

**First Regular Session  
Seventy-second General Assembly  
STATE OF COLORADO**

**INTRODUCED**

LLS NO. 19-0962.01 Julie Pelegrin x2700

**SENATE BILL 19-199**

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**SENATE SPONSORSHIP**

**Todd and Rankin,**

**HOUSE SPONSORSHIP**

**McCluskie and Wilson,**

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**Senate Committees**  
Education

**House Committees**

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**A BILL FOR AN ACT**

101      **CONCERNING MEASURES TO SUPPORT EFFECTIVE IMPLEMENTATION OF**  
102              **THE "COLORADO READING TO ENSURE ACADEMIC**  
103              **DEVELOPMENT ACT" FOR ALL STUDENTS WHO RECEIVE**  
104              **SERVICES PURSUANT TO READ PLANS.**

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**Bill Summary**

*(Note: This summary applies to this bill as introduced and does not reflect any amendments that may be subsequently adopted. If this bill passes third reading in the house of introduction, a bill summary that applies to the reengrossed version of this bill will be available at <http://leg.colorado.gov>.)*

The bill makes several changes concerning implementation of the "Colorado Reading to Ensure Academic Development Act" (READ act) by school districts, charter schools, and boards of cooperative services

Shading denotes HOUSE amendment. Double underlining denotes SENATE amendment.  
Capital letters or bold & italic numbers indicate new material to be added to existing statute.  
Dashes through the words indicate deletions from existing statute.

that operate schools (local education providers) as follows:

- ! Requiring that instructional programming and services for teaching reading be focused on the areas of phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension (foundational reading skills);
- ! Directing each local education provider to adopt a reading education program plan for each of the schools operated by the local education provider, specifying the minimum contents of each plan, directing the local education provider to report to the department of education (department), and directing the department to monitor implementation of the plan;
- ! Specifying that students with significant reading deficiencies (SRD) and students who read below grade level must receive a specified minimum amount of educator-assisted reading time each day;
- ! Requiring each local education provider to annually post online for public access information concerning the percentage of students who are identified as having SRD, the percentage of students who are not identified as having SRD but are reading below grade level, and the amount and use of money that the local education provider receives as per-pupil intervention money and through the early literacy grant program.

The bill directs the department to develop and implement a public information campaign to emphasize the importance of learning to read by third grade and to highlight the local education providers that achieve high percentages of third-grade students who are reading at grade level. The bill directs the department to contract with one or more entities to independently evaluate whether a local education provider's use of per-pupil intervention money or early literacy grant program money results in students making measurable progress toward reading competency.

The bill changes the distribution of money appropriated from the early literacy fund by reducing the amount distributed as per-pupil intervention money, increasing the amount distributed through the early literacy grant fund, and adding distributions to pay for the public information campaign and the reading certification program.

The bill changes the procedure for distributing the per-pupil intervention money by:

- ! Requiring a local education provider to provide information and meet certain requirements in order to receive the money;
- ! Authorizing the department to monitor and, if necessary,

- ! audit the use of the money throughout the budget year;
- ! Expanding the allowable uses of the per-pupil intervention money to include purchasing core reading instructional programs and purchasing technology, including software, to assist in assessing and monitoring student progress; and
- ! Capping the amount of per-pupil intervention money that a local education provider may retain from year to year.

The bill amends the early literacy grant program to provide that, if the department, at the completion of a grant, determines that the program implemented with the grant money was successful in moving students toward reading competency, the state board of education must automatically renew the grant and increase the grant amount if necessary to enable the grant recipient to expand the program.

The bill requires a local education provider to report the scores attained by students on the interim reading assessments if the local education provider uses per-pupil intervention money to purchase instructional programming in reading.

The bill directs the department to create a reading certification program that is focused on the foundational reading skills and must include 3 tiers: Paraprofessional certification; educator certification; and reading coach certification. Each local education provider must obtain reading certifications for their educators at the educator or reading coach level and may obtain reading certifications at the paraprofessional level for other employees and for parents, upper-grade students, and other community members who request training through the local education provider. The reading certifications are free to local education providers and the persons obtaining the certification.

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1 *Be it enacted by the General Assembly of the State of Colorado:*

2           **SECTION 1.** In Colorado Revised Statutes, 22-7-1202, **add** (1.5)  
 3 as follows:

4           **22-7-1202. Legislative declaration.** (1.5) (a) THE GENERAL  
 5 ASSEMBLY FURTHER FINDS THAT:

6           (I) READING IS A CRITICAL SKILL THAT EVERY CHILD MUST  
 7 DEVELOPEARLY IN THE CHILD'S EDUCATIONAL CAREER TO BE SUCCESSFUL;

8           (II) RESEARCH SHOWS THAT READING INSTRUCTION THAT IS  
 9 FOCUSED AROUND THE FOUNDATIONAL READING SKILLS OF PHONEMIC  
 10 AWARENESS, PHONICS, VOCABULARY DEVELOPMENT, READING FLUENCY

1 INCLUDING ORAL SKILLS, AND READING COMPREHENSION IS HIGHLY  
2 EFFECTIVE IN TEACHING YOUNG CHILDREN TO READ;

3 (III) SECTION 15 OF ARTICLE IX OF THE STATE CONSTITUTION  
4 GRANTS TO THE ELECTED BOARD OF EDUCATION IN EACH SCHOOL DISTRICT  
5 THE AUTHORITY TO HAVE CONTROL OF INSTRUCTION IN THE PUBLIC  
6 SCHOOLS OF THE SCHOOL DISTRICT, AND SECTION 16 OF ARTICLE IX OF THE  
7 STATE CONSTITUTION PROHIBITS THE GENERAL ASSEMBLY AND THE STATE  
8 BOARD OF EDUCATION FROM PRESCRIBING THE TEXTBOOKS TO BE USED IN  
9 PUBLIC SCHOOLS;

10 (IV) HOWEVER, SECTION 2 OF ARTICLE IX OF THE STATE  
11 CONSTITUTION REQUIRES THE GENERAL ASSEMBLY TO PROVIDE FOR THE  
12 ESTABLISHMENT AND MAINTENANCE OF A THOROUGH AND UNIFORM  
13 SYSTEM OF FREE PUBLIC SCHOOLS THROUGHOUT THE STATE, AND SECTION  
14 1 OF ARTICLE IX OF THE STATE CONSTITUTION VESTS THE GENERAL  
15 SUPERVISION OF THE PUBLIC SCHOOLS OF THE STATE IN THE STATE BOARD  
16 OF EDUCATION;

17 (V) IN INTERPRETING THESE CONSTITUTIONAL PROVISIONS, THE  
18 COLORADO SUPREME COURT HAS FOUND THAT, BECAUSE THEY ARE  
19 COMPETING INTERESTS, NONE ARE ABSOLUTE; THESE INTERESTS MUST BE  
20 BALANCED TO IDENTIFY THE CONTOURS OF THE RESPONSIBILITY ASSIGNED  
21 TO EACH ENTITY; AND

22 (VI) IT IS THE GENERAL ASSEMBLY THAT INITIALLY STRIKES THIS  
23 BALANCE.

24 (b) THE GENERAL ASSEMBLY FINDS, THEREFORE, THAT ENSURING  
25 THAT EACH CHILD HAS ACCESS THROUGH THE PUBLIC SCHOOLS TO  
26 EVIDENCE-BASED READING INSTRUCTION THAT IS FOCUSED ON  
27 DEVELOPING THE FOUNDATIONAL READING SKILLS OF PHONEMIC

1 AWARENESS, PHONICS, VOCABULARY DEVELOPMENT, READING FLUENCY  
2 INCLUDING ORAL SKILLS, AND READING COMPREHENSION IS A SIGNIFICANT  
3 COMPONENT OF ENSURING THAT THE SYSTEM OF FREE PUBLIC SCHOOLS  
4 THROUGHOUT THE STATE IS THOROUGH AND UNIFORM. IN EXERCISING ITS  
5 AUTHORITY OF GENERAL SUPERVISION OF THE PUBLIC SCHOOLS OF THE  
6 STATE, IT IS APPROPRIATE THAT THE STATE BOARD OF EDUCATION,  
7 SUPPORTED BY THE DEPARTMENT OF EDUCATION, HOLD LOCAL EDUCATION  
8 PROVIDERS ACCOUNTABLE FOR DEMONSTRATING THAT THE READING  
9 INSTRUCTION THEY PROVIDE IS FOCUSED ON THESE FIVE FOUNDATIONAL  
10 READING SKILLS. AND, IN MAINTAINING CONTROL OF THE INSTRUCTION IN  
11 THE CLASSROOMS OF THE PUBLIC SCHOOLS OF THEIR RESPECTIVE SCHOOL  
12 DISTRICTS, IT IS APPROPRIATE THAT EACH SCHOOL DISTRICT BOARD OF  
13 EDUCATION SELECT THE CORE READING INSTRUCTIONAL PROGRAMS AND  
14 READING INTERVENTIONS TO BE USED IN THOSE PUBLIC SCHOOLS, SO LONG  
15 AS THEY ARE FOCUSED ON PHONEMIC AWARENESS, PHONICS, VOCABULARY  
16 DEVELOPMENT, READING FLUENCY INCLUDING ORAL SKILLS, AND READING  
17 COMPREHENSION TO ENSURE THAT THE STUDENTS EDUCATED IN THE  
18 PUBLIC SCHOOLS THROUGHOUT THE STATE CONSISTENTLY RECEIVE  
19 EVIDENCE-BASED INSTRUCTION THAT IS PROVEN TO EFFECTIVELY TEACH  
20 CHILDREN TO READ.

