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1 **HOUSE BILL NO. 877**

2 Offered January 14, 2026

3 Prefiled January 13, 2026

4 *A BILL to amend and reenact §§ 22.1-1, as it is currently effective and as it shall become effective,*
5 *22.1-237.2 through 22.1-237.5, 22.1-253.13:1, as it is currently effective and as it shall become effective,*
6 *23.1-100, 23.1-907, and 23.1-908 of the Code of Virginia, relating to high school students; postsecondary*
7 *opportunities; independent dual enrollment; transferable meta-major associate degrees.*

8 Patron—Rasoul

9 Committee Referral Pending

10 **Be it enacted by the General Assembly of Virginia:**11 **1. That §§ 22.1-1, as it is currently effective and as it shall become effective, 22.1-237.2 through**
12 **22.1-237.5, 22.1-253.13:1, as it is currently effective and as it shall become effective, 23.1-100, 23.1-907,**
13 **and 23.1-908 of the Code of Virginia are amended and reenacted as follows:**14 **§ 22.1-1. (Effective until July 1, 2026) Definitions.**

15 As used in this title, unless the context requires a different meaning:

16 "Board" or "State Board" means the Board of Education.

17 "Department" means the Department of Education.

18 "Division superintendent" means the division superintendent of schools of a school division.

19 "Dual enrollment" means the enrollment of a qualified high school student in a postsecondary course that
20 is creditable toward high school completion and a career certificate or an associate or baccalaureate degree at
21 a public institution of higher education. "Dual enrollment" does not include the enrollment of a qualified high
22 school student in a postsecondary course that is not creditable toward high school completion.

23 "Elementary" includes kindergarten.

24 "Elementary and secondary" and "elementary or secondary" include elementary, middle, and high school
25 grades.26 "Evidence-based literacy instruction" means structured instructional practices, including sequential,
27 systematic, explicit, and cumulative teaching, that (i) are based on reliable, trustworthy, and valid evidence
28 consistent with science-based reading research; (ii) are used in core or general instruction, supplemental
29 instruction, intervention services, and intensive intervention services; (iii) have a demonstrated record of
30 success in adequately increasing students' reading competency, vocabulary, oral language, and
31 comprehension and in building mastery of the foundational reading skills of phonological and phonemic
32 awareness, alphabetic principle, phonics, spelling, and text reading fluency; and (iv) are able to be
33 differentiated in order to meet the individual needs of students. "Evidence-based literacy instruction" does not
34 include practices that instruct students to gain meaning from print through the use of (i) three-cueing, which
35 includes semantic, syntactic, and graphophonic cues; (ii) meaning, structure, and visual cues; or (iii) visual
36 memory for word recognition.37 "Governing body" or "local governing body" means the board of supervisors of a county, council of a city,
38 or council of a town, responsible for appropriating funds for such locality, as the context may require.39 "Independent dual enrollment" means the enrollment of a high school student in an associate degree-level
40 course, creditable toward high school completion, offered on a campus, center, location, or site operated by
41 an associate-degree-granting public institution of higher education, as that term is defined in § 23.1-100.42 "Meta-major" means a broad field of study, identified by the State Council of Higher Education for
43 Virginia pursuant to policy, that comprises programs of study that share common foundational coursework.44 "Middle school" means separate schools for early adolescents and the middle school grades that might be
45 housed at elementary or high schools.46 "Parent" or "parents" means any parent, guardian, legal custodian, or other person having control or
47 charge of a child.48 "Person of school age" means a person who will have reached his fifth birthday on or before September
49 30 of the school year and who has not reached twenty years of age on or before August 1 of the school year.

50 "School board" means the school board that governs a school division.

51 "Science-based reading research" means research that (i) applies rigorous, systematic, and objective
52 observational or experimental procedures to obtain valid knowledge relevant to reading development, reading
53 instruction, and reading and writing difficulties and (ii) explains how proficient reading and writing develop,
54 why some children have difficulties developing key literacy skills, and how schools can best assess and
55 instruct early literacy, including the use of evidence-based literacy instruction practices to promote reading
56 and writing achievement.

INTRODUCED

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59 "Superintendent" means the Superintendent of Public Instruction.

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84 or council of a town, responsible for appropriating funds for such locality, as the context may require.

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86 course, creditable toward high school completion, offered on a campus, center, location, or site operated by
87 an associate-degree-granting public institution of higher education, as that term is defined in § 23.1-100.*

88 *"Meta-major" means a broad field of study, identified by the State Council of Higher Education for
89 Virginia pursuant to policy, that comprises programs of study that share common foundational coursework.*

90 "Middle school" means separate schools for early adolescents and the middle school grades that might be
91 housed at elementary or high schools.

92 "Parent" or "parents" means any parent, guardian, legal custodian, or other person having control or
93 charge of a child.

94 "Person of school age" means a person who will have reached his fifth birthday on or before September
95 30 of the school year and who has not reached twenty years of age on or before August 1 of the school year.

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98 observational or experimental procedures to obtain valid knowledge relevant to reading development, reading
99 instruction, and reading and writing difficulties and (ii) explains how proficient reading and writing develop,
100 why some children have difficulties developing key literacy skills, and how schools can best assess and
101 instruct early literacy, including the use of evidence-based literacy instruction practices to promote reading
102 and writing achievement.

103 "Superintendent" means the Superintendent of Public Instruction.

104 "Textbooks and other high-quality instructional materials" means systematic print or digital curricula that
105 serve as the primary curriculum basis for a grade-level subject or course and that provide (i) adequate content
106 and materials for student mastery of corresponding Standards of Learning; (ii) instructional practices that are
107 aligned with general and discipline-specific research evidence; (iii) assessments to monitor student mastery of
108 curriculum content; (iv) guidance for meeting student needs including enrichment for above-grade-level
109 students and intensification for students who are at-risk of not mastering curriculum content, including
110 English language learners and students with disabilities; and (v) resources for teachers that develop content
111 knowledge, support implementation of instructional practices that are based on reliable, trustworthy, and
112 valid evidence and have a demonstrated record of success, and build understanding of the rationale for
113 curricula components.

114 **§ 22.1-237.2. College and Career Ready Virginia Program and Fund; establishment.**

115 A. The Board and the State Board for Community Colleges shall establish the College and Career Ready
116 Virginia Program.

117 B. The purpose of the Program is to offer consistent, structured opportunities for all qualified high school
118 students in the Commonwealth to enroll in postsecondary coursework offered by a comprehensive
119 community college that is creditable toward high school completion and a certificate or degree from a public

120 institution of higher education. Academic credits earned through the Program shall enable students to
 121 complete a postsecondary credential in less time and at lower cost.

122 C. There is hereby created in the state treasury a special nonreverting fund to be known as the College and
 123 Career Ready Virginia Fund. The Fund shall be established on the books of the Comptroller. All funds
 124 appropriated for such purpose and any gifts, donations, grants, bequests, and other funds received on its
 125 behalf shall be paid into the state treasury and credited to the Fund. Interest earned on moneys in the Fund
 126 shall remain in the Fund and be credited to it. Any moneys remaining in the Fund, including interest thereon,
 127 at the end of each fiscal year shall not revert to the general fund but shall remain in the Fund. Moneys in the
 128 Fund shall be used solely for the purpose of administering the Program. Expenditures and disbursements
 129 from the Fund shall be made by the State Treasurer on warrants issued by the Comptroller upon written
 130 request signed by the Chancellor of the System and the Superintendent.

