

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

**PREAMENDED**

*This Unofficial Version Includes Committee  
Amendments Not Yet Adopted on Second Reading*

LLS NO. 19-0962.01 Julie Pelegrin x2700

**SENATE BILL 19-199**

---

**SENATE SPONSORSHIP**

**Todd and Rankin,**

**HOUSE SPONSORSHIP**

**McCluskie and Wilson,**

---

**Senate Committees**

Education  
Appropriations

**House Committees**

---

**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, AND, IN CONNECTION**  
105            **THEREWITH, MAKING AN APPROPRIATION.**

---

**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)

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.

by school districts, charter schools, and boards of cooperative services 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.

---

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 **DEVELOP EARLY 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**

1 AWARENESS, PHONICS, VOCABULARY DEVELOPMENT, READING FLUENCY  
2 INCLUDING ORAL SKILLS, AND READING COMPREHENSION IS HIGHLY  
3 EFFECTIVE IN TEACHING YOUNG CHILDREN TO READ;

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

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

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

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

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

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

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

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

26 **(7.5) "MULTI-TIERED SYSTEMS OF SUPPORTS" MEANS A SYSTEMIC**  
27 **PREVENTIVE APPROACH THAT ADDRESSES THE ACADEMIC AND**

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

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

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

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

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

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

9 **SECTION 4. In Colorado Revised Statutes, 22-7-1206, amend**  
10 **(2), (5) introductory portion, and (5)(c) 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 SUPPORTS 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 EDUCATIONAL  
20 SERVICES IN A DAILY LITERACY BLOCK FOR THE LENGTH OF TIME  
21 IDENTIFIED AS EFFECTIVE IN RESEARCH RELATING TO BEST PRACTICES IN  
22 TEACHING READING.

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

1           (5) Each READ plan shall MUST include, at a minimum:  
2           (c) The type of additional instructional services and interventions  
3 the student will receive in reading. AT A MINIMUM, THE LOCAL  
4 EDUCATION PROVIDER SHALL ENSURE THAT THE STUDENT RECEIVES  
5 EDUCATIONAL SERVICES IN A DAILY LITERACY BLOCK FOR THE LENGTH OF  
6 TIME IDENTIFIED AS EFFECTIVE IN RESEARCH RELATING TO BEST PRACTICES  
7 IN TEACHING READING.

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

10           **22-7-1208. Local education providers - procedures - plans -**  
11 **training.** (5) (a) BEGINNING WITH THE PLANS ADOPTED FOR THE 2020-21  
12 SCHOOL YEAR, THE PLAN THAT A LOCAL EDUCATION PROVIDER MUST  
13 ADOPT BASED ON ITS ACCREDITATION CATEGORY PURSUANT TO SECTION  
14 22-11-208 OR AS REQUIRED PURSUANT TO SECTION 22-11-210,  
15 WHICHEVER IS APPLICABLE, MUST INCLUDE THE FOLLOWING INFORMATION  
16 CONCERNING IMPLEMENTATION OF THIS PART 12 AS IT APPLIES TO EACH OF  
17 THE SCHOOLS OPERATED BY THE LOCAL EDUCATION PROVIDER:

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

25           (II) THE TARGETED, EVIDENCE-BASED OR SCIENTIFICALLY BASED  
26 CORE AND SUPPLEMENTAL READING INSTRUCTIONAL PROGRAMS AND  
27 INTERVENTION READING INSTRUCTION, SERVICES, AND OTHER SUPPORTS,

1 INCLUDING THOSE AVAILABLE THROUGH THE MULTI-TIERED SYSTEMS OF  
2 SUPPORTS OR A COMPARABLE INTERVENTION SYSTEM IMPLEMENTED BY  
3 THE LOCAL EDUCATION PROVIDER, THAT EACH SCHOOL PROVIDES TO  
4 STUDENTS WHO ARE IDENTIFIED AS HAVING A SIGNIFICANT READING  
5 DEFICIENCY OR AS READING BELOW GRADE LEVEL;

6 (III) THE ASSESSMENTS THAT EACH SCHOOL USES AT EACH GRADE  
7 LEVEL TO MEET THE REQUIREMENTS SPECIFIED IN SECTION 22-7-1205 (1);  
8 AND

9 (IV) IF THE LOCAL EDUCATION PROVIDER RECEIVES AND USES  
10 PER-PUPIL INTERVENTION MONEY OR MONEY RECEIVED THROUGH THE  
11 EARLY LITERACY GRANT PROGRAM FOR PROFESSIONAL DEVELOPMENT, THE  
12 LOCAL EDUCATION PROVIDER'S PLAN FOR PROVIDING THE PROFESSIONAL  
13 DEVELOPMENT, WHICH DEVELOPMENT MUST BE TARGETED, EVIDENCE  
14 BASED OR SCIENTIFICALLY BASED, AND ALIGNED WITH THE INSTRUCTION,  
15 SERVICES, AND OTHER SUPPORTS PROVIDED TO STUDENTS WHO ARE  
16 IDENTIFIED AS HAVING A SIGNIFICANT READING DEFICIENCY OR AS  
17 READING BELOW GRADE LEVEL.

18 (b) IF A LOCAL EDUCATION PROVIDER IS AUTHORIZED PURSUANT  
19 TO SECTION 22-11-303 (4) OR 22-11-403 (5) TO ADOPT AND SUBMIT A PLAN  
20 EVERY TWO YEARS, THE LOCAL EDUCATION PROVIDER SHALL SUBMIT TO  
21 THE DEPARTMENT THE INFORMATION DESCRIBED IN SUBSECTION (5)(a) OF  
22 THIS SECTION ANNUALLY.

23 (6) (a) BY THE BEGINNING OF THE 2021-22 SCHOOL YEAR AND  
24 CONTINUING FOR EACH SCHOOL YEAR THEREAFTER, EACH LOCAL  
25 EDUCATION PROVIDER THAT RECEIVES PER-PUPIL INTERVENTION MONEY  
26 OR A GRANT THROUGH THE EARLY LITERACY GRANT PROGRAM IN ANY  
27 BUDGET YEAR STARTING WITH THE 2019-20 BUDGET YEAR SHALL ENSURE

1 THAT EACH TEACHER EMPLOYED TO TEACH KINDERGARTEN OR ANY OF  
2 GRADES ONE THROUGH THREE SUCCESSFULLY COMPLETES OR HAS  
3 SUCCESSFULLY COMPLETED EVIDENCE-BASED TRAINING IN TEACHING  
4 READING. TO COMPLY WITH THIS SUBSECTION (6)(a), A LOCAL EDUCATION  
5 PROVIDER MUST SUBMIT EVIDENCE, AS DESCRIBED IN SUBSECTION (6)(b)  
6 OF THIS SECTION, THAT EACH TEACHER EMPLOYED TO TEACH  
7 KINDERGARTEN OR ANY OF GRADES ONE THROUGH THREE HAS  
8 SUCCESSFULLY COMPLETED EVIDENCE-BASED TRAINING IN TEACHING  
9 READING THAT IS:

10 (I) INCLUDED AS A COURSE IN AN APPROVED PROGRAM OF  
11 PREPARATION, AS DEFINED IN SECTION 22-60.5-103 (8), OR AN  
12 ALTERNATIVE TEACHER PROGRAM, AS DEFINED IN SECTION 22-60.5-103  
13 (5);

14 (II) INCLUDED AS A COURSE IN A POST-GRADUATE DEGREE  
15 PROGRAM IN TEACHING READING OR LITERACY;

16 (III) PROVIDED BY THE DEPARTMENT OR INCLUDED ON THE  
17 ADVISORY LIST OF PROFESSIONAL DEVELOPMENT PROGRAMS PROVIDED BY  
18 THE DEPARTMENT PURSUANT TO SECTION 22-7-1209 (2)(c); OR

19 (IV) PROVIDED BY A LOCAL EDUCATION PROVIDER OR IS  
20 APPROPRIATE FOR LICENSE RENEWAL PURSUANT TO SECTION 22-60.5-110  
21 (3).

