

HIGHER EDUCATION

Research Notes are prepared by Legislative Council Staff's nonpartisan research and committee staff. Research notes provide a summary of the bill, background information on the bill, and information on committee hearings and amendments adopted on the bill as it moves through the legislative process. Legislative Council Staff prepares final research notes for bills passed by the General Assembly as well as select bills that were considered but not adopted, and may be accessed through the links below. Research notes are provided for informational purposes only and should not be relied upon as an official record of action by the General Assembly.

Administration and Governance

SB 15-171 *(Enacted)*
Sunset Private Occupational Education Act

Financial Assistance, Tuition, and Funding

HB 15-1224 *(Enacted)*
State Moneys Received by Local District
Junior Colleges

Post Secondary Access, Workforce Development, and Degree Completion

HB 15-1170 *(Enacted)*
Increasing Postsecondary and Workforce
Readiness

HB 15-1271 *(Enacted)*
Mobile Learning Labs Workforce
Development

HB 15-1274 *(Enacted)*
Creation of Career Pathways for
Students

HB 15-1275 *(Enacted)*
Career & Technical Education in
Concurrent Enrollment

SB 15-082 *(Enacted)*
County Workforce Development
Property Tax

SB 15-138 *(Enacted)*
ASCENT Program Funding

Facilities

HB 15-1295 *(Enacted)*
Electrical and Plumbing Inspections by CU

Date: 7/9/2015

Version: Final



Legislative Council Staff

Research Note

Bill Number: HB15-1295

Short Title: *Electrical And Plumbing Inspections By the University of Colorado*

Prime Sponsors: Representatives Melton and Priola
Senator Holbert

Research Analyst: Lisa Gezelter (x3264)

Current Status

This research note reflects the final version of the bill, which was signed by the Governor and became effective on April 24, 2015.

Summary

This bill adds the University of Colorado - Denver to the list of qualified state institutions of higher education that are permitted to conduct their own electrical and plumbing inspections. The bill requires electrical inspectors at qualified institutions to possess an active journeyman or master electrician license. Plumbing inspectors at qualified institutions must be certified as commercial plumbing inspectors by a nationally recognized model code organization and possess a valid journeyman or master plumber license. Plumbing inspectors who inspect medical gas installations must hold the national inspection certification ASSE 6020 or a recognized equivalent.

The bill allows the school to begin performing its own inspections on July 1, 2015.

Background

Qualified state institutions of higher education, defined as the University of Colorado - Boulder and Colorado State University - Fort Collins, were added to the list of entities that may conduct electrical and plumbing inspections on their own property in 2014.

House Action

House Education Committee (March 25, 2015). At the hearing, representatives of the University of Colorado - Denver spoke in support of the bill.

Date: 7/9/2015

Version: Final

The committee adopted amendment L.001, which changed the date by which qualified institutions of higher education notify the State Plumbing Board in writing if commencing or ceasing to conduct plumbing inspections.

House Second Reading (March 27, 2015). The House Committee of the Whole adopted the Education Committee report and passed the bill with no further amendments.

House Third Reading (March 30, 2015). The House passed the bill with no further amendments.

Senate Action

Senate Education Committee (April 8, 2015). At the hearing, a representative of the University of Colorado - Denver spoke in support of the bill. The committee passed the bill with no amendments and recommended its placement on the consent calendar.

Senate Second Reading (April 13, 2015). The Senate Committee of the Whole passed the bill with no further amendments.

Senate Third Reading (April 14, 2015). The Senate passed the bill with no further amendments.

Date: 8/26/2015

Version: Final



Legislative Council Staff

Research Note

Bill Number: HB15-1275

Short Title: *Career & Technical Education In Concurrent Enrollment*

Prime Sponsors: Representative Winter
Senator Heath and Senator Marble

Research Analyst: Luisa Altmann (x3518)

Current Status

This research note reflects the final version of the bill, which was signed by the Governor and became effective on May 22, 2015.