131 D. Comprehensive community colleges; the ~~Online Virginia Network Authority~~; and local school boards
 132 shall not charge qualified high school students tuition or fees for enrolling and participating in ~~Program~~ dual
 133 enrollment courses *through the Program*.

134 **§ 22.1-237.3. (For effective date, see Acts 2024, cc. 647, 684, cl. 2) College and Career Ready
 135 Virginia Program; requirements.**

136 A. The Program shall consist of (i) the dual enrollment and participation of qualified high school students
 137 at the high school in college courses pursuant to the Passport Program and the Uniform Certificate of General
 138 Studies Program established in accordance with the requirements set forth in subsection B of § 23.1-907 and
 139 (ii) *the opportunity for any qualified high school student to earn an associate degree through dual
 140 enrollment, independent dual enrollment, or a combination thereof in a meta-major in accordance with the
 141 requirements set forth in subsection C of § 23.1-907 that (a) is fully transferable to a baccalaureate public
 142 institution of higher education that offers a program of study in such meta-major and (b) to the extent
 143 possible, and as determined by the applicable baccalaureate public institution of higher education, satisfies
 144 discipline-specific degree requirements in the student's preferred program of study.*

145 B. (Effective beginning with course registration for the fall term of the 2025 academic year) Each school
 146 board shall, pursuant to the Program, offer each qualified high school student in the local school division
 147 access to courses at each high school that are sufficient to complete the Passport Program and the Uniform
 148 Certificate of General Studies Program at a public institution of higher education at no cost to such student.

149 C. (Effective beginning with course registration for the fall term of the 2025 academic year) The System
 150 and the ~~Online Virginia Network Authority~~ shall, pursuant to the Program, (i) offer each local school board
 151 access to courses at each high school, including virtual courses, that are sufficient for each local school
 152 board's qualified high school students to complete the Passport Program and the Uniform Certificate of
 153 General Studies Program at a public institution of higher education, at no cost to such local school board and
 154 (ii) *offer the opportunity for any qualified high school student to earn an associate degree through dual
 155 enrollment, independent dual enrollment, or a combination thereof in a meta-major in accordance with the
 156 requirements set forth in subsection C of § 23.1-907 that (a) is fully transferable to a baccalaureate public
 157 institution of higher education that offers a program of study in such meta-major and (b) to the extent
 158 possible, and as determined by the applicable baccalaureate public institution of higher education, satisfies
 159 discipline-specific degree requirements in the student's preferred program of study.*

160 D. (Effective beginning with course registration for the fall term of the 2025 academic year) Any credit
 161 earned through successful completion of Passport Program and Uniform Certificate of General Studies
 162 Program courses through the Program shall transfer to each public institution of higher education pursuant to
 163 ~~§ 23.1-905.1 and § 23.1-907 and, in the case of dual enrollment, § 23.1-905.1~~.

164 E. The Program shall include appropriate counseling *and* advising by high school and comprehensive
 165 community college staff to ensure that all high school students and parents of high school students receive
 166 thorough information about the availability of and process for enrolling in ~~Program~~ courses *through the
 167 Program* and the opportunity to earn Passport Program and Uniform Certificate of General Studies Program
 168 credits *and* associate degrees in meta-majors that will transfer to public institutions of higher education.
 169 Contingent upon funding, each comprehensive community college shall provide a dual enrollment counselor
 170 to work in the high schools to advise students and families about dual enrollment opportunities and to
 171 coordinate with the dual enrollment liaisons at comprehensive community colleges.

172 F. The Program shall be data-driven and continually updated to (i) reduce socioeconomic, academic, and
 173 other barriers impeding students' access to Program courses; (ii) improve student academic and career
 174 outcomes; and (iii) align with the changing workforce needs of the Commonwealth.

175 G. The Auditor of Public Accounts shall annually audit the receipt and expenditure of any funds
 176 associated with the Program by any local school board, any comprehensive community college, the
 177 Department, or the System to ensure that such funds are expended exclusively in furtherance of the purposes
 178 of this article.

179 **§ 22.1-237.4. College and Career Ready Virginia Program; administration.**

180 The Department and the System shall administer the Program. In administering the Program, the
 181 Department and the System shall:

182 1. Establish an advisory committee composed of representatives from local school divisions from each of
183 the eight Superintendent's regions, associate-degree-granting public institutions of higher education from
184 each of the eight Superintendent's regions, baccalaureate public institutions of higher education, Richard
185 Bland College, the Office of the Secretary of Education, the State Council of Higher Education for Virginia,
186 the Council of Independent Colleges in Virginia, the Virginia Office of Education Economics, *and the*
187 *Virginia Chamber of Commerce, and the Federal Reserve Bank of Richmond*, as well as parents of public
188 school students from each of the eight Superintendent's regions, a parent of a student who receives home
189 instruction, and a representative from the Department with expertise in state and federal requirements for
190 meeting the needs of students with disabilities. Such advisory committee shall provide guidance to the
191 Department and the System to ensure that the Program fulfills the purpose of the Program described in
192 subsection B of § 22.1-237.2 and meets the requirements set forth in § 22.1-237.3.

193 2. Coordinate with the Council in its performance of its responsibilities under §§ 23.1-905.1, 23.1-907,
194 and 23.1-908.

195 3. Review existing regulations, including 8VAC20-131-140, and policies, including policy 6.6.3 in the
196 VCCS Policy Manual, on dual enrollment student eligibility and admission requirements and develop
197 consistent student eligibility and admission requirements for the Program that balance improving student
198 access to and ensuring student preparedness for Program courses.

199 4. Develop and implement initiatives to improve participation in the Program by qualified high school
200 students from groups of students that are underrepresented in baccalaureate public institutions of higher
201 education.

202 5. Develop guidelines for school boards and comprehensive community colleges to provide notice of and
203 counseling relating to the Program to high school students and their parents.

204 6. Develop guidelines for local school boards and comprehensive community colleges to provide students
205 enrolled in the Program with appropriate support, including academic support services and activities, access
206 and user privileges to adequate library collections and services, accommodations for students with
207 disabilities, transportation, and any other learning information or resources.

208 7. Establish and implement initiatives to increase the number of high school teachers across the
209 Commonwealth that meet the applicable dual enrollment faculty credential requirements.

210 8. In local school divisions in which in-person instruction by qualified high school faculty is not available,
211 ensure that comprehensive community colleges *and the Online Virginia Network Authority* provide access to
212 Program courses transmitted virtually.

213 9. Consider the unique needs of local school divisions related to their location, size, and proximity to a
214 comprehensive community college when developing recommendations and implementing the Program.

215 10. Consider how to incorporate all associate-degree-granting public institutions of higher education in the
216 Program, consistent with the establishment of the Program pursuant to § 22.1-237.2.

217 11. Make distributions from the Fund as set forth in subsection C of § 22.1-237.2.

218 12. Develop and implement a plan for the annual collection and public reporting of state-level and
219 division-level Program data, including high school and postsecondary student outcomes.

220 13. Develop and implement a plan for the annual collection from local school divisions and
221 comprehensive community colleges of data on their receipts and expenditures related to the Program.

222 14. Establish a Program webpage that provides information necessary for students and parents to
223 understand and access the Program.

224 15. Complete an annual, comprehensive review of the effectiveness of the Program, including its cost,
225 student outcomes, and the quality and rigor of Program courses, and prepare a plan for continuous Program
226 improvement.

227 16. Annually report to the General Assembly the results of the review and the plan for continuous
228 Program improvement in subdivision 15.

