

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

REVISED

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

LLS NO. 21-0478.03 Julie Pelegrin x2700

HOUSE BILL 21-1304

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A BILL FOR AN ACT

101 **CONCERNING MEASURES TO ESTABLISH A UNIFIED EARLY CHILDHOOD**
102 **SYSTEM IN COLORADO, AND, IN CONNECTION THEREWITH,**
103 **CREATING THE DEPARTMENT OF EARLY CHILDHOOD AND**
104 **MAKING AN APPROPRIATION.**

Bill Summary

(Note: This summary applies to this bill as introduced and does not reflect any amendments that may be subsequently adopted. If this bill passes third reading in the house of introduction, a bill summary that applies to the reengrossed version of this bill will be available at <http://leg.colorado.gov>.)

Effective July 1, 2022, the bill creates the department of early childhood (new department) to:

- Provide early childhood opportunities;

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
Amended 2nd Reading
May 28, 2021

HOUSE
3rd Reading Unamended
May 24, 2021

HOUSE
Amended 2nd Reading
May 21, 2021

- Coordinate the availability of early childhood programs and services throughout Colorado;
- Establish state and community partnerships for a mixed delivery of child care and early childhood programs through school- and community-based providers;
- Prioritize the interests and input of children, parents, providers, and the community in designing and delivering early childhood services and programs;
- Prioritize the equitable delivery of resources and supports for early childhood; and
- Unify the administration of early childhood programs and services.

The bill moves the early childhood leadership commission (commission) to the new department, effective July 1, 2022.

The bill creates a transition working group (working group) consisting of the co-chairs of the commission and representatives of certain state agencies and the governor's office, and directs the co-chairs of the commission to convene a transition advisory group (advisory group). The bill directs the working group, working with a consultant and with the advice of the advisory group, to develop a transition plan (plan) for the coordination and administration of early childhood services and programs by the new department and the departments of education, human services, and public health and environment, including, to the extent necessary, the transition of existing programs and services to the new department. The bill includes specific requirements for the plan. The governor's office must submit the plan to the joint budget committee as part of the governor's 2022 budget request, and the working group must submit the plan to the commission for approval. As soon as practicable after the plan is approved, the governor's office must submit the approved plan to the joint budget committee with any necessary budget request amendments. The working group must submit the approved plan to other committees of the general assembly by November 15, 2021, and must meet with the early childhood and school readiness legislative commission by December 1, 2021, to present the plan.

The bill also directs the working group, working with the consultant and with the advice of the advisory group, to develop recommendations for a new voluntary, universal preschool program (recommendations) to be funded partially by the recently increased sales tax on tobacco and operated by the new department beginning in the 2023-24 school year. The bill specifies requirements that the new preschool program must meet. The working group must submit the recommendations to the commission for approval and must then submit the recommendations to the joint budget committee and other committees of the general assembly by January 15, 2022.

The bill requires the governor's office to contract with one or more

private entities to consult with the working group in developing and implementing the plan and in developing the recommendations and to analyze the current use of existing early childhood programs in the state.

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

2 **SECTION 1.** In Colorado Revised Statutes, **add** part 3 to article
3 6.2 of title 26 as follows:

4 PART 3

5 EARLY CHILDHOOD SERVICES

6 TRANSITION

7 **26-6.2-301. Legislative declaration.** THE GENERAL ASSEMBLY
8 FINDS THAT, TO SIGNIFICANTLY IMPROVE OUTCOMES FOR ALL CHILDREN AT
9 ALL LEVELS OF COLORADO'S EDUCATIONAL SYSTEM, EFFECTIVELY
10 SUPPORT ALL COLORADO FAMILIES IN PROVIDING VOLUNTARY,
11 HIGH-QUALITY CHILD CARE AND EDUCATION FOR THEIR CHILDREN,
12 SUPPORT PARENTS IN EXPANDING ACCESS TO ENRICHING EARLY
13 CHILDHOOD EXPERIENCES, AND FULLY IMPLEMENT THE REQUIREMENTS
14 FOR UNIVERSAL PRESCHOOL ADOPTED BY THE VOTERS AND CODIFIED IN
15 SECTION 24-22-118 (3), THE STATE MUST UNIFY THE EARLY CHILDHOOD
16 SYSTEM FOR CHILDREN AND FAMILIES.

17 **26-6.2-302. Definitions.** AS USED IN THIS PART 3, UNLESS THE
18 CONTEXT OTHERWISE REQUIRES:

19 (1) "COMMISSION" MEANS THE EARLY CHILDHOOD LEADERSHIP
20 COMMISSION CREATED IN SECTION 26-6.2-103.

21 (2) "CONSULTANT" MEANS THE PRIVATE ENTITY OR ENTITIES THAT
22 THE GOVERNOR'S OFFICE CONTRACTS WITH PURSUANT TO SECTION
23 26-6.2-303 (4).

24 (3) "EXISTING DEPARTMENTS" MEANS THE DEPARTMENT OF

1 HUMAN SERVICES, THE DEPARTMENT OF PUBLIC HEALTH AND
2 ENVIRONMENT, THE DEPARTMENT OF EDUCATION, AND ANY OTHER
3 RELEVANT AGENCY IDENTIFIED IN CREATING THE TRANSITION PLAN.

4 (4) "HEAD START AGENCY" MEANS A LOCAL PUBLIC OR PRIVATE
5 NONPROFIT AGENCY DESIGNATED BY THE FEDERAL DEPARTMENT OF
6 HEALTH AND HUMAN SERVICES TO OPERATE A HEAD START PROGRAM
7 UNDER THE PROVISIONS OF TITLE V OF THE FEDERAL "ECONOMIC
8 OPPORTUNITY ACT OF 1964", AS AMENDED.

9 (5) "PARENT" MEANS A CHILD'S BIOLOGICAL PARENT, ADOPTIVE
10 PARENT, OR LEGAL GUARDIAN.

11 (6) "PRESCHOOL PROGRAMS CASH FUND" MEANS THE PRESCHOOL
12 PROGRAMS CASH FUND CREATED IN SECTION 24-22-118 (3).

13 (7) "NEW DEPARTMENT" MEANS THE DEPARTMENT OF EARLY
14 CHILDHOOD CREATED IN TITLE 26.5, EFFECTIVE JULY 1, 2022.

15 (8) "TRANSITION ADVISORY GROUP" MEANS THE GROUP CONVENED
16 BY THE CO-CHAIRS OF THE COMMISSION PURSUANT TO SECTION 26-6.2-303
17 (2) TO ADVISE THE TRANSITION WORKING GROUP IN DEVELOPING THE
18 TRANSITION PLAN AND RECOMMENDATIONS FOR THE NEW PRESCHOOL
19 PROGRAM.

20 (9) "TRANSITION PLAN" MEANS THE PLAN DESCRIBED IN SECTION
21 26-6.2-304 FOR THE COORDINATION AND ADMINISTRATION OF EARLY
22 CHILDHOOD SERVICES AND PROGRAMS BY THE NEW DEPARTMENT AND THE
23 EXISTING DEPARTMENTS.

24 (10) "TRANSITION WORKING GROUP" MEANS THE GROUP CREATED
25 IN SECTION 26-6.2-303 (1) THAT CREATES THE TRANSITION PLAN AND THE
26 RECOMMENDATIONS FOR THE NEW PRESCHOOL PROGRAM AS PROVIDED IN
27 THIS PART 3.

1 **26-6.2-303. Early childhood services transition - transition**
2 **working group - creation - transition advisory group - consultant -**
3 **transition plan - new preschool program recommendations - reports.**

4 (1) (a) THERE IS CREATED A TRANSITION WORKING GROUP CONSISTING OF
5 THE CO-CHAIRS OF THE COMMISSION AND REPRESENTATIVES OF THE
6 EXISTING DEPARTMENTS AND THE GOVERNOR'S OFFICE. IN LIEU OF
7 SERVING ON THE TRANSITION WORKING GROUP, EACH OF THE CO-CHAIRS
8 OF THE COMMISSION MAY APPOINT A DESIGNEE FROM THE COMMISSION
9 MEMBERSHIP TO SERVE ON THE TRANSITION WORKING GROUP. THE
10 TRANSITION WORKING GROUP, WORKING WITH THE CONSULTANT AND WITH
11 THE ADVICE OF THE TRANSITION ADVISORY GROUP, SHALL DEVELOP A
12 TRANSITION PLAN, AS DESCRIBED IN SECTION 26-6.2-304, AND DEVELOP
13 RECOMMENDATIONS FOR A NEW STATEWIDE, UNIVERSAL, VOLUNTARY
14 PRESCHOOL PROGRAM, AS DESCRIBED IN SECTION 26-6.2-305.

15 (b) THE COMMISSION STAFF, THE GOVERNOR'S OFFICE, AND THE
16 EXISTING DEPARTMENTS SHALL PROVIDE STAFF ASSISTANCE AND
17 RESOURCES, AS NECESSARY, TO ASSIST IN COMPLETING THE DUTIES OF THE
18 TRANSITION WORKING GROUP IDENTIFIED IN THIS PART 3.

19 (2) (a) THE CO-CHAIRS OF THE COMMISSION SHALL CONVENE A
20 TRANSITION ADVISORY GROUP TO ADVISE THE TRANSITION WORKING
21 GROUP IN DEVELOPING THE TRANSITION PLAN AND THE NEW PRESCHOOL
22 PROGRAM RECOMMENDATIONS AND TO SUPPORT THE CREATION OF
23 POLICIES AND PROCEDURES FOR THE NEW DEPARTMENT AND THE NEW
24 PRESCHOOL PROGRAM THAT ELIMINATES REDUNDANCIES AND HELPS
25 ENSURE THAT THE NEW DEPARTMENT AND THE NEW PRESCHOOL PROGRAM
26 ARE CHILD AND FAMILY CENTERED. THE TRANSITION ADVISORY GROUP
27 MUST PRIORITIZE CONSIDERATION OF THE CHILD AND FAMILY EXPERIENCE

1 IN ACCESSING AND USING EARLY CHILDHOOD PROGRAMS AND SERVICES IN
2 ADVISING THE TRANSITION WORKING GROUP ON THE DESIGN OF THE NEW
3 DEPARTMENT AND IMPLEMENTATION OF THE NEW PRESCHOOL PROGRAM.
4 THE TRANSITION ADVISORY GROUP, AT A MINIMUM, SHALL ADVISE THE
5 TRANSITION WORKING GROUP CONCERNING PRIORITIZATION OF THE
6 TRANSITION ACTIVITIES FOR THE NEW DEPARTMENT AND THE SCOPE AND
7 SEQUENCE OF THE STAKEHOLDER PROCESSES FOR DEVELOPING THE PLAN
8 AND RECOMMENDATIONS AND SHALL PROVIDE TIMELY INPUT INTO THE
9 SUBSTANTIVE DECISIONS THAT ARISE IN DEVELOPING THE TRANSITION
10 PLAN AND THE NEW PRESCHOOL PROGRAM RECOMMENDATIONS.

