

HOUSE BILL NO. 83

AMENDMENT IN THE NATURE OF A SUBSTITUTE

(Proposed by the House Committee on Education

on _____)

(Patron Prior to Substitute--Delegate Scott, P.A.)

A BILL to amend and reenact §§ 22.1-253.13:1, as it shall become effective, and 23.1-907 of the Code of Virginia, relating to comprehensive community colleges and school boards; dual enrollment agreements; parameters.

Be it enacted by the General Assembly of Virginia:

1. That §§ 22.1-253.13:1, as it shall become effective, and 23.1-907 of the Code of Virginia are amended and reenacted as follows:

§ 22.1-253.13:1. (For Effective Date, see 2022 Acts cc. 549, 550, cl. 2) Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.

A. The General Assembly and the Board believe that the fundamental goal of the public schools of the Commonwealth must be to enable each student to develop the skills that are necessary for success in school, preparation for life, and reaching their full potential. The General Assembly and the Board find that the quality of education is dependent upon the provision of (i) the appropriate working environment, benefits, and salaries necessary to ensure the availability of high-quality instructional personnel; (ii) the appropriate learning environment designed to promote student achievement; (iii) quality instruction that enables each student to become a productive and educated citizen of Virginia and the United States of America; and (iv) the adequate commitment of other resources. In keeping with this goal, the General Assembly shall provide for the support of public education as set forth in Article VIII, § 1 of the Constitution of Virginia.

B. The Board shall establish educational objectives known as the Standards of Learning, which shall form the core of Virginia's educational program, and other educational objectives, which together are designed to ensure the development of the skills that are necessary for success in school and for

27 preparation for life in the years beyond. At a minimum, the Board shall establish Standards of Learning
28 for English, mathematics, science, and history and social science. The Standards of Learning shall not be
29 construed to be regulations as defined in § 2.2-4001.

30 The Board shall seek to ensure that the Standards of Learning are consistent with a high-quality
31 foundation educational program. The Standards of Learning shall include, but not be limited to, the basic
32 skills of communication (listening, speaking, reading, and writing); computation and critical reasoning,
33 including problem solving and decision making; proficiency in the use of computers and related
34 technology; computer science and computational thinking, including computer coding; and the skills to
35 manage personal finances and to make sound financial decisions.

36 The English Standards of Learning for reading in kindergarten through grade eight shall align with
37 evidence-based literacy instruction and science-based reading research.

38 The Standards of Learning in all subject areas shall be subject to regular review and revision to
39 maintain rigor and to reflect a balance between content knowledge and the application of knowledge in
40 preparation for eventual employment and lifelong learning. The Board shall establish a regular schedule,
41 in a manner it deems appropriate, for the review, and revision as may be necessary, of the Standards of
42 Learning in all subject areas. Such review of each subject area shall occur at least once every seven years.
43 Nothing in this section shall be construed to prohibit the Board from conducting such review and revision
44 on a more frequent basis.

45 To provide appropriate opportunity for input from the general public, teachers, and local school
46 boards, the Board shall conduct public hearings prior to establishing revised Standards of Learning. Thirty
47 days prior to conducting such hearings, the Board shall give notice of the date, time, and place of the
48 hearings to all local school boards and any other persons requesting to be notified of the hearings and
49 publish notice of its intention to revise the Standards of Learning in the Virginia Register of Regulations.
50 Interested parties shall be given reasonable opportunity to be heard and present information prior to final
51 adoption of any revisions of the Standards of Learning.

52 In addition, the Department shall make available and maintain a website, either separately or
53 through an existing website utilized by the Department, enabling public elementary, middle, and high

54 school educators to submit recommendations for improvements relating to the Standards of Learning,
55 when under review by the Board according to its established schedule, and related assessments required
56 by the Standards of Quality pursuant to this chapter. Such website shall facilitate the submission of
57 recommendations by educators.

58 School boards shall implement the Standards of Learning or objectives specifically designed for
59 their school divisions that are equivalent to or exceed the Board's requirements. Students shall be expected
60 to achieve the educational objectives established by the school division at appropriate age or grade levels.
61 The curriculum adopted by the local school division shall be aligned to the Standards of Learning.

62 The Board shall include in the Standards of Learning for history and social science the study of
63 contributions to society of diverse people. For the purposes of this subsection, "diverse" includes
64 consideration of disability, ethnicity, race, and gender.

