

## **Educational Success Task Force**

### **Members of the Committee**

#### Senators

Keith King, Co-Chair  
Bob Bacon  
Evie Hudak

#### Representatives

Rhonda Fields  
Chris Holbert  
Carole Murray

#### Public Committee Members

Dr. Geri Anderson, Co-Chair	Mr. Scott Mendelsberg
Mr. Mark Bell	Ms. Michelle Pearson
Ms. Charlotte Brantley	Dr. Montina Romero
Ms. Judi Diaz Bonacquisti	Dr. Deanna Sands
Ms. Perla Delgado	Dr. Susan Schiebel
Ms. Tamara Durbin	Mr. Bruce Siegel
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Mr. Daniel Jablonsky	Dr. Judy Skupa, Co-Chair
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#### **Legislative Council Staff**

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Julie Pelegrin, Assistant Director  
Brita Darling, Staff Attorney

***October 2012***

# Educational Success Task Force Report to Legislative Council

## **Task Force Charge**

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Created by Senate Bill 11-111, the Educational Success Task Force within the Colorado Department of Education consists of members appointed by the General Assembly, the State Board of Education (SBE), and the Colorado Commission on Higher Education (CCHE). The task force is charged with:

- identifying the junctures within a student's academic career at which grade-level academic performance, or higher, is critical to a student's continued academic progress and to ensuring the student can demonstrate postsecondary and workforce readiness no later than high school graduation;
- reviewing the data and research on intervention education services and remedial education and identifying best practices and strategies for identifying students in need of intervention education services, for providing intervention education services at the appropriate junctures in the elementary and secondary education levels, and for providing remedial education at the postsecondary education level;
- reviewing the use of students' individual career and academic plans (ICAP) and making recommendations for diagnostically using a student's assessment results in creating and maintaining the student's ICAP and for including intervention strategies, where appropriate, in a student's ICAP;
- reviewing the practice of social promotion in the public schools of the state and recommending alternative strategies for ensuring students are making sufficient academic progress to demonstrate postsecondary and workforce readiness no later than high school graduation; and
- reviewing state statutes, state board rules, and the guidelines adopted by the commission and recommending any appropriate changes to assist school districts and public schools in providing intervention education services to help ensure that students demonstrate postsecondary and workforce readiness no later than high school graduation and to assist institutions of higher education in providing remedial education.

Although the task force is authorized to bring interim committee bills in accordance with Joint Rule 24 (b)(1)(D), the main charge of the task force was to submit an initial report to the SBE and the CCHE by July 1, 2012. The report submitted to SBE and CCHE discusses the task force's findings and recommendations with regard to the critical junctures for ensuring students' academic progress, best practices and strategies for providing intervention education services and remedial education services, the use of ICAPs, and alternative strategies to social promotion. If the task force makes additional findings or recommendations following submission of the first report, it must submit a second report to the SBE and the CCHE prior to July 1, 2013.

The co-chairs, who are appointed by the SBE and the CCHE, may establish subcommittees of the task force as necessary to complete the duties of the task force. A subcommittee may include persons selected by the co-chairs but who are not appointed members of the task force.

The task force is required to coordinate its work with the Education Leadership Council (ELC), created by executive order of the Governor. In addition, representatives from the task force were required to meet jointly with the House and Senate Education Committees during the 2012 regular legislative session, and will be required to meet with the committees again during the 2013 regular legislative session, no later than January 31, to report progress in fulfilling the duties. The task force repeals in 2013.

## **Task Force Activities**

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The task force has held six meetings so far during the 2012 interim. The task force subgroups met independently throughout the 2012 regular legislative session. Senate Bill 11-111 authorizes the co-chairs to call meetings as often as necessary to carry out the task force's duties; however, no additional meetings have been scheduled in 2012.

**Subgroup reports.** Subgroup 1 was charged with identifying transition points in a student's academic career at which grade level performance is key to future success, and reviewing the use of student individual career and academic plans (ICAPs), social promotion, and the state statutes, rules, and guidelines that assist school districts and the system of higher education to ensure academic success. Subgroup 2 was charged with identifying the research-based strategies and best practices around developmental and remedial education, and reviewing the data and research on effective interventions designed to promote high school and college completion. The work of the subgroups is described more fully in the interim report submitted to the SBE and the CCHE in July 2012.

**Online learning.** The task force heard a presentation by Knowledge Factor, a commercial company that has created a digital platform for online learning modules.

**Developmental education.** The task force heard a presentation from the Developmental Education Task Force (DETF). The DETF reviews remedial and developmental education throughout the Colorado Community College System and makes recommendations on how the system can tailor developmental education to enhance outcomes for student learning and success. The group stressed the importance of integrating different levels of instruction, the need to change student advising, and the importance of ongoing conversations between K-12 and higher education.

**Lobby panel.** The task force welcomed the members of the education lobby to provide input concerning the 2012 legislative session and the legislative action that they foresee, or would like to see, occurring during the 2013 legislative session.

