

First Regular Session
Seventy-fourth General Assembly
STATE OF COLORADO

INTRODUCED

LLS NO. 23-0850.01 Alana Rosen x2606

HOUSE BILL 23-1231

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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) "RURAL SCHOOL DISTRICT" MEANS A SCHOOL DISTRICT IN

1 COLORADO THAT THE DEPARTMENT DETERMINES IS RURAL BASED ON THE
2 GEOGRAPHIC SIZE OF THE SCHOOL DISTRICT AND THE DISTANCE OF THE
3 SCHOOL DISTRICT FROM THE NEAREST LARGE, URBANIZED AREA.

4 (c) "SMALL RURAL SCHOOL DISTRICT" MEANS A SCHOOL DISTRICT
5 IN COLORADO THAT THE DEPARTMENT DETERMINES IS RURAL BASED ON
6 THE GEOGRAPHIC SIZE OF THE SCHOOL DISTRICT AND THE DISTANCE OF THE
7 SCHOOL DISTRICT FROM THE NEAREST LARGE, URBANIZED AREA AND THAT
8 ENROLLS FEWER THAN ONE THOUSAND STUDENTS IN PRE-KINDERGARTEN
9 THROUGH TWELFTH GRADE.

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

13 (2) BY JANUARY 2024, THE DEPARTMENT SHALL MAKE AVAILABLE
14 FREE OPTIONAL TRAININGS, INCORPORATING THE TRAIN-THE-TRAINER
15 MODEL, IN EVIDENCE-BASED PRACTICES IN MATHEMATICS, INCLUDING A
16 TRAINING SPECIFICALLY DESIGNED FOR ELEMENTARY SCHOOL EDUCATORS
17 AND A TRAINING SPECIFICALLY DESIGNED FOR SECONDARY SCHOOL
18 MATHEMATICS EDUCATORS. EACH TRAINING MUST INCLUDE
19 INTERVENTIONS AND STRATEGIES TO GROW AND ACCELERATE STUDENT
20 PROFICIENCIES IN MATHEMATICS TO HELP STUDENTS WHO ARE BELOW
21 GRADE LEVEL OR STRUGGLING IN MATHEMATICS, CHILDREN WITH
22 DISABILITIES, AND STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS.
23 TRAINING MAY INCLUDE, BUT NEED NOT BE LIMITED TO, CONTENT
24 ALIGNED WITH STUDENT ACADEMIC STANDARDS, STANDARDS FOR
25 MATHEMATICAL PRACTICE, AND CULTIVATION OF MATHEMATICAL BEST
26 PRACTICES AND MINDSETS. THE TRAINING IS AVAILABLE TO RELEVANT
27 STAFF OF SCHOOL DISTRICTS, RELATED ADMINISTRATIVE UNITS, DISTRICT

1 CHARTER SCHOOLS, INSTITUTE CHARTER SCHOOLS, BOARDS OF
2 COOPERATIVE SERVICES, AND COMMUNITY-BASED ORGANIZATIONS, AS
3 DEFINED IN SECTION 22-2-146.6.

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

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

21 (5) THE DEPARTMENT SHALL PROVIDE AND REGULARLY UPDATE
22 EVIDENCE-BASED INTERVENTIONS FOR IMPROVING MATHEMATICS
23 ACHIEVEMENT, INCLUDING INTERVENTION OPTIONS THAT MAY BE
24 AVAILABLE TO PARENTS REMOTELY. THE DEPARTMENT SHALL PUBLISH
25 THE EVIDENCE-BASED INTERVENTIONS ON THE DEPARTMENT'S WEBSITE.

26 (6) (a) NOTWITHSTANDING SECTION 24-1-136 (11)(a)(I), ON OR
27 BEFORE JULY 1, 2024, AND ON OR BEFORE JULY 1 EACH YEAR THEREAFTER,

1 THE DEPARTMENT SHALL REPORT TO THE EDUCATION COMMITTEES OF THE
2 HOUSE OF REPRESENTATIVES AND THE SENATE, OR THEIR SUCCESSOR
3 COMMITTEES, AND THE STATE BOARD CONCERNING THE ACTIVITIES AND
4 STATUS OF ANY TECHNICAL ASSISTANCE AND TRAINING PROVIDED
5 PURSUANT TO THIS SECTION.

