

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

REREVISED

*This Version Includes All Amendments
Adopted in the Second House*

LLS NO. 08-0902.04 Julie Pelegrin

SENATE BILL 08-212

SENATE SPONSORSHIP

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

HOUSE SPONSORSHIP

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Senate Committees

Education
Appropriations

House Committees

Education
Appropriations

A BILL FOR AN ACT

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

Bill Summary

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

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

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

Shading denotes HOUSE amendment. Double underlining denotes SENATE amendment.
Capital letters indicate new material to be added to existing statute.
Dashes through the words indicate deletions from existing statute.

HOUSE
Am ended 3rd Reading
May 2, 2008

HOUSE
Am ended 2nd Reading
May 1, 2008

SENATE
3rd Reading Unamended
April 18, 2008

SENATE
Am ended 2nd Reading
April 18, 2008

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Makes conforming amendments.

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

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

4 **PART 10**

1 PRESCHOOL TO POSTSECONDARY
2 EDUCATION ALIGNMENT

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

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

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

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

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

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

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

9 (2) THE GENERAL ASSEMBLY FINDS THAT:

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

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

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

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

6 (3) THE GENERAL ASSEMBLY FINDS THAT:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1 LAW.

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

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

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

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

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

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

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

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

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

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

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

1 ELEMENTARY AND SECONDARY EDUCATION.

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

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

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

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

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

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

4 (b) COLLABORATE WITH THE COMMISSION TO ENSURE THAT THE
5 STANDARDS ARE ALIGNED WITH THE DESCRIPTION OF POSTSECONDARY
6 AND WORKFORCE READINESS ADOPTED PURSUANT TO SECTION 22-7-1008;

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

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

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

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

1 SPECIFIED IN SECTION 22-7-1002.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

26 [REDACTED]


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

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

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

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

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

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

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

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

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

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

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

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

20 (c) THE STATE BOARD AND THE COMMISSION SHALL NEGOTIATE A
21 CONSENSUS AND MODIFY THE POSTSECONDARY AND WORKFORCE
22 PLANNING, PREPARATION, AND READINESS ASSESSMENTS ADOPTED
23 PURSUANT TO THIS SECTION AS NECESSARY IN RESPONSE TO COMMENTS
24 RECEIVED THROUGH THE PEER REVIEW PROCESS AND TO REFLECT THE
25 CONTENTS OF THE STATE PLAN APPROVED PURSUANT TO SECTION
26 22-7-1012.

27 (3) (a) ON OR BEFORE JULY 1, 2015, AND ON OR BEFORE JULY 1

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

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

22

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23 **22-7-1009. Diploma endorsements - adoption - revisions.**

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

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

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

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

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

1 AND OUTSTANDING ACHIEVEMENT IN A VARIETY OF SUBJECT AREAS,
2 INCLUDING BUT NOT LIMITED TO PERFORMANCE AND FINE ARTS, CAREER
3 AND TECHNICAL EDUCATION, HISTORY AND CIVICS, MATHEMATICS, AND
4 SCIENCE.

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

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

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

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

19 (I) EARLY CARE AND EDUCATION PROVIDERS;

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

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

24 (IV) BOARDS OF COOPERATIVE SERVICES;

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

27 (VI) PARENTS AND STUDENTS;

1 (VII) PRECOLLEGIATE AND POSTSECONDARY SERVICE PROVIDERS
2 AND CONCURRENT ENROLLMENT PROGRAM MANAGERS;

3 (VIII) CAREER AND TECHNICAL EDUCATION FACULTY AND
4 ADMINISTRATORS;

5 (IX) POSTSECONDARY FACULTY AND ADMINISTRATORS;

6 (X) GOVERNING BOARDS OF INSTITUTIONS OF HIGHER EDUCATION;

7 AND

8 (XI) EMPLOYERS AND OTHER MEMBERS OF THE BUSINESS
9 COMMUNITY AND LABOR, WORKFORCE, AND ECONOMIC DEVELOPMENT
10 EXPERTS;

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

13 (c) SOLICIT AND TAKE INTO CONSIDERATION INFORMATION FROM
14 LOCAL BOARDS OF EDUCATION SPECIFICALLY REGARDING THE INPUT
15 RECEIVED BY THE LOCAL BOARDS FROM THEIR RESPECTIVE COMMUNITIES
16 IN DEVELOPING THE BLUEPRINTS FOR THE EDUCATION SYSTEMS IN THEIR
17 RESPECTIVE COMMUNITIES PURSUANT TO SECTION 22-32-109 (1) (kk);