**Graduation guidelines.** The CDE made a presentation concerning graduation guidelines and endorsed diploma criteria currently being developed. School districts in Colorado currently have many different graduation requirements for students. The department reported that graduation guidelines under development are focused on creating a more meaningful high school diploma, and graduating students who are ready for postsecondary education or prepared to be successful citizens and valuable first-year employees.

**Concurrent Enrollment.** A panel from the Colorado Department of Higher Education (CDHE) made a presentation regarding concurrent enrollment, and aligning higher education admissions policies with the definition of postsecondary and workforce readiness adopted by the SBE.

**Individual Career and Academic Plans (ICAPs).** CDE and CDHE provided information to the task force on the use of ICAPs. During the 2011-12 school year, all seniors in high school were encouraged to develop and graduate with an ICAP. CDE is working with the University of Northern Colorado to develop an ICAP evaluation study to measure how schools are progressing with initiatives.

**Discussion of potential legislation.** The task force devoted a meeting entirely to discussion of potential legislation. After this discussion, the task force agreed to consider five bills, three of which were approved and forwarded to the Legislative Council. The six legislative members of the task force voted to approve the bills, which include:

- Bill A, which requires that the State Board for Community Colleges and Occupational Education implement a pilot program of 20 career and technical education certificate programs that combine basic education in information and math literacy with career and technical education. The certification programs must be designed to allow a student to complete the program within 12 months.
- Bill B, which requires that each school district and institute charter school adopt a policy for the academic acceleration of students. Academic acceleration allows a student to progress through an education program at a rate faster than, or at ages younger than, the student's peers.
- Bill C, which requires the Commissioner of Education to assign a unique student identifying number to each student enrolled in an adult basic education or high school equivalency certificate (GED) program, if the person has not previously been assigned a unique student identifier number.

Not approved were Bill 1 and Bill 5. Bill 1 would have required schools to monitor student absences and to create a plan, based on best practices and research-based strategies, to improve student attendance. The bill would have also required schools to address habitual truancy of students through a multi-disciplinary plan. A school district would be able to initiate court proceedings to enforce school attendance requirements only if implementation of the student's multi-disciplinary plan was unsuccessful. The bill would also have limited the length of detention that a court may impose on a student to enforce compulsory school attendance, and would have allowed students who are under juvenile court jurisdiction to obtain a GED.

Bill 5 would have added two ways of measuring achievement of postsecondary and workforce readiness: the percentage of students who complete their ICAP prior to graduation; and the percentage of students who attain specified skills, based on measurements developed by CDE.

## **Task Force Recommendations**

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As a result of committee discussion and deliberation, the committee recommends three bills for consideration in the 2013 legislative session.

**Bill A — Basic & Career & Tech Education Pilot Program.** Bill A requires that the State Board for Community Colleges and Occupational Education (board), in consultation with local district junior colleges and area vocational schools, implement a pilot program of 20 career and technical education certificate programs that combine basic education in information and math literacy with career and technical education. Each certificate program must be designed to allow a student to complete the program within 12 months, and each course in a certificate program must

combine information and math literacy with career and technical skills. The certificate programs will be available on a pilot basis to underemployed or unemployed adults who have insufficient levels of information or math literacy. The board may enter into memorandums of understanding with local district junior colleges, area vocational schools, and local adult education programs to implement the certificate programs locally. A community college, area vocational school, or local district junior college may choose to offer the certificate programs. Each institution that offers one or more of the certificate programs must report data concerning student participation and results to the Colorado Department of Higher Education. By fall semester of the 2013 academic year, the board is required to have developed ten certificate programs and must develop at least the remaining ten certificate programs by the spring semester of the 2014 academic year. The pilot program repeals on July 1, 2018.

**Bill B— Academic Acceleration School District Policy.** Bill B requires that, no later than July 1, 2014, each school district and institute charter school adopt a policy concerning academic acceleration for students. The acceleration policy may include academic interventions such as accelerating a student in a single subject, compacting curriculum, concurrent enrollment, credit by examination, advanced placement or international baccalaureate programs, grade acceleration, grade telescoping, early entrance to college, specialized advanced academic programs, and independent academic studies. The policy may also include, but need not be limited to, a process for referral for academic acceleration that ensures fair, systematic, and objective evaluation of students referred; a decision-making process for accelerated placement that involves multiple persons; guidelines for the practice of academic acceleration; guidelines for preventing non-academic barriers to the use of acceleration as an educational intervention; an appeals process; and an academic acceleration policy evaluation process.

**Bill C — Student ID Number for Adult Education Programs.** Bill C requires the Commissioner of Education to assign a unique student identifier for each person enrolled in an adult basic education program or high school equivalency certificate (GED) program, if the person has not previously been assigned a state-assigned student identifier in Colorado. The Colorado Department of Education is required to retain records of the state-assigned student identifiers for persons enrolled in adult basic education and GED programs.

