

SENATE COMMITTEE OF REFERENCE REPORT

Chairman of Committee

April 25, 2012
Date

Committee on State, Veterans & Military Affairs.

After consideration on the merits, the Committee recommends the following:

HB12-1238 be amended as follows, and as so amended, be referred to the Committee on Appropriations with favorable recommendation:

1 Amend reengrossed bill, page 4, strike lines 2 through 7 and substitute:

2 "SECTION 1. In Colorado Revised Statutes, **add** 22-7-508 as
3 follows:

4 **22-7-508. Repeal of part.** THIS PART 5 IS REPEALED, EFFECTIVE
5 JULY 1, 2013.

6 **SECTION 2.** In Colorado Revised Statutes, **add** part 12 of article
7 7 of title 22 as follows:

8 PART 12
9 COLORADO READ ACT

10 **22-7-1201. Short title.** THIS PART 12 IS KNOWN AND MAY BE
11 CITED AS THE "COLORADO READING TO ENSURE ACADEMIC
12 DEVELOPMENT ACT" OR "COLORADO READ ACT".

13 Page 4, line 8, strike "**22-7-502.**" and substitute "**22-7-1202.**".

14 Page 5, line 26, strike "AND".

15 Page 6, strike lines 1 and 2 and substitute "IN A PRODUCTIVE
16 COLLABORATION AMONG PARENTS, TEACHERS, AND SCHOOLS IN
17 PROVIDING A CHILD'S EDUCATION, SO IT IS PARAMOUNT THAT PARENTS ARE
18 INFORMED ABOUT THE STATUS OF THEIR CHILDREN'S EDUCATIONAL
19 PROGRESS AND THAT TEACHERS AND SCHOOLS RECEIVE THE FINANCIAL
20 RESOURCES AND OTHER RESOURCES AND SUPPORT THEY".

- 1 Page 6, strike line 7 and substitute "TO ACHIEVE THE GRADE LEVEL
2 EXPECTATIONS FOR READING; AND
3 (g) THE STATE RECOGNIZES THAT THE PROVISIONS OF THIS PART 12
4 ARE NOT A COMPREHENSIVE SOLUTION TO ENSURING THAT ALL STUDENTS
5 GRADUATE FROM HIGH SCHOOL READY TO ENTER THE WORKFORCE OR
6 POSTSECONDARY EDUCATION, BUT THEY ASSIST LOCAL EDUCATION
7 PROVIDERS IN SETTING A SOLID FOUNDATION FOR STUDENTS' ACADEMIC
8 SUCCESS AND WILL REQUIRE THE ONGOING COMMITMENT OF FINANCIAL
9 AND OTHER RESOURCES FROM BOTH THE STATE AND LOCAL LEVELS."
- 10 Page 6, line 11, strike "TEACHERS AND PARENTS" and substitute "PARENTS
11 AND TEACHERS".
- 12 Page 6, line 13, strike "IN SCHOOL AND AT HOME," and substitute "AT
13 HOME AND IN SCHOOL,".
- 14 Page 6, strike lines 18 through 27 and substitute "IS FURTHER THE INTENT
15 OF THE GENERAL ASSEMBLY THAT EACH LOCAL EDUCATION PROVIDER
16 ADOPT A POLICY WHEREBY, IF A STUDENT HAS A SIGNIFICANT READING
17 DEFICIENCY AT THE END OF ANY SCHOOL YEAR PRIOR TO FOURTH GRADE,
18 THE STUDENT'S PARENT AND TEACHER AND OTHER PERSONNEL OF THE
19 LOCAL EDUCATION PROVIDER DECIDE WHETHER THE STUDENT SHOULD OR
20 SHOULD NOT ADVANCE TO THE NEXT GRADE LEVEL BASED ON WHETHER
21 THE STUDENT, DESPITE HAVING A SIGNIFICANT READING DEFICIENCY, IS
22 ABLE TO MAINTAIN ADEQUATE ACADEMIC PROGRESS AT THE NEXT GRADE
23 LEVEL."
- 24 Page 7, line 1, strike "**22-7-503.**" and substitute "**22-7-1203.**" and strike
25 "5," and substitute "12,".
- 26 Page 7, after line 18, insert:
27 "(4) "EVIDENCE BASED" MEANS THE INSTRUCTION OR ITEM
28 DESCRIBED IS BASED ON RELIABLE, TRUSTWORTHY, AND VALID EVIDENCE
29 AND HAS DEMONSTRATED A RECORD OF SUCCESS IN ADEQUATELY
30 INCREASING STUDENTS' READING COMPETENCY IN THE AREAS OF
31 PHONEMIC AWARENESS, PHONICS, VOCABULARY DEVELOPMENT, READING
32 FLUENCY, INCLUDING ORAL SKILLS, AND READING COMPREHENSION."
- 33 Renumber succeeding subsections accordingly.
- 34 Page 8, line 9, before ""PARENT"" insert "(a)".