65 The Board shall include in the Standards of Learning for health instruction in emergency first aid,
66 cardiopulmonary resuscitation, and the use of an automated external defibrillator, including hands-on
67 practice of the skills necessary to perform cardiopulmonary resuscitation. Such instruction shall be based
68 on the current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary
69 resuscitation and the use of an automated external defibrillator, such as a program developed by the
70 American Heart Association or the American Red Cross. No teacher who is in compliance with
71 subdivision D 3 of § 22.1-298.1 shall be required to be certified as a trainer of cardiopulmonary
72 resuscitation to provide instruction for non-certification.

73 With such funds as are made available for this purpose, the Board shall regularly review and revise
74 the competencies for career and technical education programs to require the full integration of English,
75 mathematics, science, and history and social science Standards of Learning. Career and technical
76 education programs shall be aligned with industry and professional standard certifications, where they
77 exist.

78 The Board shall establish content standards and curriculum guidelines for courses in career
79 investigation in elementary school, middle school, and high school. Each school board shall (i) require
80 each middle school student to take at least one course in career investigation or (ii) select an alternate

81 means of delivering the career investigation course to each middle school student, provided that such
82 alternative is equivalent in content and rigor and provides the foundation for such students to develop their
83 academic and career plans. Any school board may require (a) such courses in career investigation at the
84 high school level as it deems appropriate, subject to Board approval as required in subsection A of § 22.1-
85 253.13:4, and (b) such courses in career investigation at the elementary school level as it deems
86 appropriate. The Board shall develop and disseminate to each school board career investigation resource
87 materials that are designed to ensure that students have the ability to further explore interest in career and
88 technical education opportunities in middle and high school. In developing such resource materials, the
89 Board shall consult with representatives of career and technical education, industry, skilled trade
90 associations, chambers of commerce or similar organizations, and contractor organizations.

91 C. Local school boards shall develop and implement a program of instruction for grades K through
92 12 that is aligned to the Standards of Learning and meets or exceeds the requirements of the Board. The
93 program of instruction shall emphasize reading, writing, speaking, mathematical concepts and
94 computations, proficiency in the use of computers and related technology, computer science and
95 computational thinking, including computer coding, and scientific concepts and processes; essential skills
96 and concepts of citizenship, including knowledge of Virginia history and world and United States history,
97 economics, government, foreign languages, international cultures, health and physical education,
98 environmental issues, and geography necessary for responsible participation in American society and in
99 the international community; fine arts, which may include, but need not be limited to, music and art, and
100 practical arts; knowledge and skills needed to qualify for further education, gainful employment, or
101 training in a career or technical field; and development of the ability to apply such skills and knowledge
102 in preparation for eventual employment and lifelong learning and to achieve economic self-sufficiency.

103 Local school boards shall also develop and implement programs of prevention, intervention, or
104 remediation for students who are educationally at risk including, but not limited to, those who fail to
105 achieve a passing score on any Standards of Learning assessment in grades three through eight or who fail
106 an end-of-course test required for the award of a verified unit of credit. Such programs shall include
107 components that are research-based.

108 Any student who achieves a passing score on one or more, but not all, of the Standards of Learning
109 assessments for the relevant grade level in grades three through eight may be required to attend a
110 remediation program.

111 Any student who fails to achieve a passing score on all of the Standards of Learning assessments
112 for the relevant grade level in grades three through eight or who fails an end-of-course test required for
113 the award of a verified unit of credit shall be required to attend a remediation program or to participate in
114 another form of remediation. Division superintendents shall require such students to take special programs
115 of prevention, intervention, or remediation, which may include attendance in public summer school
116 programs, in accordance with clause (ii) of subsection A of § 22.1-254 and § 22.1-254.01.

117 Remediation programs shall include, when applicable, a procedure for early identification of
118 students who are at risk of failing the Standards of Learning assessments in grades three through eight or
119 who fail an end-of-course test required for the award of a verified unit of credit. Such programs may also
120 include summer school for all elementary and middle school grades and for all high school academic
121 courses, as defined by regulations promulgated by the Board, or other forms of remediation. Summer
122 school remediation programs or other forms of remediation shall be chosen by the division superintendent
123 to be appropriate to the academic needs of the student. Students who are required to attend such summer
124 school programs or to participate in another form of remediation shall not be charged tuition by the school
125 division.

