27 (II) FACILITATE AND ENSURE LONGITUDINAL MEASUREMENT OF

1 STUDENTS' ACADEMIC GROWTH OVER TIME;

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

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

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

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

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

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

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

26 (2) ON OR BEFORE JULY 1, 2016, AND ON OR BEFORE JULY 1 EVERY
27 SIX YEARS THEREAFTER, THE STATE BOARD SHALL REVIEW AND ADOPT

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

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

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

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

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

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

27 (d) ENSURE THAT, TO THE EXTENT PRACTICABLE, POSTSECONDARY

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

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

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

26 (II) THE BASIC SKILLS PLACEMENT OR ASSESSMENT TEST
27 AUTHORIZED BY THE COLORADO COMMISSION ON HIGHER EDUCATION

1 PURSUANT TO SECTION 23-1-113 (1) (b) (I) (B), C.R.S.:

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

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

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

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

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

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

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

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

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

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

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

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

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

27 (5) ON OR BEFORE JULY 1, 2017, AND ON OR BEFORE JULY 1 EVERY

1 SIX YEARS THEREAFTER, THE STATE BOARD SHALL REVISE AND ADOPT ANY
2 APPROPRIATE REVISIONS TO THE CRITERIA FOR ENDORSEMENTS SPECIFIED
3 IN THIS SECTION.

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

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

10 (I) EARLY CARE AND EDUCATION PROVIDERS;

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

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

15 (IV) BOARDS OF COOPERATIVE SERVICES;

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

18 (VI) PARENTS AND STUDENTS;

19 (VII) POSTSECONDARY FACULTY AND ADMINISTRATORS;

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

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

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

26 (c) TAKE INTO CONSIDERATION, AS APPLICABLE, THE
27 RECOMMENDATIONS OF THE STATE GRADUATION GUIDELINES

1 DEVELOPMENT COUNCIL MADE PURSUANT TO SECTION 22-7-414, AS IT
2 EXISTED PRIOR TO JULY 1, 2008;

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

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

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

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

1 ACCEPT A GIFT, GRANT, OR DONATION IF THE CONDITIONS ATTACHED
2 THERETO REQUIRE THE USE OR EXPENDITURE THEREOF IN A MANNER
3 CONTRARY TO LAW.

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

8 (I) THE SCHOOL READINESS DESCRIPTION;

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

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

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

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

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

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

1 (b) ONE OR MORE REPRESENTATIVES OF THE JUNIOR COLLEGE
2 DISTRICTS;

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

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

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

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

13 (a) EARLY CARE AND EDUCATION PROVIDERS;

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

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

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

27 (a) COLLABORATING IN THE IMPLEMENTATION OF:

1 (I) THE SCHOOL READINESS DESCRIPTION, THE PRESCHOOL
2 THROUGH ELEMENTARY AND SECONDARY EDUCATION STANDARDS, AND
3 THE POSTSECONDARY AND WORKFORCE READINESS DESCRIPTION;

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

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

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

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

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

1 MAKING RECOMMENDATIONS FOR REVISIONS TO THE STATE BOARD AND
2 THE COMMISSION.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

27 (d) COLLECTING AND MAKING AVAILABLE A RESOURCE BANK OF

1 EXAMPLES OF BEST PRACTICES IN NATIONAL, STATE, SCHOOL DISTRICT,
2 SCHOOL, AND CLASSROOM REFORM EFFORTS IN EARLY CHILDHOOD AND
3 SCHOOL READINESS == CONSISTENT WITH THE INTENT OF THIS PART 10.

4 22-7-1013. Postsecondary and workforce readiness program
5 - **technical assistance.** (1) ON OR BEFORE DECEMBER 15, 2011, EACH
6 LOCAL EDUCATION PROVIDER SHALL REVIEW THE CURRICULA PROVIDED
7 BY THE PUBLIC HIGH SCHOOLS OPERATED BY THE LOCAL EDUCATION
8 PROVIDER IN THE SUBJECT MATTER AREAS INCLUDED IN POSTSECONDARY
9 AND WORKFORCE READINESS. THE LOCAL EDUCATION PROVIDER SHALL
10 REVISE ITS CURRICULA, OR ADOPT NEW CURRICULA, AS NECESSARY TO
11 ENSURE THAT THE CURRICULA CONTENT FOR SAID SUBJECT MATTER AREAS
12 ARE ALIGNED WITH POSTSECONDARY AND WORKFORCE READINESS SUCH
13 THAT A STUDENT WHO SUCCESSFULLY COMPLETES THE CURRICULA WILL
14 BE PREPARED TO DEMONSTRATE POSTSECONDARY AND WORKFORCE
15 READINESS PRIOR TO OR UPON COMPLETION OF TWELFTH GRADE.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

