

An Act

HOUSE BILL 23-1231

BY REPRESENTATIVE(S) McLachlan and Pugliese, Amabile, Bird, Brown, Duran, Jodeh, Lieder, Lindsay, Martinez, Ricks, Sharbini, Snyder, Valdez, Velasco, Woodrow, Young, McCluskie, deGruy Kennedy, English; also SENATOR(S) Marchman and Lundeen, Bridges, Buckner, Gardner, Priola, Fenberg.

CONCERNING IMPROVING MATHEMATICS OUTCOMES IN PRE-KINDERGARTEN THROUGH TWELFTH GRADE EDUCATION, AND, IN CONNECTION THEREWITH, MAKING AN APPROPRIATION.

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

SECTION 1. In Colorado Revised Statutes, **add** 22-2-146.5 as follows:

22-2-146.5. Department of education - improving mathematics outcomes - training and technical assistance - report - definitions.

(1) AS USED IN THIS SECTION, UNLESS THE CONTEXT OTHERWISE REQUIRES:

(a) "CHILDREN WITH DISABILITIES" HAS THE SAME MEANING AS SET FORTH IN SECTION 22-20-103.

Capital letters or bold & italic numbers indicate new material added to existing law; dashes through words or numbers indicate deletions from existing law and such material is not part of the act.

(b) "EVIDENCE-INFORMED" MEANS A PROGRAM OR PRACTICE IN MATHEMATICS THAT RELIES ON PEER-REVIEWED EVIDENCE TO ESTABLISH A BASIS FOR ACCELERATING LEARNING. "EVIDENCE-INFORMED" INCLUDES EVIDENCE-INFORMED CURRICULA, INTERVENTIONS, ACCELERATION STRATEGIES, AND ASSESSMENT OPTIONS.

(c) "RURAL SCHOOL DISTRICT" MEANS A SCHOOL DISTRICT IN COLORADO THAT THE DEPARTMENT DETERMINES IS RURAL BASED ON THE GEOGRAPHIC SIZE OF THE SCHOOL DISTRICT AND THE DISTANCE OF THE SCHOOL DISTRICT FROM THE NEAREST LARGE, URBANIZED AREA.

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

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

(2) BY JANUARY 2024, THE DEPARTMENT SHALL CONTRACT WITH AN ORGANIZATION, IN ACCORDANCE WITH THE "PROCUREMENT CODE", ARTICLES 101 TO 112 OF TITLE 24, TO CREATE FREE OPTIONAL TRAININGS, INCORPORATING THE TRAIN-THE-TRAINER MODEL, IN EVIDENCE-INFORMED 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 AND STRATEGIES TO GROW AND ACCELERATE STUDENT PROFICIENCIES IN MATHEMATICS TO HELP STUDENTS WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN MATHEMATICS, CHILDREN WITH DISABILITIES, AND STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS. TRAINING MAY INCLUDE, BUT NEED NOT BE LIMITED TO, CONTENT ALIGNED WITH STUDENT ACADEMIC STANDARDS, STANDARDS FOR MATHEMATICAL PRACTICE, AND CULTIVATION OF MATHEMATICAL BEST PRACTICES AND MINDSETS. 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, AS DEFINED IN SECTION 22-2-146.6. THE DEPARTMENT SHALL KEEP RECORD OF THE SCHOOL DISTRICTS, RELATED ADMINISTRATIVE UNITS, DISTRICT CHARTER SCHOOLS, INSTITUTE CHARTER SCHOOLS, AND BOARDS OF COOPERATIVE SERVICES THAT PARTICIPATE IN THE EDUCATOR TRAINING.

(3) THE DEPARTMENT, UPON REQUEST, SHALL PROVIDE TECHNICAL ASSISTANCE TO RURAL SCHOOL DISTRICTS AND SMALL RURAL SCHOOL DISTRICTS, INCLUDING ADMINISTRATIVE UNITS AND DISTRICT CHARTER SCHOOLS, AND INSTITUTE CHARTER SCHOOLS IN RURAL AREAS. TECHNICAL ASSISTANCE MUST INCLUDE IDENTIFYING BEST 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.