Summary

The bill adds course work related to apprenticeship and internship programs to the types of courses that are eligible under concurrent enrollment. Related to this, the bill also requires the Concurrent Enrollment Advisory Board to collaborate with the Department of Education, Department of Labor and Employment, Colorado Community College System, local district junior colleges, area vocational schools, and the Colorado Workforce Development Council to create a set of standard recommendations on how local education providers can create cooperative agreements to include course work related to apprenticeship and internship programs as options within a local education provider's concurrent enrollment program. These standard recommendations will be made available to local education providers by January 1, 2016.

Additionally, the bill creates a tuition assistance program for students at community colleges, Colorado Mesa University, area vocational schools, and local district junior colleges who are enrolled in career and technical education certificate programs. The tuition assistance program will provide assistance to students who meet the eligible criteria for a federal Pell grant, but are enrolled in certificate programs that do not meet the Pell grant minimum credit hour requirements.

Background

State law defines concurrent enrollment as the simultaneous enrollment of a qualified student in a local education provider and in one or more postsecondary courses, including academic or career and technical education courses, at an institution of higher education. This bill

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adds course work related to apprenticeship and internship programs to this definition throughout the Concurrent Enrollment Programs Act.

House Action

House Business Affairs and Labor Committee (March 24, 2015). At the hearing, representatives from Emily Griffith Technical College, Career and Technical Education, Association for Career and Technical Education, Colorado Association of Mechanical and Plumbing Contractors (CAMPC), Colorado Community College System (CCCS), Bell Policy Center, Colorado AFL-CIO, and Colorado Building and Construction Trades Council testified in support of the bill. The committee referred the bill, unamended, to the House Appropriations Committee.

House Appropriations Committee (April 10, 2015). The committee adopted amendment J.001, which added an appropriation of \$450,000 from the General Fund to the Department of Higher Education. The committee referred the bill to the House Committee of the Whole.

House Second Reading (April 15, 2015). The House Committee of the Whole adopted the House Appropriations Committee report and amendment 2, which makes tuition assistance provided for career and technical education certificate programs subject to available appropriations, and adopted the bill.

House Third Reading (April 16, 2015). The House adopted the bill, unamended.

Senate Action

Senate Education Committee (April 23, 2015). At the hearing, representatives from CCCS, Aims Community College, Bell Policy Center, CAMPC, Aurora Public Schools, Emily Griffith Technical College, Colorado Workforce Development Council, Association General Contractors, Colorado Contractors Association, and Colorado AFL-CIO testified in support of the bill. The committee adopted amendment L.002, which added Colorado Mesa University to the list of schools which may receive money from the tuition assistance program for students enrolled in career and technical education certificate programs. The committee referred the bill to the Senate Appropriations Committee.

Senate Appropriations Committee (April 28, 2015). The committee referred the bill, unamended, to the Senate Committee of the Whole.

Senate Second Reading (April 28, 2015). The Senate Committee of the Whole adopted the Senate Education Committee report and the bill.

Senate Third Reading (April 29, 2015). The Senate adopted the bill, unamended.



Legislative Council Staff

Research Note

Bill Number: HB15-1274

Short Title: *Creation Of Career Pathways For Students*

Prime Sponsors: Representative Garnett and Representative Melton
Senator Kerr and Senator Woods

Research Analyst: Luisa Altmann (x3518)

Current Status

This research note reflects the final version of the bill, which became effective on August 5, 2015.

Summary

The bill requires that the Colorado Workforce Development Council (CWDC), in collaboration with the Department of Higher Education (CDHE), Department of Education (CDE), Department of Labor and Employment (CDLE), the Office of Economic Development and International Trade, State Board for Community Colleges and Occupational Education (board), and other interested postsecondary education providers, design integrated career pathways for students within industry sectors identified in the annual Colorado talent pipeline report that are growing industries that have critical occupations that are without clearly articulated career pathways. At least one career pathway must be ready for implementation for the 2016-17 academic year, and at least two additional career pathways must be ready for implementation for each subsequent academic year. Industry partners will review each career pathway annually to ensure the continued relevance of each career pathway.

