A BILL FOR AN ACT

CONCERNING MEASURES TO SUPPORT EVIDENCE-BASED LITERACY INSTRUCTION FOR STUDENTS IN EARLY GRADES, AND, 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.)

By the beginning of the 2023-24 school year and continuing thereafter, the bill requires each school district, board of cooperative services, and charter school (local education provider) to ensure that the principal in a school that serves kindergarten or any of grades one through 3 and each school district administrator with responsibility that pertains
to programs in kindergarten or any of grades one through 3 to successfully complete evidence-based training in the science of reading. The local education provider may request a one-year extension from the state board of education to ensure that the teachers, principals, and administrators whom it employs meet the training requirements. Each local education provider must submit to the department of education (department) evidence that it is in compliance with the principal and administrator training requirements to receive per-pupil intervention money in a budget year.

The bill requires the board of trustees for each public library to adopt a policy by January 1, 2023, to support parents and children in improving literacy through the science of reading. The policy must include a requirement that:

- Each librarian successfully complete evidence-based training in the science of reading;
- The director of the board of trustees maintain an accurate list on the library website of the librarians who successfully complete the training; and
- The director of the board of trustees identify materials and activities for parents and children to improve literacy and ensure that the materials and activities are available in the public library and are updated monthly.

Upon request of a local education provider or the board of trustees of a public library, the department shall provide training in the science of reading to principals and administrators of the local education provider and librarians of the public library for free.

The bill directs the state librarian to work with public libraries throughout the state to facilitate access to evidence-based training in the science of reading for librarians and assist in identifying materials and activities for parents and children to improve literacy.

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

SECTION 1. In Colorado Revised Statutes, 22-7-1208, amend (6)(d); and add (6.5) and (6.7) as follows:

22-7-1208. Local education providers - procedures - plans - training - rules. (6) (d) Notwithstanding the provisions of subsection (6)(a) of this section, a local education provider that is not in compliance with the requirements of this subsection (6) as of the beginning of the 2022-23 school year or for a subsequent school year may request a
one-year extension from the department STATE BOARD based on a
demonstration of good cause for inability to comply.

(6.5) (a) BY THE BEGINNING OF THE 2024-25 SCHOOL YEAR AND
CONTINUING FOR EACH SCHOOL YEAR THEREAFTER, EACH LOCAL
EDUCATION PROVIDER THAT RECEIVES PER-PUPIL INTERVENTION MONEY
OR A GRANT THROUGH THE EARLY LITERACY GRANT PROGRAM IN ANY
BUDGET YEAR STARTING WITH THE 2023-24 BUDGET YEAR SHALL ENSURE
THAT EACH PRINCIPAL IN A SCHOOL THAT SERVES KINDERGARTEN OR ANY
OF GRADES ONE THROUGH THREE AND EACH ADMINISTRATOR WITH
RESPONSIBILITY THAT PERTAINS TO PROGRAMS IN KINDERGARTEN OR ANY
OF GRADES ONE THROUGH THREE SUCCESSFULLY COMPLETES OR HAS
SUCCESSFULLY COMPLETED EVIDENCE-BASED TRAINING DESIGNED FOR
SCHOOL ADMINISTRATORS in the science of reading. The
EVIDENCE-BASED TRAINING IN THE SCIENCE OF READING MUST INCLUDE
THE CONCEPTS OF PHONEMIC AWARENESS, PHONICS, VOCABULARY
DEVELOPMENT, READING FLUENCY, INCLUDING ORAL SKILLS, AND
READING COMPREHENSION TO ASSIST PRINCIPALS IN COACHING AND
EVALUATING TEACHERS. THE TRAINING MUST ALSO INCLUDE TOPICS
RELATED TO IMPLEMENTING SCHOOLWIDE SCIENTIFICALLY BASED AND
EVIDENCE-BASED READING PROGRAMMING. TO COMPLY WITH THIS
SUBSECTION (6.5)(a), A LOCAL EDUCATION PROVIDER SHALL SUBMIT
EVIDENCE THAT EACH PRINCIPAL AND ADMINISTRATOR DESCRIBED IN THIS
SUBSECTION (6.5)(a) HAS SUCCESSFULLY COMPLETED EVIDENCE-BASED
TRAINING IN THE SCIENCE OF READING THAT IS:

(I) INCLUDED AS A COURSE IN AN APPROVED PROGRAM OF
PREPARATION, AS DEFINED IN SECTION 22-60.5-102 (8) FOR PRINCIPALS OR
ADMINISTRATORS, OR AN INDIVIDUALIZED ALTERNATIVE PRINCIPAL
PROGRAM, OR OTHER ALTERNATIVE PRINCIPAL PROGRAM, APPROVED
PURSUANT TO SECTION 22-60.5-305.5;

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

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

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

(b) THE DEPARTMENT SHALL PROVIDE, AT NO COST, TRAINING FOR
ELEMENTARY SCHOOL ADMINISTRATORS TO MEET THE REQUIREMENTS
SPECIFIED IN SUBSECTION (6.5)(a) OF THIS SECTION. THE DEPARTMENT
MAY PROVIDE THE TRAINING IN-PERSON OR ONLINE.

(c) NOTWITHSTANDING SUBSECTION (6.5)(a) OF THIS SECTION, A
LOCAL EDUCATION PROVIDER THAT IS NOT IN COMPLIANCE WITH THE
REQUIREMENTS OF THIS SUBSECTION (6.5) AS OF THE BEGINNING OF THE
2024-25 SCHOOL YEAR OR FOR A SUBSEQUENT SCHOOL YEAR MAY
REQUEST A ONE-YEAR EXTENSION FROM THE STATE BOARD BASED ON A
DEMONSTRATION OF GOOD CAUSE FOR INABILITY TO COMPLY.

(d) THE STATE BOARD MAY ADOPT RULES AS NECESSARY TO
SPECIFY THE CONTENT AND MINIMUM NUMBER OF HOURS REQUIRED FOR
THE TRAINING DESCRIBED IN SUBSECTION (6.5)(a) OF THIS SECTION; THE
TIME FRAMES AND PROCEDURES FOR COMPLYING WITH THE REQUIREMENTS
SPECIFIED IN SUBSECTION (6.5)(a) OF THIS SECTION AND FOR APPLYING FOR
AN EXTENSION PURSUANT TO SUBSECTION (6.5)(c) OF THIS SECTION; AND
THE FORM IN WHICH A LOCAL EDUCATION PROVIDER MUST SUBMIT
EVIDENCE OF THE COMPLETION OF THE TRAINING REQUIRED IN SUBSECTION
(6.5)(a) OF THIS SECTION.

(6.7) (a) By the beginning of the 2024-25 school year and
continuing for each school year thereafter, each local
education provider that receives per-pupil intervention money
or a grant through the early literacy grant program in any
budget year starting with the 2023-24 budget year shall ensure
that each reading interventionist employed to teach students
in any of grades four through twelve successfully completes or
has successfully completed evidence-based training in teaching
reading as described for teachers in subsection (6) of this
section. To comply with this subsection (6.7)(a), a local
education provider shall submit evidence that each reading
interventionist employed to teach students in any of grades
four through twelve has passed an end-of-course assessment of
learning at the completion of the evidence-based training.

(b) The department shall provide, at no cost, training for
reading interventionists to meet the requirements specified in
subsection (6.7)(a) of this section. The department may provide
the training in-person or online.

(c) Notwithstanding subsection (6.7)(a) of this section, a
local education provider that is not in compliance with the
requirements of this subsection (6.7) as of the beginning of the
2024-25 school year or for a subsequent school year may
request a one-year extension from the state board based on a
DEMONSTRATION OF GOOD CAUSE FOR INABILITY TO COMPLY.

(d) The state board may adopt rules as necessary to specify the content and minimum number of hours required for training for reading interventionists required in subsection (6.7)(a) of this section; time frames and procedures for complying with the requirements specified in subsection (6.7)(a) of this section and for applying for an extension pursuant to subsection (6.7)(c) of this section; and the form in which a local education provider must submit evidence of the completion of an end-of-course assessment of learning as required in subsection (6.7)(a) of this section.