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

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

(6) (a) NOTWITHSTANDING SECTION 24-1-136 (11)(a)(I), ON OR BEFORE JULY 1, 2024, AND ON OR BEFORE JULY 1 EACH YEAR THEREAFTER, THE DEPARTMENT SHALL REPORT TO THE EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND THE SENATE, OR THEIR SUCCESSOR COMMITTEES, AND THE STATE BOARD CONCERNING THE ACTIVITIES AND STATUS OF ANY TECHNICAL ASSISTANCE AND TRAINING PROVIDED PURSUANT TO THIS SECTION.

(b) BEGINNING JANUARY 2025, THE DEPARTMENT SHALL REPORT ON

THE INFORMATION COLLECTED PURSUANT TO SUBSECTION (6)(a) OF THIS SECTION, INCLUDING A LIST OF THE SCHOOL DISTRICTS, RELATED ADMINISTRATIVE UNITS, DISTRICT CHARTER SCHOOLS, INSTITUTE CHARTER SCHOOLS, AND BOARDS OF COOPERATIVE SERVICES THAT PARTICIPATE IN THE EDUCATOR TRAINING PURSUANT TO SUBSECTION (2) OF THIS SECTION, AT THE DEPARTMENT'S ANNUAL HEARING HELD PURSUANT TO THE "SMART ACT", PART 2 OF ARTICLE 7 OF TITLE 2.

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

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

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

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

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

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

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

(c) PROVIDING PARENTS, GUARDIANS, OR LEGAL CUSTODIANS WITH A LIST OF INTERVENTIONS AND ACCELERATION STRATEGIES TO ASSIST WITH MATHEMATICS AT HOME, INCLUDING A STATE-ADVISORY LIST OF CURRICULA

OPTIONS DESCRIBED IN SECTION 22-2-146.5, REFERRALS FOR MATHEMATICS TUTORING, OR OTHER INTERVENTION OPPORTUNITIES, WHEN APPLICABLE;

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

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

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

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

22-30.5-526.5. Intervention strategies - improving mathematics outcomes - definitions. (1) AS USED IN THIS SECTION, UNLESS THE CONTEXT OTHERWISE REQUIRES:

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

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

(2) EACH INSTITUTE CHARTER SCHOOL IS STRONGLY ENCOURAGED TO ADOPT PROCEDURES BY WHICH THE INSTITUTE CHARTER SCHOOL PROVIDES SUPPORTS TO STUDENTS IN PRE-KINDERGARTEN THROUGH TWELFTH GRADE AND STUDENTS' FAMILIES TO IMPROVE MATHEMATICS

OUTCOMES. PROCEDURES MAY INCLUDE:

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

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

(c) PROVIDING PARENTS, GUARDIANS, OR LEGAL CUSTODIANS WITH A LIST OF INTERVENTIONS AND ACCELERATION STRATEGIES TO ASSIST WITH MATHEMATICS AT HOME, INCLUDING A STATE-ADVISORY LIST OF CURRICULA OPTIONS DESCRIBED IN SECTION 22-2-146.5, REFERRALS FOR MATHEMATICS TUTORING, OR OTHER INTERVENTION OPPORTUNITIES, WHEN APPLICABLE;

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

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

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

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

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

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

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

(c) "COMMUNITY LEARNING CENTER" MEANS AN ENTITY THAT ASSISTS STUDENTS TO MEET THE RIGOROUS STATE ACADEMIC STANDARDS BY PROVIDING STUDENTS WITH FREE ACADEMIC ENRICHMENT AND SUPPORT ACTIVITIES AND A BROAD ARRAY OF OTHER ACTIVITIES DURING NONSCHOOL HOURS, PERIODS WHEN SCHOOL IS NOT IN SESSION, OR DURING EXTENDED LEARNING HOURS.

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

(e) "EVIDENCE-INFORMED" MEANS A PROGRAM OR PRACTICE IN MATHEMATICS THAT RELIES ON PEER-REVIEWED EVIDENCE TO ESTABLISH A BASIS FOR ACCELERATING LEARNING. "EVIDENCE-INFORMED" INCLUDES EVIDENCE-INFORMED CURRICULA, INTERVENTIONS, AND ASSESSMENT OPTIONS.