229 **§ 22.1-237.5. College and Career Ready Virginia Program; incorporation of career and technical
230 education coursework; work group.**

231 A. In recognition of the fact that career and technical education is an essential element of workforce
232 readiness in the Commonwealth, the Department and the System shall establish the Program career and
233 technical education work group (the work group) for the purpose of developing and recommending a career
234 and technical education program of coursework that is available to all qualified high school students as part
235 of the Program.

236 B. The work group shall be composed of representatives from local school divisions from each of the
237 eight Superintendent's regions, associate-degree-granting public institutions of higher education from each of
238 the eight Superintendent's regions, Richard Bland College, the Office of the Secretary of Education, the State
239 Council of Higher Education for Virginia, the Council of Independent Colleges in Virginia, the Virginia
240 Office of Education Economics, *and the Virginia Chamber of Commerce, and the Federal Reserve Bank of*
241 *Richmond*, as well as parents of public school students from each of the eight Superintendent's regions, a
242 parent of a student who receives home instruction, and a representative from the Department with expertise in
243 state and federal requirements for meeting the needs of students with disabilities.

244 C. The work group shall:

245 1. Review existing statutory requirements related to career and technical education, including
246 § 23.1-2906.1, and assess their relevance to qualified dual enrollment students;

247 2. Gather data sufficient to understand (i) what career and technical education courses and pathways are
248 currently offered through dual enrollment to students; (ii) how the current dual enrollment course offerings
249 differ across local school divisions; (iii) whether existing state funding programs that support career and
250 technical education, including the Get Skilled, Get a Job, Give Back (G3) Program established pursuant to
251 § 23.1-2911.2, the New Economy Workforce Credential Grant Program established pursuant to Article 4.1
252 (§ 23.1-627.1 et seq.) of Chapter 6 of Title 23.1, and the FastForward Program established by the System, are
253 available to dual enrollment students; (iv) the current availability of instructors who are qualified to teach
254 dual enrollment career and technical education courses across local school divisions; (v) the current costs of
255 dual enrollment in career and technical education courses for students across local school divisions; (vi) the
256 current cost to comprehensive community colleges to provide career and technical education through dual
257 enrollment; and (vii) the extent to which current dual enrollment career and technical education coursework
258 meets industry needs across the Commonwealth; and

259 3. Develop recommendations for the Department and the System to incorporate career and technical
260 education coursework into the Program. Such recommendations shall address (i) what career and technical
261 education coursework shall be available through dual enrollment to qualified high school students through the
262 Program; (ii) how to ensure that all qualified dual enrolled students can access career and technical courses
263 available through the Program; (iii) how to ensure that such courses meet the industry needs of the
264 Commonwealth; (iv) how to ensure that such courses are affordable for qualified high school students across
265 the Commonwealth; (v) how to ensure that qualified instructors are available to teach career and technical
266 education coursework through the Program; (vi) how to make career and technical education coursework
267 offered through the Program available to qualified high school students ~~through the Online Virginia Network~~;
268 (vii) what measurable objectives and quantifiable goals the Department and the System should use to
269 understand the cost, assess outcomes, and develop plans for continuous improvement of dual enrollment
270 career and technical education coursework through the Program; and (viii) what legislative action is
271 necessary to incorporate career and technical education coursework into the Program.

272 **§ 22.1-253.13:1. (Effective until July 1, 2026) Standard 1. Instructional programs supporting the
273 Standards of Learning and other educational objectives.**

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

283 B. The Board shall establish educational objectives known as the Standards of Learning, which shall form
284 the core of Virginia's educational program, and other educational objectives, which together are designed to
285 ensure the development of the skills that are necessary for success in school and for preparation for life in the
286 years beyond. At a minimum, the Board shall establish Standards of Learning for English, mathematics,
287 science, and history and social science. The Standards of Learning shall not be construed to be regulations as
288 defined in § 2.2-4001.

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

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

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

304 To provide appropriate opportunity for input from the general public, teachers, and local school boards,
305 the Board shall conduct public hearings prior to establishing revised Standards of Learning. Thirty days prior

306 to conducting such hearings, the Board shall give notice of the date, time, and place of the hearings to all
307 local school boards and any other persons requesting to be notified of the hearings and publish notice of its
308 intention to revise the Standards of Learning in the Virginia Register of Regulations. Interested parties shall
309 be given reasonable opportunity to be heard and present information prior to final adoption of any revisions
310 of the Standards of Learning.

311 In addition, the Department shall make available and maintain a website, either separately or through an
312 existing website utilized by the Department, enabling public elementary, middle, and high school educators to
313 submit recommendations for improvements relating to the Standards of Learning, when under review by the
314 Board according to its established schedule, and related assessments required by the Standards of Quality
315 pursuant to this chapter. Such website shall facilitate the submission of recommendations by educators.

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

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

323 The Board shall include in the Standards of Learning for health instruction in emergency first aid,
324 cardiopulmonary resuscitation, and the use of an automated external defibrillator, including hands-on practice
325 of the skills necessary to perform cardiopulmonary resuscitation. Such instruction shall be based on the
326 current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation
327 and the use of an automated external defibrillator, such as a program developed by the American Heart
328 Association or the American Red Cross. No teacher who is in compliance with subdivision D 3 of
329 § 22.1-298.1 shall be required to be certified as a trainer of cardiopulmonary resuscitation to provide
330 instruction for non-certification.

331 The Board shall include in the Standards of Learning for physical and health education for grade nine or
332 10 research-based hazing prevention instruction, in accordance with the Standards of Learning and
333 curriculum guidelines for research-based hazing prevention instruction developed by the Board pursuant to
334 subsection B of § 22.1-207.

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

339 The Board shall establish content standards and curriculum guidelines for courses in career investigation
340 in elementary school, middle school, and high school. Each school board shall (i) require each middle school
341 student to take at least one course in career investigation or (ii) select an alternate means of delivering the
342 career investigation course to each middle school student, provided that such alternative is equivalent in
343 content and rigor and provides the foundation for such students to develop their academic and career plans.
344 Any school board may require (a) such courses in career investigation at the high school level as it deems
345 appropriate, subject to Board approval as required in subsection A of § 22.1-253.13:4, and (b) such courses in
346 career investigation at the elementary school level as it deems appropriate. The Board shall develop and
347 disseminate to each school board career investigation resource materials that are designed to ensure that
348 students have the ability to further explore interest in career and technical education opportunities in middle
349 and high school. In developing such resource materials, the Board shall consult with representatives of career
350 and technical education, industry, skilled trade associations, chambers of commerce or similar organizations,
351 and contractor organizations.

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

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

368 are research-based.

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

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

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

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

392 The Board shall establish standards for full funding of summer remedial programs that shall include, but
393 not be limited to, the minimum number of instructional hours or the equivalent thereof required for full
394 funding and an assessment system designed to evaluate program effectiveness. Based on the number of
395 students attending and the Commonwealth's share of the per pupil instructional costs, state funds shall be
396 provided for the full cost of summer and other remediation programs as set forth in the appropriation act,
397 provided such programs comply with such standards as shall be established by the Board, pursuant to
398 § 22.1-199.2.

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

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

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

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

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

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

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

417 d. Annual notice on its website to enrolled high school students and their parents of (i) the availability of
418 the postsecondary education and employment data published by the State Council of Higher Education on its
419 website pursuant to § 23.1-204.1 and (ii) the opportunity for such students to obtain a nationally recognized
420 career readiness certificate at a local public high school, comprehensive community college, or workforce
421 center; and

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

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

429 5. Early identification of students with disabilities and enrollment of such students in appropriate

430 instructional programs consistent with state and federal law.

