

Second Regular Session  
Seventy-fourth General Assembly  
STATE OF COLORADO

**ENGROSSED**

*This Version Includes All Amendments Adopted  
on Second Reading in the House of Introduction*

LLS NO. 24-0159.01 Alana Rosen x2606

**SENATE BILL 24-014**

---

**SENATE SPONSORSHIP**

**Hansen,**

**HOUSE SPONSORSHIP**

**McLachlan,**

---

**Senate Committees**

Education  
Appropriations

**House Committees**

---

**A BILL FOR AN ACT**

101 **CONCERNING AUTHORIZATION FOR GRANTING A HIGH SCHOOL**  
102 **DIPLOMA ENDORSEMENT RELATED TO CLIMATE LITERACY, AND,**  
103 **IN CONNECTION 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 authorizes a school district, board of cooperative services, district charter high school, or institute charter high school (local education provider) to grant a high school diploma endorsement in climate literacy (seal of climate literacy) to graduating students who demonstrate mastery in climate literacy and attain green skills or technical

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.*

SENATE  
Amended 2nd Reading  
March 13, 2024

green skills. To obtain a seal of climate literacy, a student must complete the minimum high school graduation requirements of the local education provider, successfully complete 2 courses in the area of climate literacy selected by the local education provider, and successfully complete a final experiential learning project (final project) that is approved, supported, and facilitated by a climate literacy experiential learning provider (learning provider).

The local education provider may collaborate with local businesses, nonprofit organizations, industry leaders, and institutions of higher education to support students' climate literacy.

Beginning with students in the sixth grade, each local education provider shall annually notify students and their legal guardians of the requirements for obtaining a seal of climate literacy.

On or before July 1, 2025, and every July 1 thereafter, each local education provider shall collect data on the seal of climate literacy, including:

- The schools that awarded the seal of climate literacy;
- The number of students who received the seal of climate literacy;
- The types of final projects students have completed;
- The names of the learning providers that approve, support, and facilitate students' final projects;
- A list of academic courses students have completed to earn the seal of climate literacy; and
- Any other findings related to the seal of climate literacy.

On or before October 1, 2025, and every October 1 thereafter, each local education provider shall submit a report to the department of education (department) summarizing the data collected.

The department may collaborate with a nonprofit organization to evaluate the data collected and prepare a report summarizing the data. On or before January 15, 2026, and every January 15 thereafter, the department shall submit the report to the house of representatives education committee and the senate education committee, or their successor committees, and the state board of education.

---

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

2           **SECTION 1.** In Colorado Revised Statutes, **add 22-7-1009.7** as  
3 follows:

4           **22-7-1009.7. Diploma endorsement - seal of climate literacy**  
5 **- report - definitions.** (1) AS USED IN THIS SECTION, UNLESS THE

1 CONTEXT OTHERWISE REQUIRES:

2 (a) "CLIMATE LITERACY" MEANS AN UNDERSTANDING OF THE  
3 ESSENTIAL PRINCIPLES OF THE EARTH'S CLIMATE SYSTEM, ASSESSING  
4 SCIENTIFICALLY CREDIBLE CLIMATE INFORMATION, LEARNING TO  
5 COMMUNICATE ABOUT THE CLIMATE IN A MEANINGFUL MANNER, AND  
6 MAKING INFORMED AND RESPONSIBLE DECISIONS REGARDING ACTIONS  
7 THAT MAY AFFECT THE CLIMATE.

8 (b) "CLIMATE LITERACY EXPERIENTIAL LEARNING PROVIDER"  
9 MEANS A PROVIDER THAT FACILITATES A STUDENT'S FINAL PROJECT. A  
10 PROVIDER MAY INCLUDE A SCHOOL OF A SCHOOL DISTRICT; DISTRICT  
11 CHARTER SCHOOL; INSTITUTE CHARTER SCHOOL; BOCES;  
12 COLLABORATION OF ONE OR MORE RURAL SCHOOL DISTRICTS; SCHOOL  
13 ORGANIZATION OR CLUB; OR LOCAL MEDIA OUTLET, BUSINESS, NONPROFIT  
14 ORGANIZATION, OR INDUSTRY FOCUSED ON GREEN SKILLS OR TECHNICAL  
15 GREEN SKILLS.

16 (c) "CLIMATE LITERACY FINAL EXPERIENTIAL LEARNING PROJECT"  
17 OR "FINAL PROJECT" MEANS A STUDENT PROJECT THAT FOCUSES ON THE  
18 EFFECTS OF CLIMATE CHANGE IN THE STUDENT'S LOCAL COMMUNITY AND  
19 THAT THE STUDENT SUCCESSFULLY COMPLETES AS A PART OF THE  
20 REQUIREMENTS NECESSARY TO RECEIVE A SEAL OF CLIMATE LITERACY  
21 DIPLOMA ENDORSEMENT.