126 The requirement for remediation may, however, be satisfied by the student's attendance in a
127 program of prevention, intervention or remediation that has been selected by his parent, in consultation
128 with the division superintendent or his designee, and is either (i) conducted by an accredited private school
129 or (ii) a special program that has been determined to be comparable to the required public school
130 remediation program by the division superintendent. The costs of such private school remediation program
131 or other special remediation program shall be borne by the student's parent.

132 The Board shall establish standards for full funding of summer remedial programs that shall
133 include, but not be limited to, the minimum number of instructional hours or the equivalent thereof
134 required for full funding and an assessment system designed to evaluate program effectiveness. Based on

135 the number of students attending and the Commonwealth's share of the per pupil instructional costs, state
136 funds shall be provided for the full cost of summer and other remediation programs as set forth in the
137 appropriation act, provided such programs comply with such standards as shall be established by the
138 Board, pursuant to § 22.1-199.2.

139 D. Local school boards shall also implement the following:

140 1. Programs in grades K through three that emphasize developmentally appropriate learning to
141 enhance success.

142 2. Programs based on prevention, intervention, or remediation designed to increase the number of
143 students who earn a high school diploma and to prevent students from dropping out of school. Such
144 programs shall include components that are research-based.

145 3. Career and technical education programs incorporated into the K through 12 curricula that
146 include:

147 a. Knowledge of careers and all types of employment opportunities, including, but not limited to,
148 apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession,
149 and emphasize the advantages of completing school with marketable skills;

150 b. Career exploration opportunities in the middle school grades;

151 c. Competency-based career and technical education programs that integrate academic outcomes,
152 career guidance, and job-seeking skills for all secondary students. Programs shall be based upon labor
153 market needs and student interest. Career guidance shall include counseling about available employment
154 opportunities and placement services for students exiting school. Each school board shall develop and
155 implement a plan to ensure compliance with the provisions of this subdivision. Such plan shall be
156 developed with the input of area business and industry representatives and local comprehensive
157 community colleges and shall be submitted to the Superintendent in accordance with the timelines
158 established by federal law;

159 d. Annual notice on its website to enrolled high school students and their parents of (i) the
160 availability of the postsecondary education and employment data published by the State Council of Higher
161 Education on its website pursuant to § 23.1-204.1 and (ii) the opportunity for such students to obtain a

162 nationally recognized career readiness certificate at a local public high school, comprehensive community
163 college, or workforce center; and

164 e. As part of each student's academic and career plan, a list of (i) the top 100 professions in the
165 Commonwealth by median pay and the education, training, and skills required for each such profession
166 and (ii) the top 10 degree programs at institutions of higher education in the Commonwealth by median
167 pay of program graduates. The Department shall annually compile such lists and provide them to each
168 local school board.

169 4. Educational objectives in middle and high school that emphasize economic education and
170 financial literacy pursuant to § 22.1-200.03.

171 5. Early identification of students with disabilities and enrollment of such students in appropriate
172 instructional programs consistent with state and federal law.

173 6. Early identification of gifted students and enrollment of such students in appropriately
174 differentiated instructional programs.

175 7. Educational alternatives for students whose needs are not met in programs prescribed elsewhere
176 in these standards. Such students shall be counted in average daily membership (ADM) in accordance
177 with the regulations of the Board.

178 8. Adult education programs for individuals functioning below the high school completion level.
179 Such programs may be conducted by the school board as the primary agency or through a collaborative
180 arrangement between the school board and other agencies.

181 9. A plan to make achievements for students who are educationally at risk a divisionwide priority
182 that shall include procedures for measuring the progress of such students.

183 10. An agreement for postsecondary credit and degree attainment with a comprehensive
184 community college ~~in the Commonwealth specifying the options for students~~ that serves the local school
185 division that permits any student who meets the criteria of the Virginia Community College System for
186 participation in dual enrollment to complete an associate degree ~~or~~ a one-year Uniform Certificate of
187 General Studies, or the Passport Program from a comprehensive community college concurrent with a

188 high school diploma. Such agreement shall specify the credit available for dual enrollment courses and
189 Advanced Placement courses with qualifying exam scores of three or higher.