21 **SECTION 2.** In Colorado Revised Statutes, 22-7-1203, **amend**  
22 (9); **repeal** (12); and **add** (7.5) as follows:

23 **22-7-1203. Definitions.** As used in this part 12, unless the context  
24 otherwise requires:

25 (7.5) "MULTI-TIERED SYSTEMS OF SUPPORTS" MEANS A SYSTEMIC  
26 PREVENTIVE APPROACH THAT ADDRESSES THE ACADEMIC AND  
27 SOCIAL-EMOTIONAL NEEDS OF ALL STUDENTS AT THE UNIVERSAL,

1 TARGETED, AND INTENSIVE LEVELS. THROUGH THE MULTI-TIERED  
2 SYSTEMS OF SUPPORTS, A TEACHER PROVIDES HIGH-QUALITY,  
3 SCIENTIFICALLY BASED OR EVIDENCE-BASED INSTRUCTION AND  
4 INTERVENTION THAT IS MATCHED TO STUDENT NEEDS; USES A METHOD OF  
5 MONITORING PROGRESS FREQUENTLY TO INFORM DECISIONS ABOUT  
6 INSTRUCTION AND GOALS; AND APPLIES THE STUDENT'S RESPONSE DATA  
7 TO IMPORTANT EDUCATIONAL DECISIONS.

8 (9) "Per-pupil intervention ~~moneys~~ MONEY" means the ~~moneys~~  
9 MONEY calculated and distributed to local education providers pursuant  
10 to ~~section 22-7-1210 (5)~~ SECTION 22-7-1210.5.

11 (12) "~~Response to intervention framework~~" means ~~a systemic~~  
12 ~~preventive approach that addresses the academic and social-emotional~~  
13 ~~needs of all students at the universal, targeted, and intensive levels.~~  
14 ~~Through the response to intervention framework, a teacher provides~~  
15 ~~high-quality, scientifically based or evidence-based instruction and~~  
16 ~~intervention that is matched to student needs; uses a method of~~  
17 ~~monitoring progress frequently to inform decisions about instruction and~~  
18 ~~goals; and applies the student's response data to important educational~~  
19 ~~decisions.~~

20 **SECTION 3.** In Colorado Revised Statutes, **amend** 22-7-1204 as  
21 follows:

22 **22-7-1204. Early literacy education.** Each local education  
23 provider that enrolls students in kindergarten or first, second, or third  
24 grade shall provide to the students enrolled in said grades the instructional  
25 programming and services necessary to ensure to the greatest extent  
26 possible that students, as they progress through kindergarten, first,  
27 second, and third grade, develop the necessary reading skills to enable

1 them to master the academic standards and expectations applicable to the  
2 fourth-grade curriculum and beyond. THE INSTRUCTIONAL PROGRAMMING  
3 AND SERVICES FOR TEACHING STUDENTS TO READ MUST BE EVIDENCE  
4 BASED AND SCIENTIFICALLY BASED AND MUST FOCUS ON READING  
5 COMPETENCY IN THE AREAS OF PHONEMIC AWARENESS, PHONICS,  
6 VOCABULARY DEVELOPMENT, READING FLUENCY INCLUDING ORAL SKILLS,  
7 AND READING COMPREHENSION.

8 **SECTION 4.** In Colorado Revised Statutes, **add 22-7-1205.5** as  
9 follows:

10 **22-7-1205.5. Reading education program plan - creation.**

11 (1) AS SOON AS POSSIBLE AFTER THE EFFECTIVE DATE OF THIS SECTION,  
12 BUT NO LATER THAN JULY 1, 2020, EACH LOCAL EDUCATION PROVIDER  
13 SHALL ADOPT A READING EDUCATION PROGRAM PLAN FOR EACH OF THE  
14 SCHOOLS OPERATED BY THE LOCAL EDUCATION PROVIDER. AT A MINIMUM,  
15 THE PLAN FOR EACH SCHOOL MUST:

16 (a) INCLUDE INFORMATION CONCERNING THE CORE READING  
17 CURRICULUM TO BE USED AT EACH GRADE LEVEL, INCLUDING  
18 KINDERGARTEN FOR EACH SCHOOL THAT INCLUDES A KINDERGARTEN  
19 EDUCATIONAL PROGRAM. THE CORE READING CURRICULUM MUST BE  
20 DESIGNED AROUND TEACHING THE FOUNDATIONAL READING SKILLS OF  
21 PHONEMIC AWARENESS, PHONICS, VOCABULARY DEVELOPMENT, READING  
22 FLUENCY INCLUDING ORAL SKILLS, AND READING COMPREHENSION.

23 (b) SPECIFY THE TARGETED, SCIENTIFICALLY BASED AND  
24 EVIDENCE-BASED CORE READING INSTRUCTIONAL PROGRAMS AND  
25 INTERVENTION READING INSTRUCTION, SERVICES, AND OTHER SUPPORTS,  
26 INCLUDING THOSE AVAILABLE THROUGH THE MULTI-TIERED SYSTEMS OF  
27 SUPPORTS OR A COMPARABLE INTERVENTION SYSTEM IMPLEMENTED BY

1 THE LOCAL EDUCATION PROVIDER, THAT THE SCHOOL PROVIDES TO  
2 STUDENTS WHO ARE IDENTIFIED AS HAVING A SIGNIFICANT READING  
3 DEFICIENCY OR AS READING BELOW GRADE LEVEL. THE INTERVENTION  
4 READING SERVICES FOR EACH STUDENT WHO IS READING BELOW GRADE  
5 LEVEL MUST, AT A MINIMUM, INCLUDE AT LEAST NINETY MINUTES PER DAY  
6 OF EDUCATOR-ASSISTED READING TIME AND, FOR EACH STUDENT WHO IS  
7 IDENTIFIED AS HAVING A SIGNIFICANT READING DEFICIENCY, AT LEAST  
8 NINETY MINUTES PLUS AN ADDITIONAL FIFTEEN MINUTES FOR EACH GRADE  
9 LEVEL BY WHICH THE STUDENT IS BEHIND IN READING COMPETENCY, OF  
10 EDUCATOR-ASSISTED READING TIME PER DAY.

11 (c) IDENTIFY THE ASSESSMENTS THAT THE SCHOOL USES AT EACH  
12 GRADE LEVEL TO MEET THE REQUIREMENTS SPECIFIED IN SECTION  
13 22-7-1205 (1);

14 (d) ESTABLISH A SYSTEM FOR REPORTING ON THE TARGETED,  
15 SCIENTIFICALLY BASED AND EVIDENCE-BASED INTERVENTION READING  
16 INSTRUCTION, SERVICES, AND OTHER SUPPORTS PROVIDED FOR STUDENTS  
17 WHO ARE IDENTIFIED AS HAVING A SIGNIFICANT READING DEFICIENCY OR  
18 AS READING BELOW GRADE LEVEL AND THE PROGRESS THAT EACH  
19 STUDENT IS MAKING TOWARD READING COMPETENCY. THE SYSTEM MUST  
20 PROVIDE FOR REPORTING, AT INTERVALS THROUGHOUT THE SCHOOL YEAR  
21 AS ESTABLISHED BY RULE OF THE STATE BOARD, BY THE PUBLIC SCHOOL  
22 TO THE LOCAL EDUCATION PROVIDER, IF THE LOCAL EDUCATION PROVIDER  
23 IS A SCHOOL DISTRICT, AND BY THE LOCAL EDUCATION PROVIDER TO THE  
24 DEPARTMENT, SO LONG AS REPORTING TO THE DEPARTMENT OCCURS IN  
25 THE AGGREGATE WITHOUT IDENTIFYING INDIVIDUAL STUDENTS.

26 (e) INCLUDE A PROFESSIONAL DEVELOPMENT PLAN TO, AT A  
27 MINIMUM, ENABLE EACH TEACHER AT EACH GRADE LEVEL TO OBTAIN A



1 READING CERTIFICATION AT THE EDUCATOR CERTIFICATION OR READING  
2 COACH CERTIFICATION LEVEL AS DESCRIBED IN SECTION 22-7-1215 TO  
3 SUPPORT THE TEACHER IN PROVIDING, AND EVALUATING THE SUCCESS OF,  
4 THE CORE READING INSTRUCTIONAL PROGRAMS AND THE TARGETED,  
5 SCIENTIFICALLY BASED AND EVIDENCE-BASED INTERVENTION READING  
6 INSTRUCTION, SERVICES, AND OTHER SUPPORTS IDENTIFIED IN THE  
7 READING EDUCATION PROGRAM PLAN. IF THE LOCAL EDUCATION PROVIDER  
8 PROVIDES PROFESSIONAL DEVELOPMENT IN ADDITION TO THE  
9 CERTIFICATION PROGRAM, IT MUST BE TARGETED, SCIENTIFICALLY BASED,  
10 EVIDENCE-BASED, AND ALIGNED WITH THE INSTRUCTION, SERVICES, AND  
11 OTHER SUPPORTS.

12 (f) SPECIFY HOW THE SCHOOL USES THE PER-PUPIL INTERVENTION  
13 MONEY AND ANY MONEY RECEIVED FROM THE LOCAL EDUCATION  
14 PROVIDER THROUGH THE EARLY LITERACY GRANT PROGRAM CREATED  
15 PURSUANT TO SECTION 22-7-1211. IF THE LOCAL EDUCATION PROVIDER IS  
16 A SCHOOL DISTRICT, THE READING EDUCATION PROGRAM PLAN MUST  
17 SPECIFY THE SERVICES, IF ANY, THAT THE SCHOOL RECEIVES FROM THE  
18 SCHOOL DISTRICT THAT ARE FUNDED BY THE PER-PUPIL INTERVENTION  
19 MONEY OR EARLY LITERACY GRANT PROGRAM MONEY.

