

HOUSE COMMITTEE OF REFERENCE REPORT

\_\_\_\_\_ April 13, 2022  
Chair of Committee Date

Committee on Education.

After consideration on the merits, the Committee recommends the following:

HB22-1215 be amended as follows, and as so amended, be referred to the Committee on Appropriations with favorable recommendation:

1 Amend printed bill, strike everything below the enacting clause and  
2 substitute:

3 "SECTION 1. In Colorado Revised Statutes, **add** part 2 to article  
4 35.3 of title 22 as follows:

5 PART 2  
6 SECONDARY, POSTSECONDARY, AND  
7 WORK-BASED LEARNING INTEGRATION

8 **22-35.3-201. Legislative declaration.** (1) THE GENERAL  
9 ASSEMBLY FINDS THAT:

10 (a) COLORADO'S ECONOMIC VITALITY DEPENDS ON A HIGHLY  
11 EDUCATED, SKILLED, AND DIVERSE WORKFORCE READY TO MEET THE JOB  
12 DEMANDS OF A POST-PANDEMIC WORLD. THIS REQUIRES A  
13 LEARNER-CENTERED APPROACH TO EVALUATING CURRENT PROGRAMS  
14 DESIGNED TO INTEGRATE SECONDARY, POSTSECONDARY, AND  
15 WORK-BASED LEARNING OPPORTUNITIES FOR STUDENTS ENROLLED IN HIGH  
16 SCHOOL AND, ULTIMATELY, CREATING PATHWAYS AND WORKFORCE  
17 OPTIONS THAT BLUR THE LINES BETWEEN EDUCATION AND CAREER.

18 (b) COLORADO IS CONSIDERED A NATIONAL LEADER IN  
19 CONCURRENT ENROLLMENT POLICY. THE STATE HAS ENACTED SEVERAL  
20 STATUTES AT DIFFERENT TIMES AUTHORIZING STUDENTS TO EARN  
21 COLLEGE CREDITS WHILE ENROLLED IN HIGH SCHOOLS. THESE STATUTES  
22 ADDRESS VARIOUS ASPECTS OF COLLEGE READINESS AND SUCCESS,  
23 INCLUDING CONCURRENT ENROLLMENT PROGRAMS AUTHORIZED IN  
24 ARTICLE 35 OF THIS TITLE 22; THE ACCELERATING STUDENTS THROUGH  
25 CONCURRENT ENROLLMENT, OR ASCENT, PROGRAM CREATED IN SECTION  
26 22-35-108; PATHWAYS IN TECHNOLOGY EARLY COLLEGE, OR P-TECH, HIGH  
27 SCHOOLS AUTHORIZED IN PART 1 OF THIS ARTICLE 35.3; THE TEACHER

1 RECRUITMENT EDUCATION AND PREPARATION, OR TREP, PROGRAM  
2 CREATED IN SECTION 22-35-108.5; ADVANCED PLACEMENT COURSES; THE  
3 HIGH SCHOOL INNOVATIVE LEARNING PILOT PROGRAM CREATED IN  
4 ARTICLE 35.6 OF THIS TITLE 22; THE CAREER DEVELOPMENT SUCCESS  
5 PROGRAM CREATED IN SECTION 22-54-138; AND THE FOURTH-YEAR  
6 INNOVATION PILOT PROGRAM CREATED IN PART 13 OF ARTICLE 3.3 OF  
7 TITLE 23.

8 (c) THE GENERAL ASSEMBLY HAS ALSO ENACTED MANY STATUTES  
9 DIRECTING COMMUNITY COLLEGES AND THE STATE WORK FORCE  
10 DEVELOPMENT COUNCIL TO CREATE AND EXPAND CAREER PATHWAYS IN  
11 A WIDE VARIETY OF CAREERS, RANGING FROM MANUFACTURING CAREER  
12 PATHWAYS TO INTEGRATED CAREER PATHWAYS WITHIN GROWING  
13 INDUSTRY SECTORS TO CAREER PATHWAYS FOR TEACHERS;