11 (b) THE CO-CHAIRS OF THE COMMISSION SHALL DETERMINE THE
12 APPROPRIATE SIZE AND SPECIFIC MEMBERSHIP OF THE TRANSITION
13 ADVISORY GROUP TO ENSURE THAT THE REPRESENTATION OF
14 PERSPECTIVES ON THE TRANSITION ADVISORY GROUP IS SUFFICIENTLY
15 BROAD AND DIVERSE TO ADEQUATELY INFORM THE TRANSITION WORKING
16 GROUP CONCERNING THE FULL SPECTRUM OF EARLY CHILDHOOD
17 PROGRAMS AND ISSUES. IN SELECTING MEMBERS OF THE TRANSITION
18 ADVISORY GROUP, THE CO-CHAIRS OF THE COMMISSION SHALL ENSURE
19 THAT THE TRANSITION ADVISORY GROUP AT A MINIMUM INCLUDES:

20 (I) PARENTS OF CHILDREN WHO ARE ENROLLED IN A VARIETY OF
21 PUBLIC AND PRIVATE EARLY CHILDHOOD PROGRAMS; MEMBERS OF THE
22 EARLY CHILDHOOD WORKFORCE, INCLUDING COMMUNITY- AND
23 SCHOOL-BASED EDUCATORS; AND REPRESENTATIVES OF GEOGRAPHICALLY
24 AND PROGRAMMATICALLY DIVERSE COMMUNITY- AND SCHOOL-BASED
25 PUBLIC AND PRIVATE EARLY CHILDHOOD PROGRAM PROVIDERS. TO THE
26 EXTENT PRACTICABLE, THE CO-CHAIRS SHALL ENSURE THAT THE PERSONS
27 DESCRIBED IN THIS SUBSECTION (2)(b)(I) CONSTITUTE A MAJORITY OF THE

1 MEMBERS OF THE TRANSITION ADVISORY GROUP.

2 (II) REPRESENTATIVES OF COUNTY HUMAN SERVICES
3 DEPARTMENTS, SPECIAL EDUCATION DIRECTORS, THE EARLY CHILDHOOD
4 COUNCILS, MEMBERS OF THE BUSINESS COMMUNITY, REPRESENTATIVES OF
5 PRIVATE NONPROFIT ENTITIES, REPRESENTATIVES OF EARLY CHILDHOOD
6 AND EDUCATION ADVOCACY ORGANIZATIONS, AND PERSONS WITH
7 EXPERTISE IN EARLY CHILDHOOD AND BUSINESS PRACTICES.

8 (c) IN SELECTING MEMBERS OF THE TRANSITION ADVISORY GROUP
9 PURSUANT TO SUBSECTION (2)(b) OF THIS SECTION, THE CO-CHAIRS OF THE
10 COMMISSION SHALL:

11 (I) TO THE EXTENT PRACTICABLE, ENSURE THAT PERSONS FROM
12 UNDER-RESOURCED AND UNDER-REPRESENTED COMMUNITIES CONSTITUTE
13 AT LEAST ONE-THIRD OF THE MEMBERS OF THE TRANSITION ADVISORY
14 GROUP; AND

15 (II) **PRIORITIZE** ANY RECOMMENDATIONS RECEIVED FROM THE
16 STATEWIDE ASSOCIATIONS THAT REPRESENT THE GROUPS DESCRIBED IN
17 SUBSECTION (2)(b) OF THIS SECTION.

18 (d) MEMBERS OF THE TRANSITION ADVISORY GROUP MAY RECEIVE
19 PER DIEM COMPENSATION FOR ATTENDANCE AT MEETINGS OF THE
20 TRANSITION ADVISORY GROUP IN THE SAME AMOUNT PAID TO
21 LEGISLATORS PURSUANT TO SECTION 2-2-307 (3)(a). MEMBERS OF THE
22 TRANSITION ADVISORY GROUP ARE ALSO ENTITLED TO REIMBURSEMENT
23 FOR ALL ACTUAL AND NECESSARY TRAVEL AND SUBSISTENCE EXPENSES
24 DIRECTLY RELATED TO THEIR SERVICE ON THE ADVISORY GROUP.

25 (3) **THE TRANSITION WORKING GROUP SHALL CONVENE A**
26 **SUBGROUP TO WORK WITH THE TRANSITION WORKING GROUP IN**
27 **DEVELOPING RECOMMENDATIONS FOR THE ADMINISTRATION OF**

1 PRESCHOOL SPECIAL EDUCATION SERVICES WITHIN THE NEW PRESCHOOL
2 PROGRAM, INCLUDING, AT A MINIMUM, DEVELOPING THE
3 RECOMMENDATIONS REQUIRED IN SECTION 26-6.2-305 (3)(b). THE
4 MEMBERSHIP OF THE SUBGROUP MUST INCLUDE, BUT NEED NOT BE LIMITED
5 TO, DEPARTMENT OF EDUCATION STAFF WITH EXPERTISE IN SPECIAL
6 EDUCATION, DEPARTMENT OF HUMAN SERVICES STAFF WITH EXPERTISE IN
7 SERVING CHILDREN WITH DEVELOPMENTAL DELAYS, SPECIAL EDUCATION
8 DIRECTORS FROM ADMINISTRATIVE UNITS, REPRESENTATIVES OF
9 ORGANIZATIONS THAT REPRESENT SPECIAL EDUCATION DIRECTORS,
10 GEOGRAPHICALLY DIVERSE REPRESENTATION FROM SCHOOL- AND
11 COMMUNITY-BASED PRESCHOOL PROGRAM PROVIDERS, HEAD START
12 AGENCY REPRESENTATIVES, REPRESENTATIVES OF NONPROFIT AND
13 ADVOCACY ORGANIZATIONS THAT REPRESENT CHILDREN AND FAMILIES
14 WITH SPECIAL NEEDS OR DISABILITIES, INCLUDING CHILDREN FROM BIRTH
15 TO THREE YEARS OF AGE, AND PARENTS, INCLUDING PARENTS OF CHILDREN
16 WITH SPECIAL NEEDS.

17 (4) AS SOON AS PRACTICABLE AFTER THE EFFECTIVE DATE OF THIS
18 SECTION, THE GOVERNOR'S OFFICE SHALL CONTRACT WITH ONE OR MORE
19 PRIVATE ENTITIES TO CONSULT WITH AND ASSIST THE TRANSITION
20 WORKING GROUP IN DEVELOPING AND IMPLEMENTING A TRANSITION PLAN
21 AS DESCRIBED IN SECTION 26-6.2-304 AND IN DEVELOPING
22 RECOMMENDATIONS FOR A NEW STATEWIDE, UNIVERSAL, VOLUNTARY
23 PRESCHOOL PROGRAM, AS DESCRIBED IN SECTION 26-6.2-305. AN INITIAL
24 CONTRACT WITH A CONSULTANT PURSUANT TO THIS SUBSECTION (4) MUST
25 NOT EXCEED TWENTY-FIVE THOUSAND DOLLARS OR MUST PROVIDE THAT
26 THE CONSULTING SERVICES ARE PROVIDED AS AN IN-KIND DONATION OF
27 SERVICES. THE GOVERNOR'S OFFICE MAY ENTER INTO SUBSEQUENT

1 CONTRACTS IN ACCORDANCE WITH THE "PROCUREMENT CODE", ARTICLES
2 101 TO 112 OF TITLE 24, WITH ONE OR MORE CONSULTANTS FOR THE
3 SERVICES DESCRIBED IN THIS SUBSECTION (4). A CONSULTANT WITH WHICH
4 THE GOVERNOR'S OFFICE CONTRACTS PURSUANT TO THIS SUBSECTION (4)
5 MUST AT A MINIMUM HAVE EXPERTISE IN EARLY CHILDHOOD SYSTEMS,
6 PROGRAM ADMINISTRATION, AND INFORMATION TECHNOLOGY. THE
7 GOVERNOR'S OFFICE SHALL ENSURE THAT A CONSULTANT WITH WHICH IT
8 CONTRACTS PURSUANT TO THIS SUBSECTION (4) DOES NOT HAVE A
9 FINANCIAL INTEREST IN ANY ASPECT OF THE EARLY CHILDHOOD SYSTEM
10 AND THAT A MEMBER OF THE COMMISSION DOES NOT HAVE A FINANCIAL
11 INTEREST IN THE CONSULTANT.