20 (2) EACH LOCAL EDUCATION PROVIDER SHALL ANNUALLY REVIEW  
21 THE READING EDUCATION PROGRAM PLAN FOR EACH OF THE SCHOOLS  
22 OPERATED BY THE LOCAL EDUCATION PROVIDER, REVIEW THE STUDENTS'  
23 ACADEMIC RESULTS IN READING ACHIEVED THROUGH IMPLEMENTING THE  
24 PLANS, AND REVISE THE PLANS AS NECESSARY TO IMPROVE THE  
25 EFFECTIVENESS OF EACH PLAN. EACH LOCAL EDUCATION PROVIDER SHALL  
26 ANNUALLY SUBMIT THE ADOPTED PLANS AND THE REVISED PLANS TO THE  
27 DEPARTMENT. THE DEPARTMENT SHALL MONITOR IMPLEMENTATION OF

1 THE PLANS. AT THE REQUEST OF A LOCAL EDUCATION PROVIDER, THE  
2 DEPARTMENT MAY PROVIDE TECHNICAL ASSISTANCE IN CREATING AND  
3 IMPLEMENTING AN EFFECTIVE PLAN; EXCEPT THAT, IF A LOCAL EDUCATION  
4 PROVIDER IS ACCREDITED WITH TURNAROUND PLAN PURSUANT TO SECTION  
5 22-11-208 OR REQUIRED TO ADOPT A TURNAROUND PLAN PURSUANT TO  
6 SECTION 22-11-210, THE DEPARTMENT SHALL PROVIDE TECHNICAL  
7 ASSISTANCE TO THE LOCAL EDUCATION PROVIDER IN CREATING AND  
8 IMPLEMENTING AN EFFECTIVE PLAN.

9 **SECTION 5.** In Colorado Revised Statutes, 22-7-1206, **amend**  
10 (2), (5) introductory portion, (5)(c), and (7)(a)(III) as follows:

11 **22-7-1206. Reading to ensure academic development plan -**  
12 **contents - implementation.** (2) (a) If a student's reading skills are below  
13 grade-level expectations, as adopted by the state board, but the student  
14 does not have a significant reading deficiency, the local education  
15 provider shall ensure that the student receives appropriate interventions  
16 through the ~~response to intervention framework~~ MULTI-TIERED SYSTEMS  
17 OF SUPPORT or a comparable intervention system implemented by the  
18 local education provider. AT A MINIMUM, THE LOCAL EDUCATION  
19 PROVIDER SHALL ENSURE THAT THE STUDENT RECEIVES AT LEAST NINETY  
20 MINUTES PER DAY OF EDUCATOR-ASSISTED READING TIME.

21 (b) If a student has a significant reading deficiency, the student's  
22 READ plan ~~shall~~ MUST include the intervention instruction that the local  
23 education provider provides through the ~~response to intervention~~  
24 ~~framework~~ MULTI-TIERED SYSTEMS OF SUPPORTS or a comparable  
25 intervention system implemented by the local education provider.

26 (5) Each READ plan ~~shall~~ MUST include, at a minimum:

27 (c) The type of additional instructional services and interventions

1 the student will receive in reading. AT A MINIMUM, THE STUDENT MUST  
2 RECEIVE AT LEAST NINETY MINUTES PLUS AN ADDITIONAL FIFTEEN  
3 MINUTES FOR EACH GRADE LEVEL BY WHICH THE STUDENT IS BEHIND IN  
4 READING COMPETENCY OF EDUCATOR-ASSISTED READING TIME PER DAY;

5 (7) (a) If a student is identified as having a significant reading  
6 deficiency for a second or subsequent consecutive school year, the local  
7 education provider shall ensure that, in the second or subsequent  
8 consecutive school year:

9 (III) If practicable, the student receives reading instruction from  
10 a teacher who is identified as effective or highly effective in his or her  
11 most recent performance evaluation and has expertise in teaching reading.

12 AS THE TEACHERS EMPLOYED BY THE LOCAL EDUCATION PROVIDER  
13 OBTAIN READING CERTIFICATIONS AS DESCRIBED IN SECTION 22-7-1215,  
14 THE LOCAL EDUCATION PROVIDER SHALL ENSURE THAT THE STUDENT  
15 RECEIVES INSTRUCTION FROM A TEACHER WHO HOLDS A READING  
16 CERTIFICATION AT THE EDUCATOR OR READING COACH LEVEL AS  
17 DESCRIBED IN SECTION 22-7-1215.

18 **SECTION 6.** In Colorado Revised Statutes, 22-7-1208, **add** (5)  
19 as follows:

20 **22-7-1208. Local education providers - procedures - reporting.**

21 (5) EACH LOCAL EDUCATION PROVIDER SHALL ANNUALLY POST THE  
22 FOLLOWING INFORMATION ONLINE, SEPARATELY OR AS PART OF OTHER  
23 POSTED REPORTS, FOR FREE PUBLIC ACCESS:

24 (a) (I) THE PERCENTAGE OF STUDENTS ENROLLED BY THE LOCAL  
25 EDUCATION PROVIDER IN KINDERGARTEN THROUGH THIRD GRADE WHO  
26 ARE IDENTIFIED AS HAVING A SIGNIFICANT READING DEFICIENCY AS  
27 IDENTIFIED PURSUANT TO SECTION 22-7-1205 AT THE BEGINNING OF THE

1 SCHOOL YEAR AND AS IDENTIFIED AT THE END OF THE SCHOOL YEAR;

2 (II) THE PERCENTAGE OF STUDENTS ENROLLED BY THE LOCAL  
3 EDUCATION PROVIDER IN KINDERGARTEN THROUGH THIRD GRADE WHO DO  
4 NOT HAVE A SIGNIFICANT READING DEFICIENCY BUT ARE RECEIVING  
5 INSTRUCTIONAL SERVICES PURSUANT TO READ PLANS BECAUSE THEY DO  
6 NOT MEET THE GRADE-LEVEL EXPECTATIONS IN READING ADOPTED BY THE  
7 STATE BOARD, AS IDENTIFIED USING THE DISTRICT'S SELECTED READING  
8 ASSESSMENT AT THE BEGINNING OF THE SCHOOL YEAR AND AS IDENTIFIED  
9 AT THE END OF THE SCHOOL YEAR; AND

10 (III) THE MEDIAN ACADEMIC GROWTH IN READING OVER THE  
11 SCHOOL YEAR OF STUDENTS ENROLLED BY THE LOCAL EDUCATION  
12 PROVIDER IN KINDERGARTEN THROUGH THIRD GRADE WHO ARE IDENTIFIED  
13 AS HAVING A SIGNIFICANT READING DEFICIENCY COMPARED WITH THE  
14 MEDIAN ACADEMIC GROWTH IN READING OVER THE SCHOOL YEAR OF  
15 STUDENTS WHO ARE ENROLLED IN KINDERGARTEN THROUGH THIRD GRADE  
16 AND DO NOT HAVE A SIGNIFICANT READING DEFICIENCY BUT DO NOT MEET  
17 THE GRADE-LEVEL EXPECTATIONS IN READING ADOPTED BY THE STATE  
18 BOARD, AS MEASURED BY THE LOCAL EDUCATION PROVIDER'S SELECTED  
19 READING ASSESSMENT;

20 (b) (I) THE PERCENTAGE OF STUDENTS ENROLLED STATEWIDE IN  
21 KINDERGARTEN THROUGH THIRD GRADE WHO ARE IDENTIFIED AS HAVING  
22 A SIGNIFICANT READING DEFICIENCY AT THE BEGINNING OF THE SCHOOL  
23 YEAR AND AS IDENTIFIED AT THE END OF THE SCHOOL YEAR, WHICH  
24 INFORMATION IS PROVIDED BY THE DEPARTMENT PURSUANT TO SECTION  
25 22-7-1213 (5);

26 (II) THE PERCENTAGE OF STUDENTS ENROLLED STATEWIDE IN  
27 KINDERGARTEN THROUGH THIRD GRADE AT THE BEGINNING OF THE

1 SCHOOL YEAR AND AS IDENTIFIED AT THE END OF THE SCHOOL YEAR WHO  
2 DO NOT HAVE A SIGNIFICANT READING DEFICIENCY BUT ARE RECEIVING  
3 INSTRUCTIONAL SERVICES PURSUANT TO READ PLANS BECAUSE THEY DO  
4 NOT MEET THE GRADE-LEVEL EXPECTATIONS IN READING ADOPTED BY THE  
5 STATE BOARD, WHICH INFORMATION IS PROVIDED BY THE DEPARTMENT  
6 PURSUANT TO SECTION 22-7-1213 (5); AND

7 (III) THE MEDIAN ACADEMIC GROWTH IN READING OVER THE  
8 SCHOOL YEAR OF STUDENTS ENROLLED STATEWIDE IN KINDERGARTEN  
9 THROUGH THIRD GRADE WHO ARE IDENTIFIED AS HAVING A SIGNIFICANT  
10 READING DEFICIENCY COMPARED WITH THE MEDIAN ACADEMIC GROWTH  
11 IN READING OVER THE SCHOOL YEAR OF STUDENTS WHO ARE ENROLLED  
12 STATEWIDE IN KINDERGARTEN THROUGH THIRD GRADE AND WHO DO NOT  
13 HAVE A SIGNIFICANT READING DEFICIENCY BUT DO NOT MEET THE  
14 GRADE-LEVEL EXPECTATIONS IN READING ADOPTED BY THE STATE BOARD,  
15 WHICH INFORMATION IS PROVIDED BY THE DEPARTMENT PURSUANT TO  
16 SECTION 22-7-1213 (5);

17 (c) THE AMOUNT OF PER-PUPIL INTERVENTION MONEY THE LOCAL  
18 EDUCATION PROVIDER RECEIVES IN EACH BUDGET YEAR AND A  
19 DESCRIPTION OF HOW THE MONEY IS SPENT; AND

20 (d) THE AMOUNT OF MONEY THE LOCAL EDUCATION PROVIDER  
21 RECEIVES THROUGH THE EARLY LITERACY GRANT PROGRAM, IF ANY, AND  
22 A DESCRIPTION OF HOW THE MONEY IS SPENT.

