

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

PREAMENDED

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

LLS NO. 23-0850.01 Alana Rosen x2606

HOUSE BILL 23-1231

HOUSE SPONSORSHIP

McLachlan and Pugliese,

SENATE SPONSORSHIP

Marchman and Lundeen,

House Committees

Education
Appropriations

Senate Committees

A BILL FOR AN ACT

101 **CONCERNING IMPROVING MATHEMATICS OUTCOMES IN**
102 **PRE-KINDERGARTEN THROUGH TWELFTH GRADE EDUCATION.**

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 requires the department of education (department), by January 2024, to make available free optional trainings in evidence-based practices in mathematics, including a training specifically designed for elementary school educators and a training specifically designed for secondary school mathematics educators. Each training must include interventions to help students who are below grade level or struggling in

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

mathematics, children with disabilities, and students who are English language learners. The training is available to relevant staff of school districts, related administrative units, district charter schools, institute charter schools, boards of cooperative services, and community-based organizations.

School district boards of education and institute charter schools are strongly encouraged to adopt procedures for schools to provide support to students in pre-kindergarten through twelfth grade and students' families to improve mathematics outcomes. Procedures may include:

- Identifying students who are below grade level or struggling in mathematics based on academic assessments;
- Notifying the parents, guardians, or legal custodians if a student is below grade level or struggling in mathematics;
- Providing parents, guardians, or legal custodians with a list of interventions to assist with mathematics at home, including any state-approved curriculum options, referrals for mathematics tutoring, or other intervention opportunities, when applicable;
- Publishing mathematics curricula annually, including supplemental curricula or interventions; and
- Implementing train-the-trainer or train-the-parent framework plans to improve mathematics achievements for students.

The bill creates the Colorado academic accelerator grant program (grant program). The purpose of the grant program is to create community learning centers that:

- Provide opportunities for academic enrichment and support activities during nonschool hours, periods when school is not in session, or during extended learning hours, including tutorial services; and
- Offer families of students opportunities for engagement in students' education, including opportunities for mathematics literacy and related educational development.

Eligible entities that apply to the grant program are selected for a grant that runs for a period of 3 years. The department shall prioritize eligible entities that:

- Adopt intervention strategies;
- Use evidence-informed and evidence-based programs that build student skills in STEM and mathematics;
- Use digital math accelerator programs;
- Serve high-needs students, as determined by the department; or
- Have an established presence and relationship in the community.

The bill requires school districts, public schools, the state charter

school institute, and institute charter schools that are on an improvement plan, priority improvement plan, or a turnaround plan to identify strategies to address the needs of students who are below grade level or struggling in mathematics and set or revise, as appropriate, ambitious but attainable targets that the public school shall attain in reducing the number of students who are below grade level or struggling in mathematics to increase the number of students who achieve grade-level expectations in mathematics.

The bill amends the ninth-grade success grant program and requires the department to prioritize applicants that propose programming focused on evidence-based mathematics skills and intervention strategies, including a focus on students who are below grade level or struggling in mathematics and have academic achievement levels in mathematics that are consistently ranked the lowest for public high schools in the state, as determined by the department.

The bill includes a requirement that elementary and secondary school mathematics teacher candidates of educator preparation programs be trained in evidence-based practices in mathematics, including interventions to help students who are below grade level or struggling in mathematics, children with disabilities, and students who are English language learners.

The bill includes early numeracy as part of the continuing professional development requirements for teachers employed by a preschool provider. The department of early childhood shall include early numeracy as a subject matter area in the resource bank of preschool curricula for use by preschool providers.

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

2 **SECTION 1.** In Colorado Revised Statutes, **add** 22-2-146.5 as
3 follows:

4 **22-2-146.5. Department of education - improving mathematics**
5 **outcomes - training and technical assistance - report - definitions.**

6 (1) AS USED IN THIS SECTION, UNLESS THE CONTEXT OTHERWISE
7 REQUIRES:

8 (a) "CHILDREN WITH DISABILITIES" HAS THE SAME MEANING AS SET
9 FORTH IN SECTION 22-20-103.

10 (b) "EVIDENCE-INFORMED" MEANS A PROGRAM OR PRACTICE IN

1 MATHEMATICS THAT RELIES ON PEER-REVIEWED EVIDENCE TO ESTABLISH
2 A BASIS FOR ACCELERATING LEARNING. "EVIDENCE-INFORMED" INCLUDES
3 EVIDENCE-INFORMED CURRICULA, INTERVENTIONS, AND ASSESSMENT
4 OPTIONS.

5 (c) "RURAL SCHOOL DISTRICT" MEANS A SCHOOL DISTRICT IN
6 COLORADO THAT THE DEPARTMENT DETERMINES IS RURAL BASED ON THE
7 GEOGRAPHIC SIZE OF THE SCHOOL DISTRICT AND THE DISTANCE OF THE
8 SCHOOL DISTRICT FROM THE NEAREST LARGE, URBANIZED AREA.

9 (d) "SMALL RURAL SCHOOL DISTRICT" MEANS A SCHOOL DISTRICT
10 IN COLORADO THAT THE DEPARTMENT DETERMINES IS RURAL BASED ON
11 THE GEOGRAPHIC SIZE OF THE SCHOOL DISTRICT AND THE DISTANCE OF THE
12 SCHOOL DISTRICT FROM THE NEAREST LARGE, URBANIZED AREA AND THAT
13 ENROLLS FEWER THAN ONE THOUSAND STUDENTS IN PRE-KINDERGARTEN
14 THROUGH TWELFTH GRADE.

15 (e) "TRAIN-THE-TRAINER" MEANS A TRAINING FRAMEWORK THAT
16 DEVELOPS EDUCATORS INTO SUBJECT MATTER EXPERTS WHO CAN TEACH
17 OTHER EDUCATORS ABOUT MATHEMATICS.

18 (2) BY JANUARY 2024, THE DEPARTMENT SHALL MAKE AVAILABLE
19 FREE OPTIONAL TRAININGS, INCORPORATING THE TRAIN-THE-TRAINER
20 MODEL, IN EVIDENCE-INFORMED PRACTICES IN MATHEMATICS, INCLUDING
21 A TRAINING SPECIFICALLY DESIGNED FOR ELEMENTARY SCHOOL
22 EDUCATORS AND A TRAINING SPECIFICALLY DESIGNED FOR SECONDARY
23 SCHOOL MATHEMATICS EDUCATORS. EACH TRAINING MUST INCLUDE
24 INTERVENTIONS AND STRATEGIES TO GROW AND ACCELERATE STUDENT
25 PROFICIENCIES IN MATHEMATICS TO HELP STUDENTS WHO ARE BELOW
26 GRADE LEVEL OR STRUGGLING IN MATHEMATICS, CHILDREN WITH
27 DISABILITIES, AND STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS.