431 6. Early identification of gifted students and enrollment of such students in appropriately differentiated
432 instructional programs.

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

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

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

441 10. An agreement for postsecondary credit and degree attainment with any comprehensive community
442 college in the Commonwealth specifying the options for students to complete an associate degree; *through*
443 *dual enrollment, independent dual enrollment, or a combination thereof*; a one-year Uniform Certificate of
444 General Studies; or the Passport Program from a comprehensive community college concurrent with a high
445 school diploma, consistent with the requirements for the College and Career Ready Virginia Program set
446 forth in Article 5.1 (§ 22.1-237.1 et seq.) of Chapter 13. Such agreement shall specify the credit available for
447 dual enrollment courses and Advanced Placement courses with qualifying exam scores of three or higher.

448 11. A plan to notify students and their parents of the availability of *independent dual enrollment*, dual
449 enrollment, and advanced placement classes; career and technical education programs, including internships,
450 externships, apprenticeships, credentialing programs, certification programs, licensure programs, and other
451 work-based learning experiences; the International Baccalaureate Program and Academic Year Governor's
452 School Programs; the qualifications for enrolling in such classes, programs, and experiences; and the
453 availability of financial assistance to low-income and needy students to take the advanced placement and
454 International Baccalaureate examinations. This plan shall include notification to students and parents of the
455 College and Career Ready Virginia Program established pursuant to Article 5.1. (§ 22.1-237.1 et seq.) of
456 Chapter 13 and its agreement with a comprehensive community college in the Commonwealth pursuant to
457 subdivision 10 to enable students to complete an associate degree, a one-year Uniform Certificate of General
458 Studies, or the Passport Program concurrent with a high school diploma.

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

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

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

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

475 15. A program of physical activity available to all students in grades kindergarten through five consisting
476 of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and
477 available to all students in grades six through 12 with a goal of at least 150 minutes per week on average
478 during the regular school year. Such program may include any combination of (i) physical education classes,
479 (ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities deemed appropriate by
480 the local school board. Each local school board shall implement such program during the regular school year.
481 Any physical education class offered to students in grades seven and eight shall include at least one hour of
482 personal safety training per school year in each such grade level that is developed and delivered in
483 partnership with the local law-enforcement agency and consists of situational safety awareness training and
484 social media education. Each local school board shall offer to all students in grade nine or 10 a physical
485 education class that includes research-based hazing prevention instruction pursuant to subsection C of
486 § 22.1-207, unless such hazing prevention instruction is provided as part of a separate health education class
487 offered to students in grade nine or 10. Each local school board may accept participation in the Junior
488 Reserve Officers' Training Corps as fulfillment of any physical education requirements applicable to students
489 in grades nine through 12.

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

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

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

496 E. From such funds as may be appropriated or otherwise received for such purpose, there shall be
 497 established within the Department a unit to (i) conduct evaluative studies; (ii) provide the resources and
 498 technical assistance to increase the capacity for school divisions to deliver quality instruction; and (iii) assist
 499 school divisions in implementing those programs and practices that will enhance pupil academic performance
 500 and improve family and community involvement in the public schools. Such unit shall identify and analyze
 501 effective instructional programs and practices and professional development initiatives; evaluate the success
 502 of programs encouraging parental and family involvement; assess changes in student outcomes prompted by
 503 family involvement; and collect and disseminate among school divisions information regarding effective
 504 instructional programs and practices, initiatives promoting family and community involvement, and potential
 505 funding and support sources. Such unit may also provide resources supporting professional development for
 506 administrators and teachers. In providing such information, resources, and other services to school divisions,
 507 the unit shall give priority to those divisions demonstrating a less than 70 percent passing rate on the
 508 Standards of Learning assessments.

509 F. The Board shall, in collaboration with the Virginia Community College System, Career and Technical
 510 Education directors, and industry partners, develop and maintain a current, comprehensive, and uniform list
 511 of industry-recognized workforce credentials that students may take as a substitute for certain credits required
 512 for graduation pursuant to 8VAC20-131-51 of the Virginia Administrative Code, including
 513 industry-recognized workforce credentials that students may take as a substitute for elective credits and
 514 industry-recognized workforce credentials completed outside of regular school hours. The Board shall
 515 include on such list its diploma seal of biliteracy established pursuant to subdivision E 4 of § 22.1-253.13:4
 516 and shall consider such seal to be a high-demand industry workforce credential for the purpose of satisfying
 517 graduation requirements. The Board, in collaboration with the Virginia Community College System, shall
 518 ensure that such list reflects the current credit requirements for graduation and the current credentials
 519 accepted as substitutes. The Board shall post such list in a publicly accessible location on its website. Each
 520 school board shall accept as a substitute for a required credit any credential listed as an accepted substitute for
 521 such required credit.

522 G. Each local school board may enter into agreements for postsecondary course credit, credential,
 523 certification, or license attainment, hereinafter referred to as College and Career Access Pathways
 524 Partnerships (Partnerships), with comprehensive community colleges or other public institutions of higher
 525 education or educational institutions established pursuant to Title 23.1 that offer a career and technical
 526 education curriculum. Such Partnerships shall (i) specify the options for students to take courses as part of the
 527 career and technical education curriculum that lead to course credit or an industry-recognized credential,
 528 certification, or license concurrent with a high school diploma; (ii) specify the credit, credentials,
 529 certifications, or licenses available for such courses; (iii) specify the industry-recognized credentials that are
 530 accepted as substitutes for certain credits required for high school graduation, consistent with the list
 531 developed and maintained by the Board pursuant to subsection F; and (iv) specify available options for
 532 students to participate in pre-apprenticeship and apprenticeship programs at comprehensive community
 533 colleges concurrent with the pursuit of a high school diploma and receive college credit and high school
 534 credit for successful completion of any such program.

535 H. Each local school board shall provide a program of literacy instruction that is aligned with
 536 science-based reading research and provides evidenced-based literacy instruction to students in kindergarten
 537 through grade eight and is consistent with the school board's literacy plan as required by subsection B of
 538 § 22.1-253.13:6. Pursuant to such program:

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

545 2. A reading specialist, in collaboration with the teacher of any student who receives reading intervention
 546 services pursuant to subdivision 1, shall develop, oversee implementation of, and monitor student progress on
 547 a student reading plan. The parent of each student who receives reading intervention services pursuant to
 548 subdivision 1 shall receive notice of and have the opportunity to participate in the development of the student
 549 reading plan. Each student reading plan (i) shall follow the Department template created pursuant to
 550 subdivision I 3; (ii) shall document such reading intervention services; (iii) shall include, at a minimum, (a)
 551 the student's specific, diagnosed reading skill deficiencies as determined or identified by diagnostic
 552 assessment data or the literacy screener provided by the Department; (b) the goals and benchmarks for
 553 student growth in reading; (c) a description of the specific measures that will be used to evaluate and monitor

554 the student's reading progress; (d) the specific evidence-based literacy instruction that the student will
555 receive; (e) the strategies, resources, and materials that will be provided to the student's parent to support the
556 student to make reading progress; and (f) any additional services the teacher deems available and appropriate
557 to accelerate the student's reading skill development; and (iv) may include the following services for the
558 student: instruction from a reading specialist, trained aide, computer-based reading tutorial program, or
559 classroom teacher with support from an aide, extended instructional time in the school day or school year, or,
560 for students in grades six through eight, a literacy course, in addition to the course required by the Standards
561 of Learning in English, that provides the specific evidence-based literacy instruction identified in the student's
562 reading plan. In accordance with § 22.1-215.2, the parent of each student shall receive notice before services
563 begin and a copy of the student reading plan.