12 (5) IN DEVELOPING THE TRANSITION PLAN AND THE NEW
13 PRESCHOOL PROGRAM RECOMMENDATIONS, THE TRANSITION WORKING
14 GROUP AND THE TRANSITION ADVISORY GROUP SHALL ENGAGE TO THE
15 GREATEST EXTENT PRACTICABLE WITH INTERESTED AND AFFECTED
16 INDIVIDUALS IN ALL AREAS OF THE STATE, INCLUDING URBAN, SUBURBAN,
17 AND RURAL AREAS, AND ACROSS A WIDE VARIETY OF PROGRAM TYPES AND
18 SHALL ACTIVELY SEEK THE INPUT AND GUIDANCE OF PARENTS, FORMAL
19 AND INFORMAL EARLY CHILDHOOD PROVIDERS AND EXPERTS, EARLY
20 CHILDHOOD EDUCATORS, SCHOOLS, SCHOOL DISTRICTS, SCHOOL DISTRICT
21 SPECIAL EDUCATION DIRECTORS, EARLY CHILDHOOD COUNCILS, INFANT
22 AND EARLY CHILDHOOD HEALTH AND MENTAL HEALTH PROFESSIONALS,
23 COUNTY HUMAN SERVICES PROFESSIONALS, INDIAN TRIBES, CHILDREN'S
24 ADVOCACY GROUPS, MEMBERS OF MIGRANT SEASONAL POPULATIONS AND
25 COMMUNITIES, COMMUNITY ORGANIZATIONS, REPRESENTATIVES FROM THE
26 BUSINESS COMMUNITY, AND OTHER INTERESTED AND AFFECTED
27 COMMUNITY MEMBERS. TO FACILITATE THIS ENGAGEMENT, THE

1 TRANSITION WORKING GROUP SHALL ENGAGE STAKEHOLDERS THROUGH
2 A VARIETY OF OPPORTUNITIES SUCH AS PUBLIC MEETINGS, WORKING
3 SESSIONS, WRITTEN COMMENT, AND DESIGN OPPORTUNITIES WITH PARENTS
4 AND PROVIDERS. THE TRANSITION WORKING GROUP SHALL ENSURE THAT
5 ALL INPUT RECEIVED IS DOCUMENTED AND MADE AVAILABLE TO THE
6 PUBLIC. TO INCREASE EFFICIENCY AND MEET WITH AS MANY
7 STAKEHOLDERS AS POSSIBLE, THE TRANSITION WORKING GROUP MAY
8 DIVIDE INTO SUBGROUPS FOR MEETINGS AND MAY MEET WITH
9 STAKEHOLDERS USING ELECTRONIC OR DIGITAL PLATFORMS OR FORMATS.
10 THE TRANSITION WORKING GROUP SHALL ALSO CONSIDER ANY AVAILABLE
11 FINDINGS AND RECOMMENDATIONS FROM PREVIOUS STUDIES, REVIEWS,
12 PUBLIC FORUM DISCUSSIONS, AND OTHER FORMAL AND INFORMAL
13 CONSIDERATIONS OF THE PROVISION OF EARLY CHILDHOOD SERVICES IN
14 COLORADO.

15 (6) (a) BY NOVEMBER 1, 2021, THE GOVERNOR'S OFFICE, ON
16 BEHALF OF THE TRANSITION WORKING GROUP, SHALL SUBMIT THE
17 TRANSITION PLAN TO THE JOINT BUDGET COMMITTEE WITH THE
18 GOVERNOR'S BUDGET REQUEST, IN ACCORDANCE WITH SECTION 2-3-208
19 (2)(a), AND THE TRANSITION WORKING GROUP SHALL SUBMIT THE
20 TRANSITION PLAN TO THE COMMISSION FOR APPROVAL. THE TRANSITION
21 WORKING GROUP SHALL WORK WITH THE COMMISSION REGARDING ANY
22 CHANGES THE COMMISSION MAY REQUEST BEFORE APPROVING THE PLAN.
23 THE COMMISSION SHALL APPROVE THE TRANSITION PLAN WITHIN
24 FOURTEEN DAYS AFTER RECEIVING THE PLAN. IF THERE ARE CHANGES
25 MADE TO THE TRANSITION PLAN BEFORE APPROVAL BY THE COMMISSION,
26 THE GOVERNOR'S OFFICE, AS SOON AS PRACTICABLE AFTER THE
27 COMMISSION APPROVES THE TRANSITION PLAN, SHALL RESUBMIT THE

1 APPROVED TRANSITION PLAN TO THE JOINT BUDGET COMMITTEE AND
2 SHALL SUBMIT TO THE JOINT BUDGET COMMITTEE AN AMENDED BUDGET
3 REQUEST IF NECESSARY TO REFLECT THE CHANGES TO THE TRANSITION
4 PLAN AS APPROVED BY THE COMMISSION.

5 (b) ON OR BEFORE NOVEMBER 15, 2021, THE TRANSITION
6 WORKING GROUP SHALL SUBMIT THE TRANSITION PLAN, AS APPROVED BY
7 THE COMMISSION, TO THE PUBLIC AND BEHAVIORAL HEALTH AND HUMAN
8 SERVICES COMMITTEE AND THE EDUCATION COMMITTEE OF THE HOUSE OF
9 REPRESENTATIVES, OR ANY SUCCESSOR COMMITTEES, AND THE HEALTH
10 AND HUMAN SERVICES COMMITTEE AND THE EDUCATION COMMITTEE OF
11 THE SENATE, OR ANY SUCCESSOR COMMITTEES.

12 (c) ON OR BEFORE DECEMBER 1, 2021, THE TRANSITION WORKING
13 GROUP SHALL MEET WITH THE EARLY CHILDHOOD AND SCHOOL READINESS
14 LEGISLATIVE COMMISSION CREATED IN SECTION 26-6.5-203 TO PRESENT
15 THE TRANSITION PLAN, AS APPROVED BY THE COMMISSION.

16 (d) AFTER THE TRANSITION WORKING GROUP COMPLETES THE
17 TRANSITION PLAN, THE TRANSITION WORKING GROUP AND THE TRANSITION
18 ADVISORY GROUP MAY CONTINUE TO MEET TO REVIEW AND MAKE
19 RECOMMENDATIONS CONCERNING PROGRAMS OR SERVICES THAT ARE NOT
20 ADDRESSED IN THE TRANSITION PLAN OR ARE IDENTIFIED IN THE
21 TRANSITION PLAN AS BEING INCLUDED IN A FUTURE PHASE OF TRANSITION
22 TO OR ALIGNMENT WITH THE NEW DEPARTMENT.

23 (7) BY JANUARY 1, 2022, THE TRANSITION WORKING GROUP SHALL
24 SUBMIT THE NEW PRESCHOOL PROGRAM RECOMMENDATIONS TO THE
25 COMMISSION FOR APPROVAL AND SHALL WORK WITH THE COMMISSION
26 REGARDING ANY CHANGES THE COMMISSION MAY REQUEST BEFORE
27 APPROVING THE RECOMMENDATIONS. THE COMMISSION SHALL APPROVE

1 THE RECOMMENDATIONS WITHIN FOURTEEN DAYS AFTER RECEIVING THEM.
2 ON OR BEFORE JANUARY 15, 2022, THE TRANSITION WORKING GROUP
3 SHALL SUBMIT THE REPORT OF RECOMMENDATIONS FOR THE NEW
4 PRESCHOOL PROGRAM, AS APPROVED BY THE COMMISSION, TO THE JOINT
5 BUDGET COMMITTEE OF THE GENERAL ASSEMBLY; THE PUBLIC AND
6 BEHAVIORAL HEALTH AND HUMAN SERVICES COMMITTEE AND THE
7 EDUCATION COMMITTEE OF THE HOUSE OF REPRESENTATIVES, OR ANY
8 SUCCESSOR COMMITTEES; AND THE HEALTH AND HUMAN SERVICES
9 COMMITTEE AND THE EDUCATION COMMITTEE OF THE SENATE, OR ANY
10 SUCCESSOR COMMITTEES.

11 (8) IN ADDITION TO OTHER ASSISTANCE PROVIDED BY THE
12 CONSULTANT, THE TRANSITION WORKING GROUP SHALL WORK WITH THE
13 CONSULTANT TO ANALYZE THE CURRENT USE OF EXISTING EARLY
14 CHILDHOOD PROGRAMS AND SERVICES IN THE STATE. THE TRANSITION
15 WORKING GROUP SHALL USE THE RESULTS OF THE ANALYSIS IN
16 DEVELOPING THE TRANSITION PLAN AND THE NEW PRESCHOOL PROGRAM
17 RECOMMENDATIONS. AT A MINIMUM, THE ANALYSIS MUST:

18 (a) ADDRESS THE EXTENT TO WHICH EXISTING EARLY CHILDHOOD
19 PROGRAMS AND SERVICES ARE AVAILABLE TO AND USED BY THE CHILD
20 AND FAMILY POPULATIONS THEY ARE DESIGNED TO SERVE;

21 (b) IDENTIFY THE GROUPS OF CHILDREN AND FAMILIES, BASED ON
22 LOCATION WITHIN THE STATE AND ON FAMILY DEMOGRAPHICS, INCLUDING
23 SOCIO-ECONOMIC STATUS, RACE, ETHNICITY, GENDER, LANGUAGE, AND
24 DISABILITY, WHO ARE ACCESSING THE EXISTING EARLY CHILDHOOD
25 PROGRAMS AND SERVICES; AND

26 (c) PROVIDE SPECIFIC INFORMATION CONCERNING GROUPS OF
27 CHILDREN THAT HAVE HISTORICALLY ENCOUNTERED BARRIERS TO SCHOOL

1 READINESS.

2 **26-6.2-304. Transition plan - contents.** (1) THE TRANSITION
3 WORKING GROUP, WORKING WITH THE CONSULTANT AND WITH THE ADVICE
4 OF THE TRANSITION ADVISORY GROUP, SHALL DEVELOP A TRANSITION
5 PLAN FOR THE COORDINATION AND ADMINISTRATION OF EARLY
6 CHILDHOOD PROGRAMS AND SERVICES BY THE NEW DEPARTMENT AND THE
7 EXISTING DEPARTMENTS, INCLUDING, TO THE EXTENT NECESSARY, THE
8 TRANSITION OF EXISTING SERVICES AND PROGRAMS TO THE NEW
9 DEPARTMENT AND ALIGNMENT OF PROGRAMS AND SERVICES IN THE NEW
10 DEPARTMENT WITH PROGRAMS AND SERVICES THAT REMAIN IN OTHER
11 DEPARTMENTS. AT A MINIMUM, THE TRANSITION PLAN MUST ADDRESS THE
12 FOLLOWING ITEMS, INCLUDING RECOMMENDATIONS FOR LEGISLATIVE,
13 REGULATORY, AND BUDGETARY CHANGES RELATED TO THE FOLLOWING
14 ITEMS:

15 (a) THE GOVERNANCE AND STRUCTURE OF THE NEW DEPARTMENT,
16 INCLUDING RECOMMENDATIONS REGARDING A STATE BOARD OF EARLY
17 CHILDHOOD;

