

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

**REENGROSSED**

*This Version Includes All Amendments  
Adopted in the House of Introduction*

LLS NO. 23-0850.01 Alana Rosen x2606

**HOUSE BILL 23-1231**

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**A BILL FOR AN ACT**

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

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**Bill Summary**

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

The bill requires the department of education (department), by January 2024, to make available free optional trainings in evidence-based practices in mathematics, including a training specifically designed for elementary school educators and a training specifically designed for secondary school mathematics educators. Each training must include

Shading denotes HOUSE amendment. Double underlining denotes SENATE amendment.  
*Capital letters or bold & italic numbers indicate new material to be added to existing law.*  
*Dashes through the words or numbers indicate deletions from existing law.*

HOUSE  
3rd Reading Unamended  
April 13, 2023

HOUSE  
Amended 2nd Reading  
April 12, 2023

interventions to help students who are below grade level or struggling in mathematics, children with disabilities, and students who are English language learners. The training is available to relevant staff of school districts, related administrative units, district charter schools, institute charter schools, boards of cooperative services, and community-based organizations.

School district boards of education and institute charter schools are strongly encouraged to adopt procedures for schools to provide support to students in pre-kindergarten through twelfth grade and students' families to improve mathematics outcomes. Procedures may include:

- Identifying students who are below grade level or struggling in mathematics based on academic assessments;
- Notifying the parents, guardians, or legal custodians if a student is below grade level or struggling in mathematics;
- Providing parents, guardians, or legal custodians with a list of interventions to assist with mathematics at home, including any state-approved curriculum options, referrals for mathematics tutoring, or other intervention opportunities, when applicable;
- Publishing mathematics curricula annually, including supplemental curricula or interventions; and
- Implementing train-the-trainer or train-the-parent framework plans to improve mathematics achievements for students.

The bill creates the Colorado academic accelerator grant program (grant program). The purpose of the grant program is to create community learning centers that:

- Provide opportunities for academic enrichment and support activities during nonschool hours, periods when school is not in session, or during extended learning hours, including tutorial services; and
- Offer families of students opportunities for engagement in students' education, including opportunities for mathematics literacy and related educational development.

Eligible entities that apply to the grant program are selected for a grant that runs for a period of 3 years. The department shall prioritize eligible entities that:

- Adopt intervention strategies;
- Use evidence-informed and evidence-based programs that build student skills in STEM and mathematics;
- Use digital math accelerator programs;
- Serve high-needs students, as determined by the department; or
- Have an established presence and relationship in the community.

The bill requires school districts, public schools, the state charter school institute, and institute charter schools that are on an improvement plan, priority improvement plan, or a turnaround plan to identify strategies to address the needs of students who are below grade level or struggling in mathematics and set or revise, as appropriate, ambitious but attainable targets that the public school shall attain in reducing the number of students who are below grade level or struggling in mathematics to increase the number of students who achieve grade-level expectations in mathematics.

The bill amends the ninth-grade success grant program and requires the department to prioritize applicants that propose programming focused on evidence-based mathematics skills and intervention strategies, including a focus on students who are below grade level or struggling in mathematics and have academic achievement levels in mathematics that are consistently ranked the lowest for public high schools in the state, as determined by the department.

The bill includes a requirement that elementary and secondary school mathematics teacher candidates of educator preparation programs be trained in evidence-based practices in mathematics, including interventions to help students who are below grade level or struggling in mathematics, children with disabilities, and students who are English language learners.

The bill includes early numeracy as part of the continuing professional development requirements for teachers employed by a preschool provider. The department of early childhood shall include early numeracy as a subject matter area in the resource bank of preschool curricula for use by preschool providers.

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

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

4           **22-2-146.5. Department of education - improving mathematics**  
5 **outcomes - training and technical assistance - report - definitions.**

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

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

10           (b) "EVIDENCE-INFORMED" MEANS A PROGRAM OR PRACTICE IN

1 MATHEMATICS THAT RELIES ON PEER-REVIEWED EVIDENCE TO ESTABLISH  
2 A BASIS FOR ACCELERATING LEARNING. "EVIDENCE-INFORMED" INCLUDES  
3 EVIDENCE-INFORMED CURRICULA, INTERVENTIONS, ACCELERATION  
4 STRATEGIES, AND ASSESSMENT OPTIONS.