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

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

12 **22-32-118.6. Intervention strategies - improving mathematics**
13 **outcomes - definitions.** (1) AS USED IN THIS SECTION, UNLESS THE
14 CONTEXT OTHERWISE REQUIRES:

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

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

21 (2) EACH SCHOOL DISTRICT BOARD OF EDUCATION OR DISTRICT
22 CHARTER SCHOOL IS STRONGLY ENCOURAGED TO ADOPT PROCEDURES BY
23 WHICH THE SCHOOLS OF A SCHOOL DISTRICT OR DISTRICT CHARTER
24 SCHOOLS PROVIDE SUPPORT TO STUDENTS IN PRE-KINDERGARTEN
25 THROUGH TWELFTH GRADE AND STUDENTS' FAMILIES TO IMPROVE
26 MATHEMATICS OUTCOMES. PROCEDURES MAY INCLUDE:

27 (a) IDENTIFYING STUDENTS WHO ARE BELOW GRADE LEVEL OR

1 STRUGGLING IN MATHEMATICS BASED ON ACADEMIC ASSESSMENTS
2 ADMINISTERED PURSUANT TO SECTION 22-7-1006.3;

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

5 (c) PROVIDING PARENTS, GUARDIANS, OR LEGAL CUSTODIANS WITH
6 A LIST OF INTERVENTIONS TO ASSIST WITH MATHEMATICS AT HOME,
7 INCLUDING ANY STATE-APPROVED CURRICULUM OPTIONS DESCRIBED IN
8 SECTION 22-2-146.5, REFERRALS FOR MATHEMATICS TUTORING, OR OTHER
9 INTERVENTION OPPORTUNITIES, WHEN APPLICABLE;

10 (d) PUBLISHING MATHEMATICS CURRICULA ANNUALLY, INCLUDING
11 SUPPLEMENTAL CURRICULA OR INTERVENTIONS; AND

12 (e) IMPLEMENTING TRAIN-THE-TRAINER OR TRAIN-THE-PARENT
13 FRAMEWORK PLANS TO IMPROVE MATHEMATICS ACHIEVEMENTS FOR
14 STUDENTS WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN
15 MATHEMATICS; CHILDREN WITH DISABILITIES, AS DEFINED IN SECTION
16 22-20-103; OR STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS.

17 (3) IF A SCHOOL DISTRICT BOARD OF EDUCATION ADOPTS
18 PROCEDURES PURSUANT TO THIS SECTION, A PARENT, GUARDIAN, OR
19 LEGAL CUSTODIAN MAY CONTACT THE SCHOOL DISTRICT IN WHICH THE
20 PARENT'S, GUARDIAN'S, OR LEGAL CUSTODIAN'S STUDENT IS ENROLLED TO
21 REQUEST ADDITIONAL MATHEMATICS INTERVENTIONS CREATED BY THE
22 DEPARTMENT PURSUANT TO SECTION 22-2-146.5 IF THE PARENT,
23 GUARDIAN, OR LEGAL CUSTODIAN DETERMINES THE STUDENT NEEDS
24 ADDITIONAL INTERVENTION SUPPORT.

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

27 **22-30.5-526.5. Intervention strategies - improving**

1 **mathematics outcomes - definitions.** (1) AS USED IN THIS SECTION,
2 UNLESS THE CONTEXT OTHERWISE REQUIRES:

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

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

9 (2) EACH INSTITUTE CHARTER SCHOOL IS STRONGLY ENCOURAGED
10 TO ADOPT PROCEDURES BY WHICH THE INSTITUTE CHARTER SCHOOL
11 PROVIDES SUPPORTS TO STUDENTS IN PRE-KINDERGARTEN THROUGH
12 TWELFTH GRADE AND STUDENTS' FAMILIES TO IMPROVE MATHEMATICS
13 OUTCOMES. PROCEDURES MAY INCLUDE:

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

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

19 (c) PROVIDING PARENTS, GUARDIANS, OR LEGAL CUSTODIANS WITH
20 A LIST OF INTERVENTIONS TO ASSIST WITH MATHEMATICS AT HOME,
21 INCLUDING ANY STATE-APPROVED CURRICULUM OPTIONS DESCRIBED IN
22 SECTION 22-2-146.5, REFERRALS FOR MATHEMATICS TUTORING, OR OTHER
23 INTERVENTION OPPORTUNITIES, WHEN APPLICABLE;

24 (d) PUBLISHING MATHEMATICS CURRICULA ANNUALLY, INCLUDING
25 SUPPLEMENTAL CURRICULA OR INTERVENTIONS; AND

26 (e) IMPLEMENTING TRAIN-THE-TRAINER OR TRAIN-THE-PARENT
27 PLANS TO IMPROVE MATHEMATICS ACHIEVEMENTS FOR STUDENTS WHO

1 ARE BELOW GRADE LEVEL OR STRUGGLING IN MATHEMATICS; CHILDREN
2 WITH DISABILITIES, AS DEFINED IN SECTION 22-20-103; OR STUDENTS WHO
3 ARE ENGLISH LANGUAGE LEARNERS.