Background

House Bill 13-1165 required the board to design the Manufacturing Career Pathway, which was implemented in the 2014-15 academic year. In designing the Manufacturing Career Pathway, the board was required to consult with local district junior colleges and area vocational schools, CDLE, CDHE, CDE, and CWDC. The knowledge and experience gained through the process of designing and implementing the Manufacturing Career Pathway will be used to inform the design and implementation of the additional career pathways created in the bill.

Date: 8/26/2015

Version: Final

House Action

House Business Affairs and Labor Committee (March 19, 2015). At the hearing, representatives from the Colorado Community College System (CCCS), Associated General Contractors (AGC), Colorado Contractors Association (CCA), Colorado AFL-CIO, Bell Policy Center, and several construction companies testified in support of the bill. The committee adopted amendments L.001 and L.002, which add interested postsecondary education providers to the definition of "partners" involved in helping to design the career pathways, and broaden the types of websites that may be used to provide information about the career pathways. The committee referred the bill to the House Appropriations Committee.

House Appropriations Committee (April 10, 2015). The committee adopted amendment L.003 which excludes the amount of a fee-for-service contract for the creation of a career pathway from calculations made with respect to other fee-for-service contracts made by the Department of Higher Education and, subject to available appropriations, for the creation of the career pathways. The committee also adopted amendment J.002, which added an appropriation for FY 2015-16 of \$285,043 to the Department of Labor and Employment and \$286,960 to the Department of Higher Education from the General Fund. The committee referred the bill to the House Committee of the Whole.

House Second Reading (April 15, 2015). The House Committee of the Whole adopted the committee reports and the bill.

House Third Reading (April 16, 2015). The House adopted the bill, unamended.

House Concurrence (April 30, 2015). The House concurred with the Senate amendments and repassed the bill.

Senate Action

Senate Education Committee (April 23, 2015). At the hearing, representatives from CCCS, Bell Policy Center, Colorado Association of Mechanical and Plumbing Contractors, Aurora Public Schools, Emily Griffith Technical College, Colorado Workforce Development Council, AGC, CCA, and Colorado AFL-CIO testified in support of the bill. The committee adopted amendment L.005, which removes the authority of a business or employer association that sponsors a registered apprenticeship to partner with a labor organization through a collective bargaining agreement. The committee referred the bill to the Senate Appropriations Committee.

Senate Appropriations Committee (April 28, 2015). The committee adopted amendment J.005, which revised the appropriation clause and provided funding for the Department of Higher Education through the Department of Labor and Employment. The committee referred the bill to the Senate Committee of the Whole.

Senate Second Reading (April 28, 2015). The Senate Committee of the Whole adopted the committee reports and the bill.

Senate Third Reading (April 29, 2015). The Senate adopted the bill, unamended.



Legislative Council Staff

Research Note

Bill Number: HB15-1271

Short Title: *Mobile Learning Labs Workforce Development*

Prime Sponsors: Representatives Lontine, Hamner
Senators Marble, Donovan

Research Analyst: Katie Ruedebusch (x3001)

Current Status

This research note reflects the final version of the bill, which was signed by the Governor and became effective on May 13, 2015.

Summary

The bill allows money in the Colorado Existing Industry training program to be used to fund mobile learning labs.

Background

The Colorado Existing Industry training program focuses on providing assistance to established Colorado companies in order to help the companies remain competitive within their industry, adapt to new technology and prevent layoffs. The Office of Economic Development and International Trade (OEDIT) administers the program by issuing grants to community and technical colleges to:

- train students for permanent, non-retail sector jobs that offer significant career opportunities and require substantive instruction; and
- upgrade training or retention of workers in situations where training is required for continued employment in order to minimize worker dislocation.