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

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

(2) (a) THERE IS CREATED IN THE DEPARTMENT THE COLORADO

ACADEMIC ACCELERATOR GRANT PROGRAM. THE PURPOSE OF THE GRANT PROGRAM IS TO CREATE COMMUNITY LEARNING CENTERS THAT:

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

(II) OFFER FAMILIES OF STUDENTS OPPORTUNITIES FOR ACTIVE AND MEANINGFUL ENGAGEMENT IN STUDENTS' EDUCATION, INCLUDING OPPORTUNITIES FOR MATHEMATICS LITERACY AND RELATED EDUCATIONAL DEVELOPMENT.

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

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

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

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

(III) THE DATE THE DEPARTMENT SHALL BEGIN DISTRIBUTING GRANT MONEY TO THE GRANTEES; AND

(IV) THE DATES AN ELIGIBLE ENTITY SHALL SUBMIT A REPORT TO THE DEPARTMENT SUMMARIZING THE USE OF FUNDS PURSUANT TO THIS SECTION, INCLUDING DATA ON THE ACADEMIC IMPROVEMENT OF STUDENTS

IN MATHEMATICS DISAGGREGATED BY RACE, ETHNICITY, GENDER, GRADE LEVEL, DISABILITY, SOCIOECONOMIC STATUS, GEOGRAPHIC LOCATION, AND ENGLISH LANGUAGE LEARNER STATUS.

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

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

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

(III) USE DIGITAL MATH ACCELERATOR PROGRAMS;

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

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

(VI) HAVE AN ESTABLISHED PRESENCE AND RELATIONSHIP IN THE COMMUNITY; AND

(VII) HAVE DEMONSTRATED IN THE APPLICATION HOW THE ELIGIBLE ENTITY WILL MEET THE NEEDS OF DIVERSE STUDENT POPULATIONS.

(b) THE DEPARTMENT SHALL REVIEW THE APPLICATIONS SUBMITTED PURSUANT TO SUBSECTION (2)(c)(II) OF THIS SECTION.

(c) THE DEPARTMENT SHALL NOT USE MORE THAN FIVE PERCENT OF STATE FUNDS TO ADMINISTER THE GRANT PROGRAM, INCLUDING, BUT NOT LIMITED TO:

(I) MONITORING AND EVALUATING GRANT PROGRAM ACTIVITIES;
AND

(II) PROVIDING TRAINING AND TECHNICAL ASSISTANCE.

(d) THE DEPARTMENT SHALL ENSURE ELIGIBLE ENTITIES USE EVIDENCE-INFORMED CURRICULA AND INTERVENTIONS IN MATHEMATICS AS

IDENTIFIED BY THE DEPARTMENT PURSUANT TO SECTION 22-2-146.5, INCLUDING ANY STATE-PURCHASED CURRICULA OR DIGITAL SOFTWARE FOCUSED ON MATHEMATICS.

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

(b) ELIGIBLE ENTITIES MAY USE GRANT FUNDS TO:

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

(II) CREATE MENTORSHIP PROGRAMS; AND

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

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

(d) (I) IF A LOCAL EDUCATION PROVIDER IN PARTNERSHIP WITH A COMMUNITY-BASED ORGANIZATION RECEIVES A GRANT TO BECOME A COMMUNITY LEARNING CENTER, THE LOCAL EDUCATION PROVIDER SHALL PROVIDE FREE ACADEMIC ENRICHMENT AND SUPPORT PROGRAMS, MENTORSHIP PROGRAMS, REMEDIAL EDUCATION PROGRAMS, AND TUTORING SERVICES THAT ALIGN WITH THE STATE'S RIGOROUS ACADEMIC STANDARDS. THE LOCAL EDUCATION PROVIDER SHALL COORDINATE WITH THE COMMUNITY-BASED ORGANIZATION TO SHARE DATA ON STUDENT PERFORMANCE THAT IS RELEVANT TO EACH STUDENT'S PERFORMANCE IN SCHOOL IN ACCORDANCE WITH THE FEDERAL "FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974", 20 U.S.C. SEC. 1232g, AS AMENDED,

AND THE "STUDENT DATA TRANSPARENCY AND SECURITY ACT", CREATED IN ARTICLE 16 OF THIS TITLE 22.