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

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

14 **22-2-146.6. Colorado academic accelerator grant program -**
15 **report - rules - definitions.** (1) AS USED IN THIS SECTION, UNLESS THE
16 CONTEXT OTHERWISE REQUIRES:

17 (a) "COLORADO ACADEMIC ACCELERATOR GRANT PROGRAM" OR
18 "GRANT PROGRAM" MEANS THE COLORADO ACADEMIC ACCELERATOR
19 GRANT PROGRAM CREATED IN SUBSECTION (2) OF THIS SECTION.

20 (b) "COMMUNITY-BASED ORGANIZATION" MEANS A PUBLIC OR
21 PRIVATE NONPROFIT ORGANIZATION OF DEMONSTRATED EFFECTIVENESS
22 THAT IS REPRESENTATIVE OF A COMMUNITY OR SIGNIFICANT SEGMENTS OF
23 A COMMUNITY AND PROVIDES EDUCATIONAL OR RELATED SERVICES TO
24 INDIVIDUALS IN THE COMMUNITY.

25 (c) "COMMUNITY LEARNING CENTER" MEANS AN ENTITY THAT
26 ASSISTS STUDENTS TO MEET THE RIGOROUS STATE ACADEMIC STANDARDS
27 BY PROVIDING STUDENTS WITH FREE ACADEMIC ENRICHMENT AND

1 SUPPORT ACTIVITIES AND A BROAD ARRAY OF OTHER ACTIVITIES DURING
2 NONSCHOOL HOURS, PERIODS WHEN SCHOOL IS NOT IN SESSION, OR DURING
3 EXTENDED LEARNING HOURS.

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

8 (e) "LOCAL EDUCATION PROVIDER" MEANS A SCHOOL DISTRICT, A
9 CHARTER SCHOOL AUTHORIZED BY A SCHOOL DISTRICT PURSUANT TO PART
10 1 OF ARTICLE 30.5 OF THIS TITLE 22, A CHARTER SCHOOL AUTHORIZED BY
11 THE STATE CHARTER SCHOOL INSTITUTE PURSUANT TO PART 5 OF ARTICLE
12 30.5 THIS TITLE 22, OR A BOARD OF COOPERATIVE SERVICES CREATED AND
13 OPERATED PURSUANT TO ARTICLE 5 OF THIS TITLE 22 THAT OPERATES
14 MORE THAN ONE PUBLIC SCHOOL.

15 (f) "STEM" MEANS THE COMBINATION OF THE DISCIPLINES OF
16 SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS.

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

20 (I) PROVIDE OPPORTUNITIES FOR FREE ACADEMIC ENRICHMENT
21 AND SUPPORT ACTIVITIES, WHICH MUST INCLUDE PROVIDING TUTORIAL
22 SERVICES TO HELP STUDENTS, PARTICULARLY STUDENTS WHO ATTEND
23 HIGH-NEEDS SCHOOLS, AS DETERMINED BY THE DEPARTMENT, TO MEET
24 RIGOROUS STATE ACADEMIC STANDARDS, SPECIFICALLY IN STEM AND
25 MATHEMATICS, AND TO INCREASE PROFICIENCIES IN MATHEMATICS
26 OUTCOMES; AND

27 (II) OFFER FAMILIES OF STUDENTS OPPORTUNITIES FOR ACTIVE AND

1 MEANINGFUL ENGAGEMENT IN STUDENTS' EDUCATION, INCLUDING
2 OPPORTUNITIES FOR MATHEMATICS LITERACY AND RELATED EDUCATIONAL
3 DEVELOPMENT.