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

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

569 I. In order to assist local school boards to implement the provisions of subsection H:

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

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

575 3. The Department shall develop a template for student reading plans that aligns with the requirements of
576 subsection H;

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

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

583 J. As used in this subsection:

584 "Digital citizenship" means a diverse set of skills related to current technology and social media, including
585 the norms of appropriate, responsible, and healthy behavior.

586 "Media literacy" means the ability to access, analyze, evaluate, and use media and information. "Media
587 literacy" includes the foundational skills that lead to digital citizenship.

588 The Board shall consider, during each regularly scheduled revision to the Standards of Learning and any
589 associated curriculum framework, including the Digital Learning Integration Standards of Learning,
590 incorporating media literacy and digital citizenship standards at each grade level.

591 **§ 22.1-253.13:1. (Effective July 1, 2026) Standard 1. Instructional programs supporting the
592 Standards of Learning and other educational objectives.**

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

602 B. The Board shall establish educational objectives known as the Standards of Learning, which shall form
603 the core of Virginia's educational program, and other educational objectives, which together are designed to
604 ensure the development of the skills that are necessary for success in school and for preparation for life in the
605 years beyond. At a minimum, the Board shall establish Standards of Learning for English, mathematics,
606 science, and history and social science. The Standards of Learning shall not be construed to be regulations as
607 defined in § 2.2-4001.

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

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

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

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

630 In addition, the Department shall make available and maintain a website, either separately or through an
 631 existing website utilized by the Department, enabling public elementary, middle, and high school educators to
 632 submit recommendations for improvements relating to the Standards of Learning, when under review by the
 633 Board according to its established schedule, and related assessments required by the Standards of Quality
 634 pursuant to this chapter. Such website shall facilitate the submission of recommendations by educators.

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

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

642 The Board shall include in the Standards of Learning for health instruction in emergency first aid,
 643 cardiopulmonary resuscitation, and the use of an automated external defibrillator, including hands-on practice
 644 of the skills necessary to perform cardiopulmonary resuscitation. Such instruction shall be based on the
 645 current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation
 646 and the use of an automated external defibrillator, such as a program developed by the American Heart
 647 Association or the American Red Cross. No teacher who is in compliance with subdivision D 3 of
 648 § 22.1-298.1 shall be required to be certified as a trainer of cardiopulmonary resuscitation to provide
 649 instruction for non-certification.

650 The Board shall include in the Standards of Learning for physical and health education for grade nine or
 651 10 research-based hazing prevention instruction, in accordance with the Standards of Learning and
 652 curriculum guidelines for research-based hazing prevention instruction developed by the Board pursuant to
 653 subsection B of § 22.1-207.

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

658 The Board shall establish content standards and curriculum guidelines for courses in career investigation
 659 in elementary school, middle school, and high school. Each school board shall (i) require each middle school
 660 student to take at least one course in career investigation or (ii) select an alternate means of delivering the
 661 career investigation course to each middle school student, provided that such alternative is equivalent in
 662 content and rigor and provides the foundation for such students to develop their academic and career plans.
 663 Any school board may require (a) such courses in career investigation at the high school level as it deems
 664 appropriate, subject to Board approval as required in subsection A of § 22.1-253.13:4, and (b) such courses in
 665 career investigation at the elementary school level as it deems appropriate. The Board shall develop and
 666 disseminate to each school board career investigation resource materials that are designed to ensure that
 667 students have the ability to further explore interest in career and technical education opportunities in middle
 668 and high school. In developing such resource materials, the Board shall consult with representatives of career
 669 and technical education, industry, skilled trade associations, chambers of commerce or similar organizations,
 670 and contractor organizations.

671 C. Local school boards shall develop and implement a program of instruction for grades K through 12 that
 672 is aligned to the Standards of Learning and meets or exceeds the requirements of the Board. The program of
 673 instruction shall emphasize reading, writing, speaking, mathematical concepts and computations, proficiency
 674 in the use of computers and related technology, computer science and computational thinking, including
 675 computer coding, and scientific concepts and processes; essential skills and concepts of citizenship, including
 676 knowledge of Virginia history and world and United States history, economics, government, foreign
 677 languages, international cultures, health and physical education, environmental issues, and geography

678 necessary for responsible participation in American society and in the international community; fine arts,
679 which may include, but need not be limited to, music and art, and practical arts; knowledge and skills needed
680 to qualify for further education, gainful employment, or training in a career or technical field; and
681 development of the ability to apply such skills and knowledge in preparation for eventual employment and
682 lifelong learning and to achieve economic self-sufficiency.

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

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

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

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

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

711 The Board shall establish standards for full funding of summer remedial programs that shall include, but
712 not be limited to, the minimum number of instructional hours or the equivalent thereof required for full
713 funding and an assessment system designed to evaluate program effectiveness. Based on the number of
714 students attending and the Commonwealth's share of the per pupil instructional costs, state funds shall be
715 provided for the full cost of summer and other remediation programs as set forth in the appropriation act,
716 provided such programs comply with such standards as shall be established by the Board, pursuant to
717 § 22.1-199.2.

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

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

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

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

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

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

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

736 d. Annual notice on its website to enrolled high school students and their parents of (i) the availability of
737 the postsecondary education and employment data published by the State Council of Higher Education on its
738 website pursuant to § 23.1-204.1 and (ii) the opportunity for such students to obtain a nationally recognized
739 career readiness certificate at a local public high school, comprehensive community college, or workforce

740 center; and

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

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

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

750 6. Early identification of gifted students and enrollment of such students in appropriately differentiated
 751 instructional programs.

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

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

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

760 10. An agreement for postsecondary credit and degree attainment with any comprehensive community
 761 college in the Commonwealth specifying the options for students to complete an associate degree; *through*
 762 *dual enrollment, independent dual enrollment, or a combination thereof*; a one-year Uniform Certificate of
 763 General Studies; or the Passport Program from a comprehensive community college concurrent with a high
 764 school diploma, consistent with the requirements for the College and Career Ready Virginia Program set
 765 forth in Article 5.1 (§ 22.1-237.1 et seq.) of Chapter 13. Such agreement shall specify the credit available for
 766 dual enrollment courses and Advanced Placement courses with qualifying exam scores of three or higher.

767 11. A plan to notify students and their parents of the availability of *independent dual enrollment*, dual
 768 enrollment, and advanced placement classes; career and technical education programs, including internships,
 769 externships, apprenticeships, credentialing programs, certification programs, licensure programs, and other
 770 work-based learning experiences; the International Baccalaureate Program and Academic Year Governor's
 771 School Programs; the qualifications for enrolling in such classes, programs, and experiences; and the
 772 availability of financial assistance to low-income and needy students to take the advanced placement and
 773 International Baccalaureate examinations. This plan shall include notification to students and parents of the
 774 College and Career Ready Virginia Program established pursuant to Article 5.1. (§ 22.1-237.1 et seq.) of
 775 Chapter 13 and its agreement with a comprehensive community college in the Commonwealth pursuant to
 776 subdivision 10 to enable students to complete an associate degree, a one-year Uniform Certificate of General
 777 Studies, or the Passport Program concurrent with a high school diploma.