23 **SECTION 7.** In Colorado Revised Statutes, 22-7-1209, **amend**  
24 (2)(a)(I), (2)(b), (2)(c), and (3) introductory portion; and **add** (1)(d.5),  
25 (7), and (8) as follows:

26 **22-7-1209. State board - rules - department - duties.** (1) The  
27 state board shall promulgate rules in accordance with the "State

1 Administrative Procedure Act", article 4 of title 24, as necessary to  
2 implement the provisions of this part 12, which rules must include, but  
3 need not be limited to:

4 (d.5) THE TIME FRAMES AND PROCEDURES FOR SUBMITTING  
5 INFORMATION CONCERNING THE USE OF PER-PUPIL INTERVENTION MONEY;

6 (2) (a) (I) Using the procedure developed pursuant to subsection  
7 (3) of this section, the department shall review and recommend to the  
8 state board reading assessments, including interim, summative, and  
9 diagnostic assessments, for kindergarten and first, second, and third  
10 grades that, at a minimum, meet the criteria specified in ~~subsection~~  
11 ~~(1)(a)(II)~~ SUBSECTION (2)(a)(II) of this section. Following action by the  
12 state board to approve reading assessments pursuant to subsection (1)(b)  
13 of this section, the department shall create a list of the approved reading  
14 assessments for kindergarten and first, second, and third grades for use by  
15 local education providers. The department shall update the list of  
16 approved reading assessments on or before July 1, 2019, and every four  
17 years thereafter as necessary. The department shall work with the  
18 approved assessment publishers to better align, to the extent practicable,  
19 the minimum reading competency levels for third grade, which are based  
20 on the scores attained on the approved assessments, with the preschool  
21 through elementary and secondary education standards for third-grade  
22 reading adopted pursuant to section 22-7-1005.

23 (b) Using the procedure developed pursuant to subsection (3) of  
24 this section, the department shall create an advisory list of evidence-based  
25 or scientifically based instructional programming in reading AND  
26 SUPPORTING TECHNOLOGIES, INCLUDING SOFTWARE, FOR ASSESSING AND  
27 MONITORING STUDENT PROGRESS that local education providers are

1 encouraged to use, which programming, ~~is~~ AND TECHNOLOGY, INCLUDING  
2 SOFTWARE, ARE aligned with the recommended reading assessments,  
3 including the assessment required in subsection (2)(a)(II)(D) of this  
4 section. The advisory list may include only programming AND  
5 TECHNOLOGY, INCLUDING SOFTWARE, that, at a minimum:

6 (I) ~~Has~~ HAVE been proven to accelerate student progress in  
7 attaining reading competency;

8 (II) WITH REGARD TO INSTRUCTIONAL PROGRAMMING, provides  
9 explicit and systematic skill development in the areas of phonemic  
10 awareness; phonics; vocabulary development; reading fluency, including  
11 oral skills; and reading comprehension;

12 (II.5) WITH REGARD TO INSTRUCTIONAL PROGRAMMING, is  
13 evidence-based or scientifically based and is aligned with the preschool  
14 through elementary and secondary education standards for reading  
15 adopted by the state board pursuant to section 22-7-1005;

16 (III) WITH REGARD TO INSTRUCTIONAL PROGRAMMING, includes  
17 evidence-based or scientifically based and reliable assessments;

18 (IV) ~~Provides~~ PROVIDE initial and ongoing analysis of the  
19 student's progress in attaining reading competency; and

20 (V) WITH REGARD TO INSTRUCTIONAL PROGRAMMING, includes  
21 texts on core academic content to assist the student in maintaining or  
22 meeting grade-appropriate proficiency levels in academic subjects in  
23 addition to reading.

24 (c) Using the procedure developed pursuant to subsection (3) of  
25 this section, the department shall create an advisory list of professional  
26 development programs ~~that are related to addressing significant reading~~  
27 ~~deficiencies and to applying intervention instruction and strategies, in~~

1 ~~addition to programs related to teaching general literacy~~, that local  
2 education providers are encouraged to use. THE ADVISORY LIST OF  
3 PROFESSIONAL DEVELOPMENT PROGRAMS MAY INCLUDE ONLY PROGRAMS  
4 THAT ARE ALIGNED WITH AND REINFORCE THE PROFESSIONAL  
5 DEVELOPMENT PROVIDED THROUGH THE READING CERTIFICATION  
6 PROGRAM DESCRIBED IN SECTION 22-7-1215.

7 (3) The department shall develop and implement a procedure for  
8 identifying the reading assessments it recommends to the state board for  
9 the approved list of reading assessments described in subsection (2)(a) of  
10 this section and for creating the advisory lists of instructional  
11 programming and professional development programs described in  
12 ~~subsections (2)(b), (2)(c), and (2)(d)~~ SUBSECTIONS (2)(b) AND (2)(c) of  
13 this section. At a minimum, the procedure must include:

14 (7) BEGINNING IN THE 2019-20 BUDGET YEAR, THE DEPARTMENT  
15 SHALL CONTRACT WITH AN ENTITY TO DEVELOP AND IMPLEMENT A PUBLIC  
16 INFORMATION CAMPAIGN TO EMPHASIZE THE IMPORTANCE OF LEARNING  
17 TO READ BY THIRD GRADE AND TO HIGHLIGHT THE LOCAL EDUCATION  
18 PROVIDERS THAT ARE ACHIEVING HIGH PERCENTAGES OF THIRD-GRADE  
19 STUDENTS WHO DEMONSTRATE READING COMPETENCY. THE PUBLIC  
20 INFORMATION CAMPAIGN MUST BE DISSEMINATED STATEWIDE AND MUST  
21 EMPHASIZE THE IMPORTANT ROLES THAT EDUCATORS AND PARENTS HAVE  
22 IN TEACHING CHILDREN TO READ AND IN PROVIDING A SCHOOL AND HOME  
23 ENVIRONMENT THAT PROMOTES READING. THE DEPARTMENT IS  
24 ENCOURAGED TO WORK WITH THE PUBLIC AND PRIVATE LIBRARY AGENCIES  
25 THROUGHOUT THE STATE IN DEVELOPING AND IMPLEMENTING THE PUBLIC  
26 INFORMATION CAMPAIGN.

27 (8) BEGINNING IN THE 2019-20 BUDGET YEAR, THE DEPARTMENT



1 SHALL CONTRACT WITH ONE OR MORE QUALIFIED ENTITIES TO  
2 INDEPENDENTLY REVIEW EACH LOCAL EDUCATION PROVIDER'S USE OF  
3 PER-PUPIL INTERVENTION MONEY AND GRANT MONEY RECEIVED THROUGH  
4 THE EARLY LITERACY GRANT PROGRAM TO EVALUATE WHETHER THE  
5 MANNER IN WHICH THE LOCAL EDUCATION PROVIDER USED THE MONEY  
6 CONTRIBUTED TO STUDENTS ENROLLED IN KINDERGARTEN THROUGH  
7 THIRD GRADE WHO WERE IDENTIFIED AS HAVING SIGNIFICANT READING  
8 DEFICIENCIES OR RECEIVED INSTRUCTIONAL SERVICES PURSUANT TO  
9 READ PLANS MAKING MEASURABLE PROGRESS TOWARD READING  
10 COMPETENCY.

11 **SECTION 8.** In Colorado Revised Statutes, 22-7-1210, **amend**  
12 (4)(b)(IV); **repeal** (5) and (6); and **add** (4)(c) and (4)(d) as follows:

13 **22-7-1210. Early literacy fund - created - repeal.** (4) The  
14 money in the fund is subject to annual appropriation by the general  
15 assembly to the department. The department shall annually expend the  
16 money in the fund as follows:

17 (b) Beginning in the 2013-14 budget year and for budget years  
18 thereafter:

19 (IV) The department shall allocate the remaining money annually  
20 credited to the fund, as provided in the annual general appropriations bill,  
21 to the local education providers as per-pupil intervention money  
22 calculated pursuant to subsection (5) of this section, AS IT EXISTED PRIOR  
23 TO THE EFFECTIVE DATE OF SUBSECTION (4)(c) OF THIS SECTION.

24 (c) (I) IN ADDITION TO THE ALLOCATIONS DESCRIBED IN  
25 SUBSECTION (4)(b) OF THIS SECTION, FOR THE 2019-20 BUDGET YEAR, THE  
26 DEPARTMENT SHALL USE AT LEAST FIVE HUNDRED THOUSAND DOLLARS TO  
27 IMPLEMENT THE PUBLIC INFORMATION CAMPAIGN TO PROMOTE READING

1 DESCRIBED IN SECTION 22-7-1209 (7).

2 (II) NOTWITHSTANDING THE PROVISIONS OF SUBSECTION (4)(b)(II)  
3 AND (4)(b)(IV) OF THIS SECTION, FOR THE 2019-20 BUDGET YEAR, OF THE  
4 AMOUNT THAT REMAINS AFTER THE ALLOCATIONS DESCRIBED IN  
5 SUBSECTIONS (4)(b)(I), (4)(b)(III), AND (4)(c)(I) OF THIS SECTION, AS  
6 PROVIDED IN THE ANNUAL GENERAL APPROPRIATIONS BILL, THE  
7 DEPARTMENT SHALL USE SEVENTY-FIVE PERCENT FOR GRANTS AWARDED  
8 THROUGH THE EARLY LITERACY GRANT PROGRAM CREATED IN SECTION  
9 22-7-1211 AND ALLOCATE TWENTY-FIVE PERCENT TO LOCAL EDUCATION  
10 PROVIDERS AS PER-PUPIL INTERVENTION MONEY AS PROVIDED IN SECTION  
11 22-7-1210.5.