SECTION 2. In Colorado Revised Statutes, 22-7-1209, amend (2)(c) introductory portion as follows:

22-7-1209. State board - rules - department - duties.

(2)(c) Using the procedure developed pursuant to subsection (3) of this section, the department shall create an advisory list of rigorous professional development programs that for teachers, reading interventionists, principals, and administrators, which programs are related to addressing significant reading deficiencies and to applying intervention instruction and strategies, in addition to programs related to teaching general literacy, that local education providers are encouraged to use. The department shall include on the advisory list professional development programs that are available online. The department shall ensure that each professional development program included on the advisory list is:

SECTION 3. In Colorado Revised Statutes, 22-7-1210, amend (4)(d)(I)(E) as follows:
22-7-1210. Early literacy fund - created. (4) The money in the fund is subject to annual appropriation by the general assembly to the department. The department shall annually expend the money in the fund as follows:

(d)(I) Beginning in the 2020-21 budget year and for budget years thereafter, the department shall annually expend the money credited to the early literacy fund for the following purposes:

(E) To pay the costs incurred in providing to local education providers technical assistance in implementing this part 12, and training in teaching reading for teachers employed to teach kindergarten and grades one through three AND FOR READING INTERVENTIONISTS EMPLOYED TO TEACH GRADES FOUR THROUGH TWELVE, TRAINING FOR PRINCIPALS AND ADMINISTRATORS PURSUANT TO SECTION 22-7-1208 (6.5), AND TRAINING FOR LIBRARIANS PURSUANT TO SECTION 24-90-121; monitoring the use of money received as per-pupil intervention money or grants through the early literacy grant program; and fulfilling the administrative requirements specified in this part 12.

SECTION 4. In Colorado Revised Statutes, 22-7-1210.5, amend (4)(g); and add (3)(b)(II.5) as follows:

22-7-1210.5. Per-pupil intervention money - uses - distribution - monitoring - repeal. (3) (b) To receive per-pupil intervention money in a budget year, a local education provider must meet the following requirements:

(II.5) FOR THE 2024-25 BUDGET YEAR AND BUDGET YEARS THEREAFTER, THE LOCAL EDUCATION PROVIDER MUST SUBMIT EVIDENCE THAT IT IS IN COMPLIANCE WITH THE PRINCIPAL AND ADMINISTRATOR TRAINING REQUIREMENTS SPECIFIED IN SECTION 22-7-1208 (6.5) AND THE
READING INTERVENTIONIST TRAINING REQUIREMENTS SPECIFIED IN
SECTION 22-7-1208 (6.7):

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

(g) To provide professional development programming to support
educators in teaching reading. Professional development programming
authorized in this subsection (4)(g) may include hiring a reading coach
who is trained in teaching the foundational reading skills of phonemic
awareness, phonics, vocabulary development, reading fluency, including
oral skills, and reading comprehension to provide job-embedded, ongoing
professional development to support kindergarten-through-third-grade
teacher competence in teaching phonemic awareness, phonics, vocabulary
development, reading fluency, including oral skills, and reading
comprehension. A local education provider that has not fully complied
with section 22-7-1208 (6) is strongly encouraged to use per-pupil intervention money to ensure that all
teachers employed by the local education provider to teach kindergarten
or any of grades one through three AND ALL READING INTERVENTIONISTS EMPLOYED TO TEACH GRADES FOUR THROUGH TWELVE successfully
complete evidence-based training in teaching reading, AND THE
PRINCIPALS AND ADMINISTRATORS DESCRIBED IN SECTION 22-7-1208
(6.5)(a) SUCCESSFULLY COMPLETE EVIDENCE-BASED TRAINING IN THE
SCIENCE OF READING, before using the money for other authorized
purposes.