4 (b) THE DEPARTMENT SHALL ADMINISTER THE GRANT PROGRAM
5 PURSUANT TO THE STATE BOARD RULES ADOPTED PURSUANT TO
6 SUBSECTION (5) OF THIS SECTION. AN ELIGIBLE ENTITY THAT RECEIVES
7 GRANT MONEY PURSUANT TO THIS SECTION SHALL USE THE GRANT MONEY
8 TOWARD MEETING THE PURPOSES SET FORTH IN SUBSECTION (2)(a) OF THIS
9 SECTION. ELIGIBLE ENTITIES ARE SELECTED FOR A GRANT THAT RUNS FOR
10 A PERIOD OF THREE YEARS. IF A COMMUNITY-BASED ORGANIZATION
11 APPLIES, THE COMMUNITY-BASED ORGANIZATION MUST BE EXPERIENCED
12 IN OUT-OF-SCHOOL SUPPORTS AND SHALL PARTNER WITH A LOCAL
13 EDUCATION PROVIDER AS AN ELIGIBLE ENTITY.

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

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

18 (II) THE DATE BY WHICH AN ELIGIBLE ENTITY MUST SUBMIT AN
19 APPLICATION;

20 (III) THE DATE THE DEPARTMENT SHALL BEGIN DISTRIBUTING
21 GRANT MONEY TO THE GRANTEEES; AND

22 (IV) THE DATES AN ELIGIBLE ENTITY SHALL SUBMIT A REPORT TO
23 THE DEPARTMENT SUMMARIZING THE USE OF FUNDS PURSUANT TO THIS
24 SECTION, INCLUDING DATA ON THE ACADEMIC IMPROVEMENT OF STUDENTS
25 IN MATHEMATICS DISAGGREGATED BY RACE, ETHNICITY, GENDER, GRADE
26 LEVEL, SOCIOECONOMIC STATUS, GEOGRAPHIC LOCATION, AND ENGLISH
27 LANGUAGE LEARNER STATUS.

1 (3) (a) THE DEPARTMENT SHALL PRIORITIZE ELIGIBLE ENTITIES
2 THAT:

3 (I) ADOPT INTERVENTION STRATEGIES DESCRIBED IN SECTION
4 22-32-118.6 OR 22-30.5-526.5;

5 (II) USE EVIDENCE-INFORMED AND EVIDENCE-BASED PROGRAMS
6 THAT BUILD STUDENT SKILLS IN STEM AND MATHEMATICS;

7 (III) USE DIGITAL MATH ACCELERATOR PROGRAMS;

8 (IV) SERVE HIGH-NEEDS STUDENTS, AS DETERMINED BY THE
9 DEPARTMENT;

10 (V) TARGET STUDENTS WHO TRANSITION FROM ELEMENTARY
11 SCHOOL TO MIDDLE SCHOOL AND MIDDLE SCHOOL TO HIGH SCHOOL; OR

12 (VI) HAVE AN ESTABLISHED PRESENCE AND RELATIONSHIP IN THE
13 COMMUNITY.

14 (b) THE DEPARTMENT SHALL REVIEW THE APPLICATIONS
15 SUBMITTED PURSUANT TO SUBSECTION (2)(c)(II) OF THIS SECTION AND
16 MAKE RECOMMENDATIONS TO THE STATE BOARD. THE STATE BOARD
17 SHALL TAKE INTO CONSIDERATION THE RECOMMENDATIONS OF THE
18 DEPARTMENT IN SELECTING THE ELIGIBLE ENTITIES THAT RECEIVE GRANTS
19 AND DETERMINING THE AMOUNT OF EACH GRANT.

20 (c) THE DEPARTMENT SHALL NOT USE MORE THAN FIVE PERCENT
21 OF STATE FUNDS FOR THE FOLLOWING ACTIVITIES:

22 (I) MONITORING AND EVALUATING PROGRAMS ACTIVITIES; AND

23 (II) PROVIDING TRAINING AND TECHNICAL ASSISTANCE.

24 (d) THE DEPARTMENT SHALL ENSURE ELIGIBLE ENTITIES USE
25 EVIDENCE-INFORMED AND EVIDENCE-BASED CURRICULA AND
26 INTERVENTIONS IN MATHEMATICS AS IDENTIFIED BY THE DEPARTMENT
27 PURSUANT TO SECTION 22-2-146.5, INCLUDING ANY STATE-PURCHASED

1 CURRICULA OR DIGITAL SOFTWARE FOCUSED ON MATHEMATICS.

2 (4) (a) ELIGIBLE ENTITIES SHALL USE GRANT FUNDS FOR FREE
3 ACADEMIC ENRICHMENT AND SUPPORT ACTIVITIES AND TUTORING
4 PROGRAMS WITH A FOCUS ON STEM AND MATHEMATICS, PARTICULARLY
5 FOR STUDENTS WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN
6 MATHEMATICS; CHILDREN WITH DISABILITIES, AS DEFINED IN SECTION
7 22-20-103; AND STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS.