1 TRAINING MAY INCLUDE, BUT NEED NOT BE LIMITED TO, CONTENT
2 ALIGNED WITH STUDENT ACADEMIC STANDARDS, STANDARDS FOR
3 MATHEMATICAL PRACTICE, AND CULTIVATION OF MATHEMATICAL BEST
4 PRACTICES AND MINDSETS. THE TRAINING IS AVAILABLE TO RELEVANT
5 STAFF OF SCHOOL DISTRICTS, RELATED ADMINISTRATIVE UNITS, DISTRICT
6 CHARTER SCHOOLS, INSTITUTE CHARTER SCHOOLS, BOARDS OF
7 COOPERATIVE SERVICES, AND COMMUNITY-BASED ORGANIZATIONS, AS
8 DEFINED IN SECTION 22-2-146.6.

9 (3) THE DEPARTMENT, UPON REQUEST, SHALL PROVIDE TECHNICAL
10 ASSISTANCE TO RURAL SCHOOL DISTRICTS AND SMALL RURAL SCHOOL
11 DISTRICTS, INCLUDING ADMINISTRATIVE UNITS AND DISTRICT CHARTER
12 SCHOOLS, AND INSTITUTE CHARTER SCHOOLS IN RURAL AREAS. TECHNICAL
13 ASSISTANCE MUST INCLUDE IDENTIFYING BEST PRACTICES IN
14 MATHEMATICS, INCLUDING INTERVENTIONS TO HELP STUDENTS WHO ARE
15 BELOW GRADE LEVEL OR STRUGGLING IN MATHEMATICS, CHILDREN WITH
16 DISABILITIES, AND STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS.

17 (4) THE DEPARTMENT SHALL PUBLISH, ON A CONTINUOUS BASIS, A
18 LIST OF EVIDENCE-INFORMED CURRICULA AND ASSESSMENT OPTIONS FOR
19 MATHEMATICS. THE DEPARTMENT SHALL CONSULT WITH SCHOOLS OF A
20 SCHOOL DISTRICT, DISTRICT CHARTER SCHOOLS, INSTITUTE CHARTER
21 SCHOOLS, EDUCATORS WHO TEACH MATHEMATICS, AND NATIONAL
22 EXPERTS AND REPOSITORIES TO UPDATE THE LIST OF EVIDENCE-INFORMED
23 CURRICULA AND ASSESSMENT OPTIONS FOR MATHEMATICS. THE
24 DEPARTMENT SHALL REVIEW THE LIST AND REMOVE MATERIAL, AS
25 NECESSARY, EVERY FOUR YEARS.

26 (5) THE DEPARTMENT SHALL PROVIDE AND REGULARLY UPDATE
27 EVIDENCE-INFORMED INTERVENTIONS FOR IMPROVING MATHEMATICS

1 ACHIEVEMENT, INCLUDING INTERVENTION OPTIONS THAT MAY BE
2 AVAILABLE TO PARENTS REMOTELY. THE DEPARTMENT SHALL PUBLISH
3 THE EVIDENCE-INFORMED INTERVENTIONS ON THE DEPARTMENT'S
4 WEBSITE.

5 (6) (a) NOTWITHSTANDING SECTION 24-1-136 (11)(a)(I), ON OR
6 BEFORE JULY 1, 2024, AND ON OR BEFORE JULY 1 EACH YEAR THEREAFTER,
7 THE DEPARTMENT SHALL REPORT TO THE EDUCATION COMMITTEES OF THE
8 HOUSE OF REPRESENTATIVES AND THE SENATE, OR THEIR SUCCESSOR
9 COMMITTEES, AND THE STATE BOARD CONCERNING THE ACTIVITIES AND
10 STATUS OF ANY TECHNICAL ASSISTANCE AND TRAINING PROVIDED
11 PURSUANT TO THIS SECTION.

12 (b) BEGINNING JANUARY 2025, THE DEPARTMENT SHALL REPORT
13 ON THE INFORMATION COLLECTED PURSUANT TO SUBSECTION (6)(a) OF
14 THIS SECTION AT THE DEPARTMENT'S ANNUAL HEARING HELD PURSUANT
15 TO THE "SMART ACT", PART 2 OF ARTICLE 7 OF TITLE 2.

16 **SECTION 2.** In Colorado Revised Statutes, **add** 22-32-118.6 as
17 follows:

18 **22-32-118.6. Intervention strategies - improving mathematics**
19 **outcomes - definitions.** (1) AS USED IN THIS SECTION, UNLESS THE
20 CONTEXT OTHERWISE REQUIRES:

21 (a) "TRAIN-THE-PARENT" MEANS A TRAINING FRAMEWORK TO HELP
22 A PARENT, GUARDIAN, OR LEGAL CUSTODIAN ASSIST THE PARENT'S CHILD
23 IN UNDERSTANDING MATHEMATICS CONCEPTS.

24 (b) "TRAIN-THE-TRAINER" MEANS A TRAINING FRAMEWORK THAT
25 DEVELOPS EDUCATORS INTO SUBJECT MATTER EXPERTS WHO CAN TEACH
26 OTHER EDUCATORS ABOUT MATHEMATICS.

27 (2) EACH SCHOOL DISTRICT BOARD OF EDUCATION OR DISTRICT

1 CHARTER SCHOOL IS STRONGLY ENCOURAGED TO ADOPT PROCEDURES BY
2 WHICH THE SCHOOLS OF A SCHOOL DISTRICT OR DISTRICT CHARTER
3 SCHOOLS PROVIDE SUPPORT TO STUDENTS IN PRE-KINDERGARTEN
4 THROUGH TWELFTH GRADE AND STUDENTS' FAMILIES TO IMPROVE
5 MATHEMATICS OUTCOMES. PROCEDURES MAY INCLUDE:

6 (a) IDENTIFYING STUDENTS WHO ARE BELOW GRADE LEVEL OR
7 STRUGGLING IN MATHEMATICS BASED ON ACADEMIC ASSESSMENTS
8 ADMINISTERED PURSUANT TO SECTION 22-7-1006.3;

9 (b) NOTIFYING THE PARENTS, GUARDIANS, OR LEGAL CUSTODIANS
10 IF A STUDENT IS BELOW GRADE LEVEL OR STRUGGLING IN MATHEMATICS;

11 (c) PROVIDING PARENTS, GUARDIANS, OR LEGAL CUSTODIANS WITH
12 A LIST OF INTERVENTIONS TO ASSIST WITH MATHEMATICS AT HOME,
13 INCLUDING A STATE-ADVISORY LIST OF CURRICULA OPTIONS DESCRIBED IN
14 SECTION 22-2-146.5, REFERRALS FOR MATHEMATICS TUTORING, OR OTHER
15 INTERVENTION OPPORTUNITIES, WHEN APPLICABLE;

16 (d) PUBLISHING MATHEMATICS CURRICULA ANNUALLY, INCLUDING
17 SUPPLEMENTAL CURRICULA OR INTERVENTIONS; AND

18 (e) IMPLEMENTING TRAIN-THE-TRAINER OR TRAIN-THE-PARENT
19 FRAMEWORK PLANS TO IMPROVE MATHEMATICS ACHIEVEMENTS FOR
20 STUDENTS WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN
21 MATHEMATICS; CHILDREN WITH DISABILITIES, AS DEFINED IN SECTION
22 22-20-103; OR STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS.