22 (d) "DEPARTMENT" MEANS THE DEPARTMENT OF EDUCATION  
23 CREATED IN SECTION 24-1-115.

24 (e) "GRANTING LOCAL EDUCATION PROVIDER" MEANS A SCHOOL  
25 DISTRICT, BOCES, DISTRICT CHARTER HIGH SCHOOL, \_\_\_\_\_ INSTITUTE  
26 CHARTER HIGH SCHOOL, OR THE COLORADO SCHOOL FOR THE DEAF AND  
27 THE BLIND THAT GRANTS A SEAL OF CLIMATE LITERACY DIPLOMA

1 ENDORSEMENT AS DESCRIBED IN SUBSECTION (2) OF THIS SECTION TO A  
2 STUDENT WHO DEMONSTRATES MASTERY IN CLIMATE LITERACY PURSUANT  
3 TO THIS SECTION.

4 (f) "GREEN JOBS" MEANS OCCUPATIONS OR EMPLOYMENT  
5 POSITIONS THAT REDUCE HARMFUL EFFECTS ON THE CLIMATE; ADAPT  
6 PROCESSES TO MINIMIZE THEIR EFFECT ON THE CLIMATE; RECOGNIZE AND  
7 MITIGATE THE DISPROPORTIONATE SOCIAL EFFECTS OF CLIMATE CHANGE;  
8 SUPPORT THE ECONOMIC, SOCIAL, AND ENVIRONMENTAL SUSTAINABILITY  
9 OF COMMUNITIES; OR CONTRIBUTE TO THE WELL-BEING AND RESILIENCE  
10 OF PRESENT AND FUTURE GENERATIONS.

11 (g) "GREEN SKILLS" MEANS THE KNOWLEDGE, ABILITIES, VALUES,  
12 AND ATTITUDES TO LIVE IN, DEVELOP, AND SUPPORT A SUSTAINABLE AND  
13 RESOURCE-EFFICIENT SOCIETY.

14 (h) "TECHNICAL GREEN SKILLS" MEANS SKILLS THAT FULFILL THE  
15 REQUIREMENTS OF GREEN JOBS AND SUPPORT THE TRANSITION TO A  
16 LOW-CARBON SUSTAINABLE ECONOMY.

17 (2) (a) A GRANTING LOCAL EDUCATION PROVIDER SHALL GRANT A  
18 SEAL OF CLIMATE LITERACY DIPLOMA ENDORSEMENT TO A GRADUATING  
19 HIGH SCHOOL STUDENT WHO DEMONSTRATES MASTERY IN CLIMATE  
20 LITERACY DISCIPLINES AND ATTAINS GREEN SKILLS OR TECHNICAL GREEN  
21 SKILLS THROUGH THE SUCCESSFUL COMPLETION OF THE REQUIREMENTS  
22 DESCRIBED IN THIS SUBSECTION (2)(a). THE PURPOSE OF THE SEAL OF  
23 CLIMATE LITERACY DIPLOMA ENDORSEMENT IS TO GIVE A STUDENT  
24 PERSONAL AGENCY TO HELP THE STUDENT AND THE STUDENT'S  
25 COMMUNITIES UNDERSTAND OR ADAPT TO THE EFFECTS OF CLIMATE  
26 CHANGE. TO OBTAIN A SEAL OF CLIMATE LITERACY DIPLOMA  
27 ENDORSEMENT, A GRADUATING STUDENT MUST:

1 (I) MEET THE MINIMUM HIGH SCHOOL GRADUATION  
2 REQUIREMENTS AS SPECIFIED BY THE GRANTING LOCAL EDUCATION  
3 PROVIDER;

4 (II) SUCCESSFULLY COMPLETE AT LEAST TWO APPROVED COURSES  
5 IN THE AREA OF CLIMATE LITERACY. THE GRANTING LOCAL EDUCATION  
6 PROVIDER SHALL CREATE A LIST OF APPROVED COURSES IN THE AREA OF  
7 CLIMATE LITERACY AND MAKE THE LIST AVAILABLE TO STUDENTS IN  
8 GRADES SIX THROUGH TWELVE. APPROVED COURSES MAY INCLUDE, BUT  
9 NEED NOT BE LIMITED TO:

10 (A) HIGH SCHOOL COURSES OR QUALIFIED ADVANCED PLACEMENT  
11 COURSES THAT COVER PHYSICAL SCIENCE, LIFE SCIENCE, OR EARTH  
12 SCIENCE; OR

13 (B) CONCURRENT ENROLLMENT, CAREER AND TECHNICAL  
14 EDUCATION COURSES, OR HIGH SCHOOL COURSES THAT INTEGRATE THE  
15 CLIMATE LITERACY PRINCIPLES.