First Regular Session  
Sixty-ninth General Assembly  
STATE OF COLORADO

DRAFT  
9.20.12

**BILL A**

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LLS NO. 13-0100.01 Julie Pelegrin x2700

**INTERIM COMMITTEE BILL**

**HOUSE SPONSORSHIP**

**Fields,**

**SENATE SPONSORSHIP**

**None**

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**SHORT TITLE: "Basic Ed & Career & Tech Ed Pilot Program"**

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**A BILL FOR AN ACT**

101 **CONCERNING POSTSECONDARY CERTIFICATE PROGRAMS THAT**  
102 **COMBINE BASIC EDUCATION COURSE WORK WITH SKILLS**  
103 **TRAINING.**

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**Bill Summary**

*(Note: This summary applies to this bill as introduced and does not reflect any amendments that may be subsequently adopted. If this bill passes third reading in the house of introduction, a bill summary that applies to the reengrossed version of this bill will be available at <http://www.leg.state.co.us/billsummaries>.)*

**Educational Success Task Force.** The bill directs the state board for community colleges and occupational education (state board), in consultation with the local district junior colleges, area vocational schools, the department of education, and local workforce development

*Capital letters indicate new material to be added to existing statute.  
Dashes through the words indicate deletions from existing statute.*



1 UNDEREMPLOYED OR UNEMPLOYED.

2 (4) "INFORMATION OR MATH LITERACY" MEANS AN INDIVIDUAL'S  
3 ABILITY TO USE APPROPRIATE MATHEMATICAL, LITERACY, OR TECHNICAL  
4 SKILLS FOR CAREER SUCCESS.

5 (5) "LOCAL DISTRICT JUNIOR COLLEGE" MEANS A JUNIOR COLLEGE  
6 OPERATING PURSUANT TO ARTICLE 71 OF THIS TITLE.

7 (6) "PILOT PROGRAM" MEANS THE PROGRAM DESIGNED BY THE  
8 BOARD PURSUANT TO SECTION 23-60-902 TO PROVIDE CAREER AND  
9 TECHNICAL EDUCATION CERTIFICATES ON AN ACCELERATED SCHEDULE  
10 FOR ELIGIBLE ADULTS WHO HAVE AN INSUFFICIENT LEVEL OF INFORMATION  
11 OR MATH LITERACY AND ARE SEEKING TO ENTER OR RE-ENTER THE  
12 WORKFORCE OR OBTAIN BETTER EMPLOYMENT.

13 **23-60-902. Accelerated education and skills training -**  
14 **certificates - repeal.** (1) (a) THE BOARD, IN CONSULTATION WITH THE  
15 LOCAL DISTRICT JUNIOR COLLEGES, AREA VOCATIONAL SCHOOLS, THE UNIT  
16 WITHIN THE DEPARTMENT OF EDUCATION THAT WORKS WITH ADULT  
17 EDUCATION, AND LOCAL WORKFORCE DEVELOPMENT PROGRAMS, SHALL  
18 DESIGN A PILOT PROGRAM THROUGH WHICH AN ELIGIBLE ADULT WHO HAS  
19 AN INSUFFICIENT LEVEL OF INFORMATION OR MATH LITERACY MAY OBTAIN  
20 A CAREER AND TECHNICAL EDUCATION CERTIFICATE ON AN ACCELERATED  
21 SCHEDULE TO ASSIST HIM OR HER IN ENTERING OR RE-ENTERING THE  
22 WORKFORCE OR IN OBTAINING BETTER EMPLOYMENT. THE BOARD SHALL  
23 DEVELOP PROGRAMS FOR AT LEAST TWENTY CERTIFICATES THAT ELIGIBLE  
24 ADULTS MAY OBTAIN BY TAKING COURSES THAT INTEGRATE INFORMATION  
25 AND MATH LITERACY DEVELOPMENT PROGRAMS WITH CAREER AND  
26 TECHNICAL TRAINING. THE TIME REQUIRED TO COMPLETE A CERTIFICATE  
27 PROGRAM MUST NOT EXCEED TWELVE MONTHS. THE BOARD SHALL

1 DEVELOP AND INITIALLY OFFER AT LEAST TEN CERTIFICATE PROGRAMS BY  
2 THE FALL SEMESTER OF THE 2013 ACADEMIC YEAR AND AT LEAST TEN  
3 ADDITIONAL CERTIFICATE PROGRAMS BY THE SPRING SEMESTER OF THE  
4 2014 ACADEMIC YEAR.

5 (b) THE BOARD IS ENCOURAGED TO COLLABORATE WITH AND MAY  
6 ENTER INTO MEMORANDUMS OF UNDERSTANDING WITH LOCAL DISTRICT  
7 JUNIOR COLLEGES, AREA VOCATIONAL SCHOOLS, THE UNIT WITHIN THE  
8 DEPARTMENT OF EDUCATION THAT WORKS WITH ADULT EDUCATION,  
9 LOCAL WORKFORCE DEVELOPMENT PROGRAMS, AND OTHER LOCAL ADULT  
10 EDUCATION PROVIDERS TO ENSURE THAT THE PILOT PROGRAM CAN BE  
11 IMPLEMENTED LOCALLY.