22 (b) A TEACHER IS DEEMED TO HAVE SUCCESSFULLY COMPLETED  
23 EVIDENCE-BASED TRAINING IN TEACHING READING IF THE LOCAL  
24 EDUCATION PROVIDER SUBMITS TO THE DEPARTMENT EVIDENCE THAT THE  
25 TEACHER PASSED AN END-OF-COURSE ASSESSMENT OF LEARNING AT THE  
26 COMPLETION OF THE EVIDENCE-BASED TRAINING.

27 (c) AT THE REQUEST OF A LOCAL EDUCATION PROVIDER, THE

1 DEPARTMENT SHALL PROVIDE, AT NO COST TO THE LOCAL EDUCATION  
2 PROVIDER, EVIDENCE-BASED TRAINING IN TEACHING READING TO ONE OR  
3 MORE OF THE TEACHERS EMPLOYED BY THE LOCAL EDUCATION PROVIDER  
4 TO TEACH KINDERGARTEN OR ANY OF GRADES ONE THROUGH THREE.

5 (d) NOTWITHSTANDING THE PROVISIONS OF SUBSECTION (6)(a) OF  
6 THIS SECTION, A LOCAL EDUCATION PROVIDER THAT IS NOT IN COMPLIANCE  
7 WITH THE REQUIREMENTS OF THIS SUBSECTION (6) AS OF THE BEGINNING  
8 OF THE 2021-22 SCHOOL YEAR OR FOR A SUBSEQUENT SCHOOL YEAR MAY  
9 REQUEST A ONE-YEAR EXTENSION FROM THE DEPARTMENT BASED ON A  
10 DEMONSTRATION OF GOOD CAUSE FOR INABILITY TO COMPLY.

11 (e) A LOCAL EDUCATION PROVIDER IS STRONGLY ENCOURAGED TO  
12 MAKE EVIDENCE-BASED TRAINING IN TEACHING READING AVAILABLE TO  
13 PARENTS AND MEMBERS OF THE COMMUNITY IN ORDER TO EFFECTIVELY  
14 PARTNER WITH THEM IN TEACHING EARLY-GRADE READING.

15 (7) EACH LOCAL EDUCATION PROVIDER IS STRONGLY ENCOURAGED  
16 TO PARTNER WITH ADJACENT PUBLIC LIBRARIES TO ENHANCE THE  
17 INSTRUCTIONAL PROGRAMMING AND SERVICES IN LITERACY PROVIDED BY  
18 THE LOCAL EDUCATION PROVIDER AND TO PROVIDE ACCESS FOR STUDENTS  
19 AND THEIR PARENTS TO READING MATERIALS FOR OUT-OF-SCHOOL  
20 LITERACY DEVELOPMENT.

21 **SECTION 6.** In Colorado Revised Statutes, 22-7-1209, amend  
22 (2)(a)(I), (2)(b), (2)(c), (3) introductory portion, and (6); and add (1)(d.5),  
23 (7), and (8) as follows:

24 **22-7-1209. State board - rules - department - duties.** (1) The  
25 state board shall promulgate rules in accordance with the "State  
26 Administrative Procedure Act", article 4 of title 24, as necessary to  
27 implement the provisions of this part 12, which rules must include, but

1 need not be limited to:

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

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

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

1 including the assessment required in subsection (2)(a)(II)(D) of this  
2 section. The advisory list may include only programming AND  
3 TECHNOLOGY, INCLUDING SOFTWARE, that, at a minimum:

4 (I) Has HAVE been proven to accelerate student progress in  
5 attaining reading competency;

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

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

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

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

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

22 (c) Using the procedure developed pursuant to subsection (3) of  
23 this section, the department shall create an advisory list of RIGOROUS  
24 professional development programs that are related to addressing  
25 significant reading deficiencies and to applying intervention instruction  
26 and strategies, in addition to programs related to teaching general literacy,  
27 that local education providers are encouraged to use. THE DEPARTMENT

1 SHALL INCLUDE ON THE ADVISORY LIST PROFESSIONAL DEVELOPMENT  
2 PROGRAMS THAT ARE AVAILABLE ONLINE. THE DEPARTMENT SHALL  
3 ENSURE THAT EACH PROFESSIONAL DEVELOPMENT PROGRAM INCLUDED ON  
4 THE ADVISORY LIST IS:

5 (I) FOCUSED ON OR ALIGNS WITH THE SCIENCE OF READING,  
6 INCLUDING TEACHING IN THE AREAS OF PHONEMIC AWARENESS, PHONICS,  
7 VOCABULARY DEVELOPMENT, READING FLUENCY INCLUDING ORAL SKILLS,  
8 AND READING COMPREHENSION; AND

9 (II) INCLUDES RIGOROUS EVALUATIONS OF LEARNING  
10 THROUGHOUT AND AT THE END OF THE COURSE THAT A PERSON TAKING  
11 THE COURSE MUST PASS TO SUCCESSFULLY COMPLETE THE COURSE.

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

19 (6) The department, upon request, may provide technical  
20 assistance to a local education provider in implementing the provisions  
21 of this part 12; EXCEPT THAT, IF A LOCAL EDUCATION PROVIDER IS  
22 ACCREDITED WITH TURNAROUND PLAN PURSUANT TO SECTION 22-11-208  
23 OR REQUIRED TO ADOPT A TURNAROUND PLAN PURSUANT TO SECTION  
24 22-11-210, THE DEPARTMENT SHALL PROVIDE TECHNICAL ASSISTANCE TO  
25 THE LOCAL EDUCATION PROVIDER IN IMPLEMENTING THE PROVISIONS OF  
26 THIS PART 12.