23 (3) IF A SCHOOL DISTRICT BOARD OF EDUCATION ADOPTS
24 PROCEDURES PURSUANT TO THIS SECTION, A PARENT, GUARDIAN, OR
25 LEGAL CUSTODIAN MAY CONTACT THE SCHOOL DISTRICT IN WHICH THE
26 PARENT'S, GUARDIAN'S, OR LEGAL CUSTODIAN'S STUDENT IS ENROLLED TO
27 REQUEST ADDITIONAL MATHEMATICS INTERVENTIONS CREATED BY THE

1 DEPARTMENT PURSUANT TO SECTION 22-2-146.5 IF THE PARENT,
2 GUARDIAN, OR LEGAL CUSTODIAN DETERMINES THE STUDENT NEEDS
3 ADDITIONAL INTERVENTION SUPPORT.

4 **SECTION 3.** In Colorado Revised Statutes, **add 22-30.5-526.5**
5 as follows:

6 **22-30.5-526.5. Intervention strategies - improving**
7 **mathematics outcomes - definitions.** (1) AS USED IN THIS SECTION,
8 UNLESS THE CONTEXT OTHERWISE REQUIRES:

9 (a) "TRAIN-THE-PARENT" MEANS A TRAINING FRAMEWORK TO HELP
10 A PARENT, GUARDIAN, OR LEGAL CUSTODIAN ASSIST THE PARENT'S CHILD
11 IN UNDERSTANDING MATHEMATICS CONCEPTS.

12 (b) "TRAIN-THE-TRAINER" MEANS A TRAINING FRAMEWORK THAT
13 DEVELOPS EDUCATORS INTO SUBJECT MATTER EXPERTS WHO CAN TEACH
14 OTHER EDUCATORS ABOUT MATHEMATICS.

15 (2) EACH INSTITUTE CHARTER SCHOOL IS STRONGLY ENCOURAGED
16 TO ADOPT PROCEDURES BY WHICH THE INSTITUTE CHARTER SCHOOL
17 PROVIDES SUPPORTS TO STUDENTS IN PRE-KINDERGARTEN THROUGH
18 TWELFTH GRADE AND STUDENTS' FAMILIES TO IMPROVE MATHEMATICS
19 OUTCOMES. PROCEDURES MAY INCLUDE:

20 (a) IDENTIFYING STUDENTS WHO ARE BELOW GRADE LEVEL OR
21 STRUGGLING IN MATHEMATICS BASED ON ACADEMIC ASSESSMENTS
22 ADMINISTERED PURSUANT TO SECTION 22-7-1006.3;

23 (b) NOTIFYING THE PARENTS, GUARDIANS, OR LEGAL CUSTODIANS
24 IF A STUDENT IS BELOW GRADE LEVEL OR STRUGGLING IN MATHEMATICS;

25 (c) PROVIDING PARENTS, GUARDIANS, OR LEGAL CUSTODIANS WITH
26 A LIST OF INTERVENTIONS TO ASSIST WITH MATHEMATICS AT HOME,
27 INCLUDING A STATE-ADVISORY LIST OF CURRICULA OPTIONS DESCRIBED IN

1 SECTION 22-2-146.5, REFERRALS FOR MATHEMATICS TUTORING, OR OTHER
2 INTERVENTION OPPORTUNITIES, WHEN APPLICABLE;

3 (d) PUBLISHING MATHEMATICS CURRICULA ANNUALLY, INCLUDING
4 SUPPLEMENTAL CURRICULA OR INTERVENTIONS; AND

5 (e) IMPLEMENTING TRAIN-THE-TRAINER OR TRAIN-THE-PARENT
6 PLANS TO IMPROVE MATHEMATICS ACHIEVEMENTS FOR STUDENTS WHO
7 ARE BELOW GRADE LEVEL OR STRUGGLING IN MATHEMATICS; CHILDREN
8 WITH DISABILITIES, AS DEFINED IN SECTION 22-20-103; OR STUDENTS WHO
9 ARE ENGLISH LANGUAGE LEARNERS.

10 (3) IF AN INSTITUTE CHARTER SCHOOL ADOPTS PROCEDURES
11 PURSUANT TO THIS SECTION, A PARENT, GUARDIAN, OR LEGAL CUSTODIAN
12 MAY CONTACT THE INSTITUTE CHARTER SCHOOL IN WHICH THE PARENT'S,
13 GUARDIAN'S, OR LEGAL CUSTODIAN'S STUDENT IS ENROLLED TO REQUEST
14 ADDITIONAL MATHEMATICS INTERVENTIONS CREATED BY THE
15 DEPARTMENT PURSUANT TO SECTION 22-2-146.5 IF THE PARENT,
16 GUARDIAN, OR LEGAL CUSTODIAN DETERMINES THE STUDENT NEEDS
17 ADDITIONAL INTERVENTION SUPPORT.

18 **SECTION 4.** In Colorado Revised Statutes, **add** 22-2-146.6 as
19 follows:

20 **22-2-146.6. Colorado academic accelerator grant program -**
21 **report - rules - definitions.** (1) AS USED IN THIS SECTION, UNLESS THE
22 CONTEXT OTHERWISE REQUIRES:

23 (a) "COLORADO ACADEMIC ACCELERATOR GRANT PROGRAM" OR
24 "GRANT PROGRAM" MEANS THE COLORADO ACADEMIC ACCELERATOR
25 GRANT PROGRAM CREATED IN SUBSECTION (2) OF THIS SECTION.

26 (b) "COMMUNITY-BASED ORGANIZATION" MEANS A PUBLIC OR
27 PRIVATE NONPROFIT ORGANIZATION OF DEMONSTRATED EFFECTIVENESS

1 THAT IS REPRESENTATIVE OF A COMMUNITY OR SIGNIFICANT SEGMENTS OF
2 A COMMUNITY AND PROVIDES EDUCATIONAL OR RELATED SERVICES TO
3 INDIVIDUALS IN THE COMMUNITY.