12 (2) THE BOARD SHALL ENSURE THAT, AT A MINIMUM, THE PILOT  
13 PROGRAM:

14 (a) IS AVAILABLE TO ELIGIBLE ADULTS WHO ARE SEEKING TO  
15 ENTER OR RE-ENTER THE WORKFORCE OR OBTAIN BETTER EMPLOYMENT  
16 AND WHO MAY BENEFIT FROM INFORMATION OR MATH LITERACY  
17 DEVELOPMENT PROGRAMS, AS INDICATED BY THEIR SCORES ON THE BASIC  
18 SKILLS ASSESSMENTS IN ENGLISH AND MATHEMATICS ADOPTED BY THE  
19 COMMISSION PURSUANT TO SECTION 23-1-113.3;

20 (b) INCLUDES ONLY CAREER AND TECHNICAL CERTIFICATE  
21 PROGRAMS THAT A STUDENT CAN COMPLETE WITHIN TWELVE MONTHS;  
22 AND

23 (c) REQUIRES THAT EACH COURSE OFFERED THROUGH THE  
24 CERTIFICATE PROGRAMS INTEGRATES APPROPRIATE INFORMATION OR  
25 MATH LITERACY INSTRUCTION AND CAREER AND TECHNICAL SKILLS  
26 TRAINING AND IS JOINTLY DESIGNED BY MATHEMATICS, ENGLISH, AND  
27 CAREER AND TECHNICAL EDUCATION FACULTY.

1           (3) (a) A COMMUNITY COLLEGE IN THE STATE SYSTEM OF  
2 COMMUNITY AND TECHNICAL COLLEGES, A LOCAL DISTRICT JUNIOR  
3 COLLEGE, AN AREA VOCATIONAL SCHOOL, A LOCAL ADULT EDUCATION  
4 PROGRAM OPERATED IN COOPERATION WITH THE DEPARTMENT OF  
5 EDUCATION OR WITH A LOCAL WORKFORCE DEVELOPMENT PROGRAM, OR  
6 ANOTHER LOCAL ADULT EDUCATION PROVIDER MAY CHOOSE TO  
7 PARTICIPATE IN THE PILOT PROGRAM BY IMPLEMENTING ONE OR MORE OF  
8 THE CERTIFICATE PROGRAMS CREATED THROUGH THE PILOT PROGRAM  
9 PURSUANT TO SUBSECTION (1) OF THIS SECTION.

10           (b) AN INSTITUTION OR PROGRAM THAT PARTICIPATES IN THE PILOT  
11 PROGRAM SHALL, ON OR BEFORE JULY 1, 2014, AND ON OR BEFORE JULY  
12 1 EACH YEAR THEREAFTER THROUGH 2017, SUBMIT TO THE DEPARTMENT  
13 OF HIGHER EDUCATION A REPORT THAT INCLUDES THE FOLLOWING  
14 INFORMATION:

15           (I) THE CERTIFICATE PROGRAMS THAT THE INSTITUTION OR  
16 PROGRAM OFFERED;

17           (II) THE NUMBER OF STUDENTS WHO ENROLLED IN EACH  
18 CERTIFICATE PROGRAM;

19           (III) THE NUMBER OF STUDENTS WHO SUCCESSFULLY COMPLETED  
20 EACH CERTIFICATE PROGRAM; AND

21           (IV) THE PERCENTAGE OF STUDENTS WHO OBTAINED EMPLOYMENT  
22 IN THE SUBJECT AREA IN WHICH THEY OBTAINED A CERTIFICATE OR WHO  
23 ENROLLED FOR ADDITIONAL EDUCATION IN THAT SUBJECT AREA.

24           (4) THIS PART 9 IS REPEALED, EFFECTIVE JULY 1, 2018.

25           **SECTION 2. Safety clause.** The general assembly hereby finds,  
26 determines, and declares that this act is necessary for the immediate  
27 preservation of the public peace, health, and safety.

First Regular Session  
Sixty-ninth General Assembly  
STATE OF COLORADO

REDRAFT

9.21.12

Double underlining  
denotes changes from  
prior draft

**BILL B**

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LLS NO. 13-0099.01 Brita Darling x2241

**INTERIM COMMITTEE BILL**

**HOUSE SPONSORSHIP**

**Murray, Fields**

**SENATE SPONSORSHIP**

**None**

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**SHORT TITLE: "Academic Acceleration School District Policy"**

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**A BILL FOR AN ACT**

101 **CONCERNING POLICIES RELATING TO ACADEMIC ACCELERATION IN**  
102 **PRESCHOOL THROUGH TWELFTH GRADE.**

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**Bill Summary**

*(Note: This summary applies to this bill as introduced and does not reflect any amendments that may be subsequently adopted. If this bill passes third reading in the house of introduction, a bill summary that applies to the reengrossed version of this bill will be available at <http://www.leg.state.co.us/billsummaries>.)*

**Educational Success Task Force.** The bill requires each school district and institute charter school to adopt a policy concerning academic acceleration for students. The policy may include provisions outlined in the bill.