14 (d) THESE PROGRAMS AND STATUTES HAVE LED TO A SIGNIFICANT  
15 EXPANSION OF WORK-BASED LEARNING AND PARTNERSHIPS WITH  
16 EMPLOYERS AND A NOTABLE INCREASE IN THE NUMBER OF STUDENTS  
17 COMPLETING INDUSTRY CREDENTIAL PROGRAMS, WORK-BASED LEARNING  
18 EXPERIENCES, AND COURSES IN HIGH SCHOOLS THAT QUALIFY FOR BOTH  
19 SECONDARY AND POSTSECONDARY CREDIT. THE DEPARTMENT OF  
20 EDUCATION REPORTS THAT, BETWEEN 2016 AND 2021, OVER THIRTY-ONE  
21 THOUSAND STUDENTS COMPLETED CREDENTIALS, WORK-BASED LEARNING  
22 EXPERIENCES, AND QUALIFYING ADVANCED PLACEMENT COURSES  
23 THROUGH THE CAREER DEVELOPMENT INCENTIVE PROGRAM ALONE.

24 (e) IN ADDITION, THERE ARE MORE THAN TWENTY EARLY  
25 COLLEGES AND SEVEN P-TECH SCHOOLS OPERATING WITHIN THE STATE,  
26 AND THE GENERAL ASSEMBLY ANNUALLY APPROPRIATES MONEY TO FUND  
27 UP TO FIVE HUNDRED ASCENT PROGRAM STUDENTS;

28 (f) IMPORTANTLY, ALTHOUGH COLORADO HAS MANY EXAMPLES  
29 OF INNOVATION THROUGH SECONDARY, POSTSECONDARY, AND  
30 WORK-BASED LEARNING INTEGRATION PROGRAMS, THE SCALABILITY OF  
31 THESE PROGRAMS, DESPITE THEIR SUCCESS, CAN BE LIMITED DUE TO  
32 LEGAL, GEOGRAPHIC, AND FINANCIAL BARRIERS, AND THE MAJORITY OF  
33 THESE PROGRAMS ARE GENERALLY AVAILABLE ONLY TO STUDENTS IN  
34 URBAN AND LARGER SCHOOL DISTRICTS;

35 (g) THE TASK FORCE CREATED IN HOUSE BILL 21-1330 TO STUDY  
36 ISSUES IN POSTSECONDARY EDUCATION RECOMMENDED THE STATE FOCUS  
37 ON BLURRING THE BOUNDARIES BETWEEN HIGH SCHOOL, POSTSECONDARY  
38 EDUCATION, AND THE WORKFORCE. THE FINAL REPORT CALLED FOR  
39 EXPANDING INNOVATIVE HIGH SCHOOL, POSTSECONDARY, AND  
40 WORKFORCE OPTIONS AND PATHWAYS, BROADLY INCLUDING WORK-BASED  
41 LEARNING, CREDENTIAL COMPLETION, AND APPRENTICESHIPS AMONG  
42 OTHER EXPERIENCES, WITH A FOCUS ON HIGH-NEED, IN-DEMAND,  
43 HIGH-VALUE BUSINESS- AND INDUSTRY-FOCUSED CAREER PATHWAYS.

1 (h) WHILE THERE IS A CLEAR PATTERN OF POSITIVE IMPACTS ON  
2 STUDENTS RESULTING FROM PARTICIPATION IN SECONDARY,  
3 POSTSECONDARY, AND WORK-BASED LEARNING INTEGRATION PROGRAMS,  
4 THE COMPLICATED AND INTERWOVEN SET OF ISSUES RELATED TO  
5 PROGRAM APPROVAL, AVAILABILITY, AND FUNDING RESULT IN UNEQUAL  
6 STUDENT ACCESS ACROSS THE STATE; AND

7 (i) CONSEQUENTLY, THE STATE SHOULD PROVIDE WELL-INFORMED  
8 EDUCATORS, ADMINISTRATORS, AND POLICY PROFESSIONALS AN  
9 OPPORTUNITY TO CAREFULLY DELIBERATE TO ENSURE THAT SUCCESSFUL,  
10 HIGH-PERFORMING PROGRAMS ARE NOT ADVERSELY IMPACTED WHILE  
11 STRATEGIES ARE DESIGNED TO ENABLE INNOVATION AND MORE EQUITABLE  
12 ACCESS TO SECONDARY, POSTSECONDARY, AND WORK-BASED LEARNING  
13 INTEGRATION PROGRAMS FOR STUDENTS IN ALL REGIONS OF THE STATE.