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

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

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

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

794 15. A program of physical activity available to all students in grades kindergarten through five consisting
 795 of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and
 796 available to all students in grades six through 12 with a goal of at least 150 minutes per week on average
 797 during the regular school year. Such program may include any combination of (i) physical education classes,
 798 (ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities deemed appropriate by
 799 the local school board. Each local school board shall implement such program during the regular school year.
 800 Any physical education class offered to students in grades seven and eight shall include at least one hour of
 801 personal safety training per school year in each such grade level that is developed and delivered in

802 partnership with the local law-enforcement agency and consists of situational safety awareness training and
803 social media education. Each local school board shall offer to all students in grade nine or 10 a physical
804 education class that includes research-based hazing prevention instruction pursuant to subsection C of
805 § 22.1-207, unless such hazing prevention instruction is provided as part of a separate health education class
806 offered to students in grade nine or 10. Each local school board may accept participation in the Junior
807 Reserve Officers' Training Corps as fulfillment of any physical education requirements applicable to students
808 in grades nine through 12.

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

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

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

815 E. From such funds as may be appropriated or otherwise received for such purpose, there shall be
816 established within the Department a unit to (i) conduct evaluative studies; (ii) provide the resources and
817 technical assistance to increase the capacity for school divisions to deliver quality instruction; and (iii) assist
818 school divisions in implementing those programs and practices that will enhance pupil academic performance
819 and improve family and community involvement in the public schools. Such unit shall identify and analyze
820 effective instructional programs and practices and professional development initiatives; evaluate the success
821 of programs encouraging parental and family involvement; assess changes in student outcomes prompted by
822 family involvement; and collect and disseminate among school divisions information regarding effective
823 instructional programs and practices, initiatives promoting family and community involvement, and potential
824 funding and support sources. Such unit may also provide resources supporting professional development for
825 administrators and teachers. In providing such information, resources, and other services to school divisions,
826 the unit shall give priority to those divisions demonstrating a less than 70 percent passing rate on the
827 Standards of Learning assessments.

828 F. The Board shall, in collaboration with the Virginia Community College System, Career and Technical
829 Education directors, and industry partners, develop and maintain a current, comprehensive, and uniform list
830 of industry-recognized workforce credentials that students may take as a substitute for certain credits required
831 for graduation pursuant to 8VAC20-131-51 of the Virginia Administrative Code, including
832 industry-recognized workforce credentials that students may take as a substitute for elective credits and
833 industry-recognized workforce credentials completed outside of regular school hours. The Board shall
834 include on such list its diploma seal of biliteracy established pursuant to subdivision E 4 of § 22.1-253.13:4
835 and shall consider such seal to be a high-demand industry workforce credential for the purpose of satisfying
836 graduation requirements. The Board, in collaboration with the Virginia Community College System, shall
837 ensure that such list reflects the current credit requirements for graduation and the current credentials
838 accepted as substitutes. The Board shall post such list in a publicly accessible location on its website. Each
839 school board shall accept as a substitute for a required credit any credential listed as an accepted substitute for
840 such required credit.

841 G. Each local school board may enter into agreements for postsecondary course credit, credential,
842 certification, or license attainment, hereinafter referred to as College and Career Access Pathways
843 Partnerships (Partnerships), with comprehensive community colleges or other public institutions of higher
844 education or educational institutions established pursuant to Title 23.1 that offer a career and technical
845 education curriculum. Such Partnerships shall (i) specify the options for students to take courses as part of the
846 career and technical education curriculum that lead to course credit or an industry-recognized credential,
847 certification, or license concurrent with a high school diploma; (ii) specify the credit, credentials,
848 certifications, or licenses available for such courses; (iii) specify the industry-recognized credentials that are
849 accepted as substitutes for certain credits required for high school graduation, consistent with the list
850 developed and maintained by the Board pursuant to subsection F; and (iv) specify available options for
851 students to participate in pre-apprenticeship and apprenticeship programs at comprehensive community
852 colleges concurrent with the pursuit of a high school diploma and receive college credit and high school
853 credit for successful completion of any such program.

854 H. Each local school board shall provide a program of literacy instruction that is aligned with
855 science-based reading research and provides evidenced-based literacy instruction to students in kindergarten
856 through grade eight and is consistent with the school board's literacy plan as required by subsection B of
857 § 22.1-253.13:6. Pursuant to such program:

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

864 2. A reading specialist, in collaboration with the teacher of any student who receives reading intervention
 865 services pursuant to subdivision 1, shall develop, oversee implementation of, and monitor student progress on
 866 a student reading plan. The parent of each student who receives reading intervention services pursuant to
 867 subdivision 1 shall receive notice of and have the opportunity to participate in the development of the student
 868 reading plan. Each student reading plan (i) shall follow the Department template created pursuant to
 869 subdivision I 3; (ii) shall document such reading intervention services; (iii) shall include, at a minimum, (a)
 870 the student's specific, diagnosed reading skill deficiencies as determined or identified by diagnostic
 871 assessment data or the literacy screener provided by the Department; (b) the goals and benchmarks for
 872 student growth in reading; (c) a description of the specific measures that will be used to evaluate and monitor
 873 the student's reading progress; (d) the specific evidence-based literacy instruction that the student will
 874 receive; (e) the strategies, resources, and materials that will be provided to the student's parent to support the
 875 student to make reading progress; and (f) any additional services the teacher deems available and appropriate
 876 to accelerate the student's reading skill development; and (iv) may include the following services for the
 877 student: instruction from a reading specialist, trained aide, computer-based reading tutorial program, or
 878 classroom teacher with support from an aide, extended instructional time in the school day or school year, or,
 879 for students in grades six through eight, a literacy course, in addition to the course required by the Standards
 880 of Learning in English, that provides the specific evidence-based literacy instruction identified in the student's
 881 reading plan. In accordance with § 22.1-215.2, the parent of each student shall receive notice before services
 882 begin and a copy of the student reading plan.

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

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

888 I. In order to assist local school boards to implement the provisions of subsection H:

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

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

894 3. The Department shall develop a template for student reading plans that aligns with the requirements of
 895 subsection H;

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

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

902 J. As used in this subsection:

903 "Digital citizenship" means a diverse set of skills related to current technology and social media, including
 904 the norms of appropriate, responsible, and healthy behavior.

905 "Media literacy" means the ability to access, analyze, evaluate, and use media and information. "Media
 906 literacy" includes the foundational skills that lead to digital citizenship.

907 The Board shall consider, during each regularly scheduled revision to the Standards of Learning and any
 908 associated curriculum framework, including the Digital Learning Integration Standards of Learning,
 909 incorporating media literacy and digital citizenship standards at each grade level.

910 K. Each local school board shall adopt and implement textbooks and other high-quality instructional
 911 materials in English language arts for grades six through 12 and mathematics, science, and history and social
 912 science for grades kindergarten through 12. Except as otherwise provided in subdivision I 2 and subsection B
 913 of § 22.1-253.13:6, such textbooks and other high-quality instructional materials shall be selected from the
 914 list approved by the Board pursuant to § 22.1-238 or through a local adoption process that incorporates
 915 requirements for textbooks and other high-quality instructional materials in accordance with regulations
 916 promulgated by the Board.