The bill allows the costs associated with operating mobile learning labs to qualify for the Colorado Existing Industry training program grants.

Date: 5/20/2015

Version: Final

House Action

House Finance Commitee (April 1, 2015). At the hearing, representatives of Pueblo Community College (PCC), Red Rocks Community College (RRCC), the Bell Policy Center, and the Colorado Contractors Association, testified in support of the bill. A representative of OEDIT answered questions. The committee referred the bill to the House Committee of the Whole.

House Second Reading (April 6, 2015). The bill passed the House Committee of the Whole on second reading.

House Third Reading (April 7, 2015). The bill passed the House with no amendments.

Senate Action

Senate Finance Committee (April 14, 2015). At the hearing, representatives of PCC, RRCC, the Colorado Community College System, the Bell Policy Center, and the Associated General Contractors of Colorado, testified in support of the bill. The committee referred the bill to the Senate Committee of the Whole.

Senate Second Reading (April 17, 2015). The bill passed the Senate Committee of the Whole on second reading.

Senate Third Reading (April 20, 2015). The bill passed the Senate with no amendments.

Relevant Research

OEDIT Job Training Grant Program Factsheet:

http://www.advancecolorado.com/sites/default/files/Incentives/CO_1st_EI/ColoradoFirst_EI_Fact_Sheet%20032614.pdf

Date: 5/21/2015

Version: Final



Legislative Council Staff

Research Note

Bill Number: HB15-1224

Short Title: *State Moneys Received By Local Dist Jr Colleges*

Prime Sponsors: Representative Mitsch Bush
Senator Hill

Research Analyst: Lisa Gezelter (x3264)

Current Status

This research note reflects the final version of the bill, which was signed by the Governor and became effective on April 10, 2015.

Summary

The bill allows Colorado Mountain College (CMC) to use appropriated funds to operate its approved baccalaureate degree programs. The bill clarifies that the General Assembly determines the amount of annual grants to both CMC and Aims Community College (Aims), and removes from the State Board for Community Colleges and Occupational Education the responsibility for distributing those funds. CMC and Aims are authorized to use state funds for both operating expenses and for capital construction.

Background

Senate Bill 10-101 authorized CMC to offer no more than five baccalaureate degrees, subject to the approval of the Colorado Commission on Higher Education. Currently, CMC offers bachelor's degrees in applied science, business administration, elementary education, nursing, and sustainability studies.

House Action

House Education Committee (March 2, 2015). Representatives of Aims and CMC testified in support of the bill. The committee referred the bill, unamended, to the House Committee on Appropriations.

House Appropriations Committee (March 13, 2015). The committee referred the bill, unamended, to the House Committee of the Whole.

Date: 5/21/2015

Version: Final

House Second Reading (March 16, 2015). The House Committee of the Whole passed the bill, unamended.

House Third Reading (March 17, 2015). The House adopted the bill on third reading with no amendments.

Senate Action

Senate Education Committee (March 25, 2015). A representative of CMC testified in support of the bill. The committee referred the bill, unamended, to the consent calendar of the Senate Committee of the Whole.

Senate Second Reading (March 30, 2015). The Senate Committee of the Whole adopted the bill on second reading along with the Senate Education Committee report.

Senate Third Reading (March 31, 2015). The Senate adopted the bill on third reading with no amendments.

Date: 5/21/2015

Version: Final

Date: 5/7/2015

Version: Passed Senate Third Reading



Legislative Council Staff

Research Note

Bill Number: HB15-1170

Short Title: *Increasing Postsecondary And Workforce Readiness*

Prime Sponsors: Representatives Kraft-Tharp, Wilson / Senator Hill

Research Analyst: Lisa Gezelter (x3264)

Current Status

The bill is currently being enrolled into an act and awaiting the Governor's action. The bill was passed by the Full Senate on April 29, 2015.