14 (2) THE GENERAL ASSEMBLY FINDS, THEREFORE, THAT IT IS  
15 NECESSARY TO DIRECT THE COMMISSIONER OF EDUCATION, THE  
16 EXECUTIVE DIRECTOR OF THE DEPARTMENT OF HIGHER EDUCATION, AND  
17 THE CHAIR OF THE STATE WORK FORCE DEVELOPMENT COUNCIL TO  
18 CONVENE A SECONDARY, POSTSECONDARY, AND WORK-BASED LEARNING  
19 INTEGRATION PROGRAM DEVELOPMENT TASK FORCE TO DEVELOP AND  
20 RECOMMEND POLICIES, LAWS, AND RULES TO SUPPORT THE EQUITABLE  
21 AND SUSTAINABLE EXPANSION AND ALIGNMENT OF PROGRAMS THAT  
22 INTEGRATE SECONDARY, POSTSECONDARY, AND WORK-BASED LEARNING  
23 OPPORTUNITIES IN ALL REGIONS OF THE STATE.

24 **22-35.3-202. Definitions.** AS USED IN THIS PART 2, UNLESS THE  
25 CONTEXT OTHERWISE REQUIRES:

26 (1) "ASCENT PROGRAM" MEANS THE ACCELERATING STUDENTS  
27 THROUGH CONCURRENT ENROLLMENT PROGRAM CREATED IN SECTION  
28 22-35-108.

29 (2) "EARLY COLLEGE PROGRAM" MEANS AN EDUCATIONAL  
30 PROGRAM THAT ENABLES A STUDENT TO SIMULTANEOUSLY EARN A HIGH  
31 SCHOOL DIPLOMA AND COMPLETE A POSTSECONDARY CERTIFICATE OR  
32 DEGREE.

33 (3) "EDUCATION LEADERSHIP COUNCIL" MEANS THE GOVERNOR'S  
34 EDUCATION LEADERSHIP COUNCIL CREATED BY EXECUTIVE ORDER B  
35 2017-001.

36 (4) "EXECUTIVE DIRECTOR" MEANS THE EXECUTIVE DIRECTOR OF  
37 THE DEPARTMENT OF HIGHER EDUCATION.

38 (5) "P-TECH SCHOOL" MEANS A PATHWAYS IN TECHNOLOGY EARLY  
39 COLLEGE HIGH SCHOOL, OR PROGRAM WITHIN A HOST SCHOOL, THAT IS  
40 APPROVED PURSUANT TO PART 1 OF THIS ARTICLE 35.3.

41 (6) (a) "SECONDARY, POSTSECONDARY, AND WORK-BASED  
42 LEARNING INTEGRATION PROGRAM" MEANS A PROGRAM THAT:

43 (I) IS AVAILABLE TO STUDENTS ENROLLED IN SECONDARY GRADES;

1 (II) INTEGRATES SECONDARY COURSE WORK WITH  
2 POSTSECONDARY COURSE WORK OR WORK-BASED LEARNING, OR BOTH;

3 (III) IS DESIGNED TO LEAD TO ATTAINMENT OF A HIGH SCHOOL  
4 DIPLOMA AND A POSTSECONDARY CREDENTIAL, INCLUDING A DEGREE OR  
5 AN INDUSTRY-RECOGNIZED CERTIFICATE, BEFORE THE STUDENT  
6 COMPLETES HIGH SCHOOL; AND

7 (IV) MAY BE COMPLETED WITHIN FOUR, FIVE, OR SIX YEARS OF  
8 HIGH SCHOOL ENROLLMENT.