*Capital letters indicate new material to be added to existing statute.  
Dashes through the words indicate deletions from existing statute.*

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

2           **SECTION 1. Legislative declaration.** (1) The general assembly  
3 finds that:

4           (a) High-ability students who are above grade level in one or more  
5 subjects or who meet academic content standards at an accelerated rate  
6 should be challenged and supported to reach their full potential;

7           (b) School districts that have a transparent, systemwide academic  
8 acceleration policy for referring students, evaluating the academic needs  
9 of the students, and implementing appropriate acceleration interventions  
10 are more likely to provide these high-ability students with a challenging  
11 education;

12           (c) A school district acceleration policy may include, but need not  
13 be limited to, academic interventions such as accelerating a student in a  
14 single subject, compacting curriculum, concurrent enrollment, credit by  
15 examination, advanced placement or international baccalaureate  
16 programs, specialized advanced academic programs, independent  
17 academic studies, grade acceleration, grade telescoping, and early  
18 entrance to college; and

19           (d) Participation in academic acceleration interventions under a  
20 school district's policy should not be limited to only those students who  
21 have been identified as gifted and talented, but to all students who  
22 demonstrate high ability and who may benefit from content acceleration  
23 or other acceleration interventions in their area or areas of strength.

24           (2) Therefore, the general assembly declares that each school  
25 district and each institute charter school shall adopt a systemwide  
26 academic acceleration policy for referral, evaluation, and academic

1 intervention for high-ability students enrolled in the school district or in  
2 the institute charter school.

3 **SECTION 2.** In Colorado Revised Statutes, 22-32-109, **add** (1)  
4 (pp) as follows:

5 **22-32-109. Board of education - specific duties.** (1) In addition  
6 to any other duty required to be performed by law, each board of  
7 education shall have and perform the following specific duties:

8 (pp) (I) TO ADOPT A POLICY ON OR BEFORE JULY 1, 2014,  
9 CONCERNING ACADEMIC ACCELERATION FOR STUDENTS, WHICH POLICY IS  
10 APPLIED EQUITABLY TO ALL STUDENTS IN THE SCHOOL DISTRICT.  
11 ACADEMIC ACCELERATION ALLOWS A STUDENT TO PROGRESS THROUGH AN  
12 EDUCATION PROGRAM AT A RATE FASTER OR AT AGES YOUNGER THAN THE  
13 STUDENT'S PEERS. THE ACADEMIC ACCELERATION POLICY MAY INCLUDE,  
14 BUT NEED NOT BE LIMITED TO, THE FOLLOWING:

15 (A) THE PROCESS FOR REFERRAL FOR ACADEMIC ACCELERATION  
16 AND PROCEDURES THAT ENSURE THE FAIR, OBJECTIVE, AND SYSTEMATIC  
17 EVALUATION OF THE STUDENTS REFERRED;

18 (B) A DECISION-MAKING PROCESS FOR ACCELERATED PLACEMENT  
19 THAT INVOLVES MULTIPLE PERSONS, INCLUDING A STUDENT'S PARENTS,  
20 RATHER THAN A SOLE DECISION-MAKER;

21 (C) GUIDELINES FOR THE PRACTICE OF ACADEMIC ACCELERATION,  
22 INCLUDING THE CATEGORIES, FORMS, AND TYPES OF ACADEMIC  
23 ACCELERATION AND THE AWARD OF CREDIT;

24 (D) GUIDELINES FOR PREVENTING NON-ACADEMIC BARRIERS TO  
25 THE USE OF ACCELERATION AS AN EDUCATIONAL INTERVENTION; AND

26 (E) AN APPEALS PROCESS FOR DECISIONS RELATED TO ACADEMIC  
27 ACCELERATION, AS WELL AS A PROCESS FOR EVALUATING THE ACADEMIC

1 ACCELERATION POLICY AND ITS EFFECTIVENESS IN SUCCESSFULLY  
2 ACCELERATING STUDENTS.

3 (II) IN DESIGNING AND IMPLEMENTING THE ACADEMIC  
4 ACCELERATION POLICY, A SCHOOL DISTRICT MAY UTILIZE ANY RESOURCES,  
5 INCLUDING MODEL ACADEMIC ACCELERATION POLICIES, MADE AVAILABLE  
6 THROUGH THE DEPARTMENT OF EDUCATION AND ANY NATIONAL  
7 RESEARCH CONTAINING RECOMMENDATIONS FOR DEVELOPING  
8 SUCCESSFUL ACADEMIC ACCELERATION POLICIES.

9 **SECTION 3.** In Colorado Revised Statutes, 22-30.5-505, **add**  
10 (20) as follows:

11 (20) THE INSTITUTE SHALL ENSURE THAT EACH INSTITUTE  
12 CHARTER SCHOOL ADOPTS A POLICY, ON OR BEFORE JULY 1, 2014,  
13 CONCERNING ACADEMIC ACCELERATION FOR STUDENTS, WHICH POLICY IS  
14 APPLIED EQUITABLY TO ALL STUDENTS. ACADEMIC ACCELERATION  
15 ALLOWS A STUDENT TO PROGRESS THROUGH AN EDUCATION PROGRAM AT  
16 A RATE FASTER OR AT AGES YOUNGER THAN THE STUDENT'S PEERS. AN  
17 INSTITUTE CHARTER SCHOOL'S ACADEMIC ACCELERATION POLICY MAY  
18 INCLUDE, BUT NEED NOT BE LIMITED TO, THE PROVISIONS DESCRIBED IN  
19 SECTION 22-33-109 (1) (pp).