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

1 SHALL CONTRACT WITH AN ENTITY TO DEVELOP AND IMPLEMENT A PUBLIC  
2 INFORMATION CAMPAIGN TO EMPHASIZE THE IMPORTANCE OF LEARNING  
3 TO READ BY THIRD GRADE AND TO HIGHLIGHT THE LOCAL EDUCATION  
4 PROVIDERS THAT ARE ACHIEVING HIGH PERCENTAGES OF THIRD-GRADE  
5 STUDENTS WHO DEMONSTRATE READING COMPETENCY. THE PUBLIC  
6 INFORMATION CAMPAIGN MUST BE DISSEMINATED STATEWIDE AND MUST  
7 EMPHASIZE THE IMPORTANT ROLES THAT EDUCATORS AND PARENTS HAVE  
8 IN TEACHING CHILDREN TO READ AND IN PROVIDING A SCHOOL AND HOME  
9 ENVIRONMENT THAT PROMOTES READING. THE DEPARTMENT IS  
10 ENCOURAGED TO WORK WITH THE PUBLIC AND PRIVATE LIBRARY AGENCIES  
11 THROUGHOUT THE STATE IN DEVELOPING AND IMPLEMENTING THE PUBLIC  
12 INFORMATION CAMPAIGN.

13 (8) (a) BY OCTOBER 1, 2019, THE DEPARTMENT SHALL ISSUE A  
14 REQUEST FOR PROPOSALS TO CONTRACT WITH AN ENTITY TO ACT AS AN  
15 INDEPENDENT EVALUATOR TO PROVIDE INDEPENDENT EVALUATIONS OF  
16 THE USE OF PER-PUPIL INTERVENTION MONEY AND MONEY RECEIVED  
17 THROUGH THE EARLY LITERACY GRANT PROGRAM BY LOCAL EDUCATION  
18 PROVIDERS AND TO CONDUCT A MULTI-YEAR EVALUATION TO DETERMINE  
19 WHETHER THE STUDENT OUTCOMES ACHIEVED BY LOCAL EDUCATION  
20 PROVIDERS IN IMPLEMENTING THIS PART 12 MEET THE GOALS OF THIS PART  
21 12 AS DESCRIBED IN SECTION 22-7-1202 (2) AND (3)(a).

22 (b) THE COMMISSIONER OF EDUCATION SHALL DIRECT THE PROCESS  
23 FOR REVIEWING THE PROPOSALS RECEIVED AND FOR SELECTING THE  
24 ENTITY IN ACCORDANCE WITH THE PROCUREMENT LAWS APPLICABLE TO  
25 THE DEPARTMENT. IN SELECTING THE ENTITY, THE COMMISSIONER SHALL  
26 ENSURE THAT:

27 (I) THE SELECTED ENTITY DEMONSTRATES THE ABILITY AND

1 CAPACITY TO SUCCESSFULLY COMPLETE THE EVALUATION AS DESCRIBED  
2 INSUBSECTION (8)(c) OF THIS SECTION WITHIN THE SPECIFIED TIME FRAME:

3 (II) THE SELECTED ENTITY HAS EXPERTISE IN REVIEWING AND  
4 UNDERSTANDING THE COMPONENTS OF HIGH-QUALITY, EFFECTIVE  
5 READING CURRICULA, EDUCATION PROGRAMS, INSTRUCTION, STRATEGIES,  
6 AND INTERVENTIONS:

7 (III) THE SELECTED ENTITY HAS EXPERTISE IN REVIEWING THE  
8 IMPLEMENTATION OF ENGLISH LANGUAGE DEVELOPMENT PROGRAMS,  
9 ESPECIALLY WITH REGARD TO TEACHING READING; AND

10 (IV) THE SELECTED ENTITY HAS EXPERTISE IN UNDERSTANDING  
11 MEASUREMENTS OF STUDENT LEARNING AND ACADEMIC GROWTH.

12 (c) THE MULTI-YEAR EVALUATION OF THE IMPLEMENTATION OF  
13 THIS PART 12 MUST INCLUDE:

14 (I) REVIEW OF THE APPROVED READING ASSESSMENTS AND THE  
15 ITEMS INCLUDED ON THE ADVISORY LISTS OF INSTRUCTIONAL  
16 PROGRAMMING IN READING AND SUPPORTING TECHNOLOGIES AND OF  
17 PROFESSIONAL DEVELOPMENT PROGRAMS TO ENSURE THAT THEY MEET  
18 THE REQUIREMENTS SPECIFIED IN SUBSECTION (2) OF THIS SECTION AND A  
19 REVIEW OF THE PROCESSES BY WHICH THE DEPARTMENT IDENTIFIES  
20 ASSESSMENTS, INSTRUCTIONAL PROGRAMMING IN READING, AND  
21 PROFESSIONAL DEVELOPMENT PROGRAMS FOR INCLUSION ON THE LISTS:

22 (II) EVALUATION OF THE EFFECTIVENESS OF THE PROCESSES,  
23 PROCEDURES, METHODS, AND STRATEGIES THAT LOCAL EDUCATION  
24 PROVIDERS USE TO IMPLEMENT THE REQUIREMENTS OF THIS PART 12,  
25 INCLUDING AN INVENTORY TO ESTABLISH A BASELINE INDICATION OF THE  
26 TEACHING METHODS, STRATEGIES, AND MATERIALS USED BY LOCAL  
27 EDUCATION PROVIDERS TO TEACH READING IN KINDERGARTEN AND

1 GRADES ONE THROUGH THREE:

2 (III) MEASUREMENT OF THE RESULTS ATTAINED THAT INDICATE  
3 THE DEGREE TO WHICH THE GOALS OF THIS PART 12 HAVE BEEN MET,  
4 INCLUDING, AT A MINIMUM:

5 (A) THE NUMBER OF STUDENTS ANNUALLY IDENTIFIED AS HAVING  
6 SIGNIFICANT READING DEFICIENCIES, INCLUDING THOSE INITIALLY  
7 IDENTIFIED AND THOSE WHO WERE IDENTIFIED IN A PREVIOUS SCHOOL  
8 YEAR;

9 (B) WHETHER STUDENTS IDENTIFIED AS HAVING SIGNIFICANT  
10 READING DEFICIENCIES DEMONSTRATE SIGNIFICANT ANNUAL GROWTH IN  
11 READING OVER MULTIPLE YEARS AND AN INDICATION OF THE AMOUNT OF  
12 GROWTH ATTAINED ANNUALLY;

13 (C) WHETHER STUDENTS IDENTIFIED AS HAVING SIGNIFICANT  
14 READING DEFICIENCIES DEMONSTRATE GRADE-LEVEL READING  
15 COMPETENCY BY COMPLETION OF THIRD GRADE OR BY COMPLETION OF A  
16 LATER GRADE;

17 (D) THE NUMBER OF STUDENTS ANNUALLY IDENTIFIED AS READING  
18 BELOW GRADE LEVEL; AND

19 (E) WHETHER THE STUDENTS IDENTIFIED AS READING BELOW  
20 GRADE LEVEL DEMONSTRATE SIGNIFICANT GROWTH IN READING TO THE  
21 EXTENT THAT THEY ARE READING AT GRADE LEVEL BY COMPLETION OF  
22 THIRD GRADE OR BY COMPLETION OF A LATER GRADE, AND AN INDICATION  
23 OF THE AMOUNT OF GROWTH ATTAINED ANNUALLY;

24 (IV) ESTABLISHMENT OF A BASELINE INDICATION OF THE LEVEL  
25 AND QUALITY OF PRE-SERVICE AND IN-SERVICE TRAINING IN TEACHING  
26 READING RECEIVED BY EACH EDUCATOR WHO IS EMPLOYED IN A PUBLIC  
27 SCHOOL TO TEACH KINDERGARTEN OR ONE OF GRADES ONE THROUGH

1 THREE; AND

2 (V) EVALUATION OF THE DEGREE TO WHICH LOCAL EDUCATION  
3 PROVIDERS EFFECTIVELY WORK WITH PARENTS AND MEMBERS OF THE  
4 COMMUNITY TO CREATE PARTNERSHIPS FOR PROVIDING AND  
5 ENCOURAGING READING INSTRUCTION FOR STUDENTS ENROLLED IN  
6 KINDERGARTEN AND GRADES ONE THROUGH THREE.