18 (d) TAKE INTO CONSIDERATION, AS APPLICABLE, THE
19 RECOMMENDATIONS OF THE STATE GRADUATION GUIDELINES
20 DEVELOPMENT COUNCIL MADE PURSUANT TO SECTION 22-7-414, AS IT
21 EXISTED PRIOR TO JULY 1, 2008;

22 (e) CONSULT AND COLLABORATE WITH STATE AND NATIONAL
23 ORGANIZATIONS OF EARLY CARE AND EDUCATION PROVIDERS AND
24 EXPERTS, STATE AND NATIONAL ORGANIZATIONS OF EDUCATORS, AND
25 OTHER STATE, NATIONAL, AND INTERNATIONAL ACADEMIC
26 ORGANIZATIONS THAT SPECIALIZE IN CREATION, MAINTENANCE, AND
27 IMPLEMENTATION OF RELEVANT AND RIGOROUS EDUCATION STANDARDS

1 AND CURRICULUM AND IN ALIGNMENT OF STANDARDS AND ASSESSMENTS
2 FROM PRESCHOOL THROUGH POSTSECONDARY EDUCATION.

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

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

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

23 [REDACTED]

24 [REDACTED]

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

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

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

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

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

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

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

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

20 (a) EARLY CARE AND EDUCATION PROVIDERS;

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

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

27 (d) THE POSTSECONDARY FACULTY, ACADEMIC ADVISORS, AND

1 ADMINISTRATORS EMPLOYED BY THE STATE INSTITUTIONS OF HIGHER
2 EDUCATION AND JUNIOR COLLEGES, IF ANY, LOCATED IN THE REGIONAL
3 SERVICE AREA.

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

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

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

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

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

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

25 (c) IDENTIFYING AND REVIEWING THE LEVELS OF FINANCIAL
26 SUPPORT NEEDED TO IMPLEMENT THE SCHOOL READINESS AND
27 POSTSECONDARY AND WORKFORCE READINESS DESCRIPTIONS, THE

1 PRESCHOOL THROUGH ELEMENTARY AND SECONDARY EDUCATION
2 STANDARDS, AND THE ALIGNED ASSESSMENTS, AND FORMULATING
3 RECOMMENDATIONS CONCERNING THE REALLOCATION OF STATE
4 RESOURCES AND THE IDENTIFICATION OF ADDITIONAL STATE RESOURCES
5 FOR SAID IMPLEMENTATION; AND

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

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

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

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

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

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

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

25 (b) NOTWITHSTANDING ANY PROVISION OF THIS SECTION TO THE
26 CONTRARY, THE AMENDED STATE PLAN SHALL INCLUDE ONLY THOSE
27 COMPONENTS OF THE ALIGNED PRESCHOOL THROUGH POSTSECONDARY

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

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

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

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

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

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

27 (II) THE STANDARDS ARE ALIGNED TO ENSURE THAT A STUDENT

1 WHO DEMONSTRATES ATTAINMENT OF THE STANDARDS WHILE ADVANCING
2 THROUGH PRESCHOOL AND ELEMENTARY AND SECONDARY EDUCATION
3 WILL BE ABLE TO DEMONSTRATE POSTSECONDARY AND WORKFORCE
4 READINESS PRIOR TO OR UPON ATTAINING A HIGH SCHOOL DIPLOMA.

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

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

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

25 (4) ON OR BEFORE JULY 1, 2017, AND ON OR BEFORE JULY 1 EVERY
26 SIX YEARS THEREAFTER, EACH LOCAL EDUCATION PROVIDER SHALL
27 REVIEW ITS PRESCHOOL THROUGH ELEMENTARY AND SECONDARY

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

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

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

1 DEMONSTRATING SCHOOL READINESS.

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

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

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

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

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

1 PARENTS;

2 (c) PROVIDING PROFESSIONAL DEVELOPMENT FOR EDUCATORS;

3 AND

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

8 **22-7-1015. Postsecondary and workforce readiness program**

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

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

1 THE AWARDING OF COURSE CREDITS ON A STUDENT'S DEMONSTRATION OF
2 ATTAINMENT OF THE STANDARDS ADDRESSED BY THE COURSE.

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

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

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

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

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

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

1 EDUCATION MAY INCLUDE IN THEIR ANNUAL BUDGET REQUESTS AN
2 AMOUNT NECESSARY TO OFFSET THE COSTS INCURRED IN COMPLYING WITH
3 THIS SECTION. SUPPORT MAY INCLUDE, BUT NEED NOT BE LIMITED TO:

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

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

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

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

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

1 PRACTICABLE, WITH THE STUDENT'S PARENT OR LEGAL GUARDIAN AND
2 DETERMINE THE AREAS IN WHICH THE STUDENT CONTINUES TO NEED
3 INSTRUCTION IN ORDER TO DEMONSTRATE POSTSECONDARY AND
4 WORKFORCE READINESS PRIOR TO OR UPON ATTAINING A HIGH SCHOOL
5 DIPLOMA.