Summary

The bill adds the percentages of graduates enrolling in a career or technical education program, community college, or four-year institution of higher education to the Department of Education's (CDE's) annual calculation of its postsecondary and workforce readiness (PWR) indicator. As part of the state's accountability system, the PWR indicator is calculated for each high school, school district, and the Charter School Institute. The bill requires the department to weight enrollment in each postsecondary option equally and defines college preparation program, including in that definition programs provided by nonprofit organizations.

The bill also adds the percentages of graduates that enroll in a career or technical education program, community college, or four-year institution of higher education to CDE's annual calculation of its closing the achievement and growth gaps indicator. As part of the state's accountability system, the closing the achievement and growth gaps indicator is calculated for each high school, school district, and the Charter School Institute. The bill requires the department to separate the postsecondary enrollment data by group, such as students who qualify for free or reduced-price lunches, gender, or minority groups.

Additionally, the bill allows district accountability committees to include at least one member who may represent industry or business in the community, whereas current state law requires only a member who represents business in the community. The bill requires school accountability committees to include at least one person who is involved in business or industry in the community, where current law requires these committees to include a person from the community. The bill changes the requirements for the existing community representative.

The bill also changes the way the state authorizes teachers in career and technical education (CTE) programs. Currently, K-12 teachers in CTE programs may hold a teaching license issued by the Department of Education, or non-licensed individuals may hold a CTE authorization issued by the department. Under current law, non-licensed CTE teachers also must have a credential issued by the State Board of Community Colleges and Occupational Education (SBCCOE). The bill allows non-licensed CTE teachers to meet the requirements laid out by the SBCCOE, but eliminates the requirement that non-licensed K-12 teachers hold the SBCCOE credential.

The bill creates the position of Postsecondary and Workforce Readiness Statewide Coordinator. This position will report to the State Workforce Development Council and will be responsible for coordinating the efforts of local education providers, businesses, industry, vocational schools, community colleges, the Department of Education, the Workforce Development Council, the Career and Technical Education Division within the Colorado Community College System, the Department of Higher Education, and other related entities. The position will be tasked with coordinating efforts to raise the level of postsecondary and workforce readiness achieved by Colorado's high school graduates by working with local education providers directly. The coordinator is to assist local education providers in the following areas: developing and implementing initiatives to increase the level of PWR that graduates achieve; implementing concurrent enrollment programs; identifying local industry and workforce needs and existing tools, programs, and resources to help students meet those needs; working with state and federal programs to provide development opportunities for students; promoting opportunities for industry to engage in the classroom; engaging students with the manufacturing career pathway; and developing partnerships with business, industry, unions, vocational schools, community colleges, and others to create training opportunities for students.

The state's Work Force Development Council and the Department of Education must review the statewide coordinator's work annually. The council is required to include in its Colorado Talent Report a summary review of the statewide coordinator's work.

Lastly, the bill appropriates \$211,903 to the Colorado Department of Education and the Department of Labor and Employment to implement its provisions.

Background

Postsecondary and Workforce Readiness (PWR) Indicator. The Department of Education calculates PWR as part of the performance framework for every high school and district in the state. Currently, score calculations for this indicator are based on four sub-indicators: graduation rate, disaggregated graduation rate, dropout rate, and American College Test (ACT) scores. For each of these sub-indicators, schools and districts are awarded points based on where their rates fall in the set of scores laid out by the department. For example, this is the scoring guide for the graduation rate sub-indicator:

Scoring Guide	Rating	Point Value
<i>Graduation Rate: The school's graduation rate was:</i>		
• at or above 90%.	Exceeds	4
• above 80% but below 90%.	Meets	3
• at or above 65% but below 80%	Approaching	2
• below 65%.	Does Not Meet	1

Source: Colorado Department of Education, School and District Performance Framework Overview, Updated for 2014

After scores are calculated for each sub-indicator, the indicator total is calculated. The points earned for all sub-indicators are added together, as are the total possible points across all sub-indicators. Analysts divide the total number of points earned by the total number of points possible to get the total percentage earned for the PWR indicator. The cut scores for the PWR indicator are as follows:

Cut-Points for each performance indicator		
	Cut-Point: The school earned ... of the points eligible on this indicator.	
Achievement; Growth; Gaps; Postsecondary	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Source: Colorado Department of Education, School and District Performance Framework Overview, Updated for 2014

This percentage is then used as one measure on the school and district performance frameworks, which are a key element of the state's accountability system. The PWR indicator, along with student achievement, growth, and others, are used to determine which of five accreditation ratings schools and districts receive.