4 (c) "COMMUNITY LEARNING CENTER" MEANS AN ENTITY THAT
5 ASSISTS STUDENTS TO MEET THE RIGOROUS STATE ACADEMIC STANDARDS
6 BY PROVIDING STUDENTS WITH FREE ACADEMIC ENRICHMENT AND
7 SUPPORT ACTIVITIES AND A BROAD ARRAY OF OTHER ACTIVITIES DURING
8 NONSCHOOL HOURS, PERIODS WHEN SCHOOL IS NOT IN SESSION, OR DURING
9 EXTENDED LEARNING HOURS.

10 (d) "ELIGIBLE ENTITY" MEANS A LOCAL EDUCATION PROVIDER, A
11 COMMUNITY-BASED ORGANIZATION, AN INDIAN TRIBE OR TRIBAL
12 ORGANIZATION, ANOTHER PUBLIC OR PRIVATE ENTITY, OR A CONSORTIUM
13 OF TWO OR MORE AGENCIES, ORGANIZATIONS, OR ENTITIES.

14 (e) "EVIDENCE-INFORMED" MEANS A PROGRAM OR PRACTICE IN
15 MATHEMATICS THAT RELIES ON PEER-REVIEWED EVIDENCE TO ESTABLISH
16 A BASIS FOR ACCELERATING LEARNING. "EVIDENCE-INFORMED" INCLUDES
17 EVIDENCE-INFORMED CURRICULA, INTERVENTIONS, AND ASSESSMENT
18 OPTIONS.

19 (f) "LOCAL EDUCATION PROVIDER" MEANS A SCHOOL DISTRICT, A
20 CHARTER SCHOOL AUTHORIZED BY A SCHOOL DISTRICT PURSUANT TO PART
21 1 OF ARTICLE 30.5 OF THIS TITLE 22, A CHARTER SCHOOL AUTHORIZED BY
22 THE STATE CHARTER SCHOOL INSTITUTE PURSUANT TO PART 5 OF ARTICLE
23 30.5 THIS TITLE 22, OR A BOARD OF COOPERATIVE SERVICES CREATED AND
24 OPERATED PURSUANT TO ARTICLE 5 OF THIS TITLE 22 THAT OPERATES
25 MORE THAN ONE PUBLIC SCHOOL.

26 (g) "STEM" MEANS THE COMBINATION OF THE DISCIPLINES OF
27 SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS.

1 (2) (a) THERE IS CREATED IN THE DEPARTMENT THE COLORADO
2 ACADEMIC ACCELERATOR GRANT PROGRAM. THE PURPOSE OF THE GRANT
3 PROGRAM IS TO CREATE COMMUNITY LEARNING CENTERS THAT:

4 (I) PROVIDE OPPORTUNITIES FOR FREE ACADEMIC ENRICHMENT
5 AND SUPPORT ACTIVITIES, WHICH MUST INCLUDE PROVIDING TUTORIAL
6 SERVICES TO HELP STUDENTS, PARTICULARLY STUDENTS WHO ATTEND
7 HIGH-NEEDS SCHOOLS, AS DETERMINED BY THE DEPARTMENT, TO MEET
8 RIGOROUS STATE ACADEMIC STANDARDS, SPECIFICALLY IN STEM AND
9 MATHEMATICS, AND TO INCREASE PROFICIENCIES IN MATHEMATICS
10 OUTCOMES; AND

11 (II) OFFER FAMILIES OF STUDENTS OPPORTUNITIES FOR ACTIVE AND
12 MEANINGFUL ENGAGEMENT IN STUDENTS' EDUCATION, INCLUDING
13 OPPORTUNITIES FOR MATHEMATICS LITERACY AND RELATED EDUCATIONAL
14 DEVELOPMENT.

15 (b) THE DEPARTMENT SHALL ADMINISTER THE GRANT PROGRAM.
16 AN ELIGIBLE ENTITY THAT RECEIVES GRANT MONEY PURSUANT TO THIS
17 SECTION SHALL USE THE GRANT MONEY TOWARD MEETING THE PURPOSES
18 SET FORTH IN SUBSECTION (2)(a) OF THIS SECTION. ELIGIBLE ENTITIES ARE
19 SELECTED FOR A GRANT THAT RUNS FOR A PERIOD OF THREE YEARS. IF A
20 COMMUNITY-BASED ORGANIZATION APPLIES, THE COMMUNITY-BASED
21 ORGANIZATION MUST BE EXPERIENCED IN OUT-OF-SCHOOL SUPPORTS AND
22 SHALL PARTNER WITH A LOCAL EDUCATION PROVIDER AS AN ELIGIBLE
23 ENTITY.

24 (c) THE DEPARTMENT SHALL IMPLEMENT A TIMELINE FOR THE
25 GRANT PROGRAM, WHICH MUST INCLUDE THE FOLLOWING:

26 (I) THE DATE THE DEPARTMENT SHALL ANNOUNCE THE GRANT
27 PROGRAM AND BEGIN ACCEPTING APPLICATIONS FROM ELIGIBLE ENTITIES;

1 (II) THE DATE BY WHICH AN ELIGIBLE ENTITY MUST SUBMIT AN
2 APPLICATION;

3 (III) THE DATE THE DEPARTMENT SHALL BEGIN DISTRIBUTING
4 GRANT MONEY TO THE GRANTEEES; AND

5 (IV) THE DATES AN ELIGIBLE ENTITY SHALL SUBMIT A REPORT TO
6 THE DEPARTMENT SUMMARIZING THE USE OF FUNDS PURSUANT TO THIS
7 SECTION, INCLUDING DATA ON THE ACADEMIC IMPROVEMENT OF STUDENTS
8 IN MATHEMATICS DISAGGREGATED BY RACE, ETHNICITY, GENDER, GRADE
9 LEVEL, DISABILITY, SOCIOECONOMIC STATUS, GEOGRAPHIC LOCATION, AND
10 ENGLISH LANGUAGE LEARNER STATUS.

11 (3) (a) THE DEPARTMENT SHALL PRIORITIZE ELIGIBLE ENTITIES
12 THAT:

13 (I) ADOPT INTERVENTION STRATEGIES DESCRIBED IN SECTION
14 22-32-118.6 OR 22-30.5-526.5;

15 (II) USE EVIDENCE-INFORMED PROGRAMS THAT BUILD STUDENT
16 SKILLS IN STEM AND MATHEMATICS;

17 (III) USE DIGITAL MATH ACCELERATOR PROGRAMS;

18 (IV) SERVE HIGH-NEEDS STUDENTS, AS DETERMINED BY THE
19 DEPARTMENT;

20 (V) TARGET STUDENTS WHO TRANSITION FROM ELEMENTARY
21 SCHOOL TO MIDDLE SCHOOL AND MIDDLE SCHOOL TO HIGH SCHOOL; AND

22 (VI) HAVE AN ESTABLISHED PRESENCE AND RELATIONSHIP IN THE
23 COMMUNITY.