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

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

11 (II) CREATE MENTORSHIP PROGRAMS; AND

12 (III) PROVIDE OTHER ACADEMIC OR SOCIAL ENRICHMENT
13 OPPORTUNITIES, INCLUDING EXPERIENTIAL MATHEMATICS ACTIVITIES, TO
14 HELP ENSURE STUDENTS CAN MEET THE STATE'S RIGOROUS ACADEMIC
15 STANDARDS.

16 (c) IF A LOCAL EDUCATION PROVIDER RECEIVES A GRANT TO
17 BECOME A COMMUNITY LEARNING CENTER, THE LOCAL EDUCATION
18 PROVIDER SHALL PROVIDE FREE ACADEMIC ENRICHMENT AND SUPPORT
19 PROGRAMS, MENTORSHIP PROGRAMS, REMEDIAL EDUCATION PROGRAMS,
20 AND TUTORING SERVICES THAT ALIGN WITH THE STATE'S RIGOROUS
21 ACADEMIC STANDARDS.

22 (d) (I) IF A LOCAL EDUCATION PROVIDER IN PARTNERSHIP WITH A
23 COMMUNITY-BASED ORGANIZATION RECEIVES A GRANT TO BECOME A
24 COMMUNITY LEARNING CENTER, THE LOCAL EDUCATION PROVIDER SHALL
25 PROVIDE FREE ACADEMIC ENRICHMENT AND SUPPORT PROGRAMS,
26 MENTORSHIP PROGRAMS, REMEDIAL EDUCATION PROGRAMS, AND
27 TUTORING SERVICES THAT ALIGN WITH THE STATE'S RIGOROUS ACADEMIC

1 STANDARDS. THE LOCAL EDUCATION PROVIDER SHALL COORDINATE WITH
2 THE COMMUNITY-BASED ORGANIZATION TO SHARE DATA ON STUDENT
3 PERFORMANCE THAT IS RELEVANT TO EACH STUDENT'S PERFORMANCE IN
4 SCHOOL IN ACCORDANCE WITH THE FEDERAL "FAMILY EDUCATIONAL
5 RIGHTS AND PRIVACY ACT OF 1974", 20 U.S.C. SEC. 1232g, AS AMENDED,
6 AND THE "STUDENT DATA TRANSPARENCY AND SECURITY ACT", CREATED
7 IN ARTICLE 16 OF THIS TITLE 22.

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

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

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

15 (5) THE STATE BOARD MAY PROMULGATE RULES FOR THE
16 IMPLEMENTATION OF THIS SECTION.

17 (6) (a) ON OR BEFORE JULY 1, 2024, THE DEPARTMENT SHALL
18 CONTRACT WITH A THIRD-PARTY EVALUATOR TO REVIEW, EVALUATE, AND
19 DRAFT A REPORT SUMMARIZING THE FOLLOWING:

20 (I) THE IMPACT OF THE GRANT PROGRAM ON FINANCIAL SAVINGS
21 FOR PARENTS;

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

24 (III) STUDENT ACADEMIC IMPROVEMENT IN MATHEMATICS,
25 INCLUDING DATA DISAGGREGATED BY RACE, ETHNICITY, GENDER, GRADE
26 LEVEL, SOCIOECONOMIC STATUS, GEOGRAPHIC LOCATION, AND ENGLISH
27 LANGUAGE LEARNER STATUS; AND

1 (IV) THE DISAGGREGATED DATA OF ELIGIBLE ENTITIES SUBMITTED
2 TO THE DEPARTMENT PURSUANT TO SUBSECTION (2)(c)(IV) OF THIS
3 SECTION.

4 (b) IF THE DEPARTMENT HAS AN EXISTING CONTRACT WITH A
5 THIRD-PARTY EVALUATOR, THE DEPARTMENT MAY USE THE THIRD-PARTY
6 EVALUATOR FOR PURPOSES OF THIS SECTION.