Closing the Academic Growth Gaps Indicator. The department calculates the Academic Growth Gaps indicator by calculating the academic growth of historically disadvantaged subgroups of students: students who are eligible for free or reduced-price lunches, minority students, students with disabilities, English language learners, and students needing to catch up. Schools and districts earn points based on the academic growth of each of these subgroups. Points earned are divided by points available to calculate a percentage score for each school and district. Schools and districts are assigned one of four ratings based on their percentage scores using the same cut-points for performance indicators as is used to determine PWR ratings.

House Action

House Education Committee (February 25, 2015). At the hearing, representatives of community and technical colleges testified in support of the bill, as did representatives of Associated General Contractors of Colorado and the Colorado Contractors Association.

The committee adopted amendment L.001 and referred the bill to the House Committee on Appropriations. The amendment added language defining college preparation programs, clarifying the duties of the Postsecondary and Workforce Readiness Coordinator, and requiring an annual review of the coordinator's work.

House Appropriations Committee (April 17, 2015). The committee adopted amendment J.001 and referred the bill to the House Committee of the Whole. The amendment added a section appropriating \$92,934 from the General Fund to the Department of Education for FY 2015-16 and

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Version:	Passed Senate Third Reading

authorizing 0.7 FTE to the department. The amendment appropriated \$118,969 from the general fund to the Department of Labor and Employment for FY 2015-16 and 1.0 FTE to that department. Additionally, the amendment appropriated \$20,000 to the Office of the Governor for information technology services from funds reappropriated from the Department of Labor and Employment.

House Committee of the Whole (April 19, 2015). The committee debated the bill on second reading and adopted the bill with no amendments.

Full House (April 20, 2015). The Full House passed the bill on third reading on a vote of 53-10 with two members excused.

Senate Education (April 23, 2015). The bill was introduced in the Senate on April 20, 2015 and assigned to the Senate Education Committee. That committee passed the bill on a vote of 5-4 and routed it to the Senate Appropriations Committee.

Senate Appropriations (April 28, 2015). The bill was heard by the Senate Appropriations Committee, which passed the bill on a vote of 4-3.

Senate Committee of the Whole (April 28, 2015). The bill was heard on Second Reading and passed.

Full Senate (April 29, 2015). The bill passed Third Reading in the Senate on a vote of 27-8.

Date: 7/29/2015

Version: Final



Legislative Council Staff

Research Note

Bill Number: SB15-171

Short Title: *Sunset Private Occupational Education Act*

Prime Sponsors: Senator Hill
Representative Moreno

Research Analyst: Rachel Kurtz-Phelan (x3028)

Current Status

This research note reflects the final version of the bill, which was signed by the Governor and became effective on April 16, 2015.

Summary

The bill implements the recommendations included in the 2014 Department of Regulatory Agencies (DORA) sunset report on the Private Occupational Education Act of 1981 and continues the Division of Private Occupational Schools and Private Occupational School Board until September 1, 2024.

Background

The Division of Private Occupations Schools (DPOS), in the Department of Higher Education, is responsible for providing consumer protections to students who enroll in for-profit occupational education programs, and for approving all for-profit schools that provide vocational training programs designed to prepare an individual for employment, an occupation, trade, or career opportunity.

The seven-member Board of Private Occupational Schools is responsible for establishing educational standards, ethical business practices, and financial responsibility, and determining whether applicants (prospective schools) are qualified to operate a private occupational school.