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

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

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

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

(6) (a) ON OR BEFORE JULY 1, 2024, THE DEPARTMENT SHALL CONTRACT WITH A THIRD-PARTY EVALUATOR, IN ACCORDANCE WITH THE "PROCUREMENT CODE," ARTICLES 101 TO 112 OF TITLE 24, TO REVIEW, EVALUATE, AND DRAFT A REPORT SUMMARIZING THE FOLLOWING:

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

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

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

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

(b) THE DEPARTMENT SHALL COLLECT THE DATA REPORTED TO THE DEPARTMENT BY ELIGIBLE ENTITIES PURSUANT TO SUBSECTION (2)(c)(IV) OF THIS SECTION AND BY THE THIRD-PARTY EVALUATOR PURSUANT TO THIS SUBSECTION (6).

(7) (a) NOTWITHSTANDING SECTION 24-1-136 (11)(a)(I), ON OR BEFORE JANUARY 1, 2025, AND EACH JANUARY 1 THEREAFTER, THE DEPARTMENT SHALL SUBMIT THE REPORT DESCRIBED IN SUBSECTION (6) OF THIS SECTION TO THE EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND THE SENATE, OR THEIR SUCCESSOR COMMITTEES, THE GOVERNOR, AND THE STATE BOARD.

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

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

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

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

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

(a.7) 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 SCHOOL DISTRICT OR THE INSTITUTE SHALL ATTAIN IN REDUCING THE NUMBER OF STUDENTS WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN MATHEMATICS AND TO INCREASE THE NUMBER OF STUDENTS WHO ACHIEVE GRADE-LEVEL EXPECTATIONS IN MATHEMATICS. STRATEGIES MAY INCLUDE TUTORING, INCLUDING PEER TUTORING; ADDITIONAL EDUCATOR TRAINING; PERSONALIZED LEARNING MODELS, WHICH MAY INCLUDE A COMBINATION OF IN-PERSON INSTRUCTION, ONLINE MODULES, AND SELF-PACED LEARNING TECHNIQUES; OR SUPPLEMENTAL SUPPORTS OR CURRICULA IN MATHEMATICS, INCLUDING DIGITAL MATHEMATICS ACCELERATOR PROGRAMS.

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

22-11-305. Accredited with priority improvement plan - school district or institute - plan contents - adoption. (3) A district priority improvement plan or an institute priority improvement plan must be designed to ensure that the school district or the institute improves its performance to the extent that, following completion of its next annual accreditation review, the school district or the institute attains a higher accreditation category. At a minimum, a district priority improvement plan or an institute priority improvement plan must:

(a.7) 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 SCHOOL DISTRICT OR THE INSTITUTE SHALL ATTAIN IN REDUCING THE NUMBER OF STUDENTS WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN MATHEMATICS AND TO INCREASE THE NUMBER OF STUDENTS WHO ACHIEVE GRADE-LEVEL EXPECTATIONS IN MATHEMATICS. STRATEGIES MAY INCLUDE TUTORING, INCLUDING PEER TUTORING; ADDITIONAL EDUCATOR TRAINING; PERSONALIZED LEARNING MODELS, WHICH MAY INCLUDE A COMBINATION OF IN-PERSON INSTRUCTION, ONLINE MODULES, AND SELF-PACED LEARNING TECHNIQUES; OR SUPPLEMENTAL SUPPORTS OR CURRICULA IN MATHEMATICS, INCLUDING DIGITAL MATHEMATICS ACCELERATOR PROGRAMS.

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

22-11-306. Accredited with turnaround plan - school district or institute - plan content - adoption. (3) A district turnaround plan or an

institute turnaround plan must be designed to ensure that the school district or the institute improves its performance to the extent that, following completion of its next annual accreditation review, the school district or the institute attains a higher accreditation category. At a minimum, a district turnaround plan or an institute turnaround plan must:

(a.7) 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 SCHOOL DISTRICT OR THE INSTITUTE SHALL ATTAIN IN REDUCING THE NUMBER OF STUDENTS WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN MATHEMATICS AND TO INCREASE THE NUMBER OF STUDENTS WHO ACHIEVE GRADE-LEVEL EXPECTATIONS IN MATHEMATICS. STRATEGIES MAY INCLUDE TUTORING, INCLUDING PEER TUTORING; ADDITIONAL EDUCATOR TRAINING; PERSONALIZED LEARNING MODELS, WHICH MAY INCLUDE A COMBINATION OF IN-PERSON INSTRUCTION, ONLINE MODULES, AND SELF-PACED LEARNING TECHNIQUES; OR SUPPLEMENTAL SUPPORTS OR CURRICULA IN MATHEMATICS, INCLUDING DIGITAL MATHEMATICS ACCELERATOR PROGRAMS.