18 (b) MISSION AND VISION STATEMENTS AND GUIDING VALUES AND
19 PRINCIPLES, CONSISTENT WITH THE GOALS STATED IN SECTION 26.5-1-102,
20 AS IT TAKES EFFECT JULY 1, 2022, FOR THE COORDINATION AND
21 ADMINISTRATION OF EARLY CHILDHOOD PROGRAMS AND SERVICES BY THE
22 NEW DEPARTMENT, THE EXISTING DEPARTMENTS, AND LOCAL AGENCIES;

23 (c) THE FISCAL STRUCTURE FOR THE NEW DEPARTMENT AND THE
24 SERVICES PROVIDED AND PROGRAMS ADMINISTERED BY THE NEW
25 DEPARTMENT, INCLUDING THE NECESSARY ADMINISTRATIVE AND
26 OPERATIONAL INFRASTRUCTURE;

27 (d) ALIGNING AND COMBINING FUNDING SOURCES FOR EARLY

1 CHILDHOOD SERVICES AND PROGRAMS TO SUPPORT THE GOALS SPECIFIED
2 IN SECTION 26.5-1-102, AS IT TAKES EFFECT JULY 1, 2022, TAKING INTO
3 CONSIDERATION THE MANNER IN WHICH LOCAL COMMUNITIES, COUNTIES,
4 AND SCHOOL DISTRICTS HAVE PREVIOUSLY SUCCESSFULLY SUPPORTED
5 STREAMLINED AND IMPROVED ACCESS TO EARLY CHILDHOOD PROGRAMS
6 AND SERVICES;

7 (e) THE TIMELINE FOR COMPLETING KEY TRANSITION ACTIVITIES
8 FOR THE NEW DEPARTMENT, INCLUDING MOVING SERVICES AND PROGRAMS
9 FROM THE EXISTING DEPARTMENTS TO THE NEW DEPARTMENT, AND
10 CONSIDERATION OF A PHASED TRANSITION APPROACH, WHICH MAY
11 INCLUDE CONSIDERATION OF TRANSITIONING OR ALIGNING CERTAIN
12 PROGRAMS AND SERVICES AT LATER DATES, TO ENSURE ONGOING
13 ALIGNMENT OF EARLY CHILDHOOD PROGRAMS AND SERVICES WITH OTHER
14 PROGRAMS AND SERVICES THAT EXTEND BEYOND EARLY CHILDHOOD TO
15 THE FUNCTIONS OF OTHER STATE AGENCIES;

16 (f) THE TECHNOLOGY REQUIRED TO ACHIEVE THE GOAL SPECIFIED
17 IN SECTION 26.5-1-102 (1)(g), AS IT TAKES EFFECT JULY 1, 2022, TO
18 SUPPORT PARENTS AND OTHER CAREGIVERS IN IDENTIFYING LOCAL,
19 APPROPRIATE, AND AVAILABLE EARLY CHILDHOOD PROGRAM AND SERVICE
20 OPTIONS, AND TO SUPPORT THE UNIFICATION OF EXISTING CHILD CARE
21 ELIGIBILITY AND PAYMENT SYSTEMS;

22 (g) STRATEGIES TO SUPPORT:

23 (I) ELIMINATION OF THE DUPLICATIVE OVERSIGHT AND
24 REGULATION OF EARLY CHILDHOOD CARE AND LEARNING PROGRAMS AND
25 OTHER RELEVANT EARLY CHILDHOOD PROGRAMS, WHICH PROMOTES
26 ADMINISTRATIVE EFFICIENCY;

27 (II) CONTINUING EFFORTS TO ALIGN THE INCREASINGLY UNIFIED

1 EARLY CHILDHOOD SYSTEM WITH THE ELEMENTARY AND SECONDARY
2 PUBLIC EDUCATION SYSTEM, ESPECIALLY KINDERGARTEN AND GRADES
3 ONE THROUGH THREE AND THE EARLY LITERACY INITIATIVES
4 IMPLEMENTED AT THESE LEVELS, INCLUDING STRATEGIES TO REDUCE
5 BUREAUCRACY AND ENSURE ALIGNMENT WITH PROGRAMS THAT ARE NOT
6 UNIFIED UNDER THE NEW DEPARTMENT;

7 (III) CONTINUING EFFORTS TO ALIGN THE EARLY CHILDHOOD
8 SYSTEM WITH THE CHILD WELFARE SYSTEM AND CHILD MALTREATMENT
9 PREVENTION INITIATIVES, INCLUDING EFFORTS TO ENSURE ALIGNMENT
10 WITH PREVENTION SERVICES UNDER THE FEDERAL "FAMILY FIRST
11 PREVENTION SERVICES ACT OF 2018", AS DEFINED IN SECTION 26-5-101
12 (4.5);

13 (IV) PROGRAM AND SERVICE ALIGNMENT AMONG THE NEW
14 DEPARTMENT AND THE EXISTING DEPARTMENTS, INCLUDING ENTERING
15 INTO MEMORANDA OF UNDERSTANDING AND SHARED INITIATIVES THAT
16 ACHIEVE ALIGNMENT ACROSS PROGRAMS AND SERVICES;

17 (V) ALIGNMENT WITH MULTI-GENERATION STRATEGIES USED BY
18 THE NEW DEPARTMENT AND THE EXISTING DEPARTMENTS TO SUPPORT
19 CHILD AND PARENT OUTCOMES THAT IMPROVE OVERALL FAMILY
20 WELL-BEING;

21 (VI) COORDINATION AND COLLABORATION WITH STATE AGENCIES
22 THAT OVERSEE OR OPERATE PROGRAMS THAT ARE NOT MOVED TO THE
23 NEW DEPARTMENT TO MAXIMIZE THE EFFECTIVENESS OF THE NEW
24 DEPARTMENT'S EARLY CHILDHOOD SERVICES AND PROGRAMS;

25 (VII) ROBUST STAKEHOLDER INVOLVEMENT IN DEVELOPING AND
26 IMPLEMENTING EARLY CHILDHOOD POLICIES, WHICH MUST INCLUDE
27 INVOLVEMENT OF PARENTS ■■■ IN DEVELOPING POLICIES AND PROGRAM

1 DECISIONS THAT AFFECT THEM AND THEIR CHILDREN; AND

2 (VIII) EDUCATION AND TRAINING REGARDING HOW TO IDENTIFY
3 AND ADDRESS CHILD AND FAMILY TRAUMA AND SUPPORT A
4 TRAUMA-INFORMED APPROACH TO EARLY CHILDHOOD; AND

5 (h) EARLY CHILDHOOD DATA SYSTEM STRATEGIES TO INFORM
6 PLANNING, LEVERAGE RESOURCE ALLOCATIONS, MAXIMIZE CHILDREN'S
7 ACCESS TO PROGRAMS, AND SUPPORT DATA-DRIVEN DECISION-MAKING.

8 **26-6.2-305. Universal, voluntary preschool program -**
9 **recommendations - report.** (1) THE TRANSITION WORKING GROUP,
10 WORKING WITH THE CONSULTANT AND WITH THE ADVICE OF THE
11 TRANSITION ADVISORY GROUP, SHALL DEVELOP RECOMMENDATIONS FOR
12 A NEW STATEWIDE, UNIVERSAL, VOLUNTARY PRESCHOOL PROGRAM TO
13 BEGIN OPERATING IN THE 2023-24 SCHOOL YEAR THAT IS ADMINISTERED
14 BY THE NEW DEPARTMENT AND MEETS THE REQUIREMENTS SPECIFIED IN
15 THIS SECTION. THE TRANSITION WORKING GROUP SHALL ENSURE THAT THE
16 RECOMMENDATIONS FOR THE NEW PRESCHOOL PROGRAM ARE ALIGNED
17 AND COORDINATED WITH THE RECOMMENDATIONS IN THE TRANSITION
18 PLAN. THE NEW PRESCHOOL PROGRAM AT A MINIMUM MUST:

19 (a) ALIGN EXISTING FUNDING FOR THE EXISTING COLORADO
20 PRESCHOOL PROGRAM CREATED IN ARTICLE 28 OF TITLE 22 AND
21 ANTICIPATED PRESCHOOL FUNDING FROM THE PRESCHOOL PROGRAMS
22 CASH FUND AND INCORPORATE THE EXISTING PRESCHOOL PROGRAM INTO
23 THE NEW PRESCHOOL PROGRAM TO OPERATE AS A SINGLE STATE-LEVEL
24 PRESCHOOL PROGRAM AND ALIGN WITH OTHER RELEVANT EARLY
25 CHILDHOOD PROGRAMS OPERATED BY THE EXISTING DEPARTMENTS TO
26 ACHIEVE A STREAMLINED PRESCHOOL EXPERIENCE FOR CHILDREN,
27 FAMILIES, AND EARLY CHILDHOOD CARE AND LEARNING PROVIDERS; AND

1 (b) BE DESIGNED TO MEET THE USE REQUIREMENTS SPECIFIED IN
2 SECTION 24-22-118 (3)(b) AND (3)(d) FOR THE MONEY IN THE PRESCHOOL
3 PROGRAMS CASH FUND AND THE PROGRAM REQUIREMENTS SPECIFIED IN
4 SECTION 24-22-118 (3)(c) FOR THE NEW PRESCHOOL PROGRAM.