7 (d) IN COMPLETING THE MULTI-YEAR EVALUATION, THE  
8 INDEPENDENT EVALUATOR SHALL TAKE INTO ACCOUNT STUDENT MOBILITY  
9 WITHIN, AND THE STUDENT DEMOGRAPHICS OF, EACH LOCAL EDUCATION  
10 PROVIDER, INCLUDING AT THE SCHOOL-BUILDING LEVEL. THE  
11 INDEPENDENT EVALUATOR SHALL WORK DIRECTLY WITH THE  
12 DEPARTMENT, LOCAL EDUCATION PROVIDERS, AND PARENTS AND  
13 COMMUNITY MEMBERS IN COMPLETING THE EVALUATION.

14 (e) THE INDEPENDENT EVALUATOR CONTRACTED PURSUANT TO  
15 THIS SUBSECTION (8) SHALL COMPLETE THE EVALUATION OF THE  
16 IMPLEMENTATION OF THIS PART 12 AS DESCRIBED IN SUBSECTION (8)(c) OF  
17 THIS SECTION BY JULY 1, 2021. THE DEPARTMENT SHALL INCLUDE A  
18 REPORT OF THE EVALUATION IN THE HEARING BEFORE THE JOINT  
19 EDUCATION COMMITTEE HELD PURSUANT TO SECTION 2-7-203 IN  
20 NOVEMBER OR DECEMBER 2021. THE INDEPENDENT EVALUATOR SHALL  
21 CONTINUE EVALUATIONS OF THE GROWTH IN READING ACHIEVED BY  
22 LOCAL EDUCATION PROVIDERS' USE OF PER-PUPIL INTERVENTION MONEY  
23 AND MONEY RECEIVED THROUGH THE EARLY LITERACY GRANT PROGRAM.

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

26 **22-7-1210. Early literacy fund - created - repeal. (4) The**  
27 **money in the fund is subject to annual appropriation by the general**

1 assembly to the department. The department shall annually expend the  
2 money in the fund as follows:

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

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

10 (c) (I) IN ADDITION TO THE ALLOCATIONS DESCRIBED IN  
11 SUBSECTION (4)(b) OF THIS SECTION, FOR THE 2019-20 BUDGET YEAR, THE  
12 DEPARTMENT SHALL EXPEND:

13 (A) UP TO FIVE HUNDRED THOUSAND DOLLARS TO IMPLEMENT THE  
14 PUBLIC INFORMATION CAMPAIGN TO PROMOTE READING DESCRIBED IN  
15 SECTION 22-7-1209 (7);

16 (B) UP TO SEVEN HUNDRED FIFTY THOUSAND DOLLARS TO  
17 CONTRACT WITH, AND PAY THE DIRECT ADMINISTRATIVE COSTS INCURRED  
18 IN CONTRACTING WITH AND OVERSEEING, A QUALIFIED ENTITY AS AN  
19 INDEPENDENT EVALUATOR TO EVALUATE THE IMPLEMENTATION OF THIS  
20 PART 12 AS DESCRIBED IN SECTION 22-7-1209 (8); AND

21 (C) UP TO TWO MILLION SEVEN HUNDRED FIFTY THOUSAND  
22 DOLLARS TO PROVIDE EVIDENCE-BASED TRAINING IN TEACHING READING  
23 FOR TEACHERS EMPLOYED BY LOCAL EDUCATION PROVIDERS TO TEACH  
24 KINDERGARTEN AND GRADES ONE THROUGH THREE. IF THE ACTUAL  
25 DEMAND FOR TRAINING EXCEEDS THE ANTICIPATED DEMAND AND THE  
26 AMOUNT ALLOCATED PURSUANT TO THIS SUBSECTION (4)(c)(I)(C) IS  
27 INSUFFICIENT TO PAY THE COSTS INCURRED IN PROVIDING THIS TRAINING,

1 THE DEPARTMENT MAY SUBMIT TO THE GENERAL ASSEMBLY DURING THE  
2 2019-20 BUDGET YEAR A REQUEST FOR A SUPPLEMENTAL APPROPRIATION  
3 IN THE AMOUNT REQUIRED TO FULLY FUND THE COSTS.

4 (II) NOTWITHSTANDING THE PROVISIONS OF SUBSECTION (4)(b)(II)  
5 AND (4)(b)(IV) OF THIS SECTION, FOR THE 2019-20 BUDGET YEAR, OF THE  
6 AMOUNT THAT REMAINS AFTER THE ALLOCATIONS DESCRIBED IN  
7 SUBSECTIONS (4)(b)(I), (4)(b)(III), AND (4)(c)(I) OF THIS SECTION, AS  
8 PROVIDED IN THE ANNUAL GENERAL APPROPRIATIONS BILL, THE  
9 DEPARTMENT SHALL ALLOCATE TWO MILLION FIVE HUNDRED THOUSAND  
10 DOLLARS FOR GRANTS AWARDED THROUGH THE EARLY LITERACY GRANT  
11 PROGRAM CREATED IN SECTION 22-7-1211, WHICH IS IN ADDITION TO THE  
12 AMOUNT DESCRIBED IN SUBSECTION (4)(b)(II) OF THIS SECTION, AND  
13 ALLOCATE THE REMAINING AMOUNT TO LOCAL EDUCATION PROVIDERS AS  
14 PER-PUPIL INTERVENTION MONEY AS PROVIDED IN SECTION 22-7-1210.5.