9 (b) "SECONDARY, POSTSECONDARY, AND WORK-BASED LEARNING  
10 INTEGRATION PROGRAMS" INCLUDE, BUT ARE NOT LIMITED TO, EARLY  
11 COLLEGE PROGRAMS, P-TECH SCHOOLS, THE ASCENT PROGRAM, THE  
12 TREP PROGRAM, THE HIGH SCHOOL INNOVATIVE LEARNING PILOT  
13 PROGRAM CREATED IN ARTICLE 35.6 OF THIS TITLE 22, THE CAREER  
14 DEVELOPMENT SUCCESS PROGRAM CREATED IN SECTION 22-54-138, AND  
15 THE FOURTH-YEAR INNOVATION PILOT PROGRAM CREATED IN PART 13 OF  
16 ARTICLE 3.3 OF TITLE 23.

17 (7) "STATE WORK FORCE DEVELOPMENT COUNCIL" OR "STATE  
18 COUNCIL" MEANS THE STATE WORK FORCE DEVELOPMENT COUNCIL  
19 CREATED IN THE DEPARTMENT OF LABOR AND EMPLOYMENT IN SECTION  
20 24-46.3-101.

21 (8) "TASK FORCE" MEANS THE SECONDARY, POSTSECONDARY, AND  
22 WORK-BASED LEARNING INTEGRATION TASK FORCE CONVENED PURSUANT  
23 TO SECTION 22-35.3-203.

24 (9) "TREP PROGRAM" MEANS THE TEACHER RECRUITMENT  
25 EDUCATION AND PREPARATION PROGRAM CREATED IN SECTION  
26 22-35-108.5.

27 (10) (a) "WORK-BASED LEARNING" MEANS LEARNING THAT  
28 OCCURS, IN WHOLE OR IN PART, IN THE WORKPLACE AND PROVIDES YOUTH  
29 AND ADULTS WITH HANDS-ON REAL-WORLD EXPERIENCE AND TRAINING  
30 FOR SKILLS DEVELOPMENT.

31 (b) "WORK-BASED LEARNING" INCLUDES ACTIVITIES SUCH AS JOB  
32 SHADOWING, INTERNSHIPS, EXTERNSHIPS, PRE-APPRENTICESHIPS,  
33 APPRENTICESHIPS, RESIDENCIES, AND INCUMBENT-WORKER TRAINING.

34 **22-35.3-203. Secondary, postsecondary, and work-based**  
35 **learning integration task force.** (1) NO LATER THAN JULY 1, 2022, THE  
36 COMMISSIONER, THE EXECUTIVE DIRECTOR, AND THE CHAIR OF THE STATE  
37 WORK FORCE DEVELOPMENT COUNCIL SHALL JOINTLY CONVENE THE  
38 SECONDARY, POSTSECONDARY, AND WORK-BASED LEARNING INTEGRATION  
39 TASK FORCE. THE TASK FORCE MEMBERSHIP CONSISTS OF, AT A MINIMUM:

40 (a) THE COMMISSIONER OR THE COMMISSIONER'S DESIGNEE;

41 (b) THE EXECUTIVE DIRECTOR OR THE EXECUTIVE DIRECTOR'S  
42 DESIGNEE;