20 **SECTION 4. Act subject to petition - effective date.** This act  
21 takes effect at 12:01 a.m. on the day following the expiration of the  
22 ninety-day period after final adjournment of the general assembly (August  
23 7, 2013, if adjournment sine die is on May 8, 2013); except that, if a  
24 referendum petition is filed pursuant to section 1 (3) of article V of the  
25 state constitution against this act or an item, section, or part of this act  
26 within such period, then the act, item, section, or part will not take effect  
27 unless approved by the people at the general election to be held in

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9.21.12

Double underlining  
denotes changes from  
prior draft

- 1 November 2014 and, in such case, will take effect on the date of the
- 2 official declaration of the vote thereon by the governor.

First Regular Session  
Sixty-ninth General Assembly  
STATE OF COLORADO

REDRAFT

9.20.12

Double underlining  
denotes changes from  
prior draft

BILL C

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LLS NO. 13-0096 Brita Darling x2241

INTERIM COMMITTEE BILL

SENATE SPONSORSHIP

Hudak,

HOUSE SPONSORSHIP

Fields,

**SHORT TITLE: "Student ID Number For Adult Education Programs"**

A BILL FOR AN ACT

101 CONCERNING UNIQUELY IDENTIFYING STUDENT NUMBERS FOR  
102 PERSONS ENROLLED IN ADULT EDUCATION PROGRAMS.

**Bill Summary**

*(Note: This summary applies to this bill as introduced and does not reflect any amendments that may be subsequently adopted. If this bill passes third reading in the house of introduction, a bill summary that applies to the reengrossed version of this bill will be available at <http://www.leg.state.co.us/billsummaries>.)*

**Educational Success Task Force.** The bill requires the commissioner of education to assign a unique student identifier for each person enrolled in an adult basic education program or high school equivalency certificate (GED) program, if the person has not previously been assigned a state-assigned student identifier in Colorado. The

*Capital letters indicate new material to be added to existing statute.  
Dashes through the words indicate deletions from existing statute.*

department shall retain records of the state-assigned student identifiers for persons enrolled in adult basic education programs or GED programs.

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

2 **SECTION 1.** In Colorado Revised Statutes, 22-2-112, **add** (1)(p)  
3 as follows:

4 **22-2-112. Commissioner - duties.** (1) Subject to the supervision  
5 of the state board, the commissioner has the following duties:

6 (p) TO ASSIGN A UNIQUELY IDENTIFYING STUDENT NUMBER TO  
7 EACH PERSON ENROLLED IN AN ADULT BASIC EDUCATION PROGRAM OR A  
8 HIGH SCHOOL EQUIVALENCY CERTIFICATE PROGRAM WHO HAS NOT  
9 PREVIOUSLY BEEN ASSIGNED A STATE-ASSIGNED STUDENT IDENTIFIER IN  
10 COLORADO. THE DEPARTMENT SHALL RETAIN RECORDS OF THE  
11 STATE-ASSIGNED STUDENT IDENTIFIERS FOR PERSONS ENROLLED IN THESE  
12 PROGRAMS.

13 **SECTION 2. Act subject to petition - effective date.** This act  
14 takes effect at 12:01 a.m. on the day following the expiration of the  
15 ninety-day period after final adjournment of the general assembly (August  
16 7, 2013, if adjournment sine die is on May 8, 2013); except that, if a  
17 referendum petition is filed pursuant to section 1 (3) of article V of the  
18 state constitution against this act or an item, section, or part of this act  
19 within such period, then the act, item, section, or part will not take effect  
20 unless approved by the people at the general election to be held in  
21 November 2014 and, in such case, will take effect on the date of the  
22 official declaration of the vote thereon by the governor.

1 of 5 DOCUMENTS

COLORADO REVISED STATUTES

\*\*\* This document reflects changes passed at the Second Regular Session and First Extraordinary Session of the Sixty-Eighth General Assembly of the State of Colorado (2012) \*\*\*

TITLE 22. EDUCATION  
GENERAL AND ADMINISTRATIVE  
ARTICLE 7. EDUCATIONAL ACCOUNTABILITY  
PART 11. EDUCATIONAL SUCCESS TASK FORCE

**GO TO COLORADO STATUTES ARCHIVE DIRECTORY**

C.R.S. 22-7-1101 (2012)

22-7-1101. Legislative declaration

(1) The general assembly hereby finds that:

(a) Studies indicate there are several significant transition points in a student's educational career at which it is especially important to ensure that the student is performing at grade level or higher. A student who is not performing at grade level at these points is more likely to continue to experience academic difficulties and is less likely to demonstrate postsecondary and workforce readiness when he or she graduates from high school, if the student graduates from high school at all.

(b) Data collected in the postsecondary education system shows that a student who graduates from high school and enters postsecondary education in need of remediation will take significantly longer to complete his or her degree, if the student completes a degree at all;

(c) More than fifty-two percent of the first-time, degree-seeking students who enrolled in a community college in the 2008-09 academic year required remediation in at least one subject;

(d) Data collected over time shows that, of the students enrolled in a remedial course, forty to fifty percent will not complete the course and only twenty-nine percent will ultimately earn a bachelor's degree. This leads to the conclusion that, overall, a student who places into remedial education has only a thirteen percent chance of eventually receiving a bachelor's degree.