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

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

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

18 (2) BY JANUARY 2024, THE DEPARTMENT SHALL CONTRACT WITH  
19 AN ORGANIZATION, IN ACCORDANCE WITH THE "PROCUREMENT CODE",  
20 ARTICLES 101 TO 112 OF TITLE 24, TO CREATE FREE OPTIONAL TRAININGS,  
21 INCORPORATING THE TRAIN-THE-TRAINER MODEL, IN EVIDENCE-INFORMED  
22 PRACTICES IN MATHEMATICS, INCLUDING A TRAINING SPECIFICALLY  
23 DESIGNED FOR ELEMENTARY SCHOOL EDUCATORS AND A TRAINING  
24 SPECIFICALLY DESIGNED FOR SECONDARY SCHOOL MATHEMATICS  
25 EDUCATORS. EACH TRAINING MUST INCLUDE INTERVENTIONS AND  
26 STRATEGIES TO GROW AND ACCELERATE STUDENT PROFICIENCIES IN  
27 MATHEMATICS TO HELP STUDENTS WHO ARE BELOW GRADE LEVEL OR

1 STRUGGLING IN MATHEMATICS, CHILDREN WITH DISABILITIES, AND  
2 STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS. TRAINING MAY  
3 INCLUDE, BUT NEED NOT BE LIMITED TO, CONTENT ALIGNED WITH STUDENT  
4 ACADEMIC STANDARDS, STANDARDS FOR MATHEMATICAL PRACTICE, AND  
5 CULTIVATION OF MATHEMATICAL BEST PRACTICES AND MINDSETS. THE  
6 TRAINING IS AVAILABLE TO RELEVANT STAFF OF SCHOOL DISTRICTS,  
7 RELATED ADMINISTRATIVE UNITS, DISTRICT CHARTER SCHOOLS, INSTITUTE  
8 CHARTER SCHOOLS, BOARDS OF COOPERATIVE SERVICES, AND  
9 COMMUNITY-BASED ORGANIZATIONS, AS DEFINED IN SECTION 22-2-146.6.  
10 THE DEPARTMENT SHALL KEEP RECORD OF THE SCHOOL DISTRICTS,  
11 RELATED ADMINISTRATIVE UNITS, DISTRICT CHARTER SCHOOLS, INSTITUTE  
12 CHARTER SCHOOLS, AND BOARDS OF COOPERATIVE SERVICES THAT  
13 PARTICIPATE IN THE EDUCATOR TRAINING.

14 (3) THE DEPARTMENT, UPON REQUEST, SHALL PROVIDE TECHNICAL  
15 ASSISTANCE TO RURAL SCHOOL DISTRICTS AND SMALL RURAL SCHOOL  
16 DISTRICTS, INCLUDING ADMINISTRATIVE UNITS AND DISTRICT CHARTER  
17 SCHOOLS, AND INSTITUTE CHARTER SCHOOLS IN RURAL AREAS. TECHNICAL  
18 ASSISTANCE MUST INCLUDE IDENTIFYING BEST PRACTICES IN  
19 MATHEMATICS, INCLUDING INTERVENTIONS TO HELP STUDENTS WHO ARE  
20 BELOW GRADE LEVEL OR STRUGGLING IN MATHEMATICS, CHILDREN WITH  
21 DISABILITIES, AND STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS.

22 (4) THE DEPARTMENT SHALL PUBLISH, ON A CONTINUOUS BASIS, A  
23 LIST OF EVIDENCE-INFORMED CURRICULA AND ASSESSMENT OPTIONS FOR  
24 MATHEMATICS. THE DEPARTMENT SHALL CONSULT WITH SCHOOLS OF A  
25 SCHOOL DISTRICT, DISTRICT CHARTER SCHOOLS, INSTITUTE CHARTER  
26 SCHOOLS, EDUCATORS WHO TEACH MATHEMATICS, AND NATIONAL  
27 EXPERTS AND REPOSITORIES TO UPDATE THE LIST OF EVIDENCE-INFORMED

1 CURRICULA AND ASSESSMENT OPTIONS FOR MATHEMATICS. THE  
2 DEPARTMENT SHALL REVIEW THE LIST AND REMOVE MATERIAL, AS  
3 NECESSARY, EVERY FOUR YEARS.

