

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

**REREVISED**

*This Version Includes All Amendments  
Adopted in the Second House*

LLS NO. 19-0024.01 Julie Pelegrin x2700

**HOUSE BILL 19-1002**

**HOUSE SPONSORSHIP**

**McLachlan and Wilson**, Bird, Buckner, Buentello, Caraveo, Catlin, Cutter, Duran, Esgar, Exum, Galindo, Gray, Hansen, Hooton, Kipp, Lontine, Melton, Michaelson Jenet, Saine, Snyder, Tipper, Titone, Valdez D.

**SENATE SPONSORSHIP**

**Zenzinger and Priola**, Bridges, Court, Fenberg, Fields, Garcia, Ginal, Lee, Moreno, Pettersen, Story, Todd, Winter

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**House Committees**

Education  
Appropriations

**Senate Committees**

State, Veterans, & Military Affairs  
Appropriations

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**A BILL FOR AN ACT**

101     **CONCERNING PROFESSIONAL DEVELOPMENT IN LEADERSHIP FOR**  
102             **PUBLIC SCHOOL PRINCIPALS, AND, IN CONNECTION THEREWITH,**  
103             **MAKING AN APPROPRIATION.**

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**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 creates the school leadership pilot program (program) to provide professional development for public elementary, middle, and high school principals. During the 2019-20 budget year, the department of education (department) is directed to design and implement the program or contract with a nonprofit entity to design and implement the program.

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.*

SENATE  
3rd Reading Unamended  
May 1, 2019

SENATE  
Amended 2nd Reading  
April 30, 2019

HOUSE  
Amended 3rd Reading  
April 19, 2019

HOUSE  
Amended 2nd Reading  
April 18, 2019

The program must include identification of high-quality school principals who will interact with the school principals selected to receive professional development through the program. The program must also include professional development in distributive and collaborative leadership skills with the goal of improving educator retention, school climate and culture, and student outcomes.

School principals may apply to receive professional development through the program during the 2020-21 and 2021-22 budget years. The department or the contracted entity must review the applications and recommend participants to the state board of education (state board), who shall select the participants. Subject to available appropriations, the state board must provide grants to the employing entities of the school principals who participate in the program either as high-quality school principals or to receive professional development. The grants are paid from money appropriated to the school leadership pilot program fund created in the bill.

By March 15, 2020, the department must report to the education committees of the general assembly concerning the design of the program. By January 15, 2022, the department must report to the education committees concerning implementation of the program, including recommendations for whether the program should be continued.

The program is repealed, effective July 1, 2022.

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

2 **SECTION 1.** In Colorado Revised Statutes, **add** part 2 to article  
3 13 of title 22 as follows:

4 **PART 2**

5 **SCHOOL LEADERSHIP PILOT PROGRAM**

6 **22-13-201. Legislative declaration.** (1) THE GENERAL ASSEMBLY  
7 FINDS THAT:

8 (a) EFFECTIVE SCHOOL LEADERSHIP IS SECOND ONLY TO TEACHING  
9 WITH REGARD TO THE IN-SCHOOL COMPONENTS IDENTIFIED AS HAVING THE  
10 GREATEST EFFECT ON STUDENT LEARNING AND OUTCOMES;

11 (b) A RECENT REPORT BY THE DEPARTMENT OF EDUCATION AND  
12 THE DEPARTMENT OF HIGHER EDUCATION CONCERNING TEACHER  
13 SHORTAGES IN COLORADO STATES THAT, IN IDENTIFYING REASONS FOR

1 LEAVING A SCHOOL, TEACHERS CITE POOR OR INEFFECTIVE SCHOOL  
2 LEADERSHIP. TO ADDRESS THE TEACHER SHORTAGE, THE REPORT  
3 RECOMMENDS PROVIDING IMPROVED EDUCATIONAL LEADERSHIP  
4 PREPARATION AND PROFESSIONAL DEVELOPMENT TO ASSIST PRINCIPALS IN  
5 CREATING POSITIVE SCHOOL CLIMATE AND CULTURE.