43 (c) THE DIRECTOR OF THE STATE CAREER AND TECHNICAL

1 EDUCATION PROGRAM OR THE DIRECTOR'S DESIGNEE;  
2 (d) THE CHAIR OF THE STATE COUNCIL OR THE CHAIR'S DESIGNEE;  
3 AND  
4 (e) THE FOLLOWING INDIVIDUALS JOINTLY SELECTED BY THE  
5 COMMISSIONER, THE EXECUTIVE DIRECTOR, AND THE STATE COUNCIL  
6 CHAIR:  
7 (I) REPRESENTATIVES FROM SECONDARY EDUCATION WHO HAVE  
8 EXPERIENCE IN CONCURRENT ENROLLMENT PROGRAMMING, INCLUDING, AT  
9 A MINIMUM, REPRESENTATIVES OF SCHOOL DISTRICT ADMINISTRATORS,  
10 PRINCIPALS, TEACHERS, PARENTS, AND STUDENTS;  
11 (II) REPRESENTATIVES FROM HIGHER EDUCATION WHO HAVE  
12 EXPERIENCE IN CONCURRENT ENROLLMENT PROGRAMMING, INCLUDING, AT  
13 A MINIMUM, REPRESENTATIVES OF FOUR-YEAR INSTITUTIONS OF HIGHER  
14 EDUCATION, COMMUNITY COLLEGES, LOCAL DISTRICT COLLEGES, AREA  
15 TECHNICAL SCHOOLS, AND STUDENTS;  
16 (III) REPRESENTATIVES FROM THE EDUCATION LEADERSHIP  
17 COUNCIL;  
18 (IV) REPRESENTATIVES FROM THE DISABILITY COMMUNITY,  
19 INCLUDING, AT A MINIMUM, REPRESENTATIVES OF DISABILITY ADVOCACY  
20 GROUPS;  
21 (V) REPRESENTATIVES OF THE BUSINESS COMMUNITY; AND  
22 (VI) REPRESENTATIVES FROM EDUCATION ADVOCACY GROUPS  
23 THAT ADDRESS HIGH SCHOOL, POSTSECONDARY, AND WORK-BASED  
24 LEARNING INTEGRATION ISSUES.  
25 (2) THE COMMISSIONER, THE EXECUTIVE DIRECTOR, AND THE  
26 STATE COUNCIL CHAIR, OR THEIR DESIGNEES, SHALL SERVE AS CO-CHAIRS  
27 OF THE TASK FORCE. THE TASK FORCE SHALL MEET AT THE CALL OF THE  
28 CO-CHAIRS AT LEAST FOUR TIMES FROM JULY 2022 THROUGH DECEMBER  
29 2022 AND AT LEAST FOUR TIMES FROM MAY 2023 THROUGH DECEMBER  
30 2023. THE TASK FORCE IS A STATE PUBLIC BODY FOR PURPOSES OF SECTION  
31 24-6-402, AND MEETINGS OF THE TASK FORCE ARE SUBJECT TO THE  
32 REQUIREMENTS OF SAID SECTION. THE TASK FORCE IS SUBJECT TO THE  
33 PROVISIONS OF THE "COLORADO OPEN RECORDS ACT", PART 2 OF ARTICLE  
34 72 OF TITLE 24.  
35 (3) THE TASK FORCE MEMBERS SERVE WITHOUT COMPENSATION  
36 BUT MAY BE REIMBURSED FOR EXPENSES DIRECTLY RELATING TO THEIR  
37 SERVICE ON THE TASK FORCE.  
38 (4) THE DEPARTMENTS OF EDUCATION, HIGHER EDUCATION, AND  
39 LABOR AND EMPLOYMENT SHALL PROVIDE TO THE TASK FORCE STAFF  
40 SUPPORT AND MEETING SPACE UPON REQUEST OF THE CO-CHAIRS.  
41 **22-35.3-204. Task force duties - report.** (1) THE TASK FORCE  
42 SHALL:  
43 (a) COORDINATE WITH THE EDUCATION LEADERSHIP COUNCIL AND