26 (2) ON OR BEFORE DECEMBER 15, 2012, EACH LOCAL EDUCATION
27 PROVIDER SHALL ADMINISTER THE POSTSECONDARY AND WORKFORCE

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

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

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

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

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

1 **22-7-1015. High school diploma - endorsement - effect.**

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

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

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

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

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

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

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

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

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

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

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

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

1 LEARNING PLANS;
2 (IV) INCORPORATING CAREER AND TECHNICAL EDUCATION
3 STANDARDS INTO THE CURRICULA; AND
4 (V) ALIGNING THE CURRICULA WITH THE POSTSECONDARY AND
5 WORKFORCE READINESS DESCRIPTION AND ADMINISTERING AND
6 REVIEWING THE POSTSECONDARY AND WORKFORCE READINESS
7 ASSESSMENTS.
8 (2) THE ENTITY SELECTED TO CONDUCT THE COST STUDY SHALL
9 SUBMIT REPORTS TO THE DEPARTMENT OF EDUCATION IN ACCORDANCE
10 WITH THE FOLLOWING TIME LINE:
11 (a) ON OR BEFORE MARCH 1, 2010, A REPORT OF THE COSTS
12 PERTAINING TO ADOPTION AND IMPLEMENTATION OF THE SCHOOL
13 READINESS DESCRIPTION, THE PRESCHOOL THROUGH ELEMENTARY AND
14 SECONDARY EDUCATION STANDARDS, AND THE POSTSECONDARY AND
15 WORKFORCE READINESS DESCRIPTION;
16 (b) ON OR BEFORE OCTOBER 1, 2010, A REPORT OF THE COSTS
17 PERTAINING TO IMPLEMENTATION OF THE SCHOOL READINESS
18 ASSESSMENTS, THE SYSTEM OF ASSESSMENTS THAT IS ALIGNED WITH THE
19 PRESCHOOL THROUGH ELEMENTARY AND SECONDARY EDUCATION
20 STANDARDS, AND THE POSTSECONDARY AND WORKFORCE READINESS
21 ASSESSMENTS; AND
22 (c) ON OR BEFORE OCTOBER 1, 2011, A REPORT OF THE COSTS
23 PERTAINING TO IMPLEMENTATION OF THE DIPLOMA ENDORSEMENTS.
24 (3) AS SOON AS POSSIBLE FOLLOWING RECEIPT OF EACH REPORT
25 SPECIFIED IN SUBSECTION (2) OF THIS SECTION, THE DEPARTMENT OF
26 EDUCATION SHALL SUBMIT THE REPORT TO THE JOINT BUDGET COMMITTEE
27 OF THE GENERAL ASSEMBLY AND TO THE EDUCATION COMMITTEES OF THE

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

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

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

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

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

27 (II) THE NUMBER OF STUDENTS ENROLLING IN THE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1 WORKFORCE READINESS DESCRIPTION.

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

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

19 (7) 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
23 PURSUANT TO SECTION 22-7-1008, C.R.S., SHALL BE GUARANTEED:

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

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

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

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

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

1 POSTSECONDARY AND WORKFORCE READINESS DESCRIPTION.

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

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

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

27 (c) Course work and field-based training that integrates theory and

1 practice and educates teacher candidates in the methodologies, practices,
2 and procedures of teaching standards-based education, as described in
3 ~~part 4~~ PARTS 4 AND 10 of article 7 of ~~this title~~ TITLE 22, C.R.S., and
4 specifically in teaching to the state model content standards adopted
5 pursuant to section 22-7-406, C.R.S., OR, BEGINNING DECEMBER 15, 2010,
6 TEACHING TO THE STATE PRESCHOOL THROUGH ELEMENTARY AND
7 SECONDARY EDUCATION STANDARDS ADOPTED PURSUANT TO SECTION
8 22-7-1005, C.R.S.;

9 **SECTION 5. Appropriation.** (1) In addition to any other
10 appropriation, there is hereby appropriated, out of any moneys in the state
11 education fund created in section 17 (4) of article IX of the state
12 constitution, not otherwise appropriated, to the department of education,
13 for the fiscal year beginning July 1, 2008, the sum of three hundred
14 ninety-nine thousand nine hundred thirty-four dollars (\$399,934) and 3.0
15 FTE, or so much thereof as may be necessary, for the implementation of
16 this act.

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

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