

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

PREAMENDED

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

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.

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.