1 THE STATE WORK FORCE DEVELOPMENT COUNCIL IN COMPLETING ITS  
2 DUTIES;

3 (b) DESIGN AND RECOMMEND COMPREHENSIVE, UNIFORM POLICIES  
4 THAT ENCOURAGE AND EMPOWER HIGH SCHOOLS AND POSTSECONDARY  
5 INSTITUTIONS TO CREATE AND SUSTAIN SECONDARY, POSTSECONDARY,  
6 AND WORK-BASED LEARNING INTEGRATION PROGRAMS IN EVERY REGION  
7 OF THE STATE. THE TASK FORCE SHALL DESIGN THE POLICY  
8 RECOMMENDATIONS TO INCREASE THE NUMBER, COORDINATION, AND  
9 COLLABORATION OF THESE PROGRAMS AND MUST INCLUDE, AT A  
10 MINIMUM, POLICIES THAT ENABLE A HIGH SCHOOL THAT CHOOSES TO  
11 PROVIDE AN EARLY COLLEGE PROGRAM TO STRUCTURE THE PROGRAM AS  
12 A FOUR-YEAR PROGRAM, ENCOMPASSING GRADES NINE THROUGH TWELVE;  
13 A FIVE-YEAR PROGRAM, ENCOMPASSING GRADES NINE THROUGH  
14 THIRTEEN; OR A SIX-YEAR PROGRAM, ENCOMPASSING GRADES NINE  
15 THROUGH FOURTEEN. IN DESIGNING COMPREHENSIVE, UNIFORM POLICIES  
16 TO ENABLE FOUR-, FIVE-, AND SIX-YEAR EARLY COLLEGE PROGRAMS, THE  
17 TASK FORCE SHALL ADDRESS THE WAYS IN WHICH EXISTING STATUTES AND  
18 RULES MUST BE MODIFIED, COMBINED, OR REPEALED TO ACCOMPLISH THE  
19 GOAL OF ENABLING SCHOOL DISTRICTS AND CHARTER SCHOOLS, WORKING  
20 WITH POSTSECONDARY INSTITUTIONS, TO PROVIDE EARLY COLLEGE  
21 PROGRAMS.

22 (c) DESIGN AND RECOMMEND POLICIES TO COORDINATE AND  
23 EXPAND INNOVATIVE POSTSECONDARY AND WORKFORCE CREDENTIAL  
24 OPTIONS AND CAREER PATHWAYS AVAILABLE THROUGH SECONDARY,  
25 POSTSECONDARY, AND WORK-BASED LEARNING INTEGRATION PROGRAMS,  
26 WITH A FOCUS ON CAREER PATHWAYS LEADING TO CREDENTIALS  
27 ASSOCIATED WITH HIGH-NEED, IN-DEMAND, HIGH-VALUE BUSINESSES AND  
28 INDUSTRIES.

29 (d) MAKE RECOMMENDATIONS CONCERNING THE CREATION OF A  
30 STATEWIDE CORPS OF COUNSELORS TO ASSIST STUDENTS IN IDENTIFYING,  
31 UNDERSTANDING, AND NAVIGATING OPTIONS FOR SECONDARY,  
32 POSTSECONDARY, AND WORK-BASED LEARNING INTEGRATION PROGRAMS;

33 (e) MAKE RECOMMENDATIONS CONCERNING METHODS FOR  
34 PUBLICIZING THE REQUIREMENTS, BENEFITS, AND AVAILABILITY OF  
35 SECONDARY, POSTSECONDARY, AND WORK-BASED LEARNING INTEGRATION  
36 PROGRAMS TO STUDENTS AND FAMILIES THROUGHOUT THE STATE;

37 (f) TAKING INTO ACCOUNT ALL EXISTING AND POTENTIAL FUNDING  
38 SOURCES, DESIGN POLICY RECOMMENDATIONS THAT CREATE A UNIFORM  
39 AND COMPREHENSIVE FUNDING MECHANISM FOR SECONDARY,  
40 POSTSECONDARY, AND WORK-BASED LEARNING INTEGRATION PROGRAMS.  
41 THE POLICY RECOMMENDATIONS MUST ADDRESS IMPLICATIONS FOR  
42 EXISTING PROGRAMS, INCLUDING THE ASCENT PROGRAM, THE TREP  
43 PROGRAM, AND P-TECH HIGH SCHOOLS.