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

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

17 (b) BEGINNING JANUARY 2025, THE DEPARTMENT SHALL REPORT  
18 ON THE INFORMATION COLLECTED PURSUANT TO SUBSECTION (6)(a) OF  
19 THIS SECTION, INCLUDING A LIST OF THE SCHOOL DISTRICTS, RELATED  
20 ADMINISTRATIVE UNITS, DISTRICT CHARTER SCHOOLS, INSTITUTE CHARTER  
21 SCHOOLS, AND BOARDS OF COOPERATIVE SERVICES THAT PARTICIPATE IN  
22 THE EDUCATOR TRAINING PURSUANT TO SUBSECTION (2) OF THIS SECTION,  
23 AT THE DEPARTMENT'S ANNUAL HEARING HELD PURSUANT TO THE  
24 "SMART ACT", PART 2 OF ARTICLE 7 OF TITLE 2.

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

27 **22-32-118.6. Intervention strategies - improving mathematics**

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

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

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

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

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

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

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

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

1 (e) IMPLEMENTING TRAIN-THE-TRAINER OR TRAIN-THE-PARENT  
2 FRAMEWORK PLANS TO IMPROVE MATHEMATICS ACHIEVEMENTS FOR  
3 STUDENTS WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN  
4 MATHEMATICS; CHILDREN WITH DISABILITIES, AS DEFINED IN SECTION  
5 22-20-103; OR STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS.

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

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

16 **22-30.5-526.5. Intervention strategies - improving**  
17 **mathematics outcomes - definitions.** (1) AS USED IN THIS SECTION,  
18 UNLESS THE CONTEXT OTHERWISE REQUIRES:

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

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

25 (2) EACH INSTITUTE CHARTER SCHOOL IS STRONGLY ENCOURAGED  
26 TO ADOPT PROCEDURES BY WHICH THE INSTITUTE CHARTER SCHOOL  
27 PROVIDES SUPPORTS TO STUDENTS IN PRE-KINDERGARTEN THROUGH

1 TWELFTH GRADE AND STUDENTS' FAMILIES TO IMPROVE MATHEMATICS  
2 OUTCOMES. PROCEDURES MAY INCLUDE:

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

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

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

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

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

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

1 ADDITIONAL INTERVENTION SUPPORT.

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

4 **22-2-146.6. Colorado academic accelerator grant program -**  
5 **report - rules - definitions.** (1) AS USED IN THIS SECTION, UNLESS THE  
6 CONTEXT OTHERWISE REQUIRES:

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

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

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

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

25 (e) "EVIDENCE-INFORMED" MEANS A PROGRAM OR PRACTICE IN  
26 MATHEMATICS THAT RELIES ON PEER-REVIEWED EVIDENCE TO ESTABLISH  
27 A BASIS FOR ACCELERATING LEARNING. "EVIDENCE-INFORMED" INCLUDES

1 EVIDENCE-INFORMED CURRICULA, INTERVENTIONS, AND ASSESSMENT  
2 OPTIONS.

3 (f) "LOCAL EDUCATION PROVIDER" MEANS A SCHOOL DISTRICT, A  
4 CHARTER SCHOOL AUTHORIZED BY A SCHOOL DISTRICT PURSUANT TO PART  
5 1 OF ARTICLE 30.5 OF THIS TITLE 22, A CHARTER SCHOOL AUTHORIZED BY  
6 THE STATE CHARTER SCHOOL INSTITUTE PURSUANT TO PART 5 OF ARTICLE  
7 30.5 THIS TITLE 22, OR A BOARD OF COOPERATIVE SERVICES CREATED AND  
8 OPERATED PURSUANT TO ARTICLE 5 OF THIS TITLE 22 THAT OPERATES  
9 MORE THAN ONE PUBLIC SCHOOL.