12 (III) SUBSECTION (4)(b) OF THIS SECTION AND THIS SUBSECTION  
13 (4)(c) ARE REPEALED, EFFECTIVE JULY 1, 2020.

14 (d) BEGINNING IN THE 2020-21 BUDGET YEAR AND FOR BUDGET  
15 YEARS THEREAFTER, THE DEPARTMENT MAY USE UP TO ONE PERCENT OF  
16 THE MONEY ANNUALLY APPROPRIATED FROM THE FUND TO OFFSET THE  
17 COSTS OF ADMINISTERING THIS PART 12, AND THE DEPARTMENT SHALL  
18 USE:

19 (I) AT LEAST ONE MILLION DOLLARS, AS PROVIDED IN THE ANNUAL  
20 GENERAL APPROPRIATIONS BILL, TO IMPLEMENT THE READING  
21 CERTIFICATION PROGRAM DESCRIBED IN SECTION 22-7-1215;

22 (II) AT LEAST FIVE HUNDRED THOUSAND DOLLARS, AS PROVIDED  
23 IN THE ANNUAL GENERAL APPROPRIATIONS BILL, TO IMPLEMENT THE  
24 PUBLIC INFORMATION CAMPAIGN TO PROMOTE READING DESCRIBED IN  
25 SECTION 22-7-1209 (7); AND

26 (III) OF THE REMAINING MONEY CREDITED TO THE FUND,  
27 EIGHTY-FIVE PERCENT TO IMPLEMENT THE EARLY LITERACY GRANT

1 PROGRAM CREATED IN SECTION 22-7-1211 AND FIFTEEN PERCENT FOR  
2 ALLOCATION TO LOCAL EDUCATION PROVIDERS AS PER-PUPIL  
3 INTERVENTION MONEY AS PROVIDED IN SECTION 22-7-1210.5.

4 ~~(5) (a) (I) The department shall allocate the per-pupil intervention~~  
5 ~~moneys to the local education providers as required in subparagraph (IV)~~  
6 ~~of paragraph (b) of subsection (4) of this section by first dividing the~~  
7 ~~amount of moneys available by the total number of students enrolled in~~  
8 ~~kindergarten and first, second, and third grades in public schools in the~~  
9 ~~state who were identified as having significant reading deficiencies and~~  
10 ~~received instructional services pursuant to READ plans in the budget year~~  
11 ~~preceding the year in which the moneys are allocated. The department~~  
12 ~~shall then allocate to each local education provider an amount equal to~~  
13 ~~said per-pupil amount multiplied by the number of students enrolled in~~  
14 ~~kindergarten and first, second, and third grades in public schools operated~~  
15 ~~by the local education provider who were identified as having significant~~  
16 ~~reading deficiencies and received instructional services pursuant to~~  
17 ~~READ plans in the budget year preceding the year in which the moneys~~  
18 ~~are allocated.~~

19 ~~(H) Repealed.~~

20 ~~(b) A local education provider may use the per-pupil intervention~~  
21 ~~money only as follows:~~

22 ~~(I) To provide full-day kindergarten services to students enrolled~~  
23 ~~in one or more of the public schools operated by the local education~~  
24 ~~provider;~~

25 ~~(H) To operate a summer school literacy program as described in~~  
26 ~~section 22-7-1212;~~

27 ~~(HH) To purchase tutoring services in reading for students who are~~

1 receiving instructional services pursuant to READ plans;  
2 (III.5) (Deleted by amendment, L. 2018.)  
3 (IV) ~~To provide other targeted, scientifically based or~~  
4 ~~evidence-based intervention services to students who are receiving~~  
5 ~~instructional services pursuant to READ plans, which services are~~  
6 ~~approved by the department;~~  
7 (V) ~~For a local education provider that is a small rural school~~  
8 ~~district as defined in section 22-7-1211 (4)(a), to purchase from a board~~  
9 ~~of cooperative services the services of a literacy specialist to provide~~  
10 ~~educator professional development in literacy and other support in~~  
11 ~~implementing the requirements of this part 12; or~~  
12 (VI) ~~To provide professional development programming to~~  
13 ~~support educators in teaching literacy; except that a local education~~  
14 ~~provider may not use more than fifteen percent of the per-pupil~~  
15 ~~intervention money received in a budget year for this purpose.~~  
16 ~~Professional development programming authorized in this subsection~~  
17 ~~(5)(b)(VI) may include literacy coaches who provide job-embedded,~~  
18 ~~ongoing professional development to support~~  
19 ~~kindergarten-through-third-grade teacher competence in the~~  
20 ~~evidence-based or scientifically based teaching of phonemic awareness;~~  
21 ~~phonics; vocabulary development; reading fluency, including oral skills;~~  
22 ~~and reading comprehension.~~  
23 (c) ~~Each budget year, prior to receiving per-pupil intervention~~  
24 ~~money, each local education provider shall submit to the department, for~~  
25 ~~informational purposes, an explanation of the manner in which it will use~~  
26 ~~the money in the coming budget year and the number of students for~~  
27 ~~which the local education provider may receive per-pupil intervention~~

1 money. If the local education provider intends to provide a service  
2 described in subsection (5)(b)(IV) of this section, the department shall  
3 review the service and provide the per-pupil intervention money for the  
4 service only if the service meets the requirements specified in subsection  
5 (5)(b)(IV) of this section. Upon the request of the department, a local  
6 education provider shall provide specific expenditure information to the  
7 department that specifies the manner in which the local education  
8 provider spent the per-pupil intervention money it received in a budget  
9 year.

10 (d) In using the per-pupil intervention moneys allocated pursuant  
11 to this subsection (5), each local education provider shall ensure that  
12 some type of intervention, as described in paragraph (b) of this subsection  
13 (5), is available to each student who is identified as having a significant  
14 reading deficiency and who is enrolled in kindergarten or first, second, or  
15 third grade in a school operated by the local education provider.

16 (6) Each local education provider shall ensure that the per-pupil  
17 intervention money it receives in each budget year is used to improve the  
18 reading competency of students enrolled in kindergarten and grades one  
19 through three and does not replace other money that would otherwise be  
20 used for this purpose.

21 **SECTION 9.** In Colorado Revised Statutes, **add** 22-7-1210.5 as  
22 follows:

23 **22-7-1210.5. Per-pupil intervention money - uses - distribution**  
24 **- monitoring.** (1) TO DISTRIBUTE THE MONEY APPROPRIATED PURSUANT  
25 TO SECTION 22-7-1210 (4) FOR PER-PUPIL INTERVENTION MONEY, THE  
26 DEPARTMENT SHALL ANNUALLY CALCULATE THE PER-PUPIL AMOUNT BY  
27 DIVIDING THE AMOUNT OF MONEY AVAILABLE BY THE TOTAL NUMBER OF

1 STUDENTS ENROLLED IN KINDERGARTEN AND FIRST, SECOND, AND THIRD  
2 GRADES IN PUBLIC SCHOOLS IN THE STATE WHO WERE IDENTIFIED AS  
3 HAVING SIGNIFICANT READING DEFICIENCIES AND RECEIVED  
4 INSTRUCTIONAL SERVICES PURSUANT TO **READ** PLANS IN THE BUDGET  
5 YEAR PRECEDING THE YEAR IN WHICH THE MONEY IS DISTRIBUTED.  
6 SUBJECT TO THE REQUIREMENTS OF THIS SECTION, A LOCAL EDUCATION  
7 PROVIDER MAY RECEIVE PER-PUPIL INTERVENTION MONEY IN AN AMOUNT  
8 EQUAL TO THE CALCULATED PER-PUPIL AMOUNT MULTIPLIED BY THE  
9 NUMBER OF STUDENTS ENROLLED IN KINDERGARTEN AND FIRST, SECOND,  
10 AND THIRD GRADES IN PUBLIC SCHOOLS OPERATED BY THE LOCAL  
11 EDUCATION PROVIDER WHO WERE IDENTIFIED AS HAVING SIGNIFICANT  
12 READING DEFICIENCIES AND RECEIVED INSTRUCTIONAL SERVICES  
13 PURSUANT TO **READ** PLANS IN THE BUDGET YEAR PRECEDING THE YEAR  
14 IN WHICH THE MONEY IS DISTRIBUTED.