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

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

(a.7) 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 AND TO INCREASE THE NUMBER OF STUDENTS WHO ACHIEVE GRADE-LEVEL EXPECTATIONS IN MATHEMATICS. STRATEGIES MAY INCLUDE TUTORING, INCLUDING PEER TUTORING; ADDITIONAL EDUCATOR TRAINING; PERSONALIZED LEARNING MODELS, WHICH MAY INCLUDE A COMBINATION OF IN-PERSON INSTRUCTION, ONLINE MODULES, AND SELF-PACED LEARNING TECHNIQUES; OR SUPPLEMENTAL SUPPORTS OR CURRICULA IN MATHEMATICS,

INCLUDING DIGITAL MATHEMATICS ACCELERATOR PROGRAMS.

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

22-11-405. School priority improvement plan - contents. (4) A school priority improvement plan must be designed to ensure that the public school improves its performance to the extent that, following completion of the public school's next annual performance review, the public school attains a higher accreditation category. At a minimum, a school priority improvement plan must:

(a.7) 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 AND TO INCREASE THE NUMBER OF STUDENTS WHO ACHIEVE GRADE-LEVEL EXPECTATIONS IN MATHEMATICS. STRATEGIES MAY INCLUDE TUTORING, INCLUDING PEER TUTORING; ADDITIONAL EDUCATOR TRAINING; PERSONALIZED LEARNING MODELS, WHICH MAY INCLUDE A COMBINATION OF IN-PERSON INSTRUCTION, ONLINE MODULES, AND SELF-PACED LEARNING TECHNIQUES; OR SUPPLEMENTAL SUPPORTS OR CURRICULA IN MATHEMATICS, INCLUDING DIGITAL MATHEMATICS ACCELERATOR PROGRAMS.

SECTION 10. In Colorado Revised Statutes, 22-11-406, **add** (3)(a.7) as follows:

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

(a.7) 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 AND TO INCREASE THE NUMBER OF STUDENTS WHO ACHIEVE GRADE-LEVEL

EXPECTATIONS IN MATHEMATICS. STRATEGIES MAY INCLUDE TUTORING, INCLUDING PEER TUTORING; ADDITIONAL EDUCATOR TRAINING; PERSONALIZED LEARNING MODELS, WHICH MAY INCLUDE A COMBINATION OF IN-PERSON INSTRUCTION, ONLINE MODULES, AND SELF-PACED LEARNING TECHNIQUES; OR SUPPLEMENTAL SUPPORTS OR CURRICULA IN MATHEMATICS, INCLUDING DIGITAL MATHEMATICS ACCELERATOR PROGRAMS.

SECTION 11. In Colorado Revised Statutes, 22-14-109.5, **amend** (4); and **add** (7.5) as follows:

22-14-109.5. Ninth-grade success grant program - created - criteria - use of grant money - report - rules - definitions - repeal.

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

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

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

(II) PROPOSE PROGRAMMING FOCUSED ON EVIDENCE-INFORMED, AS DEFINED IN SECTION 22-2-146.6, MATHEMATICS SKILLS, INTERVENTION STRATEGIES, AND ACCELERATION STRATEGIES, INCLUDING A FOCUS ON STUDENTS WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN MATHEMATICS; AND

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

(c) To the extent practicable, the state board shall also ensure that

the grant recipients vary in student population size and are located in urban, suburban, and rural areas throughout the state.

(d) THE DEPARTMENT SHALL NOT USE MORE THAN FIVE PERCENT OF STATE FUNDS TO ADMINISTER THE GRANT PROGRAM.

(7.5) FOR THE 2023-24 BUDGET YEAR, THE GENERAL ASSEMBLY SHALL APPROPRIATE ONE MILLION SIX HUNDRED THOUSAND DOLLARS FROM THE GENERAL FUND TO THE DEPARTMENT FOR PURPOSES OF THE PROGRAM.