6 (c) SCHOOL PRINCIPALS ARE EXPECTED TO FILL MANY ROLES THAT  
7 MOVE FAR BEYOND ADMINISTRATIVE TASKS, INCLUDING SETTING A  
8 SCHOOL-WIDE VISION FOR STUDENT LEARNING AND OUTCOMES, CREATING  
9 A SCHOOL-WIDE CLIMATE THAT IS HOSPITABLE TO LEARNING, PROVIDING  
10 INSTRUCTIONAL LEADERSHIP WITH EDUCATORS, NURTURING A  
11 PROFESSIONAL LEARNING COMMUNITY WITH THE EDUCATORS IN THE  
12 SCHOOL, AND CULTIVATING LEADERSHIP IN OTHERS SO THAT THE SCHOOL  
13 OPERATES ON A DISTRIBUTIVE AND COLLABORATIVE LEADERSHIP MODEL;

14 (d) THERE ARE EXAMPLES OF EXCELLENT PRINCIPALS IN PUBLIC  
15 SCHOOLS IN COLORADO WHO SUCCESSFULLY PRACTICE DISTRIBUTIVE AND  
16 COLLABORATIVE LEADERSHIP AND HAVE BUILT AND MAINTAINED A  
17 STRONG COLLABORATIVE LEARNING COMMUNITY IN THEIR SCHOOLS THAT  
18 RESULTS IN POSITIVE STUDENT OUTCOMES. SCHOOL PRINCIPALS IN  
19 COLORADO SHOULD HAVE THE OPPORTUNITY TO OBSERVE AND LEARN  
20 FROM THESE EXCELLENT PRINCIPALS TO BE ABLE TO REPLICATE BEST  
21 PRACTICES IN THEIR OWN SCHOOLS.

22 (e) CREATING A COHORT OF PUBLIC SCHOOL PRINCIPALS  
23 THROUGHOUT THE STATE WHO HAVE THE OPPORTUNITY TO OBSERVE AND  
24 LEARN FROM EXCELLENT PRINCIPALS AND TOGETHER DEVELOP THEIR  
25 LEADERSHIP SKILLS AND LEARN TO IMPLEMENT BEST PRACTICES IN  
26 LEADING A PUBLIC SCHOOL COMMUNITY IS LIKELY TO RESULT IN SCHOOL  
27 IMPROVEMENT THROUGHOUT THE STATE AND BETTER STUDENT ACADEMIC

1 OUTCOMES; AND

2 (f) IMPROVING SCHOOL LEADERSHIP THROUGH A PROGRAM THAT  
3 EMPOWERS PUBLIC SCHOOL PRINCIPALS TO BUILD THEIR LEADERSHIP  
4 SKILLS AND TEACHES THEM TO EFFECTIVELY IMPLEMENT DISTRIBUTIVE  
5 AND COLLABORATIVE LEADERSHIP IS LIKELY TO RESULT IN IMPROVEMENTS  
6 IN THE CLIMATE AND CULTURE OF PUBLIC SCHOOLS, DECREASED  
7 EDUCATOR TURNOVER, AND A REDUCTION IN THE TEACHER SHORTAGE  
8 EXPERIENCED BY MANY PUBLIC SCHOOLS.

9 (2) THE GENERAL ASSEMBLY FINDS, THEREFORE, THAT IT IS  
10 NECESSARY FOR THE BENEFIT OF PUBLIC EDUCATION IN COLORADO TO  
11 DIRECT THE DEPARTMENT OF EDUCATION TO DESIGN AND IMPLEMENT A  
12 PROGRAM TO PROVIDE EMBEDDED, EXPERIENTIAL TRAINING FOR A COHORT  
13 OF PUBLIC SCHOOL PRINCIPALS TO ENABLE THEM TO PROVIDE  
14 DISTRIBUTIVE AND COLLABORATIVE LEADERSHIP WITHIN THEIR PUBLIC  
15 SCHOOLS THAT SUPPORTS INCREASED EDUCATOR RETENTION, IMPROVED  
16 SCHOOL CLIMATE AND CULTURE, AND IMPROVED STUDENT ACADEMIC  
17 OUTCOMES.

18 **22-13-202. Definitions.** AS USED IN THIS PART 2, UNLESS THE  
19 CONTEXT OTHERWISE REQUIRES:

20 (1) "DEPARTMENT" MEANS THE DEPARTMENT OF EDUCATION  
21 CREATED AND EXISTING PURSUANT TO SECTION 24-1-115.

22 (2) "ENTITY" MEANS A NONPROFIT ENTITY OR A PUBLIC OR  
23 PRIVATE INSTITUTION OF HIGHER EDUCATION THAT OFFERS A PRINCIPAL  
24 PREPARATION PROGRAM.