16 (III) SUCCESSFULLY COMPLETE A CLIMATE LITERACY FINAL  
17 EXPERIENTIAL LEARNING PROJECT THAT MEETS THE REQUIREMENTS  
18 DESCRIBED IN SUBSECTION (2)(c) OF THIS SECTION. A STUDENT MUST  
19 COMPLETE ONE OF THE FOLLOWING FINAL PROJECTS, WHICH INCLUDE, BUT  
20 NEED NOT BE LIMITED TO:

21 (A) A CAPSTONE PROJECT CENTERED ON THE STUDENT'S  
22 COMMUNITY AND THE COMMUNITY'S EFFECT ON CLIMATE CHANGE;

23 (B) FIELD EXPERIENCES OR PRACTICUMS RELATED TO THE  
24 COURSEWORK DESCRIBED IN SUBSECTION (2)(a)(II) OF THIS SECTION;

25 (C) INTERNSHIPS, EXTERNSHIPS, OR EMPLOYMENT WITH CLIMATE  
26 LITERACY EXPERIENTIAL LEARNING PROVIDERS;

27 (D) ONE OR MORE COMMUNITY PROJECTS WITH A CLIMATE

1 LITERACY EXPERIENTIAL LEARNING PROVIDER;  
2 (E) HANDS-ON LABORATORY EXPERIMENTS;  
3 (F) ORIGINAL ARTWORK OR WRITING; OR  
4 (G) STUDENT-LED AND DESIGNED PROGRAMMING THAT HAS AN  
5 EFFECT ON THE STUDENT'S COMMUNITY AND OTHER STUDENTS.

6 (b) IF A GRANTING LOCAL EDUCATION PROVIDER DOES NOT  
7 REQUIRE A HIGH SCHOOL SCIENCE COURSE AS A MINIMUM HIGH SCHOOL  
8 GRADUATION REQUIREMENT, A STUDENT MUST SUCCESSFULLY COMPLETE  
9 AT LEAST ONE HIGH SCHOOL SCIENCE COURSE DESCRIBED IN SUBSECTION  
10 (2)(a)(II) OF THIS SECTION.

11 (c) (I) A GRANTING LOCAL EDUCATION PROVIDER SHALL APPROVE  
12 A STUDENT'S FINAL PROJECT PROPOSAL OR AUTHORIZE A CLIMATE  
13 LITERACY EXPERIENTIAL LEARNING PROVIDER TO FACILITATE, SUPPORT,  
14 AND APPROVE A STUDENT'S FINAL PROJECT PROPOSAL BEFORE THE  
15 STUDENT BEGINS THE FINAL PROJECT.

16 (II) TO SUCCESSFULLY COMPLETE THE FINAL PROJECT, THE  
17 STUDENT SHALL DEMONSTRATE AN ACADEMIC UNDERSTANDING OF  
18 CLIMATE LITERACY THROUGH THE PRACTICAL APPLICATION OF THE  
19 CLIMATE LITERACY PRINCIPLES THAT ADDRESS LOCAL CLIMATE ISSUES  
20 PRESENT IN THE STUDENT'S COMMUNITY. THE STUDENT SHALL PRESENT  
21 THE FINAL PROJECT TO AN INDIVIDUAL OR GROUP IDENTIFIED AND  
22 SELECTED BY THE STUDENT AND THE CLIMATE LITERACY EXPERIENTIAL  
23 LEARNING PROVIDER OR GRANTING LOCAL EDUCATION PROVIDER.

24 (3) EACH GRANTING LOCAL EDUCATION PROVIDER MAY  
25 COLLABORATE WITH LOCAL BUSINESSES, NONPROFIT ORGANIZATIONS, AND  
26 INDUSTRY LEADERS INTERESTED IN CLIMATE LITERACY AND IN BUILDING  
27 A WORKFORCE WITH TECHNICAL GREEN SKILLS IDENTIFIED BY THE

1 GRANTING LOCAL EDUCATION PROVIDER WITHIN THE SURROUNDING  
2 COMMUNITIES AND BY THE APPROPRIATE INSTITUTIONS OF HIGHER  
3 EDUCATION.

4 (4) EACH GRANTING LOCAL EDUCATION PROVIDER SHALL  
5 ANNUALLY PROVIDE TO STUDENTS ENROLLED IN GRADES SIX THROUGH  
6 TWELVE AND THEIR LEGAL GUARDIANS INFORMATION CONCERNING THE  
7 REQUIREMENTS FOR OBTAINING A SEAL OF CLIMATE LITERACY DIPLOMA  
8 ENDORSEMENT, INCLUDING APPROVED COURSES AS DESCRIBED IN  
9 SUBSECTION (2)(a)(II) OF THIS SECTION.