15 (2) (a) AT THE BEGINNING OF EACH BUDGET YEAR, TO RECEIVE A  
16 DISTRIBUTION OF PER-PUPIL INTERVENTION MONEY, A LOCAL EDUCATION  
17 PROVIDER MUST SUBMIT TO THE DEPARTMENT BY THE DATE SPECIFIED BY  
18 STATE BOARD RULE:

19 (I) THE NUMBER OF STUDENTS ENROLLED IN KINDERGARTEN AND  
20 FIRST, SECOND, AND THIRD GRADES IN PUBLIC SCHOOLS OPERATED BY THE  
21 LOCAL EDUCATION PROVIDER WHO WERE IDENTIFIED AS HAVING  
22 SIGNIFICANT READING DEFICIENCIES AND RECEIVED INSTRUCTIONAL  
23 SERVICES PURSUANT TO **READ** PLANS IN THE BUDGET YEAR PRECEDING  
24 THE YEAR IN WHICH THE MONEY IS DISTRIBUTED;

25 (II) A BUDGET, INCLUDING A NARRATIVE EXPLANATION, FOR THE  
26 USE OF THE PER-PUPIL INTERVENTION MONEY IN ACCORDANCE WITH THE  
27 USES DESCRIBED IN SUBSECTION (4) OF THIS SECTION;

1 (III) EVIDENCE THAT THE LOCAL EDUCATION PROVIDER IS USING,  
2 OR HAS A PLAN TO BEGIN USING BY THE 2020-21 BUDGET YEAR,  
3 APPROPRIATE SOFTWARE TO ASSESS AND MONITOR STUDENTS' PROGRESS  
4 TOWARD READING COMPETENCY; AND

5 (IV) EVIDENCE THAT THE LOCAL EDUCATION PROVIDER EMPLOYS  
6 READING COACHES TO ASSIST TEACHERS IN KINDERGARTEN AND FIRST,  
7 SECOND, AND THIRD GRADE IN TEACHING READING AND, UPON  
8 IMPLEMENTATION OF THE READING CERTIFICATION PROGRAM DESCRIBED  
9 IN SECTION 22-7-1215, THAT THE KINDERGARTEN AND FIRST-, SECOND-,  
10 AND THIRD-GRADE TEACHERS HAVE, ARE SEEKING, OR ARE SCHEDULED TO  
11 SEEK A READING CERTIFICATION AT THE EDUCATOR OR READING COACH  
12 CERTIFICATION LEVEL.

13 (b) AT THE END OF EACH BUDGET YEAR IN WHICH A LOCAL  
14 EDUCATION PROVIDER RECEIVES A DISTRIBUTION OF PER-PUPIL  
15 INTERVENTION MONEY, THE LOCAL EDUCATION PROVIDER SHALL SUBMIT  
16 TO THE DEPARTMENT BY THE DATE SPECIFIED BY STATE BOARD RULE:

17 (I) SPECIFIC EXPENDITURE INFORMATION TO THE DEPARTMENT  
18 THAT DETAILS THE MANNER IN WHICH THE LOCAL EDUCATION PROVIDER  
19 SPENT THE PER-PUPIL INTERVENTION MONEY IT RECEIVED DURING THE  
20 BUDGET YEAR; AND

21 (II) EVIDENCE THAT THE STUDENTS ENROLLED IN KINDERGARTEN  
22 THROUGH THIRD GRADE WHO WERE IDENTIFIED AS HAVING SIGNIFICANT  
23 READING DEFICIENCIES AT THE BEGINNING OF THE BUDGET YEAR MADE  
24 MEASURABLE PROGRESS TOWARD READING COMPETENCY OVER THE  
25 COURSE OF THE BUDGET YEAR.

26 (3) (a) AT THE BEGINNING OF EACH BUDGET YEAR, THE  
27 DEPARTMENT SHALL DISTRIBUTE TO A LOCAL EDUCATION PROVIDER THE

1 AMOUNT OF PER-PUPIL INTERVENTION MONEY CALCULATED FOR THE  
2 LOCAL EDUCATION PROVIDER PURSUANT TO SUBSECTION (1) OF THIS  
3 SECTION FOR THE APPLICABLE BUDGET YEAR, BUT ONLY IF:

4 (I) THE LOCAL EDUCATION PROVIDER SUBMITS THE INFORMATION  
5 DESCRIBED IN SUBSECTION (2) OF THIS SECTION;

6 (II) FOR THE PRECEDING BUDGET YEAR, THE LOCAL EDUCATION  
7 PROVIDER USED THE MONEY FOR ONE OR MORE OF THE PURPOSES  
8 SPECIFIED IN SUBSECTION (4) OF THIS SECTION AND THE STUDENTS  
9 ENROLLED IN KINDERGARTEN THROUGH THIRD GRADE WHO WERE  
10 IDENTIFIED AS HAVING A SIGNIFICANT READING DEFICIENCY AND WERE  
11 RECEIVING INSTRUCTIONAL SERVICES PURSUANT TO READ PLANS FOR  
12 THAT BUDGET YEAR MADE MEASURABLE PROGRESS, AS DETERMINED BY  
13 AN INDEPENDENT EVALUATOR AS PROVIDED IN SECTION 22-7-1209 (8),  
14 TOWARD READING COMPETENCY; EXCEPT THAT THE PROVISIONS OF THIS  
15 SUBSECTION (3)(a)(II) DO NOT APPLY IF THE LOCAL EDUCATION PROVIDER  
16 DID NOT RECEIVE A DISTRIBUTION OF PER-PUPIL INTERVENTION MONEY IN  
17 THE PRECEDING BUDGET YEAR; AND

18 (III) IF THE LOCAL EDUCATION PROVIDER IS EXPECTING TO USE THE  
19 PER-PUPIL INTERVENTION MONEY FOR TARGETED INTERVENTION SERVICES  
20 AS DESCRIBED IN SUBSECTION (4)(d) OF THIS SECTION, THE DEPARTMENT  
21 REVIEWS AND APPROVES THE SERVICES. THE DEPARTMENT SHALL NOT  
22 APPROVE SERVICES THAT HAVE NOT BEEN IMPLEMENTED AND PROVEN TO  
23 BE SUCCESSFUL WITH A STUDENT POPULATION AND UNDER  
24 CIRCUMSTANCES THAT ARE COMPARABLE TO THOSE OF THE LOCAL  
25 EDUCATION PROVIDER OR THAT ARE NOT SUPPORTED BY VALID RESEARCH  
26 THAT SUGGESTS THE SERVICES WILL BE EFFECTIVE WITH THE STUDENT  
27 POPULATION SERVED BY, AND UNDER THE CIRCUMSTANCES OF, THE LOCAL



1 EDUCATION PROVIDER.

2 (b) THROUGHOUT THE BUDGET YEAR, THE DEPARTMENT SHALL  
3 MONITOR AND, IF DEEMED NECESSARY BY THE DEPARTMENT, AUDIT EACH  
4 LOCAL EDUCATION PROVIDER'S USE OF THE PER-PUPIL INTERVENTION  
5 MONEY IT RECEIVES. THE DEPARTMENT MAY CONDUCT SITE VISITS TO THE  
6 EXTENT DEEMED NECESSARY TO ADEQUATELY MONITOR A LOCAL  
7 EDUCATION PROVIDER'S USE OF PER-PUPIL INTERVENTION MONEY. EACH  
8 LOCAL EDUCATION PROVIDER SHALL PROVIDE, UPON REQUEST BY THE  
9 DEPARTMENT, INFORMATION NECESSARY FOR THE DEPARTMENT TO  
10 COMPLY WITH THIS SUBSECTION (3)(b).

11 (4) A LOCAL EDUCATION PROVIDER MAY USE THE PER-PUPIL  
12 INTERVENTION MONEY ONLY AS FOLLOWS:

13 (a) TO OPERATE A SUMMER SCHOOL LITERACY PROGRAM AS  
14 DESCRIBED IN SECTION 22-7-1212;

15 (b) TO PURCHASE CORE READING INSTRUCTIONAL PROGRAMS THAT  
16 ARE INCLUDED ON THE ADVISORY LIST OF INSTRUCTIONAL PROGRAMMING  
17 IN READING DEVELOPED BY THE DEPARTMENT PURSUANT TO SECTION  
18 22-7-1209 (2)(b);

19 (c) TO PURCHASE TUTORING SERVICES THAT FOCUS ON INCREASING  
20 STUDENTS' FOUNDATIONAL READING SKILLS OF PHONEMIC AWARENESS,  
21 PHONICS, VOCABULARY DEVELOPMENT, READING FLUENCY INCLUDING  
22 ORAL SKILLS, AND READING COMPREHENSION FOR STUDENTS WHO ARE  
23 RECEIVING INSTRUCTIONAL SERVICES PURSUANT TO READ PLANS;

24 (d) TO PROVIDE OTHER TARGETED, SCIENTIFICALLY BASED OR  
25 EVIDENCE-BASED INTERVENTION SERVICES TO STUDENTS WHO ARE  
26 RECEIVING INSTRUCTIONAL SERVICES PURSUANT TO READ PLANS, WHICH  
27 SERVICES ARE APPROVED BY THE DEPARTMENT;

1 (e) TO PROVIDE TECHNOLOGY, INCLUDING SOFTWARE, WHICH IS  
2 INCLUDED ON THE ADVISORY LIST OF INSTRUCTIONAL PROGRAMMING AND  
3 TECHNOLOGY PURSUANT TO SECTION 22-7-1209 (2)(b), TO ASSIST IN  
4 ASSESSING AND MONITORING STUDENT PROGRESS TOWARD READING  
5 COMPETENCY, WHICH MAY INCLUDE PROVIDING PROFESSIONAL  
6 DEVELOPMENT IN THE EFFECTIVE USE OF THE TECHNOLOGY OR SOFTWARE;

7 (f) FOR A LOCAL EDUCATION PROVIDER THAT IS A SMALL RURAL  
8 SCHOOL DISTRICT AS DEFINED IN SECTION 22-7-1211 (4)(b), TO PURCHASE  
9 FROM A BOARD OF COOPERATIVE SERVICES THE SERVICES OF A READING  
10 SPECIALIST WHO IS TRAINED IN THE SCIENCE OF READING AND IN TEACHING  
11 THE FOUNDATIONAL READING SKILLS OF PHONEMIC AWARENESS, PHONICS,  
12 VOCABULARY DEVELOPMENT, READING FLUENCY INCLUDING ORAL SKILLS,  
13 AND READING COMPREHENSION TO PROVIDE EDUCATOR PROFESSIONAL  
14 DEVELOPMENT IN TEACHING READING AND OTHER SUPPORT IN  
15 IMPLEMENTING THE REQUIREMENTS OF THIS PART 12; OR

16 (g) TO PROVIDE PROFESSIONAL DEVELOPMENT PROGRAMMING TO  
17 SUPPORT EDUCATORS IN TEACHING READING THAT IS ALIGNED WITH AND  
18 REINFORCES THE PROFESSIONAL DEVELOPMENT PROVIDED THROUGH THE  
19 READING CERTIFICATION PROGRAM DESCRIBED IN SECTION 22-7-1215.  
20 PROFESSIONAL DEVELOPMENT PROGRAMMING AUTHORIZED IN THIS  
21 SUBSECTION (4)(g) MAY INCLUDE A READING COACH WHO HOLDS A  
22 READING COACH CERTIFICATION AS DESCRIBED IN SECTION 22-7-1215  
23 (3)(c) OR IS TRAINED IN TEACHING THE FOUNDATIONAL READING SKILLS OF  
24 PHONEMIC AWARENESS, PHONICS, VOCABULARY DEVELOPMENT, READING  
25 FLUENCY INCLUDING ORAL SKILLS, AND READING COMPREHENSION TO  
26 PROVIDE JOB-EMBEDDED, ONGOING PROFESSIONAL DEVELOPMENT TO  
27 SUPPORT KINDERGARTEN-THROUGH-THIRD-GRADE TEACHER COMPETENCE

1 IN TEACHING PHONEMIC AWARENESS, PHONICS, VOCABULARY  
2 DEVELOPMENT, READING FLUENCY INCLUDING ORAL SKILLS, AND READING  
3 COMPREHENSION.