5 (2) THE RECOMMENDATIONS FOR THE NEW PRESCHOOL PROGRAM
6 MUST BE INFORMED BY THE ANALYSIS OF THE USE OF EXISTING EARLY
7 CHILDHOOD PROGRAMS AND SERVICES CONDUCTED PURSUANT TO SECTION
8 26-6.2-303 (8) AND DESIGNED TO ENSURE THAT THE NEW PRESCHOOL
9 PROGRAM OPERATES WITHIN THE FOLLOWING PARAMETERS:

10 (a) THE MONEY FROM THE PRESCHOOL PROGRAMS CASH FUND
11 MUST BE DISTRIBUTED THROUGH THE NEW STATE-LEVEL PRESCHOOL
12 PROGRAM TO SUPPORT HIGH-QUALITY PRESCHOOL PROGRAMS THAT
13 IMPLEMENT DEVELOPMENTALLY AND CULTURALLY APPROPRIATE
14 WHOLE-CHILD, QUALITY LEARNING EXPERIENCES THAT SUPPORT THE
15 LEARNING AND DEVELOPMENT OF ALL CHILDREN, INCLUDING STRATEGIES
16 THAT SUPPORT THE NEEDS OF CHILDREN WHO ARE DUAL LANGUAGE
17 LEARNERS AND CHILDREN WHO ARE MEMBERS OF GROUPS THAT HAVE
18 HISTORICALLY FACED BARRIERS TO ACCESSING QUALITY PRESCHOOL
19 PROGRAMMING;

20 (b) THE MONEY THAT IS DISTRIBUTED THROUGH THE NEW
21 PRESCHOOL PROGRAM MUST BE ALLOCATED TO BOTH SCHOOL-BASED AND
22 COMMUNITY-BASED PRESCHOOL PROGRAM PROVIDERS, INCLUDING HEAD
23 START AGENCIES;

24 (c) THE ADMINISTRATION OF THE NEW PRESCHOOL PROGRAM MUST
25 ENSURE THAT SCHOOL-BASED AND COMMUNITY-BASED PRESCHOOL
26 PROGRAM PROVIDERS MEET STANDARDS FOR FISCAL ACCOUNTABILITY AND
27 COMPLY WITH NONDISCRIMINATION LAWS;

1 (d) MONEY THAT IS ALLOCATED FOR CHILD CARE AND FOR
2 PRESCHOOL PROGRAMMING MUST BE BLENDED OR BRAIDED, AND WHEN
3 APPLICABLE ALSO BLENDED OR BRAIDED WITH MONEY FOR PROGRAMS
4 PROVIDED BY HEAD START AGENCIES, TO ENABLE COMMUNITIES TO
5 SUPPORT A FULL DAY OF CHILD CARE AND EARLY LEARNING SERVICES FOR
6 WORKING FAMILIES;

7 (e) THE NEW STATE-LEVEL PRESCHOOL PROGRAM MUST ENSURE
8 ALIGNMENT WITH STATE AND FEDERAL REQUIREMENTS UNDER THE
9 "EXCEPTIONAL CHILDREN'S EDUCATIONAL ACT", PART 1 OF ARTICLE 20
10 OF TITLE 22, AND PART B AND PART C OF THE FEDERAL "INDIVIDUALS
11 WITH DISABILITIES EDUCATION ACT", 20 U.S.C. SEC. 1400 ET SEQ., AS
12 AMENDED;

13 (f) THE DESIGN OF THE NEW STATE-LEVEL PRESCHOOL PROGRAM
14 MUST FOCUS ON CHILDREN, FAMILIES, AND CHILD CARE AND LEARNING
15 PROVIDERS TO ALLOW EASY ACCESS FOR FAMILIES TO CHOOSE THE
16 PRESCHOOL PROGRAMS, AND ADDITIONAL CHILD CARE PROGRAMS, THAT
17 ARE MOST APPROPRIATE FOR THEIR CHILDREN AND THEIR CIRCUMSTANCES;

18 (g) THE STATE-LEVEL PRESCHOOL PROGRAM MUST ESTABLISH
19 PROGRAM STANDARDS FOR LOCAL PRESCHOOL PROGRAM QUALITY THAT
20 ARE DESIGNED TO SUPPORT CHILD DEVELOPMENT AND THE SUCCESSFUL
21 TRANSITION OF CHILDREN AND FAMILIES TO SCHOOL AND THAT ARE
22 ALIGNED AND INTEGRATED WITH STANDARDS FROM OTHER EARLY
23 CHILDHOOD CARE AND LEARNING PROGRAMS IN THE STATE;

24 (h) THE NEW PRESCHOOL PROGRAM MUST INTEGRATE WITH THE
25 LOCAL INFRASTRUCTURE FOR EARLY CHILDHOOD, INCLUDING THE EARLY
26 CHILDHOOD COUNCILS OR OTHER LOCALLY DESIGNATED STRUCTURES, TO
27 SUPPORT COORDINATION OF EARLY CHILDHOOD PROGRAMS AT THE LOCAL

1 LEVEL, CONTINUOUS QUALITY IMPROVEMENT, RECRUITMENT AND
2 RETENTION OF THE EARLY CHILDHOOD WORKFORCE, AND CHILDREN'S AND
3 FAMILIES' ACCESS TO COMPREHENSIVE SERVICES; AND

4 (i) THE NEW PRESCHOOL PROGRAM MUST BE SUBJECT TO A
5 PROGRAM EVALUATION THAT INCLUDES THE PROGRAM'S EFFECTS ON
6 CHILD AND FAMILY OUTCOMES.

7 (3) (a) IN ADDRESSING THE ALLOCATION AND DISTRIBUTION OF
8 MONEY TO LOCAL PRESCHOOL PROGRAM PROVIDERS, THE
9 RECOMMENDATIONS FOR THE NEW PRESCHOOL PROGRAM, AT A MINIMUM,
10 MUST ADDRESS THE PROCESS FOR CALCULATING FUNDING RATES AND HOW
11 THE RATES ARE DESIGNED TO SUPPORT QUALITY PRESCHOOL PROGRAMS
12 AND THE PROCESS FOR DISTRIBUTING MONEY THROUGH THE NEW
13 PRESCHOOL PROGRAM.

14 (b) WITH REGARD TO THE REQUIREMENT THAT THE NEW
15 PRESCHOOL PROGRAM ALIGN WITH FEDERAL AND STATE REQUIREMENTS
16 FOR SERVING CHILDREN WITH DISABILITIES, THE RECOMMENDATIONS FOR
17 THE NEW PRESCHOOL PROGRAM MUST ADDRESS, AT A MINIMUM, THE
18 COMPONENTS OF AN INTERAGENCY AGREEMENT AND OTHER STRATEGIES
19 TO DEFINE THE ROLES AND RESPONSIBILITIES OF THE NEW DEPARTMENT,
20 THE DEPARTMENT OF EDUCATION, LOCAL EDUCATION AGENCIES, AND
21 PRESCHOOL PROVIDERS REGARDING:

22 (I) HOW THE NEW PRESCHOOL PROGRAM, AS IMPLEMENTED IN
23 CONJUNCTION WITH PRESCHOOL SPECIAL EDUCATION, WILL MAINTAIN
24 ALIGNMENT WITH FEDERAL REQUIREMENTS FOR IDENTIFYING AND SERVING
25 PRESCHOOL CHILDREN WITH DISABILITIES AND THE ROLES OF THE NEW
26 DEPARTMENT AND THE DEPARTMENT OF EDUCATION;

27 (II) ACCOUNTABILITY AND OVERSIGHT OF SCHOOL- AND

1 COMMUNITY-BASED PRESCHOOL PROGRAM PROVIDERS WITH REGARD TO
2 FEDERAL REQUIREMENTS FOR IDENTIFYING AND SERVING PRESCHOOL
3 CHILDREN WITH DISABILITIES, INCLUDING HOW THE NEW PRESCHOOL
4 PROGRAM AND THE NEW DEPARTMENT WILL COORDINATE WITH THE
5 DEPARTMENT OF EDUCATION IN ITS ROLE AS THE LEAD AGENCY
6 RESPONSIBLE FOR COMPLIANCE WITH THE FEDERAL "INDIVIDUALS WITH
7 DISABILITIES EDUCATION ACT", 20 U.S.C. SEC. 1400 ET SEQ., AS
8 AMENDED, AND THE "EXCEPTIONAL CHILDREN'S EDUCATIONAL ACT",
9 PART 1 OF ARTICLE 20 OF TITLE 22;

10 (III) HOW PRESCHOOL SPECIAL EDUCATION SERVICES MUST BE
11 DELIVERED AND HOW COMMUNITY-BASED PRESCHOOL PROGRAM
12 PROVIDERS WILL BE HELD ACCOUNTABLE FOR PROVIDING ACCESS AND
13 NECESSARY SUPPORTS IN IMPLEMENTING A MIXED-DELIVERY PRESCHOOL
14 PROGRAM;

15 (IV) HOW THE NEW PRESCHOOL PROGRAM WILL BE INTEGRATED
16 WITH THE EXISTING REQUIREMENTS IMPOSED ON LOCAL EDUCATION
17 AGENCIES RELATED TO THE PROVISION OF PRESCHOOL SPECIAL EDUCATION
18 SERVICES, INCLUDING, BUT NOT LIMITED TO, STAFF QUALIFICATIONS AND
19 IDENTIFYING, EVALUATING, DETERMINING THE ELIGIBILITY OF, AND
20 PROVIDING SERVICES TO CHILDREN WITH DISABILITIES; AND

21 (V) HOW THE NEW PRESCHOOL PROGRAM WILL REDUCE
22 DUPLICATIVE OVERSIGHT AND REGULATION OF SCHOOL- AND
23 COMMUNITY-BASED PRESCHOOL PROGRAMS IMPLEMENTING SERVICES FOR
24 PRESCHOOL CHILDREN WITH DISABILITIES.

25 **26-6.2-306. Repeal of part.** THIS PART 3 IS REPEALED, EFFECTIVE
26 JULY 1, 2024.

27 **SECTION 2.** In Colorado Revised Statutes, 24-1-110, **amend** (1)

1 introductory portion; and **add** (1)(y) as follows:

2 **24-1-110. Principal departments.** (1) In accordance with the
3 provisions of section 22 of article IV of the state constitution, all
4 executive and administrative offices, agencies, and instrumentalities of
5 the executive department of the state government and their respective
6 functions, powers, and duties, except as otherwise provided by law, are
7 allocated among and within the following principal departments created
8 by this ~~article~~ ARTICLE 1:

9 (y) DEPARTMENT OF EARLY CHILDHOOD.

10 **SECTION 3.** In Colorado Revised Statutes, **add** 24-1-120.5 as
11 follows:

12 **24-1-120.5. Department of early childhood - creation.**

13 (1) THERE IS CREATED THE DEPARTMENT OF EARLY CHILDHOOD, THE
14 HEAD OF WHICH IS THE EXECUTIVE DIRECTOR OF THE DEPARTMENT OF
15 EARLY CHILDHOOD, WHICH OFFICE IS CREATED. THE GOVERNOR SHALL
16 APPOINT THE EXECUTIVE DIRECTOR, WITH THE CONSENT OF THE SENATE,
17 AND THE EXECUTIVE DIRECTOR SERVES AT THE PLEASURE OF THE
18 GOVERNOR. THE REAPPOINTMENT OF AN EXECUTIVE DIRECTOR AFTER AN
19 INITIAL ELECTION OF A GOVERNOR IS SUBJECT TO THE PROVISIONS OF
20 SECTION 24-20-109.