190 11. A plan to notify students and their parents of the availability of dual enrollment and advanced
191 placement classes; career and technical education programs, including internships, externships,
192 apprenticeships, credentialing programs, certification programs, licensure programs, and other work-
193 based learning experiences; the International Baccalaureate Program and Academic Year Governor's
194 School Programs; the qualifications for enrolling in such classes, programs, and experiences; and the
195 availability of financial assistance to low-income and needy students to take the advanced placement and
196 International Baccalaureate examinations. This plan shall include notification to students and parents of
197 the agreement with a comprehensive community college in the Commonwealth to enable students to
198 complete an associate degree or a one-year Uniform Certificate of General Studies concurrent with a high
199 school diploma.

200 12. Identification of students with limited English proficiency and enrollment of such students in
201 appropriate instructional programs, which programs may include dual language programs whereby such
202 students receive instruction in English and in a second language.

203 13. Early identification, diagnosis, and assistance for students with mathematics problems and
204 provision of instructional strategies and mathematics practices that benefit the development of
205 mathematics skills for all students.

206 Local school divisions shall provide algebra readiness intervention services to students in grades
207 six through nine who are at risk of failing the Algebra I end-of-course test, as demonstrated by their
208 individual performance on any diagnostic test that has been approved by the Department. Local school
209 divisions shall report the results of the diagnostic tests to the Department on an annual basis, at a time to
210 be determined by the Superintendent. Each student who receives algebra readiness intervention services
211 will be assessed again at the end of that school year. Funds appropriated for prevention, intervention, and
212 remediation; summer school remediation; at-risk; or algebra readiness intervention services may be used
213 to meet the requirements of this subdivision.

214 14. Incorporation of art, music, and physical education as a part of the instructional program at the
215 elementary school level.

216 15. A program of physical activity available to all students in grades kindergarten through five
217 consisting of at least 20 minutes per day or an average of 100 minutes per week during the regular school
218 year and available to all students in grades six through 12 with a goal of at least 150 minutes per week on
219 average during the regular school year. Such program may include any combination of (i) physical
220 education classes, (ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities
221 deemed appropriate by the local school board. Each local school board shall implement such program
222 during the regular school year. Any physical education class offered to students in grades seven and eight
223 shall include at least one hour of personal safety training per school year in each such grade level that is
224 developed and delivered in partnership with the local law-enforcement agency and consists of situational
225 safety awareness training and social media education.

226 16. A program of student services for kindergarten through grade 12 that shall be designed to aid
227 students in their educational, social, and career development.

228 17. The collection and analysis of data and the use of the results to evaluate and make decisions
229 about the instructional program.

230 18. A program of instruction in the high school Virginia and U.S. Government course on all
231 information and concepts contained in the civics portion of the U.S. Naturalization Test.

232 E. From such funds as may be appropriated or otherwise received for such purpose, there shall be
233 established within the Department a unit to (i) conduct evaluative studies; (ii) provide the resources and
234 technical assistance to increase the capacity for school divisions to deliver quality instruction; and (iii)
235 assist school divisions in implementing those programs and practices that will enhance pupil academic
236 performance and improve family and community involvement in the public schools. Such unit shall
237 identify and analyze effective instructional programs and practices and professional development
238 initiatives; evaluate the success of programs encouraging parental and family involvement; assess changes
239 in student outcomes prompted by family involvement; and collect and disseminate among school divisions
240 information regarding effective instructional programs and practices, initiatives promoting family and

241 community involvement, and potential funding and support sources. Such unit may also provide resources
242 supporting professional development for administrators and teachers. In providing such information,
243 resources, and other services to school divisions, the unit shall give priority to those divisions
244 demonstrating a less than 70 percent passing rate on the Standards of Learning assessments.

245 F. Each local school board may enter into agreements for postsecondary course credit, credential,
246 certification, or license attainment, hereinafter referred to as College and Career Access Pathways
247 Partnerships (Partnerships), with comprehensive community colleges or other public institutions of higher
248 education or educational institutions established pursuant to Title 23.1 that offer a career and technical
249 education curriculum. Such Partnerships shall (i) specify the options for students to take courses as part
250 of the career and technical education curriculum that lead to course credit or an industry-recognized
251 credential, certification, or license concurrent with a high school diploma; (ii) specify the credit,
252 credentials, certifications, or licenses available for such courses; and (iii) specify available options for
253 students to participate in pre-apprenticeship and apprenticeship programs at comprehensive community
254 colleges concurrent with the pursuit of a high school diploma and receive college credit and high school
255 credit for successful completion of any such program.