4 (5) IN USING THE PER-PUPIL INTERVENTION MONEY DISTRIBUTED  
5 PURSUANT TO THIS SECTION, EACH LOCAL EDUCATION PROVIDER SHALL  
6 ENSURE THAT SOME TYPE OF INTERVENTION, AS DESCRIBED IN SUBSECTION  
7 (4) OF THIS SECTION, IS AVAILABLE TO EACH STUDENT WHO IS IDENTIFIED  
8 AS HAVING A SIGNIFICANT READING DEFICIENCY AND WHO IS ENROLLED IN  
9 KINDERGARTEN OR FIRST, SECOND, OR THIRD GRADE IN A SCHOOL  
10 OPERATED BY THE LOCAL EDUCATION PROVIDER.

11 (6) (a) EACH LOCAL EDUCATION PROVIDER SHALL ENSURE THAT  
12 THE PER-PUPIL INTERVENTION MONEY IT RECEIVES IN EACH BUDGET YEAR  
13 IS USED TO IMPROVE THE READING COMPETENCY OF STUDENTS ENROLLED  
14 IN KINDERGARTEN AND GRADES ONE THROUGH THREE WHO ARE  
15 IDENTIFIED AS HAVING A SIGNIFICANT READING DEFICIENCY OR RECEIVE  
16 INSTRUCTIONAL SERVICES PURSUANT TO READ PLANS AND DOES NOT  
17 REPLACE OTHER MONEY THAT WOULD OTHERWISE BE USED FOR THIS  
18 PURPOSE.

19 (b) A LOCAL EDUCATION PROVIDER MAY RETAIN UP TO FIFTEEN  
20 PERCENT OF THE AMOUNT OF PER-PUPIL INTERVENTION MONEY IT  
21 RECEIVES IN A BUDGET YEAR FOR USE IN ACCORDANCE WITH THIS SECTION  
22 IN THE NEXT BUDGET YEAR. IF A LOCAL EDUCATION PROVIDER RETAINS  
23 MORE THAN THE AMOUNT AUTHORIZED IN THIS SUBSECTION (6)(b), THE  
24 DEPARTMENT SHALL REDUCE THE AMOUNT OF PER-PUPIL INTERVENTION  
25 MONEY THAT THE LOCAL EDUCATION PROVIDER IS ELIGIBLE TO RECEIVE IN  
26 THE NEXT BUDGET YEAR BY THE EXCESS RETENTION AMOUNT.

27 **SECTION 10.** In Colorado Revised Statutes, 22-7-1211, **amend**

1 (1), (2)(a), (2)(b), (3) introductory portion, (3)(a), and (3)(b); and **add**  
2 (2)(b.5) and (3.5) as follows:

3 **22-7-1211. Early literacy grant program - created -**  
4 **definitions.** (1) There is created in the department the early literacy grant  
5 program to provide money to local education providers to implement  
6 literacy support and intervention instruction programs, including but not  
7 limited to related professional development programs, to assist students  
8 in kindergarten and first, second, and third grades to achieve reading  
9 competency. THE STATE BOARD MAY AWARD A GRANT TO AN APPLYING  
10 LOCAL EDUCATION PROVIDER THAT IS A SCHOOL DISTRICT ON A  
11 DISTRICT-WIDE BASIS OR TO INDIVIDUAL SCHOOLS OF THE SCHOOL  
12 DISTRICT. The state board by rule shall establish the application timelines  
13 and the information to be included in each grant application. In adopting  
14 rules, the state board shall ensure that a local education provider that is a  
15 rural school district or a small rural school district, or a district charter  
16 school or an institute charter school that is located within the boundaries  
17 of a rural school district or small rural school district, may submit a  
18 simplified grant application. A local education provider may apply  
19 individually or as part of a group of local education providers. A rural  
20 school district that is a member of a board of cooperative services may  
21 seek assistance in writing the grant application from the board of  
22 cooperative services. A board of cooperative services may apply for a  
23 grant to provide instructional support in literacy for small rural school  
24 districts that are members of the board of cooperative services.

25 (2) The department shall review each grant application received  
26 and recommend to the state board whether to award the grant and the  
27 duration and amount of each grant. In making recommendations, the

1 department shall consider the following factors:

2 (a) The percentage of kindergarten and first-, second-, and  
3 third-grade students enrolled by the applying local education provider or  
4 group of local education providers who have significant reading  
5 deficiencies AND THE PERCENTAGE OF KINDERGARTEN AND FIRST-,  
6 SECOND-, AND THIRD-GRADE STUDENTS WHO DO NOT HAVE SIGNIFICANT  
7 READING DEFICIENCIES BUT WHO ARE NOT MEETING THE GRADE-LEVEL  
8 EXPECTATIONS IN READING ADOPTED BY THE STATE BOARD;

9 (b) The instructional program that the applying local education  
10 provider or group of local education providers plans to implement using  
11 the grant ~~moneys~~ MONEY and whether it is an evidence-based program  
12 that is proven to be successful in other public schools in ~~the country~~  
13 COLORADO OR IN OTHER STATES;

14 (b.5) THE DEGREE TO WHICH THE INSTRUCTIONAL PROGRAM  
15 INCORPORATES THE EFFECTIVE USE OF TECHNOLOGY, INCLUDING  
16 SOFTWARE, TO ASSIST IN ASSESSING AND MONITORING STUDENT PROGRESS  
17 TOWARD READING COMPETENCY;

18 (3) Based on the recommendations of the department, the state  
19 board shall award grants to applying local education providers or groups  
20 of local education providers, which grants are paid from money in the  
21 early literacy fund created in section 22-7-1210. Of the money allocated  
22 for the early literacy grant program pursuant to ~~section 22-7-1210~~  
23 ~~(4)(b)(H)~~ SECTION 22-7-1210 (4), the state board shall annually:

24 (a) Award up to ten percent to applicants that have previously  
25 received a grant to fund school-wide literacy initiatives THAT HAVE  
26 EFFECTIVELY MOVED STUDENTS TOWARD READING COMPETENCY, AS  
27 DETERMINED BY AN INDEPENDENT EVALUATOR AS PROVIDED IN SECTION

1 22-7-1209 (8), and that are requesting an additional year of funding to  
2 assist the local education provider in sustainability planning for the  
3 initiatives, including the continuing use of literacy coaches;

4 (b) Award up to fifteen percent to fund professional development  
5 initiatives for local education providers that are already implementing  
6 evidence-based or scientifically based universal instruction and  
7 interventions THAT ARE EFFECTIVELY MOVING STUDENTS TOWARD  
8 READING COMPETENCY, AS DETERMINED BY AN INDEPENDENT EVALUATOR  
9 AS PROVIDED IN SECTION 22-7-1209 (8); and

10 (3.5) (a) UPON COMPLETION OF THE TERM OF A GRANT, IF AN  
11 INDEPENDENT EVALUATOR, AS PROVIDED IN SECTION 22-7-1209 (8),  
12 DETERMINES THAT THE INSTRUCTIONAL PROGRAM FUNDED BY THE GRANT  
13 MONEY HAS BEEN EFFECTIVE IN MOVING STUDENTS TOWARD READING  
14 COMPETENCY, AND IF THE LOCAL EDUCATION PROVIDER REQUESTS AN  
15 EXTENSION OF THE GRANT, THE STATE BOARD SHALL EXTEND THE GRANT  
16 FOR A PERIOD RECOMMENDED BY THE DEPARTMENT. THE STATE BOARD  
17 SHALL INCREASE THE AMOUNT OF THE GRANT IF NECESSARY TO ENABLE  
18 THE LOCAL EDUCATION PROVIDER TO EXPAND OR ENHANCE  
19 IMPLEMENTATION OF THE INSTRUCTIONAL PROGRAM.

20 (b) UPON COMPLETION OF THE TERM OF A GRANT, IF AN  
21 INDEPENDENT EVALUATOR, AS PROVIDED IN SECTION 22-7-1209 (8),  
22 DETERMINES THAT THE INSTRUCTIONAL PROGRAM FUNDED BY THE GRANT  
23 MONEY HAS NOT BEEN EFFECTIVE IN MOVING STUDENTS TOWARD READING  
24 COMPETENCY, THE STATE BOARD SHALL NOT EXTEND OR RENEW THE  
25 GRANT.