Senate Action

Senate Education Committee (February 25, 2015). At the hearing, representatives from the Colorado Center on Law and Policy, the Colorado Association of Career Colleges and Schools,

Date: 7/29/2015

Version: Final

and the Private Occupational School Board testified in support of the bill. The committee referred the bill, unamended, to the Senate Committee of the Whole with a recommendation that it be placed on the consent calendar.

Senate Second Reading (March 2, 2015). The Senate Committee of the Whole adopted the Senate Education Committee report and passed the bill with no amendments.

Senate Third Reading (March 3, 2015). The Senate adopted the bill with no amendments.

House Action

House Education Committee (March 16, 2015). At the hearing, a representative of DORA answered questions about the sunset review report, and representatives from Redstone College, Private Occupational School Board, and the Colorado Association of Career Colleges and Schools spoke in support of the bill. The committee referred the bill, unamended, to the House Committee of the Whole.

House Second Reading (March 20, 2015). The House Committee of the Whole adopted the House Education Committee report and passed the bill with no amendments.

House Third Reading (March 23, 2015). The House adopted the bill with no amendments.

Relevant Research

2014 Sunset Review: <http://tinyurl.com/ptctyv2>



Legislative Council Staff

Research Note

Bill Number: SB15-138

Short Title: *Accelerating Students Through Concurrent Enrollment Program Funding*

Prime Sponsors: Senator Donovan
Representative Wilson

Research Analyst: Rachel Kurtz-Phelan (x3028)

Current Status

This research note reflects the final version of the bill, which was signed by the Governor and became effective on May 13, 2015.

Summary

The bill makes changes to funding for the Accelerating Students Through Concurrent Enrollment (ASCENT) Program. The bill changes the funding structure and requirements to allow local education providers (LEP) to use ASCENT funds provided during a budget year on a student enrolled in the ASCENT program in that same budget year, or in the following budget year, as long as the student is admitted to an institution of higher education by May 1 of the budget year in which the funds are provided.

By May 10 of each year, each LEP must provide the Colorado Department of Education (CDE) with a list of ASCENT program participants for the next budget year. The LEP must return to CDE any funds not used during the applicable budget year or earmarked for the following year. The returned funds are credited back to the State Public School Fund.

Background

Concurrent enrollment programs permit a high school student to take college or career and technical education courses that earn both high school and college credit. A qualified ninth, tenth, eleventh, or twelfth grader may apply to a LEP (school district, board of cooperative educational services (BOCES), district charter school, or institute charter school) for approval to participate in the concurrent enrollment program. Upon approval, a qualified student may enroll in up to six credit hours as a full-time student in his or her district, and up to three credit hours as a part-time student in his or her district. Only twelfth graders may enroll in college-level basic skills courses.

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Each student enrolled in a concurrent enrollment program must develop an academic plan with his or her high school. In order for a school district to offer a concurrent enrollment program, the school district must enter into a cooperative agreement with a higher education institution that details how academic credits will be awarded; tuition payment; eligibility for interscholastic activities; the development of an academic program for each student; and the authorization of COF stipends, if applicable.

A qualified twelfth grader who has completed at least 12 credit hours of college course work, is not in need of basic skills course work, and has been accepted into a postsecondary degree program at a higher education institution may be selected to participate in the ASCENT program. The program allows students to enter into a fifth year of high school for the purposes of concurrent enrollment. The General Assembly annually sets the number of students statewide who may participate in the ASCENT program, and LEPs apply to CDE for ASCENT program positions for their students.

Senate Action

Senate Education Committee (February 19, 2015). At the hearing, a representative from Colorado Mountain College spoke in favor of the bill. The committee adopted amendment L.003, which was a strike below amendment, and referred the bill to the Senate Finance Committee.

Senate Finance Committee (February 24, 2015). The committee adopted amendment L.004, which made a small technical correction to the Education Committee report, and referred the bill to the Senate Committee of the Whole. There were no witnesses.