24 (b) THE DEPARTMENT SHALL REVIEW THE APPLICATIONS
25 SUBMITTED PURSUANT TO SUBSECTION (2)(c)(II) OF THIS SECTION.

26 (c) THE DEPARTMENT SHALL NOT USE MORE THAN FIVE PERCENT
27 OF STATE FUNDS TO ADMINISTER THE GRANT PROGRAM, INCLUDING, BUT

1 NOT LIMITED TO:

2 (I) MONITORING AND EVALUATING GRANT PROGRAM ACTIVITIES;

3 AND

4 (II) PROVIDING TRAINING AND TECHNICAL ASSISTANCE.

5 (d) THE DEPARTMENT SHALL ENSURE ELIGIBLE ENTITIES USE
6 EVIDENCE-INFORMED CURRICULA AND INTERVENTIONS IN
7 MATHEMATICS AS IDENTIFIED BY THE DEPARTMENT PURSUANT TO SECTION
8 22-2-146.5, INCLUDING ANY STATE-PURCHASED CURRICULA OR DIGITAL
9 SOFTWARE FOCUSED ON MATHEMATICS.

10 (4) (a) ELIGIBLE ENTITIES SHALL USE GRANT FUNDS FOR FREE
11 ACADEMIC ENRICHMENT AND SUPPORT ACTIVITIES AND TUTORING
12 PROGRAMS WITH A FOCUS ON STEM AND MATHEMATICS, PARTICULARLY
13 FOR STUDENTS WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN
14 MATHEMATICS; CHILDREN WITH DISABILITIES, AS DEFINED IN SECTION
15 22-20-103; AND STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS.

16 (b) ELIGIBLE ENTITIES MAY USE GRANT FUNDS TO:

17 (I) FACILITATE PROGRAMS TO ENGAGE COMMUNITIES TO SUPPORT
18 HIGH-NEEDS SCHOOLS, AS DETERMINED BY THE DEPARTMENT;

19 (II) CREATE MENTORSHIP PROGRAMS; AND

20 (III) PROVIDE OTHER ACADEMIC OR SOCIAL ENRICHMENT
21 OPPORTUNITIES, INCLUDING EXPERIENTIAL MATHEMATICS ACTIVITIES, TO
22 HELP ENSURE STUDENTS CAN MEET THE STATE'S RIGOROUS ACADEMIC
23 STANDARDS.

24 (c) IF A LOCAL EDUCATION PROVIDER RECEIVES A GRANT TO
25 BECOME A COMMUNITY LEARNING CENTER, THE LOCAL EDUCATION
26 PROVIDER SHALL PROVIDE FREE ACADEMIC ENRICHMENT AND SUPPORT
27 PROGRAMS, MENTORSHIP PROGRAMS, REMEDIAL EDUCATION PROGRAMS,

1 AND TUTORING SERVICES THAT ALIGN WITH THE STATE'S RIGOROUS
2 ACADEMIC STANDARDS.

3 (d) (I) IF A LOCAL EDUCATION PROVIDER IN PARTNERSHIP WITH A
4 COMMUNITY-BASED ORGANIZATION RECEIVES A GRANT TO BECOME A
5 COMMUNITY LEARNING CENTER, THE LOCAL EDUCATION PROVIDER SHALL
6 PROVIDE FREE ACADEMIC ENRICHMENT AND SUPPORT PROGRAMS,
7 MENTORSHIP PROGRAMS, REMEDIAL EDUCATION PROGRAMS, AND
8 TUTORING SERVICES THAT ALIGN WITH THE STATE'S RIGOROUS ACADEMIC
9 STANDARDS. THE LOCAL EDUCATION PROVIDER SHALL COORDINATE WITH
10 THE COMMUNITY-BASED ORGANIZATION TO SHARE DATA ON STUDENT
11 PERFORMANCE THAT IS RELEVANT TO EACH STUDENT'S PERFORMANCE IN
12 SCHOOL IN ACCORDANCE WITH THE FEDERAL "FAMILY EDUCATIONAL
13 RIGHTS AND PRIVACY ACT OF 1974", 20 U.S.C. SEC. 1232g, AS AMENDED,
14 AND THE "STUDENT DATA TRANSPARENCY AND SECURITY ACT", CREATED
15 IN ARTICLE 16 OF THIS TITLE 22.

16 (II) THE LOCAL EDUCATION PROVIDER SHALL COORDINATE WITH
17 COMMUNITY-BASED ORGANIZATION INSTRUCTORS TO:

18 (A) OFFER ACCESS TO RELEVANT DISTRICT OR STATE TRAINING
19 FOCUSED ON STEM AND MATHEMATICS INSTRUCTION, INCLUDING
20 TRAINING CREATED PURSUANT TO SECTION 22-2-146.5 (1); AND

21 (B) PROVIDE ACCESS TO DISTRICT OR STATEWIDE SOFTWARE
22 LICENSES FOR DIGITAL MATH ACCELERATOR PROGRAMS.

23 (5) THE STATE BOARD MAY PROMULGATE RULES FOR THE
24 IMPLEMENTATION OF THIS SECTION.

25 (6) (a) ON OR BEFORE JULY 1, 2024, THE DEPARTMENT SHALL
26 CONTRACT WITH A THIRD-PARTY EVALUATOR, IN ACCORDANCE WITH THE
27 "PROCUREMENT CODE," ARTICLES 101 TO 112 OF TITLE 24, TO REVIEW,

1 EVALUATE, AND DRAFT A REPORT SUMMARIZING THE FOLLOWING:

2 (I) THE IMPACT OF THE GRANT PROGRAM ON FINANCIAL SAVINGS
3 FOR PARENTS;

4 (II) DATA ON STUDENT ENGAGEMENT, DROPOUT RATES,
5 GRADUATION RATES, CHRONIC ABSENTEEISM, AND MOBILITY RATES;

6 (III) STUDENT ACADEMIC IMPROVEMENT IN MATHEMATICS,
7 INCLUDING DATA DISAGGREGATED BY RACE, ETHNICITY, GENDER, GRADE
8 LEVEL, DISABILITY, SOCIOECONOMIC STATUS, GEOGRAPHIC LOCATION, AND
9 ENGLISH LANGUAGE LEARNER STATUS; AND

10 (IV) THE DISAGGREGATED DATA OF ELIGIBLE ENTITIES SUBMITTED
11 TO THE DEPARTMENT PURSUANT TO SUBSECTION (2)(c)(IV) OF THIS
12 SECTION.