26 **SECTION 11.** In Colorado Revised Statutes, 22-7-1213, **amend**  
27 (2) introductory portion and (2)(a); and **add** (2)(a.5) and (5) as follows:

1           **22-7-1213. Reporting requirements.** (2) Each local education  
2 provider that receives an early literacy grant pursuant to section  
3 22-7-1211 or per-pupil intervention ~~moneys~~ MONEY shall, at the  
4 conclusion of each budget year in which it receives the grant or per-pupil  
5 intervention ~~moneys~~ MONEY, submit to the department information  
6 describing:

7           (a) The instructional programs, ~~full-day kindergarten program,~~  
8 summer school literacy program, tutoring services, or other intervention  
9 services for which the local education provider used the grant or per-pupil  
10 intervention ~~moneys~~ MONEY;

11           (a.5) IF THE LOCAL EDUCATION PROVIDER PURCHASES  
12 INSTRUCTIONAL PROGRAMMING IN READING USING PER-PUPIL  
13 INTERVENTION MONEY, THE SCORES ATTAINED BY STUDENTS ENROLLED  
14 IN KINDERGARTEN THROUGH THIRD GRADE ON THE INTERIM READING  
15 ASSESSMENTS ADMINISTERED PURSUANT TO SECTION 22-7-1205;

16           (5) THE DEPARTMENT SHALL ANNUALLY PROVIDE TO LOCAL  
17 EDUCATION PROVIDERS:

18           (a) THE PERCENTAGE OF STUDENTS ENROLLED STATEWIDE IN  
19 KINDERGARTEN THROUGH THIRD GRADE WHO ARE IDENTIFIED AS HAVING  
20 A SIGNIFICANT READING DEFICIENCY AT THE BEGINNING OF THE SCHOOL  
21 YEAR AND AS IDENTIFIED AT THE END OF THE SCHOOL YEAR;

22           (b) THE PERCENTAGE OF STUDENTS ENROLLED STATEWIDE IN  
23 KINDERGARTEN THROUGH THIRD GRADE AT THE BEGINNING OF THE  
24 SCHOOL YEAR AND AS IDENTIFIED AT THE END OF THE SCHOOL YEAR WHO  
25 DO NOT HAVE A SIGNIFICANT READING DEFICIENCY BUT ARE RECEIVING  
26 INSTRUCTIONAL SERVICES PURSUANT TO READ PLANS BECAUSE THEY DO  
27 NOT MEET THE GRADE-LEVEL EXPECTATIONS IN READING ADOPTED BY THE

1 STATE BOARD; AND

2 (c) THE MEDIAN ACADEMIC GROWTH IN READING OVER THE  
3 SCHOOL YEAR OF STUDENTS ENROLLED STATEWIDE IN KINDERGARTEN  
4 THROUGH THIRD GRADE WHO ARE IDENTIFIED AS HAVING A SIGNIFICANT  
5 READING DEFICIENCY COMPARED WITH THE MEDIAN ACADEMIC GROWTH  
6 IN READING OVER THE SCHOOL YEAR OF STUDENTS WHO ARE ENROLLED  
7 STATEWIDE IN KINDERGARTEN THROUGH THIRD GRADE AND WHO DO NOT  
8 HAVE A SIGNIFICANT READING DEFICIENCY BUT DO NOT MEET THE  
9 GRADE-LEVEL EXPECTATIONS IN READING ADOPTED BY THE STATE BOARD.

10 **SECTION 12.** In Colorado Revised Statutes, **add** 22-7-1215 as  
11 follows:

12 **22-7-1215. Reading certification - coach - teacher -**  
13 **paraprofessional.** (1) THE DEPARTMENT SHALL CREATE A READING  
14 CERTIFICATION PROGRAM TO PROVIDE TRAINING TO ENABLE EDUCATORS  
15 AND OTHER INDIVIDUALS TO TEACH READING AND TO PROVIDE SUPPORT  
16 FOR OTHER TEACHERS IN TEACHING READING. THE DEPARTMENT MAY  
17 CONTRACT WITH AN ENTITY TO ASSIST IN DEVELOPING AND IMPLEMENTING  
18 THE CERTIFICATION PROGRAM. BEGINNING JULY 1, 2020, THE  
19 DEPARTMENT SHALL MAKE THE CERTIFICATION PROGRAM AVAILABLE TO  
20 EACH LOCAL EDUCATION PROVIDER AT NO COST TO THE LOCAL EDUCATION  
21 PROVIDER OR TO THE PERSON PARTICIPATING IN THE CERTIFICATION  
22 PROGRAM. EACH LOCAL EDUCATION PROVIDER SHALL ESTABLISH A  
23 SCHEDULE TO ENSURE THAT EACH EDUCATOR EMPLOYED BY THE LOCAL  
24 EDUCATION PROVIDER RECEIVES TRAINING AT THE EDUCATOR OR READING  
25 COACH CERTIFICATION LEVEL AS SOON AS PRACTICABLE. A LOCAL  
26 EDUCATION PROVIDER MAY REQUEST TRAINING AT THE  
27 PARAPROFESSIONAL CERTIFICATION LEVEL FOR OTHER EMPLOYEES OR FOR



1 PARENTS, UPPER-GRADE STUDENTS, OR OTHER MEMBERS OF THE  
2 COMMUNITY WHO REQUEST TRAINING THROUGH THE LOCAL EDUCATION  
3 PROVIDER.

4 (2) THE CERTIFICATION PROGRAM MUST BE FOCUSED ON TEACHING  
5 THE FOUNDATIONAL READING SKILLS OF PHONEMIC AWARENESS, PHONICS,  
6 VOCABULARY DEVELOPMENT, READING FLUENCY INCLUDING ORAL SKILLS,  
7 AND READING COMPREHENSION. THE DEPARTMENT SHALL ENSURE THAT  
8 THE TRAINING PROVIDED THROUGH THE PROGRAM FOR ALL CERTIFICATION  
9 LEVELS IS DELIVERED IN A BLENDED LEARNING FORMAT THAT INCLUDES  
10 DELIVERY OF DIGITAL CONTENT AND DELIVERY OF CONTENT IN-PERSON AT  
11 A PHYSICAL LOCATION.

12 (3) THE READING CERTIFICATION PROGRAM MUST INCLUDE THREE  
13 TIERS OF CERTIFICATION:

14 (a) PARAPROFESSIONAL CERTIFICATION, WHICH IDENTIFIES AN  
15 INDIVIDUAL AS HAVING COMPLETED SUFFICIENT TRAINING TO ASSIST A  
16 CLASSROOM TEACHER IN WORKING WITH STUDENTS INDIVIDUALLY OR IN  
17 SMALL GROUPS TO DEVELOP THE FOUNDATIONAL READING SKILLS OF  
18 PHONEMIC AWARENESS, PHONICS, VOCABULARY DEVELOPMENT, READING  
19 FLUENCY INCLUDING ORAL SKILLS, AND READING COMPREHENSION;

20 (b) EDUCATOR CERTIFICATION, WHICH IDENTIFIES A PROFESSIONAL  
21 EDUCATOR, REGARDLESS OF WHETHER THE EDUCATOR HOLDS A LICENSE  
22 ISSUED PURSUANT TO ARTICLE 60.5 OF THIS TITLE 22, AS HAVING  
23 COMPLETED SUFFICIENT TRAINING TO TEACH EVIDENCE-BASED CORE  
24 READING INSTRUCTIONAL PROGRAMS, IDENTIFY INDIVIDUAL STUDENTS'  
25 ISSUES IN LEARNING TO READ, AND TEACH EACH STUDENT TO READ BY  
26 DEVELOPING THE STUDENT'S SKILLS IN PHONEMIC AWARENESS, PHONICS,  
27 VOCABULARY DEVELOPMENT, READING FLUENCY INCLUDING ORAL SKILLS,

1 AND READING COMPREHENSION; AND

2 (c) READING COACH CERTIFICATION, WHICH IDENTIFIES A  
3 PROFESSIONAL EDUCATOR, REGARDLESS OF WHETHER THE EDUCATOR  
4 HOLDS A LICENSE ISSUED PURSUANT TO ARTICLE 60.5 OF TITLE 22, AS  
5 HAVING COMPLETED SUFFICIENT TRAINING TO WORK WITH TEACHERS TO  
6 IMPROVE TEACHERS' SKILLS IN TEACHING EVIDENCE-BASED CORE READING  
7 INSTRUCTIONAL PROGRAMS, IDENTIFYING INDIVIDUAL STUDENTS' ISSUES  
8 IN LEARNING TO READ, AND PROVIDING INDIVIDUALIZED STUDENT  
9 INSTRUCTION IN PHONEMIC AWARENESS, PHONICS, VOCABULARY  
10 DEVELOPMENT, READING FLUENCY INCLUDING ORAL SKILLS, AND READING  
11 COMPREHENSION.

12 (4) IN DESIGNING AND IMPLEMENTING THE READING  
13 CERTIFICATION PROGRAM, THE DEPARTMENT SHALL INCLUDE A SCHEDULE  
14 AND TRAINING FOR RENEWING THE CERTIFICATIONS AT EACH LEVEL AT NO  
15 COST TO A LOCAL EDUCATION PROVIDER OR TO THE PERSON RENEWING THE  
16 CERTIFICATION. EACH LOCAL EDUCATION PROVIDER SHALL ENSURE THAT  
17 THE EDUCATORS EMPLOYED BY THE LOCAL EDUCATION PROVIDER OBTAIN  
18 AND MAINTAIN A VALID READING CERTIFICATION.

19 **SECTION 13. Safety clause.** The general assembly hereby finds,  
20 determines, and declares that this act is necessary for the immediate  
21 preservation of the public peace, health, and safety.