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

17 (d) (I) BEGINNING IN THE 2020-21 BUDGET YEAR AND FOR BUDGET  
18 YEARS THEREAFTER, THE DEPARTMENT SHALL ANNUALLY EXPEND THE  
19 MONEY CREDITED TO THE EARLY LITERACY FUND FOR THE FOLLOWING  
20 PURPOSES:

21 (A) TO IMPLEMENT THE PUBLIC INFORMATION CAMPAIGN TO  
22 PROMOTE READING DESCRIBED IN SECTION 22-7-1209 (7);

23 (B) TO CONTRACT WITH AND PAY THE DIRECT COSTS INCURRED IN  
24 OVERSEEING AN INDEPENDENT EVALUATOR AS PROVIDED IN SECTION  
25 22-7-1209 (8);

26 (C) TO IMPLEMENT THE EARLY LITERACY GRANT PROGRAM  
27 CREATED IN SECTION 22-7-1211;

1           (D) TO ALLOCATE PER-PUPIL INTERVENTION MONEY TO LOCAL  
2           EDUCATION PROVIDERS AS PROVIDED IN SECTION 22-7-1210.5; AND

3           (E) TO PAY THE COSTS INCURRED IN PROVIDING TO LOCAL  
4           EDUCATION PROVIDERS TECHNICAL ASSISTANCE IN IMPLEMENTING THIS  
5           PART 12 AND TRAINING IN TEACHING READING FOR TEACHERS EMPLOYED  
6           TO TEACH KINDERGARTEN AND GRADES ONE THROUGH THREE;  
7           MONITORING THE USE OF MONEY RECEIVED AS PER-PUPIL INTERVENTION  
8           MONEY OR GRANTS THROUGH THE EARLY LITERACY GRANT PROGRAM; AND  
9           FULFILLING THE ADMINISTRATIVE REQUIREMENTS SPECIFIED IN THIS PART  
10          12.

11          (II) THE GENERAL ASSEMBLY SHALL ANNUALLY APPROPRIATE IN  
12          THE GENERAL APPROPRIATIONS BILL THE AMOUNT THAT THE DEPARTMENT  
13          MAY EXPEND FOR THE PURPOSES SPECIFIED IN SUBSECTION (4)(d)(I) OF  
14          THIS SECTION.

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

1 READ plans in the budget year preceding the year in which the moneys  
2 are allocated.

3 (H) Repealed.

4 (b) A local education provider may use the per-pupil intervention  
5 money only as follows:

6 (I) To provide full-day kindergarten services to students enrolled  
7 in one or more of the public schools operated by the local education  
8 provider;

9 (II) To operate a summer school literacy program as described in  
10 section 22-7-1212;

11 (III) To purchase tutoring services in reading for students who are  
12 receiving instructional services pursuant to READ plans;

13 (III.5) (Deleted by amendment, L. 2018.)

14 (IV) To provide other targeted, scientifically based or  
15 evidence-based intervention services to students who are receiving  
16 instructional services pursuant to READ plans, which services are  
17 approved by the department;

18 (V) For a local education provider that is a small rural school  
19 district as defined in section 22-7-1211 (4)(a), to purchase from a board  
20 of cooperative services the services of a literacy specialist to provide  
21 educator professional development in literacy and other support in  
22 implementing the requirements of this part 12; or

23 (VI) To provide professional development programming to  
24 support educators in teaching literacy; except that a local education  
25 provider may not use more than fifteen percent of the per-pupil  
26 intervention money received in a budget year for this purpose.  
27 Professional development programming authorized in this subsection

1 (5)(b)(VI) may include literacy coaches who provide job-embedded,  
2 ongoing professional development to support  
3 kindergarten-through-third-grade teacher competence in the  
4 evidence-based or scientifically based teaching of phonemic awareness;  
5 phonics; vocabulary development; reading fluency, including oral skills;  
6 and reading comprehension.

7 (c) Each budget year, prior to receiving per-pupil intervention  
8 money, each local education provider shall submit to the department, for  
9 informational purposes, an explanation of the manner in which it will use  
10 the money in the coming budget year and the number of students for  
11 which the local education provider may receive per-pupil intervention  
12 money. If the local education provider intends to provide a service  
13 described in subsection (5)(b)(IV) of this section, the department shall  
14 review the service and provide the per-pupil intervention money for the  
15 service only if the service meets the requirements specified in subsection  
16 (5)(b)(IV) of this section. Upon the request of the department, a local  
17 education provider shall provide specific expenditure information to the  
18 department that specifies the manner in which the local education  
19 provider spent the per-pupil intervention money it received in a budget  
20 year.

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

27 (6) Each local education provider shall ensure that the per-pupil

1 intervention money it receives in each budget year is used to improve the  
2 reading competency of students enrolled in kindergarten and grades one  
3 through three and does not replace other money that would otherwise be  
4 used for this purpose.

5 SECTION 8. In Colorado Revised Statutes, add 22-7-1210.5 as  
6 follows:

7 22-7-1210.5. Per-pupil intervention money - uses - distribution  
8 - monitoring. (1) TO DISTRIBUTE THE MONEY APPROPRIATED PURSUANT  
9 TO SECTION 22-7-1210 (4) FOR PER-PUPIL INTERVENTION MONEY, THE  
10 DEPARTMENT SHALL ANNUALLY CALCULATE THE PER-PUPIL AMOUNT BY  
11 DIVIDING THE AMOUNT OF MONEY AVAILABLE BY THE TOTAL NUMBER OF  
12 STUDENTS ENROLLED IN KINDERGARTEN AND FIRST, SECOND, AND THIRD  
13 GRADES IN PUBLIC SCHOOLS IN THE STATE WHO WERE IDENTIFIED AS  
14 HAVING SIGNIFICANT READING DEFICIENCIES AND RECEIVED  
15 INSTRUCTIONAL SERVICES PURSUANT TO READ PLANS IN THE BUDGET  
16 YEAR PRECEDING THE YEAR IN WHICH THE MONEY IS DISTRIBUTED.  
17 SUBJECT TO THE REQUIREMENTS OF THIS SECTION, A LOCAL EDUCATION  
18 PROVIDER MAY RECEIVE PER-PUPIL INTERVENTION MONEY IN AN AMOUNT  
19 EQUAL TO THE CALCULATED PER-PUPIL AMOUNT MULTIPLIED BY THE  
20 NUMBER OF STUDENTS ENROLLED IN KINDERGARTEN AND FIRST, SECOND,  
21 AND THIRD GRADES IN PUBLIC SCHOOLS OPERATED BY THE LOCAL  
22 EDUCATION PROVIDER WHO WERE IDENTIFIED AS HAVING SIGNIFICANT  
23 READING DEFICIENCIES AND RECEIVED INSTRUCTIONAL SERVICES  
24 PURSUANT TO READ PLANS IN THE BUDGET YEAR PRECEDING THE YEAR  
25 IN WHICH THE MONEY IS DISTRIBUTED.

26 (2) BEFORE THE BEGINNING OF EACH BUDGET YEAR, TO RECEIVE  
27 A DISTRIBUTION OF PER-PUPIL INTERVENTION MONEY, A LOCAL EDUCATION

1 PROVIDER MUST SUBMIT TO THE DEPARTMENT BY THE DATE SPECIFIED BY  
2 STATE BOARD RULE:

3 (a) THE NUMBER OF STUDENTS ENROLLED IN KINDERGARTEN AND  
4 FIRST, SECOND, AND THIRD GRADES IN PUBLIC SCHOOLS OPERATED BY THE  
5 LOCAL EDUCATION PROVIDER WHO WERE IDENTIFIED AS HAVING  
6 SIGNIFICANT READING DEFICIENCIES AND RECEIVED INSTRUCTIONAL  
7 SERVICES PURSUANT TO READ PLANS IN THE BUDGET YEAR PRECEDING  
8 THE YEAR IN WHICH THE MONEY IS DISTRIBUTED; AND

9 (b) A BUDGET, INCLUDING A NARRATIVE EXPLANATION, FOR THE  
10 USE OF THE PER-PUPIL INTERVENTION MONEY IN ACCORDANCE WITH THE  
11 USES DESCRIBED IN SUBSECTION (4) OF THIS SECTION.