917 L. To support local adoption and implementation of textbooks and other high-quality instructional
 918 materials, the Department shall:

919 1. Review and update its "Virginia's Textbook Review Process" document to identify textbooks and other
 920 high-quality instructional materials for Board approval pursuant to § 22.1-238. Such review process shall
 921 include guidelines and timelines for the submission of, review of, comment on, and evaluation of textbooks
 922 and instructional materials, the development and update at least every seven years of evaluation rubrics to
 923 determine the extent to which submitted textbooks and instructional materials meet the definition of
 924 textbooks and other high-quality instructional materials, the selection and training of Virginia review teams
 925 that represent educators from various geographical regions of the Commonwealth and the diversity of the

926 Commonwealth's schools, opportunity for public comment, and the publication of ratings and reports based
927 on the reviews;

928 2. Implement the review process developed pursuant to subdivision 1 to develop a list of textbooks and
929 other high-quality instructional materials for English language arts for grades six through 12 and
930 mathematics, science, and history and social science for grades kindergarten through 12;

931 3. Develop, adopt, and publish a list of approved vendors of professional learning resources that support
932 teachers to implement the textbooks and other high-quality instructional materials approved by the Board
933 pursuant to § 22.1-238;

934 4. For any school that requires improvement, based on federal indicators or a failure to meet Board
935 standards pursuant to § 22.1-253.13:3, (i) complete a review of the curricula in use at such school, (ii) from
936 such funds as may be appropriated, develop a grant program to support the school to adopt textbooks and
937 other high-quality instructional materials from the list approved by the Board pursuant to § 22.1-238 and
938 contract with vendors of professional learning resources from the list approved in accordance with
939 subdivision 3, and (iii) monitor implementation of the adopted textbooks and high-quality instructional
940 materials and professional learning resources; and

941 5. Publish annually a list of the textbooks and other high-quality instructional materials and professional
942 learning resources adopted and procured by each local school board.

943 **§ 23.1-100. Definitions.**

944 As used in this title, unless the context requires a different meaning:

945 "Associate-degree-granting" means that an associate degree is the most advanced degree that is granted.

946 "Associate-degree-granting public institution of higher education" includes Richard Bland College and
947 each comprehensive community college.

948 "Baccalaureate" means that bachelor's degrees or more advanced degrees, or both, are granted.

949 "Baccalaureate public institution of higher education" includes Christopher Newport University, George
950 Mason University, James Madison University, Longwood University, the University of Mary Washington,
951 Norfolk State University, Old Dominion University, Radford University, the University of Virginia, the
952 University of Virginia's College at Wise as a division of the University of Virginia, Virginia Commonwealth
953 University, Virginia Military Institute, Virginia Polytechnic Institute and State University, Virginia State
954 University, and The College of William and Mary in Virginia.

955 "Chief executive officer" includes the Chancellor of the Virginia Community College System, the
956 Chancellor of the University of Virginia's College at Wise, the Superintendent of Virginia Military Institute,
957 and the president of each other public institution of higher education.

958 "Comprehensive community college" means an associate-degree-granting public institution of higher
959 education governed by the State Board that offers instruction in one or more of the following fields:

960 1. Freshman and sophomore courses in arts and sciences acceptable for transfer to baccalaureate degree
961 programs;

962 2. Diversified technical curricula, including programs leading to an associate degree;

963 3. Career and technical education leading directly to employment;

964 4. Courses in general and continuing education for adults in the fields set out in subdivisions 1, 2, and 3;

965 or

966 5. Noncredit training and retraining courses and programs of varying lengths to meet the needs of business
967 and industry in the Commonwealth.

968 "Council" means the State Council of Higher Education for Virginia.

969 "Dual enrollment" means the enrollment of a qualified high school student in a postsecondary course that
970 is creditable toward high school completion and a career certificate or an associate or baccalaureate degree at
971 a public institution of higher education. "Dual enrollment" does not include the enrollment of a qualified high
972 school student in a postsecondary course that is not creditable toward high school completion.

973 "Governing board" includes the State Board and the board of visitors of each baccalaureate public
974 institution of higher education. "Governing board" does not include local community college boards.

975 "Independent dual enrollment" means the enrollment of a high school student in an associate degree-level
976 course, creditable toward high school completion, offered on a campus, center, location, or site operated by
977 an associate-degree-granting public institution of higher education.

978 "Local community college board" means the board established to act in an advisory capacity to the State
979 Board and perform such duties with respect to the operation of a single comprehensive community college as
980 may be delegated to it by the State Board.

981 "Meta-major" means a broad field of study, identified by the Council pursuant to policy, that comprises
982 programs of study that share common foundational coursework.

983 "Nonprofit private institution of higher education" means any postsecondary school, as that term is
984 defined in § 23.1-213, in the Commonwealth that is exempt from paying federal income taxes under §
985 501(c)(3) of the Internal Revenue Code and is certified by the Council to offer degrees or exempt from such
986 certification pursuant to Article 3 (§ 23.1-213 et seq.) of Chapter 2.

987 "Non-Virginia student" means any student who has not established domicile in the Commonwealth

988 pursuant to § 23.1-502.

989 "Private institution of higher education" includes each nonprofit private institution of higher education
990 and proprietary private institution of higher education in the Commonwealth.

991 "Proprietary private institution of higher education" means any postsecondary school, as that term is
992 defined in § 23.1-213, in the Commonwealth that is privately owned, privately managed, and obligated to pay
993 federal income taxes in the Commonwealth and is certified by the Council to offer degrees or exempt from
994 such certification pursuant to Article 3 (§ 23.1-213 et seq.) of Chapter 2.

995 "Public institution of higher education" includes the System as a whole and each associate-degree-
996 granting and baccalaureate public institution of higher education in the Commonwealth.

997 "State Board" means the State Board for Community Colleges.

998 "System" means the Virginia Community College System.

999 "Virginia student" means any student who has established domicile in the Commonwealth pursuant to
1000 § 23.1-502.

1001 **§ 23.1-907. Articulation, dual admissions, and guaranteed admissions agreements; admission of
1002 certain comprehensive community college graduates.**

1003 A. The board of visitors of each baccalaureate public institution of higher education shall develop,
1004 consistent with Council guidelines and the institution's six-year plan as set forth in § 23.1-306, articulation,
1005 dual admissions, and guaranteed admissions agreements with each associate-degree-granting public
1006 institution of higher education. Such guaranteed admissions agreements may provide for the guaranteed
1007 admission of a student who earns an associate degree concurrently with a high school diploma through a dual
1008 enrollment program, *a independent dual enrollment program, or a combination thereof*, in addition to any
1009 guaranteed admission for a student who earns an associate degree post-high school.

1010 B. The System, in cooperation with the Council and each public institution of higher education, and
1011 consistent with the guidelines developed pursuant to subdivision 20 of § 23.1-203, shall establish a
1012 one-semester Passport Program and a one-year Uniform Certificate of General Studies Program. The Passport
1013 Program shall consist of 15 course credit hours and shall be a component of the 30-credit-hour Uniform
1014 Certificate of General Studies Program. Each Uniform Certificate of General Studies Program and Passport
1015 Program course shall be transferable and shall satisfy a lower division general education requirement at any
1016 public institution of higher education. The Uniform Certificate of General Studies Program and Passport
1017 Program shall be available at each comprehensive community college ~~and through the Online Virginia~~
1018 ~~Network.~~

1019 C. *The Council, in cooperation with the System and each associate-degree-granting public institution of
1020 higher education and each baccalaureate public institution of higher education, and consistent with the
1021 guidelines developed pursuant to subdivision 20 of § 23.1-203, shall establish a program by which qualified
1022 high school students earn an associate degree in a meta-major through dual enrollment, independent dual
1023 enrollment, or a combination thereof. Such an associate degree shall (i) be fully transferable to any
1024 baccalaureate public institution of higher education that offers a program of study in such meta-major and
1025 (ii) to the extent possible, and as determined by the applicable baccalaureate public institution of higher
1026 education, satisfy discipline-specific degree requirements in the student's preferred program of study.*