13 (b) THE DEPARTMENT SHALL COLLECT THE DATA REPORTED TO THE
14 DEPARTMENT BY ELIGIBLE ENTITIES PURSUANT TO SUBSECTION (2)(c)(IV)
15 OF THIS SECTION AND BY THE THIRD-PARTY EVALUATOR PURSUANT TO
16 THIS SUBSECTION (6).

17 (7) (a) NOTWITHSTANDING SECTION 24-1-136 (11)(a)(I), ON OR
18 BEFORE JANUARY 1, 2025, AND EACH JANUARY 1 THEREAFTER, THE
19 DEPARTMENT SHALL SUBMIT THE REPORT DESCRIBED IN SUBSECTION (6)
20 OF THIS SECTION TO THE EDUCATION COMMITTEES OF THE HOUSE OF
21 REPRESENTATIVES AND THE SENATE, OR THEIR SUCCESSOR COMMITTEES,
22 THE GOVERNOR, AND THE STATE BOARD.

23 (b) BEGINNING JANUARY 2025, THE DEPARTMENT SHALL REPORT
24 ON THE INFORMATION COLLECTED PURSUANT TO SUBSECTION (7)(a) OF
25 THIS SECTION AT THE DEPARTMENT'S ANNUAL HEARING HELD PURSUANT
26 TO THE "SMART ACT", PART 2 OF ARTICLE 7 OF TITLE 2.

27 (8) THE DEPARTMENT AND ELIGIBLE ENTITIES SHALL REPORT DATA

1 PURSUANT TO THIS SECTION IN COMPLIANCE WITH THE FEDERAL "FAMILY
2 EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974", 20 U.S.C. SEC.
3 1232g, AS AMENDED, AND THE "STUDENT DATA TRANSPARENCY AND
4 SECURITY ACT", CREATED IN ARTICLE 16 OF THIS TITLE 22.

5 (9) FOR THE 2023-24 BUDGET YEAR, THE GENERAL ASSEMBLY
6 SHALL APPROPRIATE TWENTY-FIVE MILLION DOLLARS TO THE
7 DEPARTMENT. THE DEPARTMENT SHALL HAVE THE AUTHORITY TO SPEND
8 FUNDS CONTINUOUSLY THROUGH THE 2026-27 BUDGET YEAR FOR THE
9 PURPOSES OF THIS SECTION. ANY UNEXPENDED FUNDS THAT REMAIN AT
10 THE END OF THE 2026-27 BUDGET YEAR REVERT BACK TO THE GENERAL
11 FUND.

12 **SECTION 5.** In Colorado Revised Statutes, 22-11-304, **amend**
13 (3) introductory portion; and **add** (3)(a.7) as follows:

14 **22-11-304. Accredited with improvement plan - school district**
15 **or institute - plan contents - adoption.** (3) A district improvement plan
16 or an institute improvement plan ~~shall~~ **MUST** be designed to ensure that
17 the school district or the institute improves its performance to the extent
18 that, following completion of its next annual accreditation review, the
19 school district or the institute attains a higher accreditation category. At
20 a minimum, a district improvement plan or an institute improvement plan
21 ~~shall~~ **MUST**:

22 (a.7) IDENTIFY STRATEGIES TO ADDRESS THE NEEDS OF STUDENTS
23 WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN MATHEMATICS AND SET
24 OR REVISE, AS APPROPRIATE, AMBITIOUS BUT ATTAINABLE TARGETS THAT
25 THE SCHOOL DISTRICT OR THE INSTITUTE SHALL ATTAIN IN REDUCING THE
26 NUMBER OF STUDENTS WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN
27 MATHEMATICS AND TO INCREASE THE NUMBER OF STUDENTS WHO

1 ACHIEVE GRADE-LEVEL EXPECTATIONS IN MATHEMATICS. STRATEGIES
2 MAY INCLUDE TUTORING, INCLUDING PEER TUTORING; ADDITIONAL
3 EDUCATOR TRAINING; PERSONALIZED LEARNING MODELS, WHICH MAY
4 INCLUDE A COMBINATION OF IN-PERSON INSTRUCTION, ONLINE MODULES,
5 AND SELF-PACED LEARNING TECHNIQUES; OR SUPPLEMENTAL SUPPORTS OR
6 CURRICULA IN MATHEMATICS, INCLUDING DIGITAL MATHEMATICS
7 ACCELERATOR PROGRAMS.

8 **SECTION 6.** In Colorado Revised Statutes, 22-11-305, **add**
9 (3)(a.7) as follows:

10 **22-11-305. Accredited with priority improvement plan - school**
11 **district or institute - plan contents - adoption.** (3) A district priority
12 improvement plan or an institute priority improvement plan must be
13 designed to ensure that the school district or the institute improves its
14 performance to the extent that, following completion of its next annual
15 accreditation review, the school district or the institute attains a higher
16 accreditation category. At a minimum, a district priority improvement
17 plan or an institute priority improvement plan must:

18 (a.7) IDENTIFY STRATEGIES TO ADDRESS THE NEEDS OF STUDENTS
19 WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN MATHEMATICS AND SET
20 OR REVISE, AS APPROPRIATE, AMBITIOUS BUT ATTAINABLE TARGETS THAT
21 THE SCHOOL DISTRICT OR THE INSTITUTE SHALL ATTAIN IN REDUCING THE
22 NUMBER OF STUDENTS WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN
23 MATHEMATICS AND TO INCREASE THE NUMBER OF STUDENTS WHO
24 ACHIEVE GRADE-LEVEL EXPECTATIONS IN MATHEMATICS. STRATEGIES
25 MAY INCLUDE TUTORING, INCLUDING PEER TUTORING; ADDITIONAL
26 EDUCATOR TRAINING; PERSONALIZED LEARNING MODELS, WHICH MAY
27 INCLUDE A COMBINATION OF IN-PERSON INSTRUCTION, ONLINE MODULES,

1 AND SELF-PACED LEARNING TECHNIQUES; OR SUPPLEMENTAL SUPPORTS OR
2 CURRICULA IN MATHEMATICS, INCLUDING DIGITAL MATHEMATICS
3 ACCELERATOR PROGRAMS.