SECTION 5. In Colorado Revised Statutes, add 24-90-121 as
follows:

24-90-121. Public libraries - science of reading - training -
**report - definitions.** (1) AS USED IN THIS SECTION, UNLESS THE CONTEXT OTHERWISE REQUIRES:

(a) "DIRECTOR" MEANS THE DIRECTOR OF A BOARD OF TRUSTEES EMPLOYED BY THE BOARD OF TRUSTEES PURSUANT TO SECTION 24-90-109 (1)(c).

(b) "EVIDENCE-BASED TRAINING IN THE SCIENCE OF READING" OR "TRAINING" MEANS TRAINING THAT:

(I) IS BASED ON RELIABLE, TRUSTWORTHY, AND VALID EVIDENCE;

(II) INCLUDES EXPLANATION AND INSTRUCTION IN THE AREAS OF PHONEMIC AWARENESS, PHONICS, VOCABULARY DEVELOPMENT, READING FLUENCY, INCLUDING ORAL SKILLS, AND READING COMPREHENSION; AND

(III) IS INCLUDED ON THE ADVISORY LIST OF RIGOROUS PROFESSIONAL DEVELOPMENT PROGRAMS CREATED AND MAINTAINED BY THE DEPARTMENT OF EDUCATION PURSUANT TO SECTION 22-7-1209 (2)(c).

(2) (a) THE DIRECTOR OF EACH PUBLIC LIBRARY IS ENCOURAGED TO WORK WITH THE DEPARTMENT OF EDUCATION TO PROVIDE EVIDENCE-BASED TRAINING IN THE SCIENCE OF READING FOR EACH LIBRARIAN WHO WORKS WITH CHILDREN ENROLLED IN PRESCHOOL, KINDERGARTEN, OR EARLY ELEMENTARY GRADES. IN ADDITION, THE DIRECTOR IS ENCOURAGED TO IDENTIFY AND PROVIDE IN THE LIBRARY MATERIALS AND ACTIVITIES FOR PARENTS AND CHILDREN TO IMPROVE LITERACY, WHICH MATERIALS AND ACTIVITIES ARE APPROPRIATE FOR PRESCHOOL, KINDERGARTEN THROUGH SECOND GRADE, AND THIRD THROUGH SIXTH GRADE AND ARE DESIGNED TO IMPROVE READING COMPETENCY IN THE AREAS OF PHONEMIC AWARENESS; PHONICS; VOCABULARY DEVELOPMENT; READING FLUENCY, INCLUDING ORAL
(b) At the request of a director, the Department of Education shall provide, at no cost to the public library, evidence-based training in the science of reading to one or more librarians who are employed by the public library. The department may provide the training in-person or online and may provide the same training for librarians that it provides for teachers pursuant to Section 22-7-1208(6)(c).

(3) The director of each public library may prepare a plan describing how the director and the librarians employed at the library will work with children and their parents to support literacy using materials, activities, and strategies that are supported by the science of reading. The director is encouraged to submit the plan to the state librarian by July 1, 2024.

 SECTION 6. In Colorado Revised Statutes, 24-90-105, add (2)(g) as follows:

24-90-105. Powers and duties of state librarian. (2) The state librarian has the following powers and duties with respect to other publicly supported libraries in the state:

(g) To work with public libraries throughout the state to facilitate access to evidence-based training in the science of reading, as defined in Section 24-90-121, for librarians and assist in identifying materials and activities for parents and children to improve literacy, as described in Section 24-90-121.

 SECTION 7. Appropriation. (1) For the 2022-23 state fiscal year, $251,139 is appropriated to the department of education. This
appropriation is from the early literacy fund created in section 22-7-1210 (1), C.R.S., and is based on an assumption that the department will require an additional 0.8 FTE. To implement this act, the department may use this appropriation for early literacy program administration and technical support.

SECTION 8. Act subject to petition - effective date. This act takes effect at 12:01 a.m. on the day following the expiration of the ninety-day period after final adjournment of the general assembly; except that, if a referendum petition is filed pursuant to section 1 (3) of article V of the state constitution against this act or an item, section, or part of this act within such period, then the act, item, section, or part will not take effect unless approved by the people at the general election to be held in November 2022 and, in such case, will take effect on the date of the official declaration of the vote thereon by the governor.