25

26 (3) "PROGRAM" MEANS THE SCHOOL LEADERSHIP PILOT PROGRAM  
27 CREATED IN SECTION 22-13-203.

1           (4) "PUBLIC SCHOOL" MEANS A SCHOOL THAT DERIVES ITS  
2 SUPPORT, IN WHOLE OR IN PART, FROM MONEY RAISED BY A GENERAL  
3 STATE OR SCHOOL DISTRICT TAX AND INCLUDES A SCHOOL OF A SCHOOL  
4 DISTRICT, A PUBLIC SCHOOL OPERATED BY A BOARD OF COOPERATIVE  
5 SERVICES, AND AN INSTITUTE CHARTER SCHOOL AUTHORIZED BY THE  
6 STATE CHARTER SCHOOL INSTITUTE PURSUANT TO PART 5 OF ARTICLE 30.5  
7 OF THIS TITLE 22.

8           (5) "SCHOOL PRINCIPAL" MEANS AN INDIVIDUAL WHO IS EMPLOYED  
9 AS THE CHIEF ADMINISTRATIVE OFFICER OF A PUBLIC ELEMENTARY,  
10 MIDDLE, OR HIGH SCHOOL IN COLORADO.

11           (6) "STATE BOARD" MEANS THE STATE BOARD OF EDUCATION  
12 CREATED IN SECTION 1 OF ARTICLE IX OF THE STATE CONSTITUTION.

13           **22-13-203. School leadership pilot program - created -**  
14 **participation.** (1) THERE IS CREATED IN THE DEPARTMENT OF EDUCATION  
15 THE SCHOOL LEADERSHIP PILOT PROGRAM TO PROVIDE EMBEDDED,  
16 EXPERIENTIAL PROFESSIONAL DEVELOPMENT TO IMPROVE THE QUALITY OF  
17 SCHOOL PRINCIPALS AND EMPOWER THEM TO EXERCISE DISTRIBUTIVE AND  
18 COLLABORATIVE LEADERSHIP THAT SUPPORTS COLLABORATION AMONG  
19 THE PROFESSIONAL EDUCATORS IN THE SCHOOL BUILDING. THE PURPOSE  
20 OF THE PROGRAM IS TO INCREASE EDUCATOR RETENTION, IMPROVE  
21 SCHOOL CLIMATE AND CULTURE, AND IMPROVE STUDENT ACADEMIC  
22 OUTCOMES BY IMPROVING THE QUALITY OF LEADERSHIP IN PUBLIC  
23 SCHOOLS. THE PROGRAM MUST INCLUDE IDENTIFICATION OF  
24 HIGH-QUALITY SCHOOL PRINCIPALS AND THE OPPORTUNITY FOR OTHER  
25 SCHOOL PRINCIPALS FROM SCHOOL DISTRICTS THROUGHOUT THE STATE TO  
26 OBSERVE AND INTERACT WITH THE IDENTIFIED HIGH-QUALITY SCHOOL  
27 PRINCIPALS AND TO RECEIVE PROFESSIONAL DEVELOPMENT IN LEADERSHIP

1 SKILLS TO LEARN THE CRITICAL PRACTICES OF THE HIGH-QUALITY SCHOOL  
2 PRINCIPALS IN SUCCESSFUL PUBLIC SCHOOLS.

3 (2) THE DEPARTMENT SHALL DESIGN THE PROGRAM DURING THE  
4 2019-20 BUDGET YEAR AND BEGIN IMPLEMENTATION OF THE PROGRAM NO  
5 LATER THAN JULY 2020. THE DEPARTMENT MAY CONTRACT WITH AN  
6 ENTITY WITH DEMONSTRATED, SUCCESSFUL EXPERIENCE IN PROVIDING  
7 TRAINING TO SCHOOL PRINCIPALS IN DISTRIBUTIVE AND COLLABORATIVE  
8 LEADERSHIP IN COLORADO OR IN OTHER STATES TO ASSIST IN DESIGNING  
9 AND IMPLEMENTING THE PROGRAM. IN SELECTING AN ENTITY, THE  
10 DEPARTMENT SHALL FIRST CONSIDER ENTITIES THAT PROVIDE SUCCESSFUL  
11 SCHOOL LEADERSHIP PROGRAMS IN COLORADO THAT ARE SIMILAR TO THE  
12 PROGRAM DESCRIBED IN THIS SECTION. THE DEPARTMENT SHALL ENSURE  
13 THAT THE PROGRAM DESIGN INCLUDES:

14 (a) THE METHOD FOR IDENTIFYING HIGH-QUALITY SCHOOL  
15 PRINCIPALS AND SELECTING A COHORT OF SCHOOL PRINCIPALS FROM  
16 PUBLIC ELEMENTARY, MIDDLE, AND HIGH SCHOOLS ACROSS THE STATE  
17 WHO APPLY TO PARTICIPATE IN THE PROFESSIONAL DEVELOPMENT  
18 PROVIDED BY THE PROGRAM;

19 (b) THE LEARNING OBJECTIVES AND GOALS OF THE PROGRAM,  
20 WHICH MUST AT A MINIMUM INCLUDE IMPROVING AND ENHANCING  
21 POSITIVE SCHOOL CLIMATE AND CULTURE AND IMPLEMENTING  
22 DISTRIBUTIVE AND COLLABORATIVE LEADERSHIP AMONG THE  
23 PROFESSIONAL EDUCATORS WITHIN A SCHOOL;

24 (c) THE METHODS FOR ACHIEVING THE LEARNING OBJECTIVES AND  
25 GOALS, WHICH MUST INCLUDE DIRECT OBSERVATION OF AND INTERACTION  
26 WITH IDENTIFIED HIGH-QUALITY SCHOOL PRINCIPALS AND EXPERIENTIAL  
27 PROFESSIONAL DEVELOPMENT IN IMPLEMENTING DISTRIBUTIVE AND

1 COLLABORATIVE LEADERSHIP, DEVELOPING COLLABORATION AMONG THE  
2 PROFESSIONALS WITHIN THE ENTIRE SCHOOL BUILDING, AND OTHER  
3 LEADERSHIP SKILLS; AND

4 (d) THE METHOD FOR EVALUATING THE SUCCESS OF THE PROGRAM  
5 IN MEETING THE LEARNING OBJECTIVES AND GOALS AND IN MEETING THE  
6 PURPOSE DESCRIBED IN SUBSECTION (1) OF THIS SECTION, INCLUDING  
7 INCREASING EDUCATOR RETENTION, IMPROVING THE SCHOOL CLIMATE  
8 AND CULTURE, AND IMPROVING STUDENT ACADEMIC OUTCOMES. THE  
9 DEPARTMENT MAY TAKE INTO ACCOUNT INFORMATION RECEIVED  
10 THROUGH THE TEACHING AND LEARNING CONDITIONS SURVEY  
11 ADMINISTERED PURSUANT TO SECTION 22-2-503 IN EVALUATING THE  
12 SUCCESS OF THE PROGRAM; EXCEPT THAT THE DEPARTMENT SHALL TAKE  
13 THE INFORMATION INTO ACCOUNT IN A YEAR IN WHICH THE RESPONSE  
14 RATE ON THE SURVEY IS AT LEAST SIXTY PERCENT.

15 (3) A SCHOOL PRINCIPAL WHO SEEKS TO RECEIVE TRAINING  
16 THROUGH THE PROGRAM MUST SUBMIT AN APPLICATION TO THE  
17 DEPARTMENT IN ACCORDANCE WITH THE TIME FRAMES AND PROCEDURES  
18 ADOPTED BY RULE OF THE STATE BOARD. THE STATE BOARD BY RULE  
19 SHALL SPECIFY THE REQUIRED CONTENTS OF THE APPLICATION, WHICH AT  
20 A MINIMUM MUST INCLUDE EVIDENCE THAT THE SCHOOL PRINCIPAL'S  
21 EMPLOYER AND BUILDING STAFF SUPPORT THE SCHOOL PRINCIPAL'S  
22 PARTICIPATION IN THE PROGRAM.

23 (4) THE DEPARTMENT, OR THE ENTITY WITH WHICH THE  
24 DEPARTMENT CONTRACTS, IF ANY, SHALL [REDACTED] SELECT THE SCHOOL  
25 PRINCIPALS TO RECEIVE PROFESSIONAL DEVELOPMENT THROUGH THE  
26 PROGRAM FOR THE 2020-21 AND 2021-22 BUDGET YEARS, BASED ON  
27 APPLICATIONS RECEIVED PURSUANT TO SUBSECTION (3) OF THIS SECTION.