256 G. Each local school board shall provide a program of literacy instruction that is aligned with
257 science-based reading research and provides evidenced-based literacy instruction to students in
258 kindergarten through grade eight and is consistent with the school board's literacy plan as required by
259 subsection B of § 22.1-253.13:6. Pursuant to such program:

260 1. Each local school board shall provide reading intervention services to students in kindergarten
261 through grade eight who demonstrate substantial deficiencies based on their individual performance on
262 the Standards of Learning reading assessment or a literacy screener provided or approved by the
263 Department. Such reading intervention services shall consist of evidence-based literacy instruction, align
264 with science-based reading research, and be documented for each student in a written student reading plan,
265 consistent with the requirements in subdivision 2 and the list developed by the Department pursuant to
266 subdivision H 2.

267 2. A reading specialist, in collaboration with the teacher of any student who receives reading
268 intervention services pursuant to subdivision 1, shall develop, oversee implementation of, and monitor
269 student progress on a student reading plan. The parent of each student who receives reading intervention
270 services pursuant to subdivision 1 shall receive notice of and have the opportunity to participate in the
271 development of the student reading plan. Each student reading plan (i) shall follow the Department
272 template created pursuant to subdivision H 3; (ii) shall document such reading intervention services; (iii)
273 shall include, at a minimum, (a) the student's specific, diagnosed reading skill deficiencies as determined
274 or identified by diagnostic assessment data or the literacy screener provided or approved by the
275 Department; (b) the goals and benchmarks for student growth in reading; (c) a description of the specific
276 measures that will be used to evaluate and monitor the student's reading progress; (d) the specific evidence-
277 based literacy instruction that the student will receive; (e) the strategies, resources, and materials that will
278 be provided to the student's parent to support the student to make reading progress; and (f) any additional
279 services the teacher deems available and appropriate to accelerate the student's reading skill development;
280 and (iv) may include the following services for the student: instruction from a reading specialist, trained
281 aide, computer-based reading tutorial program, or classroom teacher with support from an aide, extended
282 instructional time in the school day or school year, or, for students in grades six through eight, a literacy
283 course, in addition to the course required by the Standards of Learning in English, that provides the
284 specific evidence-based literacy instruction identified in the student's reading plan. In accordance with §
285 22.1-215.2, the parent of each student shall receive notice before services begin and a copy of the student
286 reading plan.

287 3. Each student who receives such reading intervention services shall be assessed utilizing either
288 the literacy screener provided or approved by the Department or the grade-level reading Standards of
289 Learning assessment again at the end of that school year.

290 Funds appropriated for prevention, intervention, and remediation, summer school remediation, the
291 at-risk add-on, or early intervention reading may be used to meet the requirements of this subsection.

292 H. In order to assist local school boards to implement the provisions of subsection G:

293 1. The Board shall provide guidance on the content of student reading plans;

294 2. The Department shall develop a list of core literacy curricula, supplemental instruction practices
295 and programs, and intervention programs that consist of evidence-based literacy instruction aligned with
296 science-based reading research for students in kindergarten through grade eight. The list shall be approved
297 by the Board;

298 3. The Department shall develop a template for student reading plans that aligns with the
299 requirements of subsection G;

300 4. The Department shall develop and implement a plan for the annual collection and public
301 reporting of division-level and school-level literacy data, at a time to be determined by the Superintendent,
302 to include results on the literacy screeners provided or approved by the Department and the reading
303 Standards of Learning assessments; and

304 5. The Department shall provide free online evidence-based literacy instruction resources that can
305 be accessed by parents and local school boards to support student literacy development at home.

306 **§ 23.1-907. Articulation, dual admissions, and guaranteed admissions agreements; admission**
307 **of certain comprehensive community college graduates.**

308 A. The board of visitors of each baccalaureate public institution of higher education shall develop,
309 consistent with Council guidelines and the institution's six-year plan as set forth in § 23.1-306, articulation,
310 dual admissions, and guaranteed admissions agreements with each associate-degree-granting public
311 institution of higher education. Such guaranteed admissions agreements may provide for the guaranteed
312 admission of a student who earns an associate degree concurrently with a high school diploma through a
313 dual enrollment program, in addition to any guaranteed admission for a student who earns an associate
314 degree post-high school.