4 **SECTION 7.** In Colorado Revised Statutes, 22-11-306, **add**
5 (3)(a.7) as follows:

6 **22-11-306. Accredited with turnaround plan - school district**
7 **or institute - plan content - adoption.** (3) A district turnaround plan or
8 an institute turnaround plan must be designed to ensure that the school
9 district or the institute improves its performance to the extent that,
10 following completion of its next annual accreditation review, the school
11 district or the institute attains a higher accreditation category. At a
12 minimum, a district turnaround plan or an institute turnaround plan must:

13 (a.7) IDENTIFY STRATEGIES TO ADDRESS THE NEEDS OF STUDENTS
14 WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN MATHEMATICS AND SET
15 OR REVISE, AS APPROPRIATE, AMBITIOUS BUT ATTAINABLE TARGETS THAT
16 THE SCHOOL DISTRICT OR THE INSTITUTE SHALL ATTAIN IN REDUCING THE
17 NUMBER OF STUDENTS WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN
18 MATHEMATICS AND TO INCREASE THE NUMBER OF STUDENTS WHO
19 ACHIEVE GRADE-LEVEL EXPECTATIONS IN MATHEMATICS. STRATEGIES
20 MAY INCLUDE TUTORING, INCLUDING PEER TUTORING; ADDITIONAL
21 EDUCATOR TRAINING; PERSONALIZED LEARNING MODELS, WHICH MAY
22 INCLUDE A COMBINATION OF IN-PERSON INSTRUCTION, ONLINE MODULES,
23 AND SELF-PACED LEARNING TECHNIQUES; OR SUPPLEMENTAL SUPPORTS OR
24 CURRICULA IN MATHEMATICS, INCLUDING DIGITAL MATHEMATICS
25 ACCELERATOR PROGRAMS.

26 **SECTION 8.** In Colorado Revised Statutes, 22-11-404, **amend**
27 (3) introductory portion; and **add** (3)(a.7) as follows:

1 **22-11-404. School improvement plan - contents.** (3) A school
2 improvement plan ~~shall~~ MUST be designed to raise the academic
3 performance of students enrolled in the public school and to ensure that
4 the public school, following the next annual performance review, attains
5 a higher accreditation category. At a minimum, each school improvement
6 plan ~~shall~~ MUST:

7 (a.7) IDENTIFY STRATEGIES TO ADDRESS THE NEEDS OF STUDENTS
8 WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN MATHEMATICS AND SET
9 OR REVISE, AS APPROPRIATE, AMBITIOUS BUT ATTAINABLE TARGETS THAT
10 THE PUBLIC SCHOOL SHALL ATTAIN IN REDUCING THE NUMBER OF
11 STUDENTS WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN
12 MATHEMATICS AND TO INCREASE THE NUMBER OF STUDENTS WHO
13 ACHIEVE GRADE-LEVEL EXPECTATIONS IN MATHEMATICS. STRATEGIES
14 MAY INCLUDE TUTORING, INCLUDING PEER TUTORING; ADDITIONAL
15 EDUCATOR TRAINING; PERSONALIZED LEARNING MODELS, WHICH MAY
16 INCLUDE A COMBINATION OF IN-PERSON INSTRUCTION, ONLINE MODULES,
17 AND SELF-PACED LEARNING TECHNIQUES; OR SUPPLEMENTAL SUPPORTS OR
18 CURRICULA IN MATHEMATICS, INCLUDING DIGITAL MATHEMATICS
19 ACCELERATOR PROGRAMS.

20 **SECTION 9.** In Colorado Revised Statutes, 22-11-405, **add**
21 (4)(a.7) as follows:

22 **22-11-405. School priority improvement plan - contents.** (4) A
23 school priority improvement plan must be designed to ensure that the
24 public school improves its performance to the extent that, following
25 completion of the public school's next annual performance review, the
26 public school attains a higher accreditation category. At a minimum, a
27 school priority improvement plan must:

1 (a.7) IDENTIFY STRATEGIES TO ADDRESS THE NEEDS OF STUDENTS
2 WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN MATHEMATICS AND SET
3 OR REVISE, AS APPROPRIATE, AMBITIOUS BUT ATTAINABLE TARGETS THAT
4 THE PUBLIC SCHOOL SHALL ATTAIN IN REDUCING THE NUMBER OF
5 STUDENTS WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN
6 MATHEMATICS AND TO INCREASE THE NUMBER OF STUDENTS WHO
7 ACHIEVE GRADE-LEVEL EXPECTATIONS IN MATHEMATICS. STRATEGIES
8 MAY INCLUDE TUTORING, INCLUDING PEER TUTORING; ADDITIONAL
9 EDUCATOR TRAINING; PERSONALIZED LEARNING MODELS, WHICH MAY
10 INCLUDE A COMBINATION OF IN-PERSON INSTRUCTION, ONLINE MODULES,
11 AND SELF-PACED LEARNING TECHNIQUES; OR SUPPLEMENTAL SUPPORTS OR
12 CURRICULA IN MATHEMATICS, INCLUDING DIGITAL MATHEMATICS
13 ACCELERATOR PROGRAMS.

14 **SECTION 10.** In Colorado Revised Statutes, 22-11-406, **add**
15 (3)(a.7) as follows:

16 **22-11-406. School turnaround plan - contents.** (3) A school
17 turnaround plan must be designed to ensure that the public school
18 improves its performance to the extent that, following completion of the
19 public school's next annual performance review, the public school attains
20 a higher accreditation category. At a minimum, a school turnaround plan
21 must:

22 (a.7) IDENTIFY STRATEGIES TO ADDRESS THE NEEDS OF STUDENTS
23 WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN MATHEMATICS AND SET
24 OR REVISE, AS APPROPRIATE, AMBITIOUS BUT ATTAINABLE TARGETS THAT
25 THE PUBLIC SCHOOL SHALL ATTAIN IN REDUCING THE NUMBER OF
26 STUDENTS WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN
27 MATHEMATICS AND TO INCREASE THE NUMBER OF STUDENTS WHO

1 ACHIEVE GRADE-LEVEL EXPECTATIONS IN MATHEMATICS. STRATEGIES
2 MAY INCLUDE TUTORING, INCLUDING PEER TUTORING; ADDITIONAL
3 EDUCATOR TRAINING; PERSONALIZED LEARNING MODELS, WHICH MAY
4 INCLUDE A COMBINATION OF IN-PERSON INSTRUCTION, ONLINE MODULES,
5 AND SELF-PACED LEARNING TECHNIQUES; OR SUPPLEMENTAL SUPPORTS OR
6 CURRICULA IN MATHEMATICS, INCLUDING DIGITAL MATHEMATICS
7 ACCELERATOR PROGRAMS.