7 (7) (a) NOTWITHSTANDING SECTION 24-1-136 (11)(a)(I), ON OR
8 BEFORE OCTOBER 1, 2024, AND EACH OCTOBER 1 THEREAFTER, THE
9 DEPARTMENT SHALL SUBMIT THE REPORT DESCRIBED IN SUBSECTION (6)
10 OF THIS SECTION TO THE EDUCATION COMMITTEES OF THE HOUSE OF
11 REPRESENTATIVES AND THE SENATE, OR THEIR SUCCESSOR COMMITTEES,
12 THE GOVERNOR, AND THE STATE BOARD.

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

17 (8) THE DEPARTMENT AND ELIGIBLE ENTITIES SHALL REPORT DATA
18 PURSUANT TO THIS SECTION IN COMPLIANCE WITH THE FEDERAL "FAMILY
19 EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974", 20 U.S.C. SEC.
20 1232g, AS AMENDED, AND THE "STUDENT DATA TRANSPARENCY AND
21 SECURITY ACT", CREATED IN ARTICLE 16 OF THIS TITLE 22.

22 (9) FOR THE 2023-24 BUDGET YEAR, THE GENERAL ASSEMBLY
23 SHALL APPROPRIATE TWENTY-FIVE MILLION DOLLARS TO THE
24 DEPARTMENT. THE DEPARTMENT SHALL HAVE THE AUTHORITY TO SPEND
25 FUNDS CONTINUOUSLY THROUGH THE 2026-27 BUDGET YEAR FOR THE
26 PURPOSES OF THIS SECTION. ANY UNEXPENDED FUNDS THAT REMAIN AT
27 THE END OF THE 2026-27 BUDGET YEAR REVERT BACK TO THE GENERAL

1 FUND.

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

4 **22-11-304. Accredited with improvement plan - school district**
5 **or institute - plan contents - adoption.** (3) A district improvement plan
6 or an institute improvement plan ~~shall~~ **MUST** be designed to ensure that
7 the school district or the institute improves its performance to the extent
8 that, following completion of its next annual accreditation review, the
9 school district or the institute attains a higher accreditation category. At
10 a minimum, a district improvement plan or an institute improvement plan
11 ~~shall~~ **MUST**:

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

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

27 **22-11-305. Accredited with priority improvement plan - school**

1 **district or institute - plan contents - adoption.** (3) A district priority
2 improvement plan or an institute priority improvement plan must be
3 designed to ensure that the school district or the institute improves its
4 performance to the extent that, following completion of its next annual
5 accreditation review, the school district or the institute attains a higher
6 accreditation category. At a minimum, a district priority improvement
7 plan or an institute priority improvement plan must:

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

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

23 **22-11-306. Accredited with turnaround plan - school district**
24 **or institute - plan content - adoption.** (3) A district turnaround plan or
25 an institute turnaround plan must be designed to ensure that the school
26 district or the institute improves its performance to the extent that,
27 following completion of its next annual accreditation review, the school

1 district or the institute attains a higher accreditation category. At a
2 minimum, a district turnaround plan or an institute turnaround plan must:

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

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

18 **22-11-404. School improvement plan - contents.** (3) A school
19 improvement plan ~~shall~~ MUST be designed to raise the academic
20 performance of students enrolled in the public school and to ensure that
21 the public school, following the next annual performance review, attains
22 a higher accreditation category. At a minimum, each school improvement
23 plan ~~shall~~ MUST:

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

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

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

12 **22-11-405. School priority improvement plan - contents.** (4) A
13 school priority improvement plan must be designed to ensure that the
14 public school improves its performance to the extent that, following
15 completion of the public school's next annual performance review, the
16 public school attains a higher accreditation category. At a minimum, a
17 school 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 PUBLIC SCHOOL SHALL ATTAIN IN REDUCING THE NUMBER OF
22 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 10.** In Colorado Revised Statutes, 22-11-406, **add**
5 (3)(a.7) as follows:

6 **22-11-406. School turnaround plan - contents.** (3) A school
7 turnaround plan must be designed to ensure that the public school
8 improves its performance to the extent that, following completion of the
9 public school's next annual performance review, the public school attains
10 a higher accreditation category. At a minimum, a school turnaround plan
11 must:

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

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

27 **22-14-109.5. Ninth-grade success grant program - created -**

1 **criteria - use of grant money - report - rules - definitions - repeal.**

2 (4) (a) The department shall review each of the applications received
3 pursuant to this section and recommend to the state board applicants to
4 receive grants and the amount, duration, and grant match amount of each
5 recommended grant. Beginning in the 2019-20 budget year, the state
6 board, subject to available appropriations, shall award the grants, taking
7 into consideration the recommendations of the department. In awarding
8 a grant, the state board shall specify the amount and duration of the grant
9 and the amount of the grant match, including any type of in-kind
10 contribution, that the grant recipient must provide.