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

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

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

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

26 (b) THE DEPARTMENT SHALL ADMINISTER THE GRANT PROGRAM.  
27 AN ELIGIBLE ENTITY THAT RECEIVES GRANT MONEY PURSUANT TO THIS

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

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

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

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

14 (III) THE DATE THE DEPARTMENT SHALL BEGIN DISTRIBUTING  
15 GRANT MONEY TO THE GRANTEEES; AND

16 (IV) THE DATES AN ELIGIBLE ENTITY SHALL SUBMIT A REPORT TO  
17 THE DEPARTMENT SUMMARIZING THE USE OF FUNDS PURSUANT TO THIS  
18 SECTION, INCLUDING DATA ON THE ACADEMIC IMPROVEMENT OF STUDENTS  
19 IN MATHEMATICS DISAGGREGATED BY RACE, ETHNICITY, GENDER, GRADE  
20 LEVEL, DISABILITY, SOCIOECONOMIC STATUS, GEOGRAPHIC LOCATION, AND  
21 ENGLISH LANGUAGE LEARNER STATUS.

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

24 (I) ADOPT INTERVENTION STRATEGIES DESCRIBED IN SECTION  
25 22-32-118.6 OR 22-30.5-526.5;

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

1 (III) USE DIGITAL MATH ACCELERATOR PROGRAMS;

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

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

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

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

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

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

16 (I) MONITORING AND EVALUATING GRANT PROGRAM ACTIVITIES;  
17 AND

18 (II) PROVIDING TRAINING AND TECHNICAL ASSISTANCE.

19 (d) THE DEPARTMENT SHALL ENSURE ELIGIBLE ENTITIES USE  
20 EVIDENCE-INFORMED CURRICULA AND INTERVENTIONS IN  
21 MATHEMATICS AS IDENTIFIED BY THE DEPARTMENT PURSUANT TO SECTION  
22 22-2-146.5, INCLUDING ANY STATE-PURCHASED CURRICULA OR DIGITAL  
23 SOFTWARE FOCUSED ON MATHEMATICS.

24 (4) (a) ELIGIBLE ENTITIES SHALL USE GRANT FUNDS FOR FREE  
25 ACADEMIC ENRICHMENT AND SUPPORT ACTIVITIES AND TUTORING  
26 PROGRAMS WITH A FOCUS ON STEM AND MATHEMATICS, PARTICULARLY  
27 FOR STUDENTS WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN

1 MATHEMATICS; CHILDREN WITH DISABILITIES, AS DEFINED IN SECTION  
2 22-20-103; AND STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS.

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

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

6 (II) CREATE MENTORSHIP PROGRAMS; AND

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

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

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

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

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

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

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

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

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

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

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

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

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

27 (b) THE DEPARTMENT SHALL COLLECT THE DATA REPORTED TO THE

1 DEPARTMENT BY ELIGIBLE ENTITIES PURSUANT TO SUBSECTION (2)(c)(IV)  
2 OF THIS SECTION AND BY THE THIRD-PARTY EVALUATOR PURSUANT TO  
3 THIS SUBSECTION (6).

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

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

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

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

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

1           **22-11-304. Accredited with improvement plan - school district**  
2           **or institute - plan contents - adoption.** (3) A district improvement plan  
3           or an institute improvement plan ~~shall~~ MUST be designed to ensure that  
4           the school district or the institute improves its performance to the extent  
5           that, following completion of its next annual accreditation review, the  
6           school district or the institute attains a higher accreditation category. At  
7           a minimum, a district improvement plan or an institute improvement plan  
8           ~~shall~~ MUST:

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

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

24           **22-11-305. Accredited with priority improvement plan - school**  
25           **district or institute - plan contents - adoption.** (3) A district priority  
26           improvement plan or an institute priority improvement plan must be  
27           designed to ensure that the school district or the institute improves its

1 performance to the extent that, following completion of its next annual  
2 accreditation review, the school district or the institute attains a higher  
3 accreditation category. At a minimum, a district priority improvement  
4 plan or an institute priority improvement plan must:

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

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

20 **22-11-306. Accredited with turnaround plan - school district**  
21 **or institute - plan content - adoption.** (3) A district turnaround plan or  
22 an institute turnaround plan must be designed to ensure that the school  
23 district or the institute improves its performance to the extent that,  
24 following completion of its next annual accreditation review, the school  
25 district or the institute attains a higher accreditation category. At a  
26 minimum, a district turnaround plan or an institute turnaround plan must:

27 (a.7) IDENTIFY STRATEGIES TO ADDRESS THE NEEDS OF STUDENTS

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

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

15 **22-11-404. School improvement plan - contents.** (3) A school  
16 improvement plan ~~shall~~ MUST be designed to raise the academic  
17 performance of students enrolled in the public school and to ensure that  
18 the public school, following the next annual performance review, attains  
19 a higher accreditation category. At a minimum, each school improvement  
20 plan ~~shall~~ MUST:

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

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

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

9 **22-11-405. School priority improvement plan - contents.** (4) A  
10 school priority improvement plan must be designed to ensure that the  
11 public school improves its performance to the extent that, following  
12 completion of the public school's next annual performance review, the  
13 public school attains a higher accreditation category. At a minimum, a  
14 school priority improvement plan must:

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

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

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

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

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

24           **22-14-109.5. Ninth-grade success grant program - created -**  
25 **criteria - use of grant money - report - rules - definitions - repeal.**

26 (4) (a) The department shall review each of the applications received  
27 pursuant to this section and recommend to the state board applicants to

1 receive grants and the amount, duration, and grant match amount of each  
2 recommended grant. Beginning in the 2019-20 budget year, the state  
3 board, subject to available appropriations, shall award the grants, taking  
4 into consideration the recommendations of the department. In awarding  
5 a grant, the state board shall specify the amount and duration of the grant  
6 and the amount of the grant match, including any type of in-kind  
7 contribution, that the grant recipient must provide.

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

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

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

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

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

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

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

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

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

10           (g) A REQUIREMENT THAT CANDIDATES FOR AN ELEMENTARY  
11           EDUCATION ENDORSEMENT, A MIDDLE SCHOOL MATHEMATICS  
12           ENDORSEMENT, OR A SECONDARY MATHEMATICS ENDORSEMENT ARE  
13           TRAINED IN EVIDENCE-INFORMED PRACTICES IN MATHEMATICS, AS  
14           DEFINED IN SECTION 22-2-146.6, INCLUDING INTERVENTIONS TO HELP  
15           STUDENTS WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN  
16           MATHEMATICS; CHILDREN WITH DISABILITIES, AS DEFINED IN SECTION  
17           22-20-103; AND STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS.

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

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

27           (I) Effective curricula, teaching teacher candidates the science of

1 teaching reading and strategies to ensure all students learn to read, course  
2 scope and sequence, and timing of and effective practices in providing  
3 clinical practice; AND

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

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

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

20 **26.5-4-205. Quality standards - evaluation - support.** (2) At a  
21 minimum, the quality standards established in rule must include:

22 (e) Requirements for continuing professional development for  
23 teachers employed by a preschool provider, which must be focused on  
24 improving teacher-child interactions and quality of instruction, including  
25 improving fidelity in implementing evidence-based curricula and student  
26 outcomes, and may allow for training in **DEVELOPMENTALLY**  
27 **APPROPRIATE** early NUMERACY, language, and literacy development, and

1 the science of reading that is appropriate for early childhood education  
2 and comparable to the training required for early grade teachers pursuant  
3 to the "Colorado READ Act", part 12 of article 7 of title 22. The  
4 department shall work with the department of education to allow, to the  
5 fullest extent possible, a teacher who is licensed by the department of  
6 education to use the professional development required to renew the  
7 teaching license to also meet the professional development requirements  
8 established by the department for teachers employed by a preschool  
9 provider.

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

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

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

24 **SECTION 15. Appropriation.** For the 2023-24 state fiscal year,  
25 \$25,594,530 is appropriated to the department of education. This  
26 appropriation is from the general fund. To implement this act, the  
27 department may use this appropriation as follows:

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

4           (b) \$25,000,000 for the Colorado academic accelerator grant  
5 program, which amount is based on an assumption that the department  
6 will require an additional 2.6 FTE.

7           **SECTION 16. Safety clause.** The general assembly hereby finds,  
8 determines, and declares that this act is necessary for the immediate  
9 preservation of the public peace, health, or safety.