8 **SECTION 11.** In Colorado Revised Statutes, 22-14-109.5,
9 **amend** (4) as follows:

10 **22-14-109.5. Ninth-grade success grant program - created -**
11 **criteria - use of grant money - report - rules - definitions - repeal.**

12 (4) (a) The department shall review each of the applications received
13 pursuant to this section and recommend to the state board applicants to
14 receive grants and the amount, duration, and grant match amount of each
15 recommended grant. Beginning in the 2019-20 budget year, the state
16 board, subject to available appropriations, shall award the grants, taking
17 into consideration the recommendations of the department. In awarding
18 a grant, the state board shall specify the amount and duration of the grant
19 and the amount of the grant match, including any type of in-kind
20 contribution, that the grant recipient must provide.

21 (b) The department and the state board, in recommending and
22 awarding grants, shall prioritize applicants that:

23 (I) Have a four-year graduation rate that, over the preceding three
24 school years, has consistently ranked within the lowest twenty percent of
25 the four-year graduation rates for public high schools in the state;

26 (II) PROPOSE PROGRAMMING FOCUSED ON EVIDENCE-INFORMED
27 MATHEMATICS SKILLS AND INTERVENTION STRATEGIES, AS DEFINED IN

1 SECTION 22-2-146.6, INCLUDING A FOCUS ON STUDENTS WHO ARE BELOW
2 GRADE LEVEL OR STRUGGLING IN MATHEMATICS; AND

3 (III) HAVE ACADEMIC ACHIEVEMENT LEVELS IN MATHEMATICS
4 THAT ARE CONSISTENTLY RANKED THE LOWEST FOR PUBLIC HIGH SCHOOLS
5 IN THE STATE, AS DETERMINED BY THE DEPARTMENT.

6 (c) To the extent practicable, the state board shall also ensure that
7 the grant recipients vary in student population size and are located in
8 urban, suburban, and rural areas throughout the state.

9 (d) THE DEPARTMENT SHALL NOT USE MORE THAN FIVE PERCENT
10 OF STATE FUNDS TO ADMINISTER THE GRANT PROGRAM.

11 SECTION 12. In Colorado Revised Statutes, 23-1-121, add
12 (2)(g) as follows:

13 23-1-121. Commission directive - approval of educator
14 preparation programs - review - report - legislative declaration.

15 (2) The commission shall adopt policies establishing the requirements for
16 educator preparation programs offered by institutions of higher education.
17 The department shall work in cooperation with the state board of
18 education in developing the requirements for educator preparation
19 programs. At a minimum, the requirements must ensure that each
20 educator preparation program complies with section 23-1-125, is
21 designed on a performance-based model, and includes:

22 (g) A REQUIREMENT THAT CANDIDATES FOR AN ELEMENTARY
23 EDUCATION ENDORSEMENT, A MIDDLE SCHOOL MATHEMATICS
24 ENDORSEMENT, OR A SECONDARY MATHEMATICS ENDORSEMENT ARE
25 TRAINED IN EVIDENCE-INFORMED PRACTICES IN MATHEMATICS, AS
26 DEFINED IN SECTION 22-2-146.6, INCLUDING INTERVENTIONS TO HELP
27 STUDENTS WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN

1 MATHEMATICS; CHILDREN WITH DISABILITIES, AS DEFINED IN SECTION
2 22-20-103; AND STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS.

3 **SECTION 13.** In Colorado Revised Statutes, 23-78-104, **amend**
4 (1) as follows:

5 **23-78-104. Educator preparation program - best practices -**
6 **guidelines - report.** (1) (a) The department of higher education and the
7 department of education, in collaboration with the deans of the schools
8 of education in Colorado institutions of higher education, or their
9 designees, shall review research and practices from other states and other
10 countries to identify best practices in providing educator preparation
11 programs, including:

12 (I) Effective curricula, teaching teacher candidates the science of
13 teaching reading and strategies to ensure all students learn to read, course
14 scope and sequence, and timing of and effective practices in providing
15 clinical practice; AND

16 (II) EFFECTIVE CURRICULA AND INTERVENTIONS, TEACHING
17 CANDIDATES FOR AN ELEMENTARY EDUCATION ENDORSEMENT, A MIDDLE
18 SCHOOL MATHEMATICS ENDORSEMENT, OR A SECONDARY MATHEMATICS
19 ENDORSEMENT INTERVENTIONS AND STRATEGIES TO HELP STUDENTS
20 WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN MATHEMATICS;
21 CHILDREN WITH DISABILITIES, AS DEFINED IN SECTION 22-20-103; AND
22 STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS.

23 (b) The departments and deans, or their designees, shall work with
24 persons who implement alternative teacher programs, local education
25 providers, teachers, and other interested parties in identifying the best
26 practices. No later than January 1, 2020, the departments shall jointly
27 adopt guidelines to assist educator preparation programs in adopting and

1 implementing the best practices, including best practices to ensure that
2 teacher candidates are well trained to teach students to read.

3 **SECTION 14.** In Colorado Revised Statutes, 26.5-4-205, **amend**
4 (2)(e) and (3)(a)(III); and **add** (3)(a)(III.5) as follows:

5 **26.5-4-205. Quality standards - evaluation - support.** (2) At a
6 minimum, the quality standards established in rule must include:

7 (e) Requirements for continuing professional development for
8 teachers employed by a preschool provider, which must be focused on
9 improving teacher-child interactions and quality of instruction, including
10 improving fidelity in implementing evidence-based curricula and student
11 outcomes, and may allow for training in **DEVELOPMENTALLY**
12 **APPROPRIATE** early NUMERACY, language, and literacy development, and
13 the science of reading that is appropriate for early childhood education
14 and comparable to the training required for early grade teachers pursuant
15 to the "Colorado READ Act", part 12 of article 7 of title 22. The
16 department shall work with the department of education to allow, to the
17 fullest extent possible, a teacher who is licensed by the department of
18 education to use the professional development required to renew the
19 teaching license to also meet the professional development requirements
20 established by the department for teachers employed by a preschool
21 provider.

22 (3) (a) Using the procedures specified in subsection (3)(b) of this
23 section, the department shall create a resource bank of preschool curricula
24 for use by preschool providers. The resource bank may include only
25 curricula that, at a minimum:

26 (III) Promote literacy, as developmentally appropriate, based on
27 the science of reading by providing language development, including

1 speech sounds, vocabulary, grammar, and use, and providing
2 developmentally appropriate instruction to support children's success in
3 early elementary grades when receiving instruction pursuant to the
4 "Colorado READ Act", part 12 of article 7 of title 22, in the areas of
5 phonemic awareness; phonics; vocabulary development; reading fluency,
6 including oral skills; and reading comprehension; ~~and~~

7 (III.5) PROMOTE DEVELOPMENTALLY APPROPRIATE EARLY
8 NUMERACY; AND

9 **SECTION 15. Safety clause.** The general assembly hereby finds,
10 determines, and declares that this act is necessary for the immediate
11 preservation of the public peace, health, or safety.