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

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

16 (II) PROPOSE PROGRAMMING FOCUSED ON EVIDENCE-BASED
17 MATHEMATICS SKILLS AND INTERVENTION STRATEGIES, INCLUDING A
18 FOCUS ON STUDENTS WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN
19 MATHEMATICS; AND

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

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

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

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

3 (2) The commission shall adopt policies establishing the requirements for
4 educator preparation programs offered by institutions of higher education.
5 The department shall work in cooperation with the state board of
6 education in developing the requirements for educator preparation
7 programs. At a minimum, the requirements must ensure that each
8 educator preparation program complies with section 23-1-125, is
9 designed on a performance-based model, and includes:

10 (g) A REQUIREMENT THAT ELEMENTARY AND SECONDARY SCHOOL
11 MATHEMATICS TEACHER CANDIDATES ARE TRAINED IN EVIDENCE-BASED
12 PRACTICES IN MATHEMATICS, INCLUDING INTERVENTIONS TO HELP
13 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 **SECTION 13.** In Colorado Revised Statutes, 23-78-104, **amend**
17 (1) as follows:

18 **23-78-104. Educator preparation program - best practices -**
19 **guidelines - report.** (1) (a) The department of higher education and the
20 department of education, in collaboration with the deans of the schools
21 of education in Colorado institutions of higher education, or their
22 designees, shall review research and practices from other states and other
23 countries to identify best practices in providing educator preparation
24 programs, including:

25 (I) Effective curricula, teaching teacher candidates the science of
26 teaching reading and strategies to ensure all students learn to read, course
27 scope and sequence, and timing of and effective practices in providing

1 clinical practice; AND

2 (II) EFFECTIVE CURRICULA AND INTERVENTIONS, TEACHING
3 ELEMENTARY AND SECONDARY SCHOOL MATHEMATICS TEACHER
4 CANDIDATES INTERVENTIONS AND STRATEGIES TO HELP STUDENTS WHO
5 ARE BELOW GRADE LEVEL OR STRUGGLING IN MATHEMATICS; CHILDREN
6 WITH DISABILITIES, AS DEFINED IN SECTION 22-20-103; AND STUDENTS
7 WHO ARE ENGLISH LANGUAGE LEARNERS.

8 (b) The departments and deans, or their designees, shall work with
9 persons who implement alternative teacher programs, local education
10 providers, teachers, and other interested parties in identifying the best
11 practices. No later than January 1, 2020, the departments shall jointly
12 adopt guidelines to assist educator preparation programs in adopting and
13 implementing the best practices, including best practices to ensure that
14 teacher candidates are well trained to teach students to read.

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

17 **26.5-4-205. Quality standards - evaluation - support.** (2) At a
18 minimum, the quality standards established in rule must include:

19 (e) Requirements for continuing professional development for
20 teachers employed by a preschool provider, which must be focused on
21 improving teacher-child interactions and quality of instruction, including
22 improving fidelity in implementing evidence-based curricula and student
23 outcomes, and may allow for training in early NUMERACY, language, and
24 literacy development, and the science of reading that is appropriate for
25 early childhood education and comparable to the training required for
26 early grade teachers pursuant to the "Colorado READ Act", part 12 of
27 article 7 of title 22. The department shall work with the department of

1 education to allow, to the fullest extent possible, a teacher who is licensed
2 by the department of education to use the professional development
3 required to renew the teaching license to also meet the professional
4 development requirements established by the department for teachers
5 employed by a preschool provider.

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

10 (III) Promote literacy, as developmentally appropriate, based on
11 the science of reading by providing language development, including
12 speech sounds, vocabulary, grammar, and use, and providing
13 developmentally appropriate instruction to support children's success in
14 early elementary grades when receiving instruction pursuant to the
15 "Colorado READ Act", part 12 of article 7 of title 22, in the areas of
16 phonemic awareness; phonics; vocabulary development; reading fluency,
17 including oral skills; and reading comprehension; ~~and~~

18 (III.5) PROMOTE EARLY NUMERACY; AND

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