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

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

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

(g) A REQUIREMENT THAT CANDIDATES FOR AN ELEMENTARY EDUCATION ENDORSEMENT, A MIDDLE SCHOOL MATHEMATICS ENDORSEMENT, OR A SECONDARY MATHEMATICS ENDORSEMENT ARE TRAINED IN EVIDENCE-INFORMED PRACTICES IN MATHEMATICS, AS DEFINED IN SECTION 22-2-146.6, INCLUDING INTERVENTIONS TO HELP STUDENTS WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN MATHEMATICS; CHILDREN WITH DISABILITIES, AS DEFINED IN SECTION 22-20-103; AND STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS.

SECTION 13. In Colorado Revised Statutes, 23-78-104, **amend** (1) as follows:

23-78-104. Educator preparation program - best practices - guidelines - report. (1) (a) The department of higher education and the department of education, in collaboration with the deans of the schools of education in Colorado institutions of higher education, or their designees, shall review research and practices from other states and other countries to

identify best practices in providing educator preparation programs, including:

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

(II) EFFECTIVE CURRICULA AND INTERVENTIONS, TEACHING CANDIDATES FOR AN ELEMENTARY EDUCATION ENDORSEMENT, A MIDDLE SCHOOL MATHEMATICS ENDORSEMENT, OR A SECONDARY MATHEMATICS ENDORSEMENT INTERVENTIONS AND STRATEGIES TO HELP STUDENTS WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN MATHEMATICS; CHILDREN WITH DISABILITIES, AS DEFINED IN SECTION 22-20-103; AND STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS.

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

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

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

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

who is licensed by the department of education to use the professional development required to renew the teaching license to also meet the professional development requirements established by the department for teachers employed by a preschool provider.

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

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

(III.5) PROMOTE DEVELOPMENTALLY APPROPRIATE EARLY NUMERACY; AND

SECTION 15. Appropriation. For the 2023-24 state fiscal year, \$26,694,530 is appropriated to the department of education. This appropriation is from the general fund. To implement this act, the department may use this appropriation as follows:

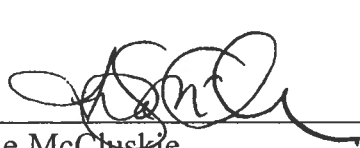
(a) \$594,530 for math educator training and improvement planning, which amount is based on an assumption that the department will require an additional 3.2 FTE;

(b) \$24,500,000 for the Colorado academic accelerator grant program, which amount is based on an assumption that the department will require an additional 2.6 FTE; and

(c) \$1,600,000 for the ninth grade success grant program, which amount is based on an assumption that the department will require an additional 1.2 FTE.

SECTION 16. Safety clause. The general assembly hereby finds,

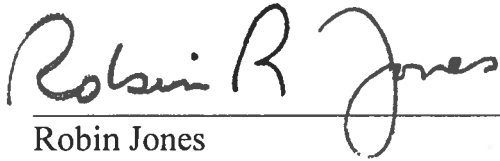
determines, and declares that this act is necessary for the immediate preservation of the public peace, health, or safety.



Julie McCluskie
SPEAKER OF THE HOUSE
OF REPRESENTATIVES



Steve Fenberg
PRESIDENT OF
THE SENATE

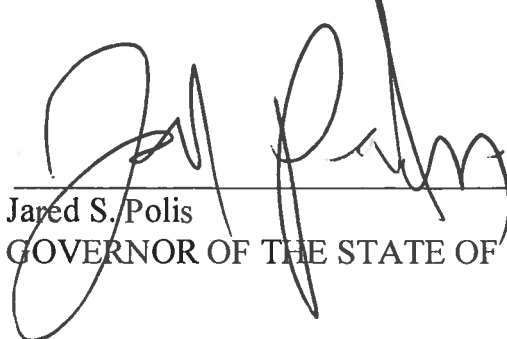


Robin Jones
CHIEF CLERK OF THE HOUSE
OF REPRESENTATIVES



Cindi L. Markwell
SECRETARY OF
THE SENATE

APPROVED Monday, May 15th, 2023 at 2:45pm
(Date and Time)



Jared S. Polis
GOVERNOR OF THE STATE OF COLORADO