1 (g) RECOMMEND CHARACTERISTICS OF AND STANDARDS FOR  
2 SECONDARY, POSTSECONDARY, AND WORK-BASED LEARNING INTEGRATION  
3 PROGRAMS FOR PURPOSES OF AUTHORIZING AND MEASURING THE  
4 PERFORMANCE OF THESE PROGRAMS AND MAKE RECOMMENDATIONS  
5 CONCERNING HOW BEST TO USE DATA TO BUILD EVIDENCE OF THE  
6 LONG-TERM IMPACT OF THESE PROGRAMS. THE CHARACTERISTICS AND  
7 STANDARDS MUST ALLOW HIGH SCHOOLS OF ALL SIZES AND FROM EVERY  
8 REGION OF THE STATE TO DEMONSTRATE PROGRAM QUALITY, REGARDLESS  
9 OF THE SIZE OF THE SCHOOL.

10 (h) IDENTIFY CHALLENGES STUDENTS FACE IN ACCESSING AND  
11 COMPLETING CREDENTIALS THROUGH SECONDARY, POSTSECONDARY, AND  
12 WORK-BASED LEARNING INTEGRATION PROGRAMS AND RECOMMEND WAYS  
13 TO ADDRESS AND REDUCE THESE CHALLENGES.

14 (2) IN COMPLETING ITS DUTIES, THE TASK FORCE SHALL SOLICIT  
15 INPUT FROM EMPLOYERS AND TEACHERS WHO WORK WITH SECONDARY,  
16 POSTSECONDARY, AND WORK-BASED LEARNING INTEGRATION PROGRAMS  
17 AND REPRESENTATIVES OF SCHOOL DISTRICTS, CHARTER SCHOOLS, BOARDS  
18 OF COOPERATIVE SERVICES, AND POSTSECONDARY INSTITUTIONS FROM  
19 AROUND THE STATE WHO HAVE EXPERTISE IN SECONDARY,  
20 POSTSECONDARY, AND WORK-BASED LEARNING INTEGRATION PROGRAMS.  
21 THE TASK FORCE SHALL FOCUS ON THE ISSUES SPECIFIED IN SUBSECTION  
22 (1) OF THIS SECTION WITHOUT ADDRESSING THE COOPERATIVE  
23 AGREEMENTS BETWEEN LOCAL EDUCATION PROVIDERS AND INSTITUTIONS  
24 OF HIGHER EDUCATION ENTERED INTO PURSUANT TO SECTION 22-35-104.

25 (3) THE TASK FORCE SHALL PREPARE AN INTERIM REPORT AND A  
26 FINAL REPORT OF ITS FINDINGS AND RECOMMENDATIONS WITH REGARD TO  
27 THE ISSUES DESCRIBED IN SUBSECTION (1) OF THIS SECTION AND SUBMIT  
28 THE REPORTS TO THE GOVERNOR, THE EDUCATION LEADERSHIP COUNCIL,  
29 THE STATE BOARD OF EDUCATION, THE COLORADO COMMISSION ON  
30 HIGHER EDUCATION, AND THE EDUCATION COMMITTEES OF THE SENATE  
31 AND THE HOUSE OF REPRESENTATIVES, OR ANY SUCCESSOR COMMITTEES.  
32 THE TASK FORCE SHALL SUBMIT THE INTERIM REPORT ON OR BEFORE  
33 DECEMBER 1, 2022, AND THE FINAL REPORT ON OR BEFORE DECEMBER 1,  
34 2023.

35 **22-35.3-205. Legislative advisory council - created.** THERE IS  
36 CREATED A LEGISLATIVE ADVISORY COUNCIL CONSISTING OF LEGISLATORS  
37 APPOINTED, ONE EACH, BY THE SPEAKER AND THE MINORITY LEADER OF  
38 THE HOUSE OF REPRESENTATIVES AND THE PRESIDENT AND THE MINORITY  
39 LEADER OF THE SENATE, NO LATER THAN JULY 1, 2022. THE LEGISLATIVE  
40 ADVISORY COUNCIL SHALL PROVIDE ADVICE AND COMMENT TO THE TASK  
41 FORCE AND ACT AS A LIAISON BETWEEN THE GENERAL ASSEMBLY AND THE  
42 TASK FORCE.

43 **22-35.3-206. Repeal of part.** THIS PART 2 IS REPEALED, EFFECTIVE

1 JANUARY 1, 2024.

2           **SECTION 2. 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, or safety."

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