12 (3) (a) AT THE BEGINNING OF EACH BUDGET YEAR, THE  
13 DEPARTMENT SHALL DISTRIBUTE TO A LOCAL EDUCATION PROVIDER THAT  
14 MEETS THE REQUIREMENTS SPECIFIED IN SUBSECTION (3)(b) OF THIS  
15 SECTION THE AMOUNT OF PER-PUPIL INTERVENTION MONEY CALCULATED  
16 FOR THE LOCAL EDUCATION PROVIDER PURSUANT TO SUBSECTION (1) OF  
17 THIS SECTION FOR THE APPLICABLE BUDGET YEAR.

18 (b) TO RECEIVE PER-PUPIL INTERVENTION MONEY IN A BUDGET  
19 YEAR, A LOCAL EDUCATION PROVIDER MUST MEET THE FOLLOWING  
20 REQUIREMENTS:

21 (I) THE LOCAL EDUCATION PROVIDER MUST SUBMIT THE  
22 INFORMATION DESCRIBED IN SUBSECTION (2) OF THIS SECTION AND IN  
23 SECTION 22-7-1213 (2);

24 (II) FOR THE 2021-22 BUDGET YEAR AND BUDGET YEARS  
25 THEREAFTER, THE LOCAL EDUCATION PROVIDER MUST SUBMIT EVIDENCE  
26 THAT IT IS IN COMPLIANCE WITH THE TEACHER TRAINING REQUIREMENTS  
27 SPECIFIED IN SECTION 22-7-1208 (6);

1           (III) THE DEPARTMENT MUST APPROVE THE LOCAL EDUCATION  
2 PROVIDER'S PROPOSED USE OF THE PER-PUPIL INTERVENTION MONEY AS  
3 BEING IN COMPLIANCE WITH THE REQUIREMENTS IN SUBSECTION (4) OF  
4 THIS SECTION;

5           (IV) FOR THE PRECEDING BUDGET YEAR, THE LOCAL EDUCATION  
6 PROVIDER MUST HAVE USED THE MONEY FOR ONE OR MORE OF THE  
7 PURPOSES SPECIFIED IN SUBSECTION (4) OF THIS SECTION; EXCEPT THAT  
8 THE PROVISIONS OF THIS SUBSECTION (3)(a)(III) DO NOT APPLY IF THE  
9 LOCAL EDUCATION PROVIDER DID NOT RECEIVE A DISTRIBUTION OF  
10 PER-PUPIL INTERVENTION MONEY IN THE PRECEDING BUDGET YEAR; AND

11           (V) IF THE LOCAL EDUCATION PROVIDER IS EXPECTING TO USE THE  
12 PER-PUPIL INTERVENTION MONEY FOR TARGETED INTERVENTION SERVICES  
13 AS DESCRIBED IN SUBSECTION (4)(d) OF THIS SECTION, THE DEPARTMENT  
14 REVIEWED AND APPROVED THE SERVICES. THE DEPARTMENT SHALL NOT  
15 APPROVE SERVICES THAT HAVE NOT BEEN IMPLEMENTED AND PROVEN TO  
16 BE SUCCESSFUL WITH A STUDENT POPULATION AND UNDER  
17 CIRCUMSTANCES THAT ARE COMPARABLE TO THOSE OF THE LOCAL  
18 EDUCATION PROVIDER OR THAT ARE NOT SUPPORTED BY VALID RESEARCH  
19 THAT SUGGESTS THE SERVICES WILL BE EFFECTIVE WITH THE STUDENT  
20 POPULATION SERVED BY, AND UNDER THE CIRCUMSTANCES OF, THE LOCAL  
21 EDUCATION PROVIDER.

22           (c) THROUGHOUT THE BUDGET YEAR, THE DEPARTMENT SHALL  
23 MONITOR AND, IF DEEMED NECESSARY BY THE DEPARTMENT, AUDIT EACH  
24 LOCAL EDUCATION PROVIDER'S USE OF THE PER-PUPIL INTERVENTION  
25 MONEY IT RECEIVES. THE DEPARTMENT MAY CONDUCT SITE VISITS TO THE  
26 EXTENT DEEMED NECESSARY TO ADEQUATELY MONITOR A LOCAL  
27 EDUCATION PROVIDER'S USE OF PER-PUPIL INTERVENTION MONEY. EACH

1 LOCAL EDUCATION PROVIDER SHALL PROVIDE, UPON REQUEST BY THE  
2 DEPARTMENT, INFORMATION NECESSARY FOR THE DEPARTMENT TO  
3 COMPLY WITH THIS SUBSECTION (3)(c).

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

6 (a) TO OPERATE A SUMMER SCHOOL LITERACY PROGRAM AS  
7 DESCRIBED IN SECTION 22-7-1212:

8 (b) TO PURCHASE CORE READING INSTRUCTIONAL PROGRAMS THAT  
9 ARE INCLUDED ON THE ADVISORY LIST OF INSTRUCTIONAL PROGRAMMING  
10 IN READING AND SUPPORTING TECHNOLOGIES DEVELOPED BY THE  
11 DEPARTMENT PURSUANT TO SECTION 22-7-1209 (2)(b):

12 (c) TO PURCHASE TUTORING SERVICES THAT FOCUS ON INCREASING  
13 STUDENTS' FOUNDATIONAL READING SKILLS OF PHONEMIC AWARENESS,  
14 PHONICS, VOCABULARY DEVELOPMENT, READING FLUENCY INCLUDING  
15 ORAL SKILLS, AND READING COMPREHENSION FOR STUDENTS WHO ARE  
16 RECEIVING INSTRUCTIONAL SERVICES PURSUANT TO READ PLANS;

17 (d) TO PROVIDE OTHER TARGETED, EVIDENCE-BASED OR  
18 SCIENTIFICALLY BASED INTERVENTION SERVICES TO STUDENTS WHO ARE  
19 RECEIVING INSTRUCTIONAL SERVICES, WHICH MAY INCLUDE SERVICES  
20 PROVIDED BY A READING INTERVENTIONIST, PURSUANT TO READ PLANS,  
21 WHICH SERVICES ARE APPROVED BY THE DEPARTMENT;

22 (e) TO PROVIDE TECHNOLOGY, INCLUDING SOFTWARE, WHICH IS  
23 INCLUDED ON THE ADVISORY LIST OF INSTRUCTIONAL PROGRAMMING IN  
24 READING AND SUPPORTING TECHNOLOGIES PURSUANT TO SECTION  
25 22-7-1209 (2)(b), TO ASSIST IN ASSESSING AND MONITORING STUDENT  
26 PROGRESS TOWARD READING COMPETENCY, WHICH MAY INCLUDE  
27 PROVIDING PROFESSIONAL DEVELOPMENT IN THE EFFECTIVE USE OF THE