315 B. The System, in cooperation with the Council and each public institution of higher education,
316 and consistent with the guidelines developed pursuant to subdivision 20 of § 23.1-203, shall establish a
317 one-semester Passport Program and a one-year Uniform Certificate of General Studies Program. The
318 Passport Program shall consist of 15 course credit hours and shall be a component of the 30-credit-hour
319 Uniform Certificate of General Studies Program. Each Uniform Certificate of General Studies Program
320 and Passport Program course shall be transferable and shall satisfy a lower division general education

321 requirement at any public institution of higher education. The Uniform Certificate of General Studies
322 Program and Passport Program shall be available at each comprehensive community college and through
323 the Online Virginia Network.

324 C. The Council shall establish procedures under which a baccalaureate public institution of higher
325 education may seek a waiver from the Council from accepting the transfer of a Uniform Certificate of
326 General Studies Program or Passport Program course to satisfy the requirements for the completion of a
327 specific pathway or degree. A waiver shall not be granted allowing a baccalaureate public institution to
328 (i) generally reject the transfer of all coursework that is a part of the Uniform Certificate of General Studies
329 Program or Passport Program or (ii) generally reject the transfer of a course from the Uniform Certificate
330 of General Studies Program or Passport Program for all pathway maps and degrees. An application for a
331 waiver shall identify with particularity the course for which the institution is seeking a waiver and the
332 particular pathway or degree to which the waiver would apply. The application shall provide justification
333 for the waiver and shall designate alternative courses offered through the System that may be completed
334 by a student in order to complete a transferable, 30-credit-hour Uniform Certificate or 15-credit-hour
335 Passport. The Council shall adopt guidelines regarding the criteria to be used to review and issue decisions
336 regarding waiver requests. Such waiver requests shall only be granted if the baccalaureate public
337 institution of higher education provides evidence that the specified pathway or degree requires a
338 specialized, lower division course not available through the System. Once approved, notice of a waiver
339 granted by the Council shall be included in the online portal established pursuant to § 23.1-908.

340 D. The Council shall develop guidelines for associate-degree-granting and baccalaureate public
341 institutions of higher education to use in mapping pathways for the completion of credits in particular
342 programs of study, including the courses recommended to be taken in a dual enrollment, comprehensive
343 community college, and baccalaureate public institution setting in order to pursue a specific degree or
344 career. Such guidelines shall define the elements of a pathway map and identify the pathway maps to be
345 developed. Initial guidelines adopted for mapping such pathways shall establish a multiyear schedule for
346 the development and implementation of pathway maps for all fields of study.

347 E. Each baccalaureate public institution of higher education, in cooperation and consultation with
348 the System, shall develop pathway maps consistent with the guidelines established pursuant to subsection
349 D. Such pathways maps shall clearly set forth the courses that a student at a comprehensive community
350 college is encouraged to complete prior to transferring to the baccalaureate institution. The goal of the
351 career education pathway maps shall be to assist students in achieving optimal efficiencies in the time and
352 cost of completing a degree program. Such program map shall also clearly identify the courses, if any, for
353 which the baccalaureate institution has received a waiver from transfer pursuant to subsection C.

354 F. The Council shall prepare a comprehensive annual report on the effectiveness of transferring
355 from comprehensive community colleges to baccalaureate public institutions of higher education,
356 including a review of the effectiveness of the use of pathway maps in achieving efficiencies and cost
357 savings in the completion of a degree program. The report shall include the following elements:
358 completion rates, average time to degree, credit accumulation, post-transfer student academic
359 performance, and comparative efficiency. The Council shall adopt guidelines for data submission from
360 public institutions of higher education necessary for such report, and all institutions shall report such data
361 in accordance with the guidelines. The report shall be made publicly available on the Council website and
362 on the online portal maintained pursuant to § 23.1-908.

363 G. Each comprehensive community college shall develop agreements for postsecondary credit and
364 degree attainment with the public high schools in the school divisions that such comprehensive community
365 college serves ~~specifying the options for students that permit any student who meets the criteria of the~~
366 System for participation in dual enrollment to complete an associate degree, ~~the Passport Program, or the~~
367 Uniform Certificate of General Studies Program, or the Passport Program concurrent with a high school
368 diploma. Such agreements shall specify the credit available for dual enrollment courses and Advanced
369 Placement courses with qualifying exam scores of three or higher.

370 H. The provisions of this section shall not apply to any public institution of higher education
371 established pursuant to Chapter 25 (§ 23.1-2500 et seq.).

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