- 1 Page 8, line 10, after "PARENT," insert "STEPPARENT,".
- 2 Page 8, strike lines 11 through 25 and substitute:
3 "(b) AS PROVIDED IN SECTION 2-4-102, C.R.S., THE SINGULAR USE
4 OF "PARENT" INCLUDES THE PLURAL, AND LOCAL EDUCATION PROVIDERS
5 SHALL, TO THE EXTENT PRACTICABLE, INVOLVE BOTH OF A STUDENT'S
6 PARENTS, AS DEFINED IN THIS SUBSECTION (8), IN IMPLEMENTING THE
7 PROVISIONS OF THIS PART 12.
8 (9) "PER-PUPIL INTERVENTION MONEYS" MEANS THE MONEYS
9 CALCULATED AND DISTRIBUTED TO LOCAL EDUCATION PROVIDERS
10 PURSUANT TO SECTION 22-7-1210 (5).
11 (10) "READING COMPETENCY" MEANS A STUDENT MEETS THE
12 GRADE LEVEL EXPECTATIONS IN READING ADOPTED BY THE STATE
13 BOARD."
- 14 Page 9, line 1, strike "22-7-506" and substitute "22-7-1206" and strike
15 "READING DEFICIENCY OR".
- 16 Page 9, line 9, after "BASED" insert "OR EVIDENCE-BASED".
- 17 Page 9, line 27, strike "22-7-510" and substitute "22-7-1209".
- 18 Page 10, line 8, strike "**22-7-504.**" and substitute "**22-7-1204.**".
- 19 Page 10, line 12, after "ENSURE" insert "TO THE GREATEST EXTENT
20 POSSIBLE".
- 21 Page 10, line 17, strike "**22-7-505.**" and substitute "**22-7-1205.**" and strike
22 "**notice to**" and substitute "**READ plan creation - parental**
23 **involvement.** (1) (a) EACH".
- 24 Page 10, strike line 18.
- 25 Page 10, line 19, strike "EACH".
- 26 Page 10, strike line 22 and substitute "INTERIM READING ASSESSMENTS AT
27 LEAST ONCE DURING THE SPRING SEMESTER OF THE 2012-13 SCHOOL YEAR
28 AND THROUGHOUT THE YEAR IN SUBSEQUENT SCHOOL YEARS."
- 29 Page 10, line 23, strike "THE SCHOOL YEAR."

1 Page 11, line 1, strike "22-7-510 (1)" and substitute "22-7-1209 (1)".

2 Page 11, line 4, after "TO" insert "BUT NOT IN LIEU OF".

3 Page 11, line 7, strike "READING DEFICIENCY OR A".

4 Page 11, line 12, strike "22-7-510 (1)" and substitute "22-7-1209 (1)".

5 Page 11, line 15, after "TO" insert "BUT NOT IN LIEU OF".

6 Page 11, strike line 16 and substitute:

7 "(c) BEGINNING WITH THE 2012-13 SCHOOL YEAR, EACH LOCAL
8 EDUCATION PROVIDER SHALL ANNUALLY REPORT TO THE DEPARTMENT
9 THE STATE-ASSIGNED STUDENT IDENTIFIER FOR EACH STUDENT WHO IS
10 IDENTIFIED PURSUANT TO THIS SUBSECTION (1) AS HAVING A SIGNIFICANT
11 READING DEFICIENCY.