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

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

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

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

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

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

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

5 **22-7-1017. High school diploma - endorsement - effect.**

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

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

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

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

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

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

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

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

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

1 DEPARTMENT OF HIGHER EDUCATION AND SHALL ENSURE THAT THE
2 SELECTED ENTITY HAS EXPERTISE IN SCHOOL FINANCE AND HIGHER
3 EDUCATION FINANCE STATUTES AND ISSUES IN THIS STATE AND
4 NATIONALLY.

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

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

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

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

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

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

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

27 (VII) REVIEWING, ADOPTING, AND IMPLEMENTING STANDARDS IN

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

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

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

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

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

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

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

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

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

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

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

27 (II) THE NUMBER OF STUDENTS ENROLLING IN THE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1 Each board of education shall use this blueprint, together with the
2 guidelines for high school graduation requirements developed by the state
3 board pursuant to section 22-2-106 (1) (a.5), to establish local high school
4 graduation requirements applicable to students enrolling in ninth grade
5 beginning July 1, 2009 2010. TO ASSIST THE STATE BOARD OF EDUCATION
6 IN FULFILLING ITS DUTIES UNDER PART 10 OF ARTICLE 7 OF THIS TITLE,
7 EACH BOARD OF EDUCATION SHALL PROVIDE TO THE STATE BOARD OF
8 EDUCATION INFORMATION CONCERNING THE BLUEPRINT AND THE INPUT
9 RECEIVED IN DEVELOPING THE BLUEPRINT. A board of education that has
10 undertaken a comprehensive community-based process and has revised
11 its high school graduation requirements within the previous two years
12 shall not be required to develop a new blueprint for the education system
13 in its community or make any revisions to its high school graduation
14 requirements.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1 SECTION.

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4 SECTION 8. 22-7-604 (3), Colorado Revised Statutes, is
5 amended BY THE ADDITION OF A NEW PARAGRAPH to read:

6 22-7-604. Academic performance - academic growth of
7 students - rating - designation and methodology. (3) CSAP

8 assessments. (e) (I) NOTWITHSTANDING ANY PROVISION OF THIS
9 SUBSECTION (3) TO THE CONTRARY, BEGINNING WITH THE SCORES
10 CALCULATED PURSUANT TO THIS SUBSECTION (3) USING THE RESULTS OF
11 ASSESSMENTS ADMINISTERED IN THE 2007-08 ACADEMIC YEAR, THE
12 DEPARTMENT SHALL IDENTIFY AND IMPLEMENT ALTERATIONS IN THE
13 CALCULATION METHOD, OR OTHER APPROPRIATE MEASURES, TO ENSURE
14 THAT, TO THE FULLEST EXTENT PRACTICABLE, A PUBLIC SCHOOL IS NOT
15 PENALIZED IN THE CALCULATION OF THE SCHOOL'S CSAP-AREA
16 STANDARDIZED, WEIGHTED TOTAL SCORE BY INADVERTENT ERRORS
17 COMMITTED IN THE ADMINISTRATION OF AN ASSESSMENT. THE STATE
18 BOARD SHALL PROMULGATE RULES AS NECESSARY FOR THE
19 IMPLEMENTATION OF THIS PARAGRAPH (e), INCLUDING DEFINING
20 INADVERTENT ERRORS IN THE ADMINISTRATION OF AN ASSESSMENT. THE
21 DECISION BY THE COMMISSIONER OF EDUCATION THAT AN ERROR IS OR IS
22 NOT INADVERTENT SHALL BE FINAL AND SHALL NOT BE APPEALABLE TO
23 THE STATE BOARD.

24 (II) IF THE DEPARTMENT CANNOT CALCULATE A PUBLIC SCHOOL'S
25 CSAP-AREA STANDARDIZED, WEIGHTED TOTAL SCORE WITHOUT
26 PENALIZING THE PUBLIC SCHOOL FOR INADVERTENT ERRORS COMMITTED
27 IN THE ADMINISTRATION OF AN ASSESSMENT, THE DEPARTMENT SHALL

1 INCLUDE ON THE PUBLIC SCHOOL'S SCHOOL ACCOUNTABILITY REPORT A
2 NOTATION SPECIFYING WHAT THE SCHOOL'S OVERALL ACADEMIC
3 PERFORMANCE RATING WOULD HAVE BEEN HAD IT BEEN CALCULATED
4 WITHOUT INCLUDING THE SCORES THAT RESULTED FROM THE
5 MISADMINISTERED ASSESSMENT.

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

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

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

1 pursuant to section 22-7-1007, Colorado Revised Statutes.

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