1 IN [REDACTED] SELECTING SCHOOL PRINCIPALS TO RECEIVE PROFESSIONAL  
2 DEVELOPMENT THROUGH THE PROGRAM, THE DEPARTMENT AND THE  
3 ENTITY, AT A MINIMUM, SHALL CONSIDER THE LEVEL OF PERFORMANCE, AS  
4 DETERMINED PURSUANT TO SECTION 22-11-210, ACHIEVED BY THE PUBLIC  
5 SCHOOL AT WHICH THE APPLYING SCHOOL PRINCIPAL IS EMPLOYED AND  
6 ANY EVIDENCE THAT INDICATES THE LIKELIHOOD THAT A PROGRAM OF  
7 DISTRIBUTIVE AND COLLABORATIVE LEADERSHIP WOULD BE SUCCESSFUL  
8 IN IMPROVING EDUCATOR RETENTION, SCHOOL CLIMATE AND CULTURE,  
9 AND STUDENT ACADEMIC OUTCOMES AT THE PUBLIC SCHOOL AT WHICH  
10 THE APPLYING SCHOOL PRINCIPAL IS EMPLOYED. IN SELECTING  
11 PARTICIPANTS FOR THE PROGRAM, THE DEPARTMENT OR THE ENTITY, TO  
12 THE EXTENT PRACTICABLE, SHALL SELECT SCHOOL PRINCIPALS EMPLOYED  
13 IN PUBLIC ELEMENTARY, MIDDLE, AND HIGH SCHOOLS LOCATED IN RURAL,  
14 SUBURBAN, AND URBAN SCHOOL DISTRICTS THROUGHOUT THE STATE WHO  
15 ARE REPRESENTATIVE OF THE RACIAL AND GENDER DEMOGRAPHICS  
16 ACROSS THE STATE. THE DEPARTMENT OR THE ENTITY MAY SELECT TWO  
17 OR MORE SCHOOL PRINCIPALS FROM A SINGLE SCHOOL DISTRICT.

18 (5) SUBJECT TO AVAILABLE APPROPRIATIONS, THE STATE BOARD  
19 SHALL AWARD A GRANT TO THE EMPLOYER OF EACH SCHOOL PRINCIPAL  
20 WHO IS SELECTED TO PARTICIPATE IN THE PROGRAM EITHER AS AN  
21 EXEMPLARY HIGH-QUALITY SCHOOL PRINCIPAL WHO ASSISTS IN PROVIDING  
22 PROFESSIONAL DEVELOPMENT OR AS A SCHOOL PRINCIPAL WHO IS  
23 SELECTED TO RECEIVE PROFESSIONAL DEVELOPMENT. THE STATE BOARD  
24 SHALL DETERMINE THE AMOUNT OF EACH GRANT BASED ON THE COSTS  
25 THAT THE EMPLOYER IS EXPECTED TO INCUR AS A RESULT OF THE SCHOOL  
26 PRINCIPAL'S PARTICIPATION IN THE PROGRAM.

27 (6) THE GENERAL ASSEMBLY SHALL ANNUALLY APPROPRIATE



1 MONEY TO THE DEPARTMENT FOR THE IMPLEMENTATION OF THIS PART 2,  
2 INCLUDING MONEY TO PAY THE COSTS OF DESIGNING AND IMPLEMENTING  
3 THE PROGRAM, WHICH MAY INCLUDE THE COST OF CONTRACTING WITH AN  
4 ENTITY AS AUTHORIZED IN SUBSECTION (2) OF THIS SECTION, AND  
5 AWARDING GRANTS AS PROVIDED IN SUBSECTION (5) OF THIS SECTION.