21 (2) THE EARLY CHILDHOOD LEADERSHIP COMMISSION CREATED IN
22 PART 3 OF ARTICLE 1 OF TITLE 26.5 AND ITS POWERS, DUTIES, AND
23 FUNCTIONS ARE TRANSFERRED BY A **TYPE 2** TRANSFER TO THE
24 DEPARTMENT OF EARLY CHILDHOOD.

25 **SECTION 4.** In Colorado Revised Statutes, **add, with amended**
26 **and relocated provisions,** title 26.5 as follows:

27 **TITLE 26.5**

1 **EARLY CHILDHOOD PROGRAMS AND SERVICES**

2 **ARTICLE 1**

3 **Early Childhood Programs and Services**

4 PART 1

5 DEPARTMENT OF EARLY CHILDHOOD

6 **26.5-1-101. Short title.** THE SHORT TITLE OF THIS TITLE 26.5 IS
7 THE "ANNA JO GARCIA HAYNES EARLY CHILDHOOD ACT".

8 **26.5-1-102. Legislative intent.** (1) IT IS THE INTENT OF THE
9 GENERAL ASSEMBLY THAT THE DEPARTMENT OF EARLY CHILDHOOD SHALL
10 WORK WITH OTHER STATE AND LOCAL AGENCIES, PUBLIC AND PRIVATE
11 EARLY CHILDHOOD PROVIDERS, HEAD START AGENCIES, NONPROFIT
12 ORGANIZATIONS, AND PARENTS AND FAMILIES TO:

13 (a) PROVIDE HIGH-QUALITY, VOLUNTARY, AFFORDABLE EARLY
14 CHILDHOOD OPPORTUNITIES FOR ALL CHILDREN IN COLORADO;

15 (b) COORDINATE THE AVAILABILITY OF EARLY CHILDHOOD
16 PROGRAMS AND SERVICES IN COLORADO TO MEET THE NEEDS OF ALL
17 FAMILIES;

18 (c) ESTABLISH STATE AND COMMUNITY PARTNERSHIPS THAT
19 PROVIDE FOR A MIXED DELIVERY OF CHILD CARE AND EARLY CHILDHOOD
20 PROGRAMS THROUGH SCHOOL-BASED AND COMMUNITY-BASED
21 PROVIDERS;

22 (d) ENSURE THAT PARENT AND COMMUNITY INPUT ARE
23 PRIORITIZED IN THE CONTINUING DESIGN AND IMPLEMENTATION OF
24 PROGRAMS AND POLICIES AFFECTING CHILDREN AND FAMILIES;

25 (e) MAXIMIZE THE EFFICIENT USE OF RESOURCES TO ENSURE THAT
26 PARENTS, CHILDREN, AND EARLY CHILDHOOD PROGRAM AND SERVICE
27 PROVIDERS ARE PRIORITIZED AND RECEIVE THE GREATEST LEVEL OF

1 INVESTMENT AND FINANCIAL SUPPORT WITH THE LOWEST POSSIBLE
2 ADMINISTRATIVE BURDEN;

3 (f) PRIORITIZE THE EQUITABLE DELIVERY OF RESOURCES AND
4 SUPPORTS FOR EARLY CHILDHOOD;

5 (g) UNIFY WITHIN THE DEPARTMENT THE ADMINISTRATION OF
6 CHILD CARE AND EARLY LEARNING PROGRAMS TO EFFECTIVELY AND
7 EFFICIENTLY SUPPORT A STREAMLINED PARENT AND PROVIDER
8 EXPERIENCE AND TO SUPPORT A DIVERSE ARRAY OF PROVIDERS OF EARLY
9 CHILDHOOD CARE AND LEARNING SERVICES. UNIFICATION OF THE
10 PROGRAMS MUST INCLUDE:

11 (I) DEVELOPMENT OF A COMMON PROGRAM APPLICATION PROCESS,
12 WHICH, TO THE EXTENT PRACTICABLE, IS ACCESSIBLE IN FAMILIES'
13 PREFERRED LANGUAGES, TO STREAMLINE THE ELIGIBILITY AND
14 ENROLLMENT EXPERIENCE FOR FAMILIES;

15 (II) QUALITY PROGRAM STANDARDS THAT SUPPORT CHILD
16 DEVELOPMENT AND SUCCESSFUL TRANSITIONS TO ELEMENTARY
17 EDUCATION AND ARE ALIGNED AND INTEGRATED WITH STANDARDS FROM
18 OTHER EARLY CARE AND LEARNING PROGRAMS; AND

19 (III) FOCUS ON RECRUITMENT AND RETENTION STRATEGIES,
20 INCLUDING STRATEGIES DESIGNED TO RECRUIT AND RETAIN INDIVIDUALS
21 FROM DIFFERENT CULTURAL BACKGROUNDS, AND COMPENSATION
22 STRATEGIES FOR THE EARLY CARE AND LEARNING WORKFORCE TO
23 ELEVATE AND SUPPORT THE WORKFORCE ACROSS ALL CARE AND LEARNING
24 SETTINGS; AND

25 (h) IMPROVE OUTCOMES FOR CHILDREN AND FAMILIES THROUGH:

26 (I) STRATEGIES THAT SUPPORT RECRUITMENT, TRAINING, AND
27 COMPENSATION OF THE EARLY CHILDHOOD WORKFORCE, INCLUDING

1 STRATEGIES DESIGNED TO RECRUIT AND RETAIN INDIVIDUALS FROM
2 DIFFERENT CULTURAL BACKGROUNDS;

3 (II) IMPLEMENTATION OF EVIDENCE- AND PRACTICE-BASED BEST
4 PRACTICES IN EDUCATION, FAMILY SUPPORT, AND CHILD DEVELOPMENT
5 WITH A FOCUS ON CONTINUOUS IMPROVEMENT AND INNOVATION;

6 (III) PROGRAM EVALUATION FOR CONTINUOUS IMPROVEMENT,
7 INCLUDING MONITORING METRICS THAT PROMOTE TRANSPARENCY AND
8 EFFICIENCY OF ADMINISTRATION, PROGRAM QUALITY ASSESSMENT, AND
9 CHILD AND FAMILY OUTCOMES AND ACCOUNTABILITY, WHICH ARE
10 REPORTED ANNUALLY AND MUST ADDRESS REMOVAL OR REDUCTION OF
11 ACCESS BARRIERS, REALIZATION OF ADMINISTRATIVE OR FINANCIAL
12 EFFICIENCIES, AND PROGRESS TOWARD ACHIEVING THE DEPARTMENT'S
13 MISSION;

14 (IV) ALIGNMENT WITH STATE AND FEDERAL REQUIREMENTS
15 UNDER THE STATE "EXCEPTIONAL CHILDREN'S EDUCATIONAL ACT", PART
16 1 OF ARTICLE 20 OF TITLE 22, AND PART B AND PART C OF THE FEDERAL
17 "INDIVIDUALS WITH DISABILITIES EDUCATION ACT", 20 U.S.C. SEC. 1400
18 ET SEQ., AS AMENDED; AND

19 (V) EDUCATION AND TRAINING REGARDING HOW TO IDENTIFY AND
20 ADDRESS CHILD AND FAMILY TRAUMA AND SUPPORT A TRAUMA-INFORMED
21 APPROACH TO EARLY CHILDHOOD.

22 **26.5-1-103. Definitions.** AS USED IN THIS TITLE 26.5, UNLESS THE
23 CONTEXT OTHERWISE REQUIRES:

24 (1) "DEPARTMENT" MEANS THE DEPARTMENT OF EARLY
25 CHILDHOOD CREATED IN SECTION 26.5-1-104.

26 (2) "EXECUTIVE DIRECTOR" MEANS THE EXECUTIVE DIRECTOR OF
27 THE DEPARTMENT OF EARLY CHILDHOOD.

1 **26.5-1-104. Department of early childhood - created -**
2 **executive director - powers, duties, and functions.** (1) THERE IS
3 CREATED THE DEPARTMENT OF EARLY CHILDHOOD, THE HEAD OF WHICH
4 IS THE EXECUTIVE DIRECTOR OF THE DEPARTMENT OF EARLY CHILDHOOD,
5 WHICH OFFICE IS CREATED. THE GOVERNOR SHALL APPOINT THE
6 EXECUTIVE DIRECTOR, WITH THE CONSENT OF THE SENATE, AND THE
7 EXECUTIVE DIRECTOR SERVES AT THE PLEASURE OF THE GOVERNOR. THE
8 REAPPOINTMENT OF AN EXECUTIVE DIRECTOR AFTER AN INITIAL ELECTION
9 OF A GOVERNOR IS SUBJECT TO THE PROVISIONS OF SECTION 24-20-109. IN
10 APPOINTING AN EXECUTIVE DIRECTOR, THE GOVERNOR SHALL MAKE
11 CONCERTED EFFORTS TO IDENTIFY QUALIFIED INDIVIDUALS WHO ARE
12 REPRESENTATIVE OF THE DIVERSE POPULATIONS OF CHILDREN AND
13 FAMILIES RESIDING IN COLORADO. THE EXECUTIVE DIRECTOR HAS THOSE
14 POWERS, DUTIES, AND FUNCTIONS PRESCRIBED FOR THE HEADS OF
15 PRINCIPAL DEPARTMENTS IN THE "ADMINISTRATIVE ORGANIZATION ACT
16 OF 1968", ARTICLE 1 OF TITLE 24, AND ANY POWERS, DUTIES, AND
17 FUNCTIONS SET FORTH IN THIS TITLE 26.5.

18 (2) THE DEPARTMENT OF EARLY CHILDHOOD CONSISTS OF AN
19 EXECUTIVE DIRECTOR OF THE DEPARTMENT OF EARLY CHILDHOOD AND
20 SUCH DIVISIONS, SECTIONS, OTHER UNITS, AND ADVISORY BOARDS AS THE
21 EXECUTIVE DIRECTOR MAY ESTABLISH PURSUANT TO SUBSECTION (3) OF
22 THIS SECTION AND AS MAY BE SPECIFIED IN THIS TITLE 26.5.