1 TECHNOLOGY OR SOFTWARE:

2 (f) TO PURCHASE FROM A BOARD OF COOPERATIVE SERVICES THE  
3 SERVICES OF A READING SPECIALIST OR READING INTERVENTIONIST WHO  
4 IS TRAINED IN THE SCIENCE OF READING AND IN TEACHING THE  
5 FOUNDATIONAL READING SKILLS OF PHONEMIC AWARENESS, PHONICS,  
6 VOCABULARY DEVELOPMENT, READING FLUENCY INCLUDING ORAL SKILLS,  
7 AND READING COMPREHENSION TO PROVIDE EDUCATOR PROFESSIONAL  
8 DEVELOPMENT IN TEACHING READING AND OTHER SUPPORT IN  
9 IMPLEMENTING THE REQUIREMENTS OF THIS PART 12; OR

10 (g) TO PROVIDE PROFESSIONAL DEVELOPMENT PROGRAMMING TO  
11 SUPPORT EDUCATORS IN TEACHING READING. PROFESSIONAL  
12 DEVELOPMENT PROGRAMMING AUTHORIZED IN THIS SUBSECTION (4)(g)  
13 MAY INCLUDE HIRING A READING COACH WHO IS TRAINED IN TEACHING  
14 THE FOUNDATIONAL READING SKILLS OF PHONEMIC AWARENESS, PHONICS,  
15 VOCABULARY DEVELOPMENT, READING FLUENCY INCLUDING ORAL SKILLS,  
16 AND READING COMPREHENSION TO PROVIDE JOB-EMBEDDED, ONGOING  
17 PROFESSIONAL DEVELOPMENT TO SUPPORT  
18 KINDERGARTEN-THROUGH-THIRD-GRADE TEACHER COMPETENCE IN  
19 TEACHING PHONEMIC AWARENESS, PHONICS, VOCABULARY DEVELOPMENT,  
20 READING FLUENCY INCLUDING ORAL SKILLS, AND READING  
21 COMPREHENSION. A LOCAL EDUCATION PROVIDER THAT HAS NOT FULLY  
22 COMPLIED WITH SECTION 22-7-1208 (6) IS STRONGLY ENCOURAGED TO USE  
23 PER-PUPIL INTERVENTION MONEY TO ENSURE THAT ALL TEACHERS  
24 EMPLOYED BY THE LOCAL EDUCATION PROVIDER TO TEACH  
25 KINDERGARTEN OR ANY OF GRADES ONE THROUGH THREE SUCCESSFULLY  
26 COMPLETE EVIDENCE-BASED TRAINING IN TEACHING READING BEFORE  
27 USING THE MONEY FOR OTHER AUTHORIZED PURPOSES.

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

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

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

24           **SECTION 9.** In Colorado Revised Statutes, 22-7-1211, **amend**  
25 (1), (2)(a), (2)(b), (3) introductory portion, (3)(a), and (3)(b); and **add**  
26 (2)(b.3), (2)(b.5), and (3.5) as follows:

27           **22-7-1211. Early literacy grant program - created -**

1 **definitions.** (1) (a) There is created in the department the early literacy  
2 grant program to provide money to local education providers to  
3 implement literacy support and intervention instruction programs,  
4 including but not limited to related professional development programs,  
5 to assist students in kindergarten and first, second, and third grades to  
6 achieve reading competency. THE STATE BOARD MAY AWARD A GRANT TO  
7 AN APPLYING LOCAL EDUCATION PROVIDER THAT IS A SCHOOL DISTRICT ON  
8 A DISTRICT-WIDE BASIS OR TO INDIVIDUAL SCHOOLS OF THE SCHOOL  
9 DISTRICT. A LOCAL EDUCATION PROVIDER MAY APPLY INDIVIDUALLY OR  
10 AS PART OF A GROUP OF LOCAL EDUCATION PROVIDERS. The state board by  
11 rule shall establish the application timelines and the information to be  
12 included in each grant application. THE STATE BOARD SHALL NOT, AS A  
13 CONDITION OF APPLYING FOR OR RECEIVING A GRANT, RESTRICT AN  
14 APPLICANT'S ABILITY TO USE ANY OF THE ASSESSMENTS INCLUDED ON THE  
15 APPROVED LIST OF ASSESSMENTS ADOPTED PURSUANT TO SECTION  
16 22-7-1209 (1)(b).

17 (b) In adopting rules, the state board shall ensure that a local  
18 education provider that is a rural school district or a small rural school  
19 district, or a district charter school or an institute charter school that is  
20 located within the boundaries of a rural school district or small rural  
21 school district, may submit a simplified grant application. A local  
22 education provider may apply individually or as part of a group of local  
23 education providers. A rural school district that is a member of a board of  
24 cooperative services may seek assistance in writing the grant application  
25 from the board of cooperative services. A board of cooperative services  
26 may apply for a grant to provide instructional support in literacy for small  
27 rural school districts that are members of the board of cooperative

1 services.

2 (2) The department shall review each grant application received  
3 and recommend to the state board whether to award the grant and the  
4 duration and amount of each grant. In making recommendations, the  
5 department shall consider the following factors:

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

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

18 (b.3) WHETHER THE LOCAL EDUCATION PROVIDER OR GROUP OF  
19 LOCAL EDUCATION PROVIDERS EMPLOYS READING COACHES OR PLANS TO  
20 USE ALL OR A PORTION OF THE GRANT MONEY TO EMPLOY READING  
21 COACHES;

22 (b.5) THE DEGREE TO WHICH THE INSTRUCTIONAL PROGRAM  
23 INCORPORATES THE EFFECTIVE USE OF TECHNOLOGY, INCLUDING  
24 SOFTWARE, TO ASSIST IN ASSESSING AND MONITORING STUDENT PROGRESS  
25 TOWARD READING COMPETENCY;

26 (3) Based on the recommendations of the department, the state  
27 board shall award grants to applying local education providers or groups

1 of local education providers, which grants are paid from money in the  
2 early literacy fund created in section 22-7-1210. Of the money allocated  
3 for the early literacy grant program pursuant to section 22-7-1210  
4 (4)(b)(H) SECTION 22-7-1210 (4), the state board shall annually:

5 (a) Award up to ten percent to applicants that have previously  
6 received a grant to fund school-wide literacy initiatives THAT HAVE  
7 RESULTED IN SIGNIFICANT STUDENT ACADEMIC GROWTH TOWARD READING  
8 COMPETENCY, AS DETERMINED BY AN INDEPENDENT EVALUATOR AS  
9 PROVIDED IN SECTION 22-7-1209 (8), and that are requesting an additional  
10 year of funding to assist the local education provider in sustainability  
11 planning for the initiatives, including the continuing use of literacy  
12 coaches:

13 (b) Award up to fifteen percent to fund professional development  
14 initiatives for local education providers that are already implementing  
15 evidence-based or scientifically based universal instruction and  
16 interventions THAT ARE RESULTING IN SIGNIFICANT STUDENT ACADEMIC  
17 GROWTH TOWARD READING COMPETENCY, AS DETERMINED BY AN  
18 INDEPENDENT EVALUATOR AS PROVIDED IN SECTION 22-7-1209 (8); and

19 (3.5) (a) UPON COMPLETION OF THE TERM OF A GRANT, IF AN  
20 INDEPENDENT EVALUATOR, AS PROVIDED IN SECTION 22-7-1209 (8),  
21 DETERMINES THAT THE INSTRUCTIONAL PROGRAM FUNDED BY THE GRANT  
22 MONEY HAS RESULTED IN SIGNIFICANT STUDENT ACADEMIC GROWTH  
23 TOWARD READING COMPETENCY, AND IF THE LOCAL EDUCATION PROVIDER  
24 REQUESTS AN EXTENSION OF THE GRANT, THE STATE BOARD SHALL  
25 EXTEND THE GRANT FOR A PERIOD RECOMMENDED BY THE DEPARTMENT.  
26 THE STATE BOARD SHALL INCREASE THE AMOUNT OF THE GRANT IF  
27 NECESSARY TO ENABLE THE LOCAL EDUCATION PROVIDER TO EXPAND OR

1 ENHANCE IMPLEMENTATION OF THE INSTRUCTIONAL PROGRAM.

2 (b) UPON COMPLETION OF THE TERM OF A GRANT, IF AN  
3 INDEPENDENT EVALUATOR, AS PROVIDED IN SECTION 22-7-1209 (8),  
4 DETERMINES THAT THE INSTRUCTIONAL PROGRAM FUNDED BY THE GRANT  
5 MONEY HAS NOT RESULTED IN SIGNIFICANT ACADEMIC STUDENT GROWTH  
6 TOWARD READING COMPETENCY, THE STATE BOARD SHALL NOT EXTEND  
7 OR RENEW THE GRANT.

8 **SECTION 10. In Colorado Revised Statutes, 22-7-1213, amend**  
9 **(2); and add (1.5) as follows:**

10 **22-7-1213. Reporting requirements. (1.5) EACH LOCAL**  
11 **EDUCATION PROVIDER SHALL SUBMIT TO THE DEPARTMENT AND TO THE**  
12 **INDEPENDENT EVALUATOR CONTRACTED PURSUANT TO SECTION**  
13 **22-7-1209 (8) ANY INFORMATION REQUIRED BY THE DEPARTMENT OR THE**  
14 **INDEPENDENT EVALUATOR TO COMPLETE THE EVALUATION DESCRIBED IN**  
15 **SECTION 22-7-1209 (8).**

16 (2) Each local education provider that receives an early literacy  
17 grant pursuant to section 22-7-1211 or per-pupil intervention moneys  
18 MONEY shall, at the conclusion of each budget year in which it receives  
19 the grant or per-pupil intervention moneys MONEY, submit to the  
20 department information describing:

21 (a) The instructional programs, full-day kindergarten program,  
22 summer school literacy program, tutoring services, or other intervention  
23 services IN DETAIL, THE SPECIFIC EXPENDITURES for which the local  
24 education provider used the grant or per-pupil intervention moneys  
25 MONEY;

26 (a.5) IF THE LOCAL EDUCATION PROVIDER PURCHASED  
27 INSTRUCTIONAL PROGRAMMING IN READING USING GRANT OR PER-PUPIL

1 INTERVENTION MONEY, THE SCORES ATTAINED BY STUDENTS ENROLLED  
2 IN KINDERGARTEN THROUGH THIRD GRADE ON THE INTERIM READING  
3 ASSESSMENTS ADMINISTERED PURSUANT TO SECTION 22-7-1205:

4 (b) The number and grade levels of students who participated in  
5 each of the types of programs or services provided; and

6 (c) The progress made by participating students in achieving  
7 reading competency.

8 **SECTION 11. Appropriation - adjustments to 2019 long bill.**

9 (1) To implement this act, appropriations made in the annual general  
10 appropriation act for the 2019-20 state fiscal year to the department of  
11 education for the early literacy competitive grant program are adjusted as  
12 follows:

13 (a) The cash funds appropriation from the marijuana tax cash fund  
14 created in section 39-28.8-501 (1), C.R.S., is decreased by \$5,378,678,  
15 and the related FTE is decreased by 8.0 FTE; and

16 (b) The cash funds appropriation from the early literacy fund  
17 created in section 22-7-1210 (1), C.R.S., is decreased by \$865,254.

18 (2) For the 2019-20 state fiscal year, \$7,500,000 is appropriated  
19 to the department of education. This appropriation consists of \$5,378,678  
20 from the marijuana tax cash fund created in section 39-28.8-501 (1),  
21 C.R.S., and \$2,121,322 from the early literacy fund created in section 22-  
22 7-1210 (1), C.R.S. To implement this act, the department may use this  
23 appropriation for the early literacy competitive grant program.

24 (3) For the 2019-20 state fiscal year, \$2,702,557 is appropriated  
25 to the department of education. This appropriation is from the early  
26 literacy fund created in section 22-7-1210 (1), C.R.S. To implement this  
27 act, the department may use this appropriation for evidence-based training

1 provided to teachers pursuant to section 22-7-1208 (6)(b), C.R.S.

2 (4) For the 2019-20 state fiscal year, \$1,664,570 is appropriated  
3 to the department of education. This appropriation is from the early  
4 literacy fund created in section 22-7-1210 (1), C.R.S., and is based on an  
5 assumption that the department will require an additional 11.7 FTE. To  
6 implement this act, the department may use this appropriation for early  
7 literacy program administration, technical assistance, and monitoring.

8 (5) For the 2019-20 state fiscal year, \$750,000 is appropriated to  
9 the department of education. This appropriation is from the early literacy  
10 fund created in section 22-7-1210 (1), C.R.S. To implement this act, the  
11 department may use this appropriation for an independent evaluation  
12 pursuant to section 22-7-1209 (8), C.R.S.

13 (6) For the 2019-20 state fiscal year, \$500,000 is appropriated to  
14 the department of education. This appropriation is from the early literacy  
15 fund created in section 22-7-1210 (1), C.R.S., and is based on an  
16 assumption that the department will require an additional 0.5 FTE. To  
17 implement this act, the department may use this appropriation for a public  
18 information campaign pursuant to section 22-7-1209 (7), C.R.S.

19 (7) For the 2019-20 state fiscal year, \$26,261,551 is appropriated  
20 to the department of education. This appropriation is from the early  
21 literacy fund created in section 22-7-1210 (1), C.R.S. To implement this  
22 act, the department may use this appropriation for early literacy program  
23 per pupil intervention funding.

24 **SECTION 12. Safety clause.** The general assembly hereby finds,  
25 determines, and declares that this act is necessary for the immediate  
26 preservation of the public peace, health, and safety.