Senate Second Reading (February 27, 2015). The Senate Committee of the Whole adopted the Education and Finance committee reports and passed the bill with no further amendments.

Senate Third Reading (March 2, 2015). The Senate passed the bill with no further amendments.

House Action

House Education Committee (March 30, 2015). The House Education committee referred the bill, unamended, to the House Finance Committee. There were no witnesses.

House Finance Committee (April 2, 2015). The House Finance Committee referred the bill, unamended, to the House Committee of the Whole. There were no witnesses.

House Second Reading (April 6, 2015). The House Committee of the Whole passed the bill with no further amendments.

House Third Reading (April 7, 2015). The House passed the bill with no further amendments.

Date: 7/29/2015

Version: Final



Legislative Council Staff

Research Note

Bill Number: SB15-082

Short Title: *County Workforce Development Prop Tax Incentives*

Prime Sponsors: Senator Marble
Representative Moreno

Research Analyst: Damion Pechota (x4789)

Current Status

This research note reflects the final version of the bill, which becomes effective on August 5, 2015, assuming no referendum petition is filed.

Summary

The bill authorizes a county to establish a workforce development program, to be known as "Bright Future Colorado," to provide financial assistance to county residents who pursue post-secondary education or training. The county may also establish a workforce development fund to accept contributions for the purposes of the program. In addition, a county with an established program may offer residential or commercial property owners a property tax credit or rebate for contributions made to the workforce development fund.

For the purposes of the bill, post-secondary education or training must be from an accredited institution of higher-education or certified training program. In addition, the workforce development program specifies that educational requirements can include county residents who:

- are high school graduates;
- have successfully completed a high school equivalency examination; or
- are veterans.

County boards must approve the total program amount annually at a public budget hearing prior to appropriating funding for the program.

Background

Colorado Workforce Development Council (CWDC). The CWDC, in the Colorado Department of Labor and Employment, is responsible for overseeing and providing leadership and

direction to Colorado's workforce development and education programs. Its stated purpose is to "create a business-focused system that integrates the work of economic development, education, training, workforce development, government, and business stakeholders in creation of and access to a highly competitive workforce."

Colorado Community College System (CCCS) and the Division of Private Occupational Schools (DPOS). Through the CCCS and DPOS, the Colorado Department of Higher Education oversees Colorado's vocational education programs. Under the Career and Technical Act, the CCCS provides career and technical education programs within Colorado's public schools, while the DPOS provides educational standards for the state's private occupational schools. Additionally, several Colorado community colleges, including Pueblo Community College and Arapahoe Community College, have workforce training divisions, which work directly with local businesses to develop customized trainings that more directly meet their needs.

Senate Action

Senate Local Government Committee (February 3, 2015). At the hearing, representatives from the Associated General Contractors of Colorado, Aims Community College, Colorado Counties Inc., and Weld County spoke in favor of the bill. The committee adopted the following amendment to the bill: Amendment L.001 specifies that the workforce development program will be known as "Bright Future Colorado" and may include county residents who are high school graduates, have successfully completed a high school equivalency examination, or are veterans.

The committee referred the bill, as amended, to the Senate Committee of the Whole with a recommendation that it be placed on the consent calendar.

Senate second reading (February 6, 2015). The Senate Committee of the Whole adopted the Senate Local Government Committee report and passed the bill, with no additional amendments, on second reading.

Senate third reading (February 9, 2015). The Senate passed the bill, unamended, on third reading and final passage.

House Action

House Local Government Committee (February 18, 2015). At the hearing, representatives from Aims Community College, Colorado Counties Inc., and Weld County spoke in favor of the bill.

The committee referred the bill, unamended, to the House Committee of the Whole.

House second reading (February 23, 2015). The House Committee of the Whole passed the bill, unamended, of second reading.

House third reading (February 25, 2015). The House passed the bill, unamended, on third reading and final passage.