23 (3) THE EXECUTIVE DIRECTOR MAY ESTABLISH SUCH DIVISIONS,
24 SECTIONS, OTHER UNITS, AND ADVISORY BOARDS WITHIN THE
25 DEPARTMENT AS ARE NECESSARY FOR THE PROPER AND EFFICIENT
26 DISCHARGE OF THE POWERS, DUTIES, AND FUNCTIONS OF THE
27 DEPARTMENT.

1 (4) THE DEPARTMENT OF EARLY CHILDHOOD IS RESPONSIBLE FOR
2 ADMINISTERING THE FUNCTIONS AND PROGRAMS AS SET FORTH IN THIS
3 TITLE 26.5.

4 (5) THE EXECUTIVE DIRECTOR SHALL ESTABLISH A WORK GROUP
5 TO IDENTIFY PROGRAMS AND SERVICES THAT MAY BE ADDRESSED IN
6 SUBSEQUENT TRANSITION PHASES AND DEVELOP A CONTINUING,
7 COMPREHENSIVE PLAN FOR TRANSITIONING PROGRAMS AND SERVICES TO
8 THE DEPARTMENT, WHICH MUST INCLUDE CONSIDERATION OF THE FISCAL
9 IMPACT OF TRANSITIONING THE PROGRAMS AND SERVICES.

10 PART 2

11 (Reserved)

12 PART 3

13 EARLY CHILDHOOD LEADERSHIP COMMISSION

14 **26.5-1-301. [Formerly 26-6.2-101] Legislative declaration.**

15 (1) The general assembly hereby finds that:

16 (a) Public investments for pregnant women and young children
17 from birth to eight years of age and their families fall behind investments
18 for older Colorado children and lag behind national trends;

19 (b) For the state's early childhood system to operate effectively,
20 the efforts of the public and private agencies that compose the system
21 must be efficiently coordinated, aligned to state and federal standards, and
22 made accountable across state systems; and

23 (c) While there are several planning efforts related to early
24 childhood services and collaborative bodies within state and local
25 governments, there is no single venue to allow high-level
26 decision-making among policy makers, to collectively study
27 recommendations, to facilitate cross-agency collaboration among state

1 agencies, and to make joint policy and funding recommendations.

2 (2) The general assembly further finds that:

3 (a) A commission to assist in coordinating services and supports
4 for pregnant women and young children from birth to eight years of age
5 and their families will improve the delivery of those services and improve
6 the educational, health, emotional and mental health, child welfare, and
7 employment outcomes for these children and their families; and

8 (b) A commission to assist in coordinating the delivery of services
9 and supports for pregnant women and young children and their families
10 will also significantly improve Colorado's workforce and economic
11 development by:

12 (I) Helping to ensure a healthy, well-educated workforce far into
13 the future;

14 (II) Supporting those persons who currently provide early
15 childhood services and supports and creating additional employment
16 opportunities;

17 (III) Supporting parents of young children who need dependable,
18 high-quality child care and supportive services in order to be fully
19 engaged and productive in their jobs; and

20 (IV) Supporting the market in early childhood services and
21 products as a vibrant element of the state's economy.

22 (3) The general assembly finds, therefore, that it is essential to
23 create a high-level, interagency, public-private leadership commission to
24 identify opportunities for, and address barriers to, the coordination of
25 federal and state early childhood policies and procedures in order to
26 promote access to programs and services that affect the health and
27 well-being of Colorado's children.

1 **26.5-1-302. [Formerly 26-6.2-103] Early childhood leadership**

2 **commission - created - mission - funding.** (1) There is created in the
3 state department the early childhood leadership commission, REFERRED
4 TO IN THIS PART 3 AS THE "COMMISSION". The purpose of the commission
5 is to ensure and advance a comprehensive service delivery system for
6 pregnant women and children from birth to eight years of age using data
7 to improve decision-making, alignment, and coordination among
8 federally funded and state-funded services and programs for pregnant
9 women and young children and their families. At a minimum, the
10 comprehensive service delivery system for pregnant women and children
11 and their families must include services in the areas of prenatal health,
12 child health, child mental health, early care and education, and family
13 support and parent education.

14 (2) The commission ~~shall consist~~ CONSISTS of up to ~~twenty~~
15 TWENTY-ONE members as follows:

16 (a) The executive directors of each of the following agencies or
17 their designees:

- 18 (I) The state department of human services;
- 19 (II) The department of public health and environment;
- 20 (III) The department of health care policy and financing; ~~and~~
- 21 (IV) The department of higher education; AND
- 22 (V) THE DEPARTMENT OF EARLY CHILDHOOD;

23 (b) The commissioner of education or ~~his or her~~ THE
24 COMMISSIONER'S designee;

25 (c) The head start ~~state~~ collaboration OFFICE director for Colorado;
26 and

27 (d) No more than fourteen persons appointed by the governor,

1 which persons collectively have the following expertise, affiliations, or
2 backgrounds:

- 3 (I) Representatives of local government groups;
- 4 (II) Representatives of school districts;
- 5 (III) Providers of early childhood supports and services;
- 6 (IV) REPRESENTATIVES OF HEAD START AGENCIES;
- 7 ~~(IV)~~ (V) Persons whose families receive early childhood supports
8 or services;
- 9 ~~(V)~~ (VI) Representatives of statewide foundations and nonprofit
10 organizations involved in early childhood issues;
- 11 ~~(VI)~~ (VII) Members of the business community; and
- 12 ~~(VII)~~ (VIII) Representatives of the local public health community.

13 (3) (a) In appointing persons to the commission, the governor
14 shall ensure that the appointed persons reflect the gender balance and
15 ethnic diversity in the state and provide representation from throughout
16 the state and that the commission includes representation of persons with
17 disabilities AND THOSE WHO REPRESENT LANGUAGE DIVERSITY OR
18 SUPPORT FAMILIES AND CHILDREN WHO ARE DUAL LANGUAGE LEARNERS.

19 (b) The persons appointed to the commission pursuant to
20 subsection (2)(d) of this section: ~~shall:~~

- 21 (I) Serve at the pleasure of the governor; and
- 22 (II) Serve without compensation but may receive reimbursement
23 for reasonable expenses incurred in fulfilling their duties on the
24 commission. ~~subject to the availability of federal funds or gifts, grants, or~~
25 ~~donations.~~

26 (c) If a vacancy occurs in the positions appointed pursuant to
27 ~~paragraph (d) of subsection (2)~~ SUBSECTION (2)(d) of this section, the

1 governor shall appoint a person to fill the vacancy.

2 (4) The governor shall appoint three persons from among the
3 members of the commission, one representing business interests, one
4 representing private, nonprofit entities, and one representing public
5 entities, to serve as co-chairs of the commission. The commission shall
6 meet regularly at the direction of the co-chairs and as often as necessary
7 to fulfill its duties. The co-chairs may appoint working groups and
8 subcommittees to assist the commission in its work or to address specific
9 issues. The working groups and subcommittees, at the discretion of the
10 co-chairs, may consist of any combination of members of the commission
11 and other persons from the community.

12 (5) The commission, in collaboration with the executive director
13 of the ~~state~~ department, may appoint a director to assist the commission
14 in fulfilling its duties pursuant to this ~~article 6.2~~ PART 3. The director may
15 appoint such additional persons as may be necessary to assist the
16 commission. ~~The director and any other persons appointed pursuant to~~
17 ~~this subsection (5) shall be compensated with federal funds or gifts,~~
18 ~~grants, and donations, and not with money from the general fund.~~

19 (6) The governor's office, the ~~state~~ department, and the other
20 agencies represented on the commission may, at the request of the
21 commission and within existing appropriations, provide necessary support
22 to the commission, including but not limited to administrative support,
23 data, and other analytical information. In addition, the commission may
24 seek, accept, and expend gifts, grants, or donations from public or private
25 sources to the extent necessary to cover the expenses of the commission.
26 ~~Money from the general fund shall not be appropriated for the~~
27 ~~commission or for administrative or other expenses of the commission.~~

1 **26.5-1-303. [Formerly 26-6.2-104] Early childhood leadership**

2 **commission - duties.** (1) In addition to any other duties specified in law,
3 the commission has the following duties:

4 (a) To identify opportunities for, and barriers to, the alignment of
5 standards, rules, policies, and procedures across programs and agencies
6 that support young children and to recommend to the appropriate
7 committees of reference of the general assembly pursuant to part 2 of
8 article 7 of title 2 and to government and nonprofit agencies and policy
9 boards changes to enhance the alignment and provision of services and
10 supports for pregnant women and young children and their families;

11 (b) To advise and make recommendations to the ~~state~~ department
12 and to other relevant early childhood entities concerning implementation
13 of the early childhood Colorado framework;

14 (c) To assist public and private agencies in coordinating efforts on
15 behalf of pregnant women and children and their families, including
16 securing funding and additional investments for services, programs, and
17 access to these services and programs for children and their families;

18 (d) To consider and recommend waivers from state regulations on
19 behalf of early childhood councils as provided in section 26-6.5-104 (1);

20 (e) To monitor the ongoing development, promotion, and
21 implementation of:

22 (I) A quality, cohesive professional development and career
23 advancement system;

24 (II) High-quality, comprehensive early learning standards; and

25 (III) The sharing and use of common data for planning and
26 accountability among early childhood programs;

27 (f) To develop strategies and monitor efforts concerning:

- 1 (I) Increasing children's school readiness;
- 2 (II) Increasing participation in and access to child care and early
3 education programs; and
- 4 (III) Promoting family and community engagement in children's
5 early education and development.
- 6 (2) In fulfilling its duties, the commission shall collaborate, at a
7 minimum, with:
- 8 (a) Members of the early childhood councils established pursuant
9 to section 26-6.5-103; and
- 10 (b) Any other boards, commissions, and councils that address
11 services and supports for pregnant women and young children.

12 **26.5-1-304. [Formerly 26-6.2-106] Repeal of part.** This article
13 ~~6.2~~ PART 3 is repealed, effective September 1, 2023. Before its repeal, the
14 commission is subject to review in accordance with section 2-3-1203.

15 PART 4

16 EARLY CHILDHOOD AND SCHOOL READINESS

17 LEGISLATIVE COMMISSION

18 **26.5-1-401. [Formerly 26-6.5-201] Short title.** ~~This part 2 shall~~
19 ~~be known and may be cited as~~ THE SHORT TITLE OF THIS PART 4 IS the
20 "Early Childhood and School Readiness Legislative Commission Act".