12 (2) (a) BEGINNING NO LATER THAN THE 2013-14 SCHOOL YEAR,
13 UPON FINDING THAT A STUDENT HAS".

14 Page 11, line 17, strike "DEFICIENCY OR".

15 Page 11, strike lines 19 and 20 and substitute "READ PLAN, AS
16 DESCRIBED IN SECTION 22-7-1206. THE TEACHER AND ANY OTHER SKILLED
17 SCHOOL PROFESSIONALS THE LOCAL EDUCATION PROVIDER MAY CHOOSE
18 TO SELECT SHALL, IF POSSIBLE, MEET WITH THE STUDENT'S PARENT TO
19 COMMUNICATE AND DISCUSS THE INFORMATION SPECIFIED IN PARAGRAPH
20 (b) OF THIS SUBSECTION (2) AND JOINTLY CREATE THE STUDENT'S READ
21 PLAN. UPON COMPLETION OF THE MEETING OR AS SOON AS POSSIBLE
22 THEREAFTER, THE TEACHER OR OTHER PERSONNEL OF THE LOCAL
23 EDUCATION PROVIDER SHALL GIVE THE PARENT A WRITTEN EXPLANATION
24 OF THE INFORMATION SPECIFIED IN PARAGRAPH (b) OF THIS SUBSECTION
25 (2) AND A COPY OF THE STUDENT'S READ PLAN.

26 (b) THE TEACHER AND THE OTHER PERSONNEL SHALL
27 COMMUNICATE AND DISCUSS WITH THE PARENT THE FOLLOWING
28 INFORMATION:".

29 Page 11, strike line 27 and substitute:

30 "(II) THE NATURE OF THE STUDENT'S SIGNIFICANT READING
31 DEFICIENCY, INCLUDING A CLEAR EXPLANATION OF WHAT THE SIGNIFICANT
32 READING DEFICIENCY IS AND THE BASIS UPON WHICH THE TEACHER
33 IDENTIFIED THE SIGNIFICANT READING DEFICIENCY;".

- 1 Page 12, strike lines 1 through 5.
- 2 Page 12, line 16, after "BASED" insert "OR EVIDENCE-BASED".
- 3 Page 12, strike lines 21 and 22 and substitute:
4 "(V) THE STUDENT'S READ PLAN WILL INCLUDE TARGETED,
5 SCIENTIFICALLY BASED OR EVIDENCE-BASED".
- 6 Page 12, line 24, strike "AND".
- 7 Page 12, line 25, strike "AN IMPORTANT" and substitute "A CENTRAL".
- 8 Page 13, line 1, strike "CREATING" and substitute "IMPLEMENTING" and
9 strike "AND" and substitute "AND, TO SUPPLEMENT THE INTERVENTION
10 INSTRUCTION THE STUDENT RECEIVES IN SCHOOL,".
- 11 Page 13, strike lines 3 through 15 and substitute "THE STUDENT'S READING
12 SUCCESS; AND
13 (VII) THERE ARE SERIOUS IMPLICATIONS TO A STUDENT ENTERING
14 FOURTH GRADE WITH A SIGNIFICANT READING DEFICIENCY AND,
15 THEREFORE, IF THE STUDENT CONTINUES TO HAVE A SIGNIFICANT READING
16 DEFICIENCY AT THE END OF THE SCHOOL YEAR, UNDER STATE LAW, THE
17 PARENT, THE STUDENT'S TEACHER, AND OTHER PERSONNEL OF THE LOCAL
18 EDUCATION PROVIDER ARE REQUIRED TO MEET AND CONSIDER RETENTION
19 AS AN INTERVENTION STRATEGY AND DETERMINE WHETHER THE STUDENT,
20 DESPITE HAVING A SIGNIFICANT READING DEFICIENCY, IS ABLE TO
21 MAINTAIN ADEQUATE ACADEMIC PROGRESS AT THE NEXT GRADE LEVEL.".
- 22 Page 13, line 16, strike "PARAGRAPHS".
- 23 Page 13, strike line 17, and substitute "PARAGRAPH (b) OF THIS
24 SUBSECTION (2), THE TEACHER AND THE OTHER PERSONNEL OF THE LOCAL
25 EDUCATION PROVIDER ARE".
- 26 Page 13, line 18, strike "INCLUDE" and substitute "COMMUNICATE AND
27 DISCUSS".
- 28 Page 13, strike lines 22 through 27 and substitute:
29 "(3) (a) IF, AFTER MAKING DOCUMENTED ATTEMPTS, THE TEACHER
30 IS UNABLE TO MEET WITH THE STUDENT'S PARENT TO CREATE THE READ
31 PLAN, THE TEACHER AND ANY OTHER SKILLED SCHOOL PROFESSIONALS