1027 D. The Council shall establish procedures under which a baccalaureate public institution of higher
1028 education may seek a waiver from the Council from accepting the transfer of a Uniform Certificate of
1029 General Studies Program or Passport Program course to satisfy the requirements for the completion of a
1030 specific pathway or degree. A waiver shall not be granted allowing a baccalaureate public institution to (i)
1031 generally reject the transfer of all coursework that is a part of the Uniform Certificate of General Studies
1032 Program or Passport Program or (ii) generally reject the transfer of a course from the Uniform Certificate of
1033 General Studies Program or Passport Program for all pathway maps and degrees. An application for a waiver
1034 shall identify with particularity the course for which the institution is seeking a waiver and the particular
1035 pathway or degree to which the waiver would apply. The application shall provide justification for the waiver
1036 and shall designate alternative courses offered through the System that may be completed by a student in
1037 order to complete a transferable, 30-credit-hour Uniform Certificate of General Studies or 15-credit-hour
1038 Passport. The Council shall adopt guidelines regarding the criteria to be used to review and issue decisions
1039 regarding waiver requests. Such waiver requests shall only be granted if the baccalaureate public institution
1040 of higher education provides evidence that the specified pathway or degree requires a specialized, lower
1041 division course not available through the System. Once approved, notice of a waiver granted by the Council
1042 shall be included in the online portal established pursuant to § 23.1-908.

1043 D. E. The Council shall develop guidelines for associate-degree-granting and baccalaureate public
1044 institutions of higher education to use in mapping pathways for the completion of credits in particular
1045 programs of study, including the courses recommended to be taken in a dual enrollment, ~~comprehensive~~
1046 ~~community college, and or independent dual enrollment setting or a combination thereof or in an associate-~~
1047 ~~degree-granting or baccalaureate public institution setting in order to pursue a meta-major, specific degree,~~
1048 ~~or career. Such guidelines shall define the elements of a pathway map and identify the pathway maps to be~~
1049 ~~developed. Initial guidelines adopted for mapping such pathways shall establish a multiyear schedule for the~~

1050 development and implementation of pathway maps for all fields of study.

1051 **E. F.** Each baccalaureate public institution of higher education, in cooperation and consultation with the
1052 System, shall develop pathway maps consistent with the guidelines established pursuant to subsection D
1053 subsections C and E. Such *pathways* pathway maps shall clearly set forth the courses that a student at a
1054 comprehensive community college is encouraged to complete prior to transferring to the baccalaureate
1055 institution. The goal of the career education pathway maps shall be to assist students in achieving optimal
1056 efficiencies in the time and cost of completing a degree program. Such program map shall also clearly
1057 identify the courses, if any, for which the baccalaureate institution has received a waiver from transfer
1058 pursuant to subsection E D.

1059 **F. G.** The Council shall prepare a comprehensive annual report on the effectiveness of transferring from
1060 comprehensive community colleges to baccalaureate public institutions of higher education, including a
1061 review of the effectiveness of the use of pathway maps in achieving efficiencies and cost savings in the
1062 completion of a degree program. The report shall include the following elements: completion rates, average
1063 time to degree, credit accumulation, post-transfer student academic performance, and comparative efficiency.
1064 The Council shall adopt guidelines for data submission from public institutions of higher education necessary
1065 for such report, and all institutions shall report such data in accordance with the guidelines. The report shall
1066 be made publicly available on the Council website and on the online portal maintained pursuant to
1067 § 23.1-908.

1068 **G. H.** Each comprehensive community college shall develop agreements for postsecondary credit and
1069 degree attainment with the public high schools in the school divisions that such comprehensive community
1070 college serves specifying the options for students to complete an associate degree, *through dual enrollment,*
1071 *independent dual enrollment, or a combination thereof;* the Passport Program; or the Uniform Certificate of
1072 General Studies Program concurrent with a high school diploma consistent with the requirements for the
1073 College and Career Ready Virginia Program set forth in Article 5.1 (§ 22.1-237.1 et seq.) of Chapter 13 of
1074 Title 22.1. Such agreements shall specify the credit available for dual enrollment courses and Advanced
1075 Placement courses with qualifying exam scores of three or higher.

1076 **H. I.** The provisions of this section shall not apply to any public institution of higher education established
1077 pursuant to Chapter 25 (§ 23.1-2500 et seq.).

1078 **§ 23.1-908. State Transfer Tool.**

1079 A. The Council shall develop, in cooperation with the System and each public institution of higher
1080 education, a State Transfer Tool that designates each general education course, in addition to the courses that
1081 comprise the Uniform Certificate of General Studies Program and the Passport Program, that is offered in an
1082 associate degree program at an associate-degree-granting public institution of higher education and
1083 transferable for course credit to a baccalaureate public institution of higher education. In developing the State
1084 Transfer Tool, the Council shall also seek the participation of private institutions of higher education.

1085 B. The Council shall develop guidelines to govern the development and implementation of articulation,
1086 dual admissions, and guaranteed admissions agreements between associate-degree-granting public
1087 institutions of higher education and baccalaureate public institutions of higher education. Dual admissions
1088 agreements shall set forth (i) the obligations of each student accepted to such a program, including grade
1089 point average requirements, acceptable associate degree majors, and completion timetables, and (ii) the extent
1090 to which each student accepted to such a program may access the privileges of enrollment at both institutions
1091 while he is enrolled at either institution. Such agreements are subject to the admissions requirements of the
1092 baccalaureate public institutions of higher education.

1093 C. Each baccalaureate public institution of higher education shall update its transfer agreements
1094 immediately following any program modifications and shall send a copy of its updated agreement and any
1095 other transfer-related documents and resources to the System. The Council shall also send to the System a
1096 copy of any transfer-related guidelines and resources that it possesses. The System shall maintain an online
1097 portal that allows access to all such agreements, documents, and resources. The online portal shall also
1098 include (i) documents and resources related to course equivalency, (ii) pathway maps established pursuant to
1099 subsection E F of § 23.1-907, (iii) the transfer tool established pursuant to subsection A, (iv) information
1100 regarding dual enrollment courses as described in § 23.1-905.1, and (v) any other information required to be
1101 included by law or deemed relevant by the System. The online portal shall be available to the public on the
1102 websites of the Council, the System, each public institution of higher education, and each school division
1103 offering a dual enrollment course.

1104 **2. That the provisions of the first enactment of this act shall become effective on July 1, 2027.**

1105 **3. That the State Council of Higher Education for Virginia, in consultation with the Virginia
1106 Community College System and baccalaureate public institutions of higher education, shall develop
1107 and adopt a policy regarding how credit for prior learning, including Advanced Placement and
1108 International Baccalaureate coursework, that has been applied to a student's associate degree will
1109 transfer and apply to a baccalaureate degree.**

1110 **4. That the Virginia Community College System (VCCS), in consultation with the Department of
1111 Education, shall conduct an analysis to determine how dual enrollment students in each local school**

1112 division can have access to the courses that are required for the completion of meta-major associate
1113 degrees, including through independent dual enrollment and enrollment in VCCS virtual courses, and
1114 shall, no later than December 1, 2026, make recommendations to comprehensive community colleges
1115 and local school divisions regarding such access. Each comprehensive community college and local
1116 school division shall implement such recommendations no later than July 1, 2027.

INTRODUCED

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