10 (5) (a) ON OR BEFORE JULY 1, 2025, AND EVERY JULY 1  
11 THEREAFTER, EACH GRANTING LOCAL EDUCATION PROVIDER SHALL  
12 COLLECT DATA ON THE SEAL OF CLIMATE LITERACY DIPLOMA  
13 ENDORSEMENT, INCLUDING:

14 (I) THE SCHOOLS THAT AWARDED THE SEAL OF CLIMATE LITERACY  
15 DIPLOMA ENDORSEMENT;

16 (II) THE NUMBER OF STUDENTS WHO RECEIVED A SEAL OF CLIMATE  
17 LITERACY DIPLOMA ENDORSEMENT;

18 (III) THE TYPES OF FINAL PROJECTS DESCRIBED IN SUBSECTION  
19 (2)(a)(III) OF THIS SECTION THAT STUDENTS COMPLETE;

20 (IV) THE NAMES OF THE CLIMATE LITERACY EXPERIENTIAL  
21 LEARNING PROVIDERS THAT APPROVED, SUPPORTED, AND FACILITATED  
22 STUDENTS' FINAL PROJECTS;

23 (V) A LIST OF ACADEMIC COURSES STUDENTS COMPLETED TO EARN  
24 THE SEAL OF CLIMATE LITERACY DIPLOMA ENDORSEMENT; AND

25 (VI) ANY OTHER FINDINGS RELATED TO THE SEAL OF CLIMATE  
26 LITERACY DIPLOMA ENDORSEMENT.

27 (b) ON OR BEFORE OCTOBER 1, 2025, AND EVERY OCTOBER 1

1 THEREAFTER, EACH GRANTING LOCAL EDUCATION PROVIDER SHALL  
2 SUBMIT A REPORT TO THE DEPARTMENT SUMMARIZING THE DATA  
3 COLLECTED PURSUANT TO SUBSECTION (5)(a) OF THIS SECTION.

4 (6) (a) THE DEPARTMENT MAY COLLABORATE WITH A COLORADO  
5 NONPROFIT ORGANIZATION THAT WORKS WITH LOCAL EDUCATION  
6 PROVIDERS, INDUSTRY LEADERS, AND INSTITUTIONS OF HIGHER  
7 EDUCATION TO SUPPORT STUDENTS' CLIMATE LITERACY TO EVALUATE THE  
8 DATA COLLECTED PURSUANT TO SUBSECTION (5)(a) OF THIS SECTION AND  
9 PREPARE A REPORT SUMMARIZING THE DATA.

10 (b) (I) ON OR BEFORE JANUARY 15, 2026, AND EVERY JANUARY 15  
11 THEREAFTER, THE DEPARTMENT SHALL SUBMIT THE REPORT DESCRIBED IN  
12 SUBSECTION (6)(a) OF THIS SECTION TO THE HOUSE OF REPRESENTATIVES  
13 EDUCATION COMMITTEE AND THE SENATE EDUCATION COMMITTEE, OR  
14 THEIR SUCCESSOR COMMITTEES, AND THE STATE BOARD.

15 (II) NOTWITHSTANDING THE REQUIREMENT IN SECTION 24-1-136  
16 (11)(a)(I), THE REQUIREMENT TO SUBMIT THE REPORT REQUIRED IN  
17 SUBSECTION (6)(b)(I) OF THIS SECTION CONTINUES INDEFINITELY.

18 (7) THE DEPARTMENT MAY SEEK, ACCEPT, AND EXPEND GIFTS,  
19 GRANTS, OR DONATIONS FROM PRIVATE OR PUBLIC SOURCES FOR THE  
20 PURPOSES OF THIS SECTION.

21 **SECTION 2. Appropriation.** For the 2024-25 state fiscal year,  
22 \$18,749 is appropriated to the department of education. This  
23 appropriation is from the general fund. To implement this act, the  
24 department may use this appropriation as follows:

25 (a) \$9,374 for use by the student learning division for content  
26 specialists, which amount is based on an assumption that the division will  
27 require an additional 0.1 FTE; and



1           (b) \$9,375 for use by the student pathways division for college  
2           and career readiness, which amount is based on an assumption that the  
3           division will require an additional 0.1 FTE.

4           **SECTION 3. Act subject to petition - effective date.** This act  
5 takes effect at 12:01 a.m. on the day following the expiration of the  
6 ninety-day period after final adjournment of the general assembly; except  
7 that, if a referendum petition is filed pursuant to section 1 (3) of article V  
8 of the state constitution against this act or an item, section, or part of this  
9 act within such period, then the act, item, section, or part will not take  
10 effect unless approved by the people at the general election to be held in  
11 November 2024 and, in such case, will take effect on the date of the  
12 official declaration of the vote thereon by the governor.