(e) Studies show that children who receive high-quality, early-childhood education services, including full-day preschool and full-day kindergarten, achieve greater academic success in later grades, are less likely to need intervention education services during the elementary and secondary grades, and are less likely to place into remedial education upon entering postsecondary grades;

(f) If a student who is performing below expectations academically at the significant transition points in his or her educational career receives additional assistance, especially at the earlier transition points, the student is more likely to catch up to where he or she needs to be and to continue to be academically successful through high school and postsecondary education;

(g) There is a great deal of data available concerning successful strategies for identifying and remediating students at these significant transition points that, if collected and made more accessible, could assist school districts, schools,

and institutions of higher education in ensuring that they identify students who need additional education services and assistance and that they provide those services at the appropriate junctures.

(2) The general assembly finds, therefore, that it is in the best interests of the state public education system and the students of the state to create a task force to review the relevant data and studies and recommend to school districts, schools, and institutions of higher education best practices and strategies for identifying and assisting students to ensure that they are successful throughout their academic careers and demonstrate postsecondary and workforce readiness when they graduate from high school. The task force shall also recommend to the general assembly, the state board of education, and the Colorado commission on higher education changes to statutes, rules, or guidelines that may strengthen the ability of school districts, schools, and institutions of higher education to identify and assist students in achieving academic success and demonstrating postsecondary and workforce readiness.

**HISTORY:** Source: L. 2011: Entire part added, (SB 11-111), ch. 202, p. 852, § 1, effective May 23.

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TITLE 22. EDUCATION  
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PART 11. EDUCATIONAL SUCCESS TASK FORCE

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C.R.S. 22-7-1102 (2012)

22-7-1102. Definitions

As used in this part 11, unless the context otherwise requires:

- (1) "Commission" means the Colorado commission on higher education established in section 23-1-102, C.R.S.
- (2) "Individual career and academic plan" or "ICAP" means the plan described in section 22-2-136 and required pursuant to sections 22-30.5-505 (3) (f) and 22-32-109 (1) (nn) no later than ninth grade for each student enrolled in a public school in the state.
- (3) "Intervention education services" means educational services and support provided to a student to accelerate the student's learning and assist the student in achieving the level of academic performance that is appropriate for his or her grade level.
- (4) "Postsecondary and workforce readiness" means the level of academic achievement described by the state board and the commission pursuant to section 22-7-1008.
- (5) "State board" means the state board of education created in section 1 of article IX of the state constitution.
- (6) "Task force" means the educational success task force created in section 22-7-1103.

**HISTORY:** Source: L. 2011: Entire part added, (SB 11-111), ch. 202, p. 853, § 1, effective May 23.

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C.R.S. 22-7-1103 (2012)

22-7-1103. Educational success task force - created - membership

(1) There is hereby created in the department of education the educational success task force to study and review the data on intervention education services in elementary and secondary education and remedial education in postsecondary education, to recommend best practices and strategies to school districts and public schools, and to recommend statutory and regulatory changes, as it deems appropriate, to the general assembly, the state board, and the commission.

(2) (a) The state board and the commission shall jointly appoint members of the task force in such numbers as they deem appropriate. The membership of the task force shall include persons who have experience in intervention education services and remedial education as researchers, practitioners, and parents of students who have received or may receive intervention education services or remedial education. At a minimum, the state board and the commission shall appoint to the task force:

(I) Persons who are experts in one or more of the areas of early childhood education; elementary and secondary education; childhood and adolescent learning theory; curriculum development, especially with regard to intervention education services and programs and intervention strategies; and postsecondary education, especially with regard to remediation programs and strategies;

(II) Parents of students enrolled in public schools in the state, including parents who serve on the Colorado state advisory council for parent involvement in education created in section 22-7-303;

(III) Members of the early childhood leadership commission created in section 24-44.7-102, C.R.S., who have expertise in early childhood development and education;

(IV) Elementary and secondary teachers from urban and rural school districts or public schools;

(V) Representatives of urban and rural school districts;

(VI) Persons who assist students, including students with disabilities, in planning for postsecondary education, which persons may include but need not be limited to persons who specialize in programs and services for exceptional students; persons with expertise in creating and maintaining individual career and academic plans; high school

counselors; representatives from precollegiate preparation programs; representatives from career and technical education programs; admissions officers for postsecondary institutions; and disability coordinators for postsecondary institutions;

(VII) Representatives of institutions of higher education, including at a minimum representatives of area vocational schools, junior colleges, two-year institutions, four-year institutions, and the research universities;

(VIII) Members of the business community; and

(IX) Representatives from bipartisan or nonpartisan nonprofit organizations that study or advocate in education issues.

(b) In addition to the members appointed pursuant to paragraph (a) of this subsection (2), the task force shall include the following legislative members:

(I) Three members from the senate, two of whom are appointed by the president of the senate and one of whom is appointed by the minority leader of the senate; and

(II) Three members from the house of representatives, two of whom are appointed by the speaker of the house of representatives and one of whom is appointed by the minority leader of the house of representatives.