21 **26.5-1-402. [Formerly 26-6.5-202] Legislative declaration.**

22 (1) The general assembly finds that:

- 23 (a) The most economically efficient time to develop children's
24 skills and social abilities is in the very early years when developmental
25 education across all of the four domains of early learning, family support
26 and education, health care, social-emotional health, and mental health,
27 can have the most effect;

1 (b) Children, families, and society benefit from quality
2 investments in early childhood development and learning. Comprehensive
3 early childhood development provides children and their families with the
4 resources they need for early nurturing and for early language
5 development and learning experiences and the physical health supports
6 they need to help them arrive at school thriving and ready to learn.

7 (c) High-quality early childhood care and ~~education~~ LEARNING
8 during the crucial growth years from birth to five years of age is
9 necessary to enable children to succeed when they start kindergarten and
10 as they continue their education;

11 (d) Research demonstrates that parental support and involvement,
12 combined with a high-quality preschool education program, increases
13 students' school readiness and achievement in kindergarten and
14 significantly contributes to overcoming the effects of students' varying
15 socioeconomic circumstances; and

16 (e) Research further shows that improving educational
17 performance through improved school readiness costs much less than
18 special education, remediation, and grade retention.

19 (2) The general assembly concludes therefore that it is in the best
20 interests of the state to create a legislative commission to meet on a
21 regular basis throughout the year to study issues and recommend
22 legislation concerning early childhood and school readiness, including
23 health care, mental health, parental involvement, family support, child
24 care, and early learning.

25 **26.5-1-403. [Formerly 26-6.5-203] Early childhood and school**
26 **readiness legislative commission - creation - membership - duties -**
27 **funding.** (1) (a) There is created a legislative commission for policy

1 improvement related to early childhood and school readiness, including
2 the areas of health, mental health, parental involvement, family support,
3 child care, and early learning, referred to in this ~~article~~ PART 4 as the
4 "commission".

5 (b) The commission consists of six members, appointed for terms
6 of three years; except that, of the members first appointed, two members
7 shall be appointed for one-year terms, two members shall be appointed
8 for two-year terms, and two members shall be appointed for three-year
9 terms. The appointing authorities shall jointly determine which
10 commission members serve reduced terms. Each commission member
11 serves at the pleasure of the applicable appointing authority. Vacancies
12 shall be filled by appointment of the original appointing authority for the
13 remainder of the unexpired term. Initial appointments to the commission
14 shall be made on or before July 1, 2013, as follows:

15 (I) The president of the senate shall appoint two senators to serve
16 on the commission, one of whom serves on the senate education
17 committee, or any successor committee, and one of whom serves on the
18 senate health and human services committee, or any successor committee;

19 (II) The minority leader of the senate shall appoint one senator to
20 serve on the commission who also serves on the senate education
21 committee, or any successor committee;

22 (III) The speaker of the house of representatives shall appoint two
23 representatives to serve on the commission, one of whom serves on the
24 education committee of the house of representatives, or any successor
25 committee, and one of whom serves on the public health care and human
26 services committee of the house of representatives, or any successor
27 committee; and

1 (IV) The minority leader of the house of representatives shall
2 appoint one representative to serve on the commission who also serves on
3 the education committee of the house of representatives, or any successor
4 committee.

5 (c) The president of the senate shall select the first chair of the
6 commission, and the speaker of the house of representatives shall select
7 the first vice-chair. The chair and vice-chair shall MUST alternate annually
8 thereafter between the two houses. The chair and vice-chair of the
9 commission may establish such organizational and procedural rules as are
10 necessary for the operation of the commission.

11 (d) The members of the commission shall MUST receive
12 compensation and reimbursement for expenses incurred in fulfilling the
13 duties of the commission as provided in section 2-2-326. ~~C.R.S.~~

14 (2) (a) ~~(f)~~ The commission may meet up to four times annually.
15 The director of research of the legislative council and the director of the
16 office of legislative legal services shall provide staff assistance to the
17 commission. The commission shall study issues concerning early
18 childhood and school readiness, including but not limited to health care,
19 mental health, parental involvement, family support, child care, and early
20 learning. The commission shall solicit input from members of the public,
21 especially those individuals with expertise related to early childhood and
22 school readiness issues, to aid the commission in its work. The
23 commission shall consult with the early childhood leadership
24 commission, created in ~~section 26-6.2-103~~ SECTION 26.5-1-302, with
25 regard to policies concerning early childhood and school readiness.

26 ~~(H) (A) Notwithstanding subsection (2)(a)(I) of this section, the~~
27 ~~commission shall not meet during the 2020 interim.~~

1 ~~(B) This subsection (2)(a)(II) is repealed, effective July 1, 2021.~~

2 (b) The commission may accept in-kind donations in the form of
3 administrative support from one or more nonprofit organizations.

4 (c) ~~(f)~~ The commission shall report to the legislative council by
5 the date specified in ~~joint~~ rule 24 (b)(1)(D) OF THE JOINT RULES OF THE
6 SENATE AND HOUSE OF REPRESENTATIVES. The report may include
7 recommendations for legislation, including but not limited to legislation
8 continuing the commission and an explanation of the additional time and
9 procedures that the commission may require to achieve the commission's
10 study goals. Legislation that the commission recommends ~~shall be~~ IS
11 treated as legislation recommended by an interim committee for the
12 purposes of the introduction deadlines and bill limitations imposed by the
13 joint rules of the senate and house of representatives.

14 ~~(H) (A) Notwithstanding subsection (2)(c)(I) of this section, the~~
15 ~~commission shall neither report to the legislative council nor recommend~~
16 ~~legislation during the 2020 interim.~~

17 ~~(B) This subsection (2)(c)(II) is repealed, effective July 1, 2021.~~

18 **26.5-1-404. [Formerly 26-6.5-204] Repeal of part.** This part 2
19 PART 4 is repealed, effective July 1, 2023.

20 **SECTION 5.** In Colorado Revised Statutes, **repeal** part 1 of
21 article 6.2 of title 26 and part 2 of article 6.5 of title 26.

22 **SECTION 6.** In Colorado Revised Statutes, 2-3-1203, **amend**
23 (14)(a)(V) as follows:

24 **2-3-1203. Sunset review of advisory committees - legislative**
25 **declaration - definition - repeal.** (14) (a) The following statutory
26 authorizations for the designated advisory committees are scheduled for
27 repeal on September 1, 2023:

1 (V) The early childhood leadership commission created in ~~section~~
2 ~~26-6.2-103~~ SECTION 26.5-1-302;

3 **SECTION 7.** In Colorado Revised Statutes, 24-1-120, **amend**
4 (5)(m) as follows:

5 **24-1-120. Department of human services - creation.** (5) The
6 department of human services shall include the following:

7 (m) The early childhood leadership commission created by ~~article~~
8 ~~6.2 of title 26, C.R.S.~~ PART 3 OF ARTICLE 1 OF TITLE 26.5.

9 **SECTION 8.** In Colorado Revised Statutes, 26-2-803, **amend** (1)
10 as follows:

11 **26-2-803. Provider rates - rules.** (1) The state department, in
12 consultation with the counties, shall contract annually for a market rate
13 study of provider rates that account for quality of care, age group, and
14 type of care for each county as recommended by the early childhood
15 leadership commission created in ~~section 26-6.2-103~~ SECTION 26.5-1-302.
16 Notwithstanding the provisions of section 24-1-136 (11)(a)(I), copies of
17 the study must be provided to the joint budget committee on or before
18 January 2, 2019, and on or before each January 2 thereafter.

19 **SECTION 9.** In Colorado Revised Statutes, 26-6.5-104, **amend**
20 (1) as follows:

21 **26-6.5-104. Early childhood councils - waivers - rules -**
22 **funding - application.** (1) A local council may request a waiver of any
23 rule that would prevent a council from implementing council projects.
24 The local council shall submit the request to the early childhood
25 leadership commission created in ~~article 6.2 of this title~~ ARTICLE 1 OF
26 TITLE 26.5. The early childhood leadership commission shall consult with
27 the affected state agency in reviewing the request. The state department

1 or other affected state agency shall grant waivers upon recommendation
2 by the commission.

3 **SECTION 10. Appropriation.** (1) For the 2021-22 state fiscal
4 year, \$587,500 is appropriated to the office of the governor. This
5 appropriation is from the general fund. To implement this act, the office
6 may use this appropriation as follows:

7 (a) \$225,560 for the administration of the governor's office and
8 residence, which amount is based on an assumption that the office will
9 require an additional 1.8 FTE;

10 (b) \$170,528 for use by the office of information technology for
11 enterprise solutions, which amount is based on an assumption that the
12 office will require an additional 1.8 FTE; and

13 (c) \$191,412 for the purchase of legal services.

14 (2) For the 2021-22 state fiscal year, \$191,412 is appropriated to
15 the department of law. This appropriation is from reappropriated funds
16 received from the governor's office under subsection (1)(c) of this section
17 and is based on an assumption that the department of law will require an
18 additional 1.0 FTE. To implement this act, the department of law may use
19 this appropriation to provide legal services for the office of the governor.

20 (3) For the 2021-22 state fiscal year, \$267,161 is appropriated to
21 the department of human services for use by the office of early childhood.
22 This appropriation is from the general fund. To implement this act, the
23 office may use this appropriation as follows:

24 (a) \$108,521 for child care licensing and administration, which
25 amount is based on an assumption that the office will require an
26 additional 1.2 FTE; and

27 (b) \$158,640 for continuation of child care quality initiatives.

1 (4) For the 2021-22 state fiscal year, \$96,867 is appropriated to the
2 department of education. This appropriation is from the general fund and
3 is based on an assumption that the department will require an additional
4 0.9 FTE. To implement this act, the department may use this
5 appropriation for early childhood program transition.

6 **SECTION 11. Effective date.** This act takes effect upon passage;
7 except that sections 2 to 9 of this act take effect July 1, 2022.

8 **SECTION 12. Safety clause.** The general assembly hereby finds,
9 determines, and declares that this act is necessary for the immediate
10 preservation of the public peace, health, or safety.