6 **22-13-204. School leadership pilot program - reporting.**

7 (1) ON OR BEFORE MARCH 15, 2020, THE DEPARTMENT SHALL REPORT TO  
8 THE EDUCATION COMMITTEES OF THE SENATE AND THE HOUSE OF  
9 REPRESENTATIVES, OR ANY SUCCESSOR COMMITTEES, CONCERNING THE  
10 DESIGN OF THE PROGRAM AND THE PLANS FOR IMPLEMENTING THE  
11 PROGRAM DURING THE 2020-21 AND 2021-22 BUDGET YEARS. THE REPORT  
12 MUST INCLUDE:

13 (a) THE METHOD FOR IDENTIFYING EXEMPLARY, HIGH-QUALITY  
14 SCHOOL PRINCIPALS TO PARTICIPATE IN THE PROGRAM AND THE NUMBER  
15 OF EXEMPLARY, HIGH-QUALITY SCHOOL PRINCIPALS EXPECTED TO  
16 PARTICIPATE IN THE PROGRAM;

17 (b) THE NUMBER OF SCHOOL PRINCIPALS EXPECTED TO RECEIVE  
18 PROFESSIONAL DEVELOPMENT THROUGH THE PROGRAM AND THE CRITERIA  
19 FOR SELECTING THOSE SCHOOL PRINCIPALS;

20 (c) THE PLAN FOR PROVIDING INTERACTION BETWEEN THE  
21 EXEMPLARY, HIGH-QUALITY SCHOOL PRINCIPALS AND THE SCHOOL  
22 PRINCIPALS WHO RECEIVE PROFESSIONAL DEVELOPMENT THROUGH THE  
23 PROGRAM;

24 (d) THE LEARNING OBJECTIVES AND GOALS TO BE ACHIEVED  
25 THROUGH THE PROGRAM; AND

26 (e) THE MANNER IN WHICH THE DEPARTMENT EXPECTS TO  
27 MEASURE THE SUCCESS OF THE PROGRAM, INCLUDING MEASURING

1 IMPROVED EDUCATOR RETENTION, IMPROVEMENTS IN SCHOOL CULTURE  
2 AND CLIMATE, AND IMPROVED STUDENT OUTCOMES.

3 (2) ON OR BEFORE JANUARY 15, 2022, THE DEPARTMENT SHALL  
4 REPORT TO THE EDUCATION COMMITTEES OF THE SENATE AND THE HOUSE  
5 OF REPRESENTATIVES, OR ANY SUCCESSOR COMMITTEES, CONCERNING  
6 IMPLEMENTATION OF THE PROGRAM. AT A MINIMUM, THE REPORT MUST  
7 INCLUDE:

8 (a) THE NUMBER OF EXEMPLARY, HIGH-QUALITY SCHOOL  
9 PRINCIPALS WHO ARE PARTICIPATING IN THE PROGRAM AND THE NATURE  
10 OF THEIR PARTICIPATION;

11 (b) THE NUMBER OF SCHOOL PRINCIPALS WHO ARE RECEIVING  
12 PROFESSIONAL DEVELOPMENT THROUGH THE PROGRAM AND AN  
13 EXPLANATION OF THE PROFESSIONAL DEVELOPMENT PROVIDED;

14 (c) AN EVALUATION OF THE SUCCESS OF THE PROGRAM  
15 PARTICIPANTS IN ACHIEVING THE LEARNING OBJECTIVES AND GOALS  
16 IDENTIFIED FOR THE PROFESSIONAL DEVELOPMENT AND IN ACHIEVING THE  
17 PURPOSE OF THE PROGRAM IDENTIFIED IN SECTION 22-13-203 (1); AND

18 (d) A RECOMMENDATION CONCERNING WHETHER TO CONTINUE  
19 THE PROGRAM, ANY RECOMMENDED CHANGES TO THE PROGRAM, AND THE  
20 ESTIMATED COST OF CONTINUING THE PROGRAM.

21 **22-13-205. Repeal of part.** THIS PART 2 IS REPEALED, EFFECTIVE  
22 JULY 1, 2022.

23 **SECTION 2.** In Colorado Revised Statutes, 22-13-102, **amend**  
24 the introductory portion as follows:

25 **22-13-102. Definitions.** As used in this ~~article 13~~ PART 1, unless  
26 the context otherwise requires:

27 **SECTION 3. Appropriation.** For the 2019-20 state fiscal year,

1 \$272,929 is appropriated to the department of education. This  
2 appropriation is from the general fund and is based on an assumption that  
3 the department will require an additional 0.9 FTE. To implement this act,  
4 the department may use this appropriation for the school leadership pilot  
5 program.

6 **SECTION 4. Safety clause.** The general assembly hereby finds,  
7 determines, and declares that this act is necessary for the immediate  
8 preservation of the public peace, health, and safety.