(3) (a) The appointing authorities shall make the appointments to the task force no later than August 1, 2011. The nonlegislative members of the task force shall serve without compensation and without reimbursement for expenses.

(b) In appointing members of the task force, the state board and the commission may appoint individual persons to satisfy the criteria in more than one of subparagraphs (I) to (IX) of paragraph (a) of subsection (2) of this section. The members of the task force shall serve at the pleasure of their respective appointing authorities.

(c) The state board and the commission shall jointly appoint up to three members of the task force to serve as chair or co-chairs of the task force. If the state board and the commission appoint co-chairs, the persons appointed shall be representative of the various interests serving on the task force. The task force shall hold its first meeting no later than September 1, 2011, and shall subsequently meet at the call of the chair or co-chairs as often as necessary to carry out its duties.

(d) The chair or co-chairs of the task force may appoint subcommittees of the task force as necessary to complete the duties of the task force. In addition to task force members, a subcommittee may include persons selected by the chair or co-chairs but who are not appointed members of the task force.

(4) The department of education and the department of higher education may provide staff support to the task force as necessary and practicable within existing appropriations. The legislative council staff and the office of legislative legal services shall provide staff support to the task force.

**HISTORY:** Source: L. 2011: Entire part added, (SB 11-111), ch. 202, p. 854, § 1, effective May 23.

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C.R.S. 22-7-1104 (2012)

22-7-1104. Educational success task force - duties - reports

(1) In addition to any other duties specified in this part 11, the task force shall have the following duties:

(a) To identify the junctures within a student's academic career at which grade-level academic performance, or higher, is critical to a student's continued academic progress and to ensuring the student can demonstrate postsecondary and workforce readiness no later than high school graduation;

(b) To review the data and research on intervention education services and remedial education and identify best practices and strategies for identifying students in need of intervention education services, for providing intervention education services at the appropriate junctures in the elementary and secondary education levels, and for providing remedial education at the postsecondary education level. Best practices and strategies may include, but need not be limited to, recommendations regarding curriculum, methods of delivering intervention education services at the elementary and secondary education levels, professional development, and methods of delivering remedial education services in postsecondary education, including the use of diagnostic placement testing, the use of modularized, shorter-term courses, electronic delivery of course work, and tutoring;

(c) To review the use of students' individual career and academic plans and make recommendations for diagnostically using a student's assessment results in creating and maintaining the student's ICAP and for including intervention strategies, where appropriate, in a student's ICAP;

(d) To review the practice of social promotion in the public schools of the state and recommend alternative strategies for ensuring students are making sufficient academic progress to demonstrate postsecondary and workforce readiness no later than high school graduation; and

(e) To review state statutes, state board rules, and the guidelines adopted by the commission and recommend any appropriate changes to assist school districts and public schools in providing intervention education services to help ensure that students demonstrate postsecondary and workforce readiness no later than high school graduation and to assist institutions of higher education in providing remedial education.

(2) In fulfilling its duties, the task force shall work with the education leadership council created by the governor in executive order B 2010-010. The task force shall consult with the education leadership council in setting its meeting agendas, organizing its work plan, and preparing its reports. In addition to the duties specified in this section, the task force may respond to requests from the education leadership council for information, findings, and reports on topics identified by the education leadership council that are complementary to the topics specified in this section.

(3) (a) On or before July 1, 2012, the task force shall submit to the state board and the commission a first report of its findings and recommendations with regard to the critical junctures for ensuring students' academic progress, best practices and strategies for providing intervention education services and remedial education services, the use of ICAPs, and alternative strategies to social promotion. The report may also include any recommendations regarding changes to state board rules or commission guidelines. If the task force makes additional findings or recommendations following submission of the first report, it shall submit a second report to the state board and the commission prior to July 1, 2013.

(b) The state board and the commission shall ensure that the first report and the second report, if any, are published on their respective web sites and publicized to the school districts, public schools, and institutions of higher education in the state.

(4) The task force shall report its findings and recommendations for legislation to the legislative council in accordance with joint rule 24 (b) (1) (D) of the senate and the house of representatives and shall be subject to the limitations on bills specified in said joint rule. Any recommendations for legislation require the approval of a majority of the legislative members of the task force.

(5) During the 2012 regular legislative session, no later than January 31, 2012, and during the 2013 regular legislative session, no later than January 31, 2013, one or more representatives of the task force shall meet with the education committees of the house of representatives and the senate, or any successor committees, in a joint meeting to report progress in fulfilling the duties described in subsection (1) of this section.

**HISTORY:** Source: L. 2011: Entire part added, (SB 11-111), ch. 202, p. 856, § 1, effective May 23.

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C.R.S. 22-7-1105 (2012)

22-7-1105. Repeal of part

This part 11 is repealed, effective July 1, 2013. Notwithstanding the provisions of section 2-3-1203, C.R.S., the task force shall not be subject to review prior to repeal.

**HISTORY:** Source: L. 2011: Entire part added, (SB 11-111), ch. 202, p. 858, § 1, effective May 23.