

CAP4K, COLORADO ACHIEVEMENT PLAN FOR KIDS
Senate Bill 08-212

Bill Summary, prepared by Jett Conner, Ph.D., Lead Consultant on CAP4K, DHE

Official Title: Preschool to Postsecondary Education Alignment Act

Goal: Move Colorado to the next generation of standards-based education to prepare students for the knowledge and skills required for the 21st century.

Charge: Directs the State Board of Education and the Colorado Commission on Higher Education – and their respective departments, the Colorado Department of Education (CDE) and the Department of Higher Education (DHE) – to collaborate in creating a new seamless system of public education standards, expectations and assessments – from preschool through postsecondary education – designed and aligned to prepare high school students to enter postsecondary education, or technical or trade schools, or the workforce without the need for further remediation. Specifically requires the state board and CCHE to “negotiate a consensus and adopt a description of postsecondary and workforce readiness” on or before December 15, 2009. This is developed as a single description.

Effect: Eliminates the current Colorado Student Assessment Program (CSAP) and replaces it with new state content standards applicable to a broad array of subjects and skills; the bill specifies that the standards for grades nine through twelve are aligned with postsecondary and workforce planning, preparation and readiness assessments adopted by the state board and CCHE. Standards and testing are designed to meet federal law.

Details & Deadlines: Below are key provisions and deadlines for SB 08-212 arranged by section numbers. You may use this link to access the entire bill:

http://www.leg.state.co.us/CLICS/CLICS2008A/csl.nsf/fsbillcont3/E59947996C92A16F872573D3005F88ED?Open&file=212_enr.pdf

22-7-1004 On or before 12/15/08 the state board must adopt a description of school readiness for kindergarten or first grade; by 12/15/10, the state board adopts assessments, aligned with the description of school readiness, for purposes of measuring school readiness, for determining instruction and improvement needs, and for establishing population-level results for baseline data reporting purposes.

22-7-1005 On or before 12/15/09, the state board adopts standards related to the knowledge and skills students should have as they progress from preschool through elementary and secondary education, aligned where possible with career and technical education standards adopted by the state board for community colleges and occupational education. The state board of education also collaborates with the CCHE to ensure that the standards are aligned with the description of postsecondary and workforce readiness outlined in section **22-7-1008**, below. In addition to students’ subject-matter knowledge in reading; writing; mathematics; science; history; geography; visual and performing arts; physical education; world languages; English competency; economics and civics (**22-7-**

1005), the standards also are designed to ensure students develop and demonstrate such skills as creativity and innovation; critical thinking; communication and collaboration; social and cultural awareness; initiative and self-direction; character and leadership; productivity and accountability; and information technology application skills.

22-7-1006 On or before 12/15/2010, the state board adopts assessments designed to measure the preschool through elementary and secondary education standards and ensure, among other things, longitudinal measurement of students' academic growth, a high level of accountability across the state for students, schools, and school districts and compliance with federal law testing requirements. NOTE: Assessments adopted may include portfolios, projects and performances in addition to standardized measures. Assessments retain a system of ratings for public schools and may include writing assessments developed with local education providers, and timely evaluations of same.

22-7-1007 Beginning with the 2008-09 academic year, requires the CDE to implement a pilot program in several districts to evaluate different kinds of high school testing plans.

22-7-1008 Postsecondary and workforce readiness: On or before 12/15/09 the state board and CCHE establish a description of postsecondary and workforce readiness which, at a minimum must include, among other requirements, describing knowledge and skills designed to demonstrate students' postsecondary and workforce proficiencies in English language competency; successful completion without need for remediation of core academic courses (**23-1-125(3)**); and the skills referred to above in **22-7-1005**, all of which must be aligned with the description of postsecondary and workforce readiness. On or before 12/15/2010, the state board and CCHE shall adopt postsecondary and workforce planning, preparation and readiness assessments to be administered by local education providers (public schools, school districts, BOCES, charter schools, etc.).

Additional provisions in the bill provide for the state board and CCHE to make revisions, on or before 7/1/2015, to the description of postsecondary and workforce readiness, and, on or before 7/1/2016 and every six years thereafter, to the planning, preparation and readiness assessments adopted by the state board and CCHE. The state board and CCHE are required to collaborate to set standards for special kinds of diplomas (**22-7-1009**). Though the bill does not mandate statewide graduation requirements, schools are required to align their content standards with the newly adopted state standards and revise their curricula accordingly, by 12/15/2011 (**22-7-1015**), and begin administering assessments by 12/15/2012 (**22-7-1016**); a high school student's final transcript shall describe the student's level of postsecondary/workforce readiness, including any endorsements of special achievement (**22-7-1017**). Students who graduate with a high school diploma that includes a postsecondary and workforce readiness endorsement are guaranteed to meet minimum academic qualifications for admission (subject to additional institutional qualifications) to all open, modified-open, or moderately selective public institutions of higher education in Colorado. The bill requires a review of public IHE admission standards (**23-1-113**) and teacher preparation programs (**23-1-121**) to ensure alignment with the new state standards. The bill mandates public and interest group involvement throughout the process. Definitions in the bill may be found in section **22-7-1003**.