1 THE LOCAL EDUCATION PROVIDER MAY CHOOSE TO SELECT SHALL CREATE
2 THE STUDENT'S READ PLAN AND ENSURE THAT THE STUDENT'S PARENT
3 RECEIVES:

4 (I) A WRITTEN COPY OF THE READ PLAN WITH A CLEAR, WRITTEN
5 EXPLANATION OF THE SCIENTIFICALLY BASED OR EVIDENCE-BASED
6 READING INSTRUCTIONAL PROGRAMMING AND OTHER READING-RELATED
7 SERVICES THE STUDENT WILL RECEIVE UNDER THE PLAN AND THE
8 STRATEGIES THAT THE PARENT IS ENCOURAGED TO APPLY IN ASSISTING
9 THE STUDENT IN ACHIEVING READING COMPETENCY; AND

10 (II) A WRITTEN EXPLANATION OF THE INFORMATION SPECIFIED IN
11 PARAGRAPH (b) OF SUBSECTION (2) OF THIS SECTION.

12 (b) AT A PARENT'S REQUEST, THE TEACHER AND ANY OTHER
13 SKILLED SCHOOL PROFESSIONALS THE LOCAL EDUCATION PROVIDER MAY
14 CHOOSE TO SELECT SHALL MEET WITH THE PARENT TO PROVIDE A VERBAL
15 EXPLANATION OF THE ELEMENTS OF THE READ PLAN."

16 Page 14, strike lines 1 through 5.

17 Page 14, line 6, strike "(e)" and substitute "(4)".

18 Page 14, line 15, strike "**22-7-506.**" and substitute "**22-7-1206.**".

19 Page 14, line 19, strike "A READING DEFICIENCY OR".

20 Page 14, line 22, strike "READING DEFICIENCY OR".

21 Page 15, strike lines 10 and 11 and substitute:

22 "(2) (a) IF A STUDENT'S READING SKILLS ARE BELOW GRADE LEVEL
23 EXPECTATIONS, AS ADOPTED BY THE STATE BOARD, BUT THE STUDENT
24 DOES NOT HAVE A SIGNIFICANT READING DEFICIENCY, THE LOCAL
25 EDUCATION PROVIDER SHALL ENSURE THAT THE STUDENT RECEIVES
26 APPROPRIATE INTERVENTIONS THROUGH THE RESPONSE TO INTERVENTION
27 FRAMEWORK OR A COMPARABLE INTERVENTION SYSTEM IMPLEMENTED BY
28 THE LOCAL EDUCATION PROVIDER.

29 (b) IF A STUDENT HAS A SIGNIFICANT READING DEFICIENCY, THE
30 STUDENT'S READ PLAN".

31 Page 15, line 14, strike "FRAMEWORK." and substitute "FRAMEWORK OR
32 A COMPARABLE INTERVENTION SYSTEM IMPLEMENTED BY THE LOCAL
33 EDUCATION PROVIDER."

- 1 Page 15, line 15, strike "(d)" and substitute "(3)" and strike "5" and
2 substitute "12".
- 3 Page 15, after line 22, insert:
4 "(4) IF A STUDENT ENROLLED IN KINDERGARTEN IS IDENTIFIED AS
5 HAVING A SIGNIFICANT READING DEFICIENCY, THE LOCAL EDUCATION
6 PROVIDER SHALL CREATE THE STUDENT'S READ PLAN AS A COMPONENT
7 OF THE STUDENT'S INDIVIDUALIZED READINESS PLAN CREATED PURSUANT
8 TO SECTION 22-7-1014."
- 9 Page 15, line 23, strike "(2)" and substitute "(5)".
- 10 Page 16, strike lines 2 and 3 and substitute:
11 "(c) THE TYPE OF ADDITIONAL INSTRUCTIONAL SERVICES AND
12 INTERVENTIONS THAT STUDENTS WILL RECEIVE IN READING;"
- 13 Page 16, line 4, after "BASED" insert "OR EVIDENCE-BASED".
- 14 Page 16, line 7, strike "THE" and substitute "AT A MINIMUM SHALL
15 ADDRESS THE AREAS OF PHONEMIC AWARENESS, PHONICS, VOCABULARY
16 DEVELOPMENT, READING FLUENCY, INCLUDING ORAL SKILLS, AND
17 READING COMPREHENSION. THE".
- 18 Page 16, line 8, after "SELECT" insert "THE PROGRAMS"
- 19 Page 16, line 9, strike "22-7-510;" and substitute "22-7-1209;"
- 20 Page 16, line 13, strike "COMPETENCY;" and substitute "COMPETENCY
21 THAT ARE DESIGNED TO SUPPLEMENT THE PROGRAMMING DESCRIBED IN
22 PARAGRAPH (d) OF THIS SUBSECTION (5);".
- 23 Page 16, line 17, strike "(3)" and substitute "(6)".
- 24 Page 16, strike lines 25 through 27 and substitute:
25 "(7) (a) IF A STUDENT IS IDENTIFIED AS HAVING A SIGNIFICANT
26 READING DEFICIENCY FOR A SECOND OR SUBSEQUENT CONSECUTIVE
27 SCHOOL YEAR, THE LOCAL EDUCATION PROVIDER SHALL ENSURE THAT, IN
28 THE SECOND OR SUBSEQUENT CONSECUTIVE SCHOOL YEAR:
29 (I) THE STUDENT'S TEACHER REVISES THE STUDENT'S READ PLAN
30 TO INCLUDE ADDITIONAL, MORE RIGOROUS STRATEGIES AND
31 INTERVENTION INSTRUCTION TO ASSIST THE STUDENT IN ATTAINING

1 READING COMPETENCY, INCLUDING INCREASED DAILY TIME IN SCHOOL FOR
2 READING INSTRUCTION;

3 (II) THE PRINCIPAL OF THE SCHOOL IN WHICH THE STUDENT IS
4 ENROLLED ENSURES THAT THE STUDENT RECEIVES READING INSTRUCTION
5 IN CONJUNCTION WITH AND SUPPORTED THROUGH THE OTHER SUBJECTS IN
6 WHICH THE STUDENT RECEIVES INSTRUCTION DURING THE SCHOOL DAY;
7 AND

8 (III) IF PRACTICABLE, THE STUDENT RECEIVES READING
9 INSTRUCTION FROM A TEACHER WHO IS IDENTIFIED AS EFFECTIVE OR
10 HIGHLY EFFECTIVE IN HIS OR HER MOST RECENT PERFORMANCE
11 EVALUATION AND HAS EXPERTISE IN TEACHING READING.

12 (b) IN ADDITION, WITH THE APPROVAL OF THE STUDENT'S PARENT,
13 THE LOCAL EDUCATION PROVIDER MAY PROVIDE TO THE STUDENT MENTAL
14 HEALTH SUPPORT FROM THE SCHOOL PSYCHOLOGIST, SCHOOL SOCIAL
15 WORKER, OR SCHOOL COUNSELOR."

16 Page 17, strike lines 1 through 7 and substitute:

17 "22-7-1207. **Advancement - decision - parental involvement.**

18 (1) BEGINNING NO LATER THAN THE 2013-14 SCHOOL YEAR, IF,".

19 Page 17, line 10, strike "THE TEACHER" and substitute "PERSONNEL OF THE
20 LOCAL EDUCATION PROVIDER".

21 Page 17, strike lines 14 and 15.

22 Reletter succeeding paragraphs accordingly.

23 Page 17, line 27, strike "A TEACHER" and substitute "THE PERSONNEL".

24 Page 18, strike lines 3 through 11 and substitute:

25 "(a) THERE ARE SERIOUS IMPLICATIONS TO A STUDENT ENTERING
26 FOURTH GRADE WITH A SIGNIFICANT READING DEFICIENCY AND,
27 THEREFORE, UNDER STATE LAW, THE PARENT, THE STUDENT'S TEACHER,
28 AND OTHER PERSONNEL OF THE LOCAL EDUCATION PROVIDER ARE
29 REQUIRED TO MEET AND CONSIDER RETENTION AS AN INTERVENTION
30 STRATEGY AND DETERMINE WHETHER THE STUDENT, DESPITE HAVING A
31 SIGNIFICANT READING DEFICIENCY, IS ABLE TO MAINTAIN ADEQUATE
32 ACADEMIC PROGRESS AT THE NEXT GRADE LEVEL;".

33 Reletter succeeding paragraphs accordingly.

1 Page 18, line 12, strike "FROM" and substitute "OF".

2 Page 18, line 17, strike "PROGRESS" and substitute "ADVANCE".

3 Page 18, line 19, strike "(a)" and strike "FROM" and substitute "OF".

4 Page 18, line 22, strike "THREE".

5 Page 18, line 23, strike "FROM" and substitute "OF".

6 Page 19, strike lines 3 through 27 and substitute:

7 "(4) (a) AT THE MEETING REQUIRED BY THIS SECTION, THE
8 TEACHER AND ANY OTHER PERSONNEL SELECTED BY THE LOCAL
9 EDUCATION PROVIDER SHALL, AT A MINIMUM, COMMUNICATE TO AND
10 DISCUSS WITH THE PARENT THE FOLLOWING INFORMATION:

11 (I) THAT THERE ARE SERIOUS IMPLICATIONS TO A STUDENT
12 ENTERING FOURTH GRADE WITH A SIGNIFICANT READING DEFICIENCY AND,
13 THEREFORE, UNDER STATE LAW, THE PARENT, THE STUDENT'S TEACHER,
14 AND OTHER PERSONNEL OF THE LOCAL EDUCATION PROVIDER ARE
15 REQUIRED TO MEET AND CONSIDER RETENTION AS AN INTERVENTION
16 STRATEGY AND DETERMINE WHETHER THE STUDENT, DESPITE HAVING A
17 SIGNIFICANT READING DEFICIENCY, IS ABLE TO MAINTAIN ADEQUATE
18 ACADEMIC PROGRESS AT THE NEXT GRADE LEVEL;

19 (II) THE IMPORTANCE OF ACHIEVING READING COMPETENCY BY
20 THE END OF THIRD GRADE, BECAUSE STUDENTS WHO ACHIEVE READING
21 COMPETENCY BY THE END OF THIRD GRADE ARE MORE LIKELY TO
22 GRADUATE FROM HIGH SCHOOL AND ATTAIN A POSTSECONDARY
23 CREDENTIAL;

24 (III) THE STUDENT'S BODY OF EVIDENCE AND THE LIKELIHOOD
25 THAT THE STUDENT, DESPITE HAVING A SIGNIFICANT READING DEFICIENCY,
26 WILL BE ABLE TO MAINTAIN ADEQUATE ACADEMIC PROGRESS AT THE NEXT
27 GRADE LEVEL;

28 (IV) THE INCREASED LEVEL OF INTERVENTION INSTRUCTION THE
29 STUDENT WILL RECEIVE IN THE NEXT SCHOOL YEAR REGARDLESS OF
30 WHETHER THE STUDENT ADVANCES TO THE NEXT GRADE LEVEL; AND

31 (V) THE POTENTIAL EFFECTS ON THE STUDENT IF HE OR SHE DOES
32 NOT ADVANCE TO THE NEXT GRADE LEVEL.

33 (b) AFTER DISCUSSING THE ISSUES SPECIFIED IN PARAGRAPH (a) OF
34 THIS SUBSECTION (4), THE PARENT, THE TEACHER, AND THE OTHER
35 PERSONNEL SHALL DECIDE WHETHER THE STUDENT WILL ADVANCE TO THE
36 NEXT GRADE LEVEL IN THE NEXT SCHOOL YEAR. IF THE PARENT, TEACHER,

1 AND OTHER PERSONNEL ARE NOT IN AGREEMENT, THE PARENT SHALL
2 DECIDE WHETHER THE STUDENT WILL ADVANCE TO THE NEXT GRADE
3 LEVEL UNLESS OTHERWISE SPECIFIED IN THE POLICY ADOPTED BY THE
4 LOCAL EDUCATION PROVIDER.

5 (5) AS SOON AS POSSIBLE AFTER THE DECISION IS MADE PURSUANT
6 TO SUBSECTION (3) OF THIS SECTION OR AT THE CONCLUSION OF THE
7 MEETING DESCRIBED IN SUBSECTION (4) OF THIS SECTION, THE PERSONNEL
8 OF THE LOCAL EDUCATION PROVIDER SHALL PROVIDE TO THE PARENT A
9 WRITTEN STATEMENT THAT THE STUDENT WILL OR WILL NOT ADVANCE TO
10 THE NEXT GRADE LEVEL IN THE NEXT SCHOOL YEAR AND THE BASIS FOR
11 THE DECISION. THE PERSONNEL SHALL ALSO PROVIDE A COPY OF THE
12 STATEMENT TO THE".

13 Page 20, strike lines 1 through 6.

14 Page 20, line 12, strike "WRITTEN NOTICE" and substitute "STATEMENT".

15 Page 20, line 14, strike "WRITTEN NOTICE" and substitute "STATEMENT".

16 Page 20, strike lines 16 through 18 and substitute:

17 "(6) NOTWITHSTANDING ANY PROVISION OF PARAGRAPH (b)
18 SUBSECTION (4) OF THIS SECTION TO THE CONTRARY, BEGINNING WITH THE
19 2016-17 SCHOOL YEAR, IF A STUDENT IS COMPLETING THIRD GRADE AND
20 THE STUDENT'S TEACHER AND OTHER PERSONNEL DECIDE PURSUANT TO
21 SUBSECTION (3) OF THIS SECTION OR THE STUDENT'S PARENT DECIDES
22 PURSUANT TO SUBSECTION (4) OF THIS SECTION THAT THE".

23 Page 21, line 4, strike "WRITTEN" and substitute "A WRITTEN STATEMENT".

24 Page 21, line 5, strike "NOTICE".

25 Page 21, line 7, strike "WRITTEN" and substitute "STATEMENT".

26 Page 21, line 8, strike "NOTICE".

27 Page 21, line 9, strike "WRITTEN NOTICE" and substitute "STATEMENT".

28 Page 21, strike lines 11 through 27.

29 Page 22, strike lines 1 through 3.

- 1 Page 22, line 4, strike "(6)" and substitute "(7)".
- 2 Page 22, line 6, strike "ARE" and substitute "IS".
- 3 Page 22, line 9, strike "5" and substitute "12".
- 4 Page 22, strike lines 14 through 27.
- 5 Page 23, strike lines 1 through 16.
- 6 Page 23, line 17, strike "**22-7-509.**" and substitute "**22-7-1208.**".
- 7 Page 23, line 19, strike "5." and substitute "12.".
- 8 Page 23, line 21, strike "5." and substitute "12.".
- 9 Page 24, after line 1, insert:
 - 10 "(2) A LOCAL EDUCATION PROVIDER IS NOT REQUIRED TO START A
 - 11 READ PLAN OR CONVERT AN INDIVIDUAL LITERACY PLAN TO A READ
 - 12 PLAN FOR A STUDENT WHO IS ENROLLED IN FOURTH GRADE OR HIGHER AS
 - 13 OF THE 2013-14 SCHOOL YEAR."
- 14 Renumber succeeding subsections accordingly.
- 15 Page 24, line 14, strike "**22-7-510.**" and substitute "**22-7-1209.**".
- 16 Page 24, line 17, strike "5," and substitute "12,".
- 17 Page 24, strike lines 19 through 23.
- 18 Reletter succeeding paragraphs accordingly.
- 19 Page 25, line 4, strike "(c)" and substitute "(b)".
- 20 Page 25, line 10, after the period add "THE STATE BOARD SHALL ADOPT
- 21 THE RULES DESCRIBED IN THIS PARAGRAPH (a) BY MARCH 31, 2013".
- 22 Page 25, line 14, strike "22-7-505;" and substitute "22-7-1205. THE STATE
- 23 BOARD SHALL ADOPT THE LIST OF APPROVED READING ASSESSMENTS BY
- 24 MARCH 31, 2013".

- 1 Page 25, strike lines 21 through 25 and substitute:
2 "(d) RULES TO PROVIDE NOTICE OF THE ASSESSMENTS INCLUDED
3 ON THE APPROVED LIST OF ASSESSMENTS AND A PROCESS BY WHICH
4 PUBLISHERS WHO SUBMIT MATERIALS FOR INCLUSION ON THE LIST MAY
5 REQUEST RECONSIDERATION;".
- 6 Page 26, line 1, strike "22-7-508;" and substitute "22-7-1213;".
- 7 Page 26, line 3, strike "22-7-511." and substitute "22-7-1211."
- 8 Page 26, line 8, strike "FORMATIVE,".
- 9 Page 26, line 12, strike "(c)" and substitute "(b)".
- 10 Page 26, after line 16 insert:
11 "(A) EACH OF THE RECOMMENDED READING ASSESSMENTS IS
12 SCIENTIFICALLY BASED; EXCEPT THAT THE DEPARTMENT MAY
13 RECOMMEND AND THE STATE BOARD MAY, UNTIL JULY 1, 2016, INCLUDE
14 ON THE APPROVED LIST OF ASSESSMENTS ANY READING ASSESSMENT
15 APPROVED BY THE STATE BOARD PRIOR TO JULY 1, 2012, REGARDLESS OF
16 WHETHER IT IS SCIENTIFICALLY BASED;".
- 17 Reletter succeeding sub-subparagraphs accordingly.
- 18 Page 27, line 5, after "BASED" insert "OR EVIDENCE-BASED".
- 19 Page 27, line 25, strike "READING DEFICIENCIES AND".
- 20 Page 28, line 3, after "ASSESSMENTS" insert "AVAILABLE ON THE
21 DEPARTMENT WEB SITE ON OR BEFORE APRIL 1, 2013,".
- 22 Page 29, line 27, strike "22-7-508" and substitute "22-7-1213".
- 23 Page 30, line 1, strike "22-7-508." and substitute "22-7-1213."
- 24 Page 30, line 7, strike "22-7-508." and substitute "22-7-1213."
- 25 Page 30, line 10, strike "22-7-509 (2)" and substitute "22-7-1208 (3)".
- 26 Page 30, line 17, strike "5." and substitute "12."

1 Page 30, strike lines 18 through 27.

2 Strike pages 31 through 42.

3 Page 43, strike lines 1 through 20 and substitute:

4 **"22-7-1210. Early literacy fund - created - repeal.** (1) THE
5 EARLY LITERACY FUND IS HEREBY CREATED IN THE STATE TREASURY AND
6 IS REFERRED TO IN THIS SECTION AS THE "FUND". THE FUND SHALL CONSIST
7 OF:

8 (a) ANY MONEYS REMAINING IN THE READ-TO-ACHIEVE CASH FUND
9 AS OF JUNE 30, 2012;

10 (b) MONEYS TRANSFERRED TO THE FUND PURSUANT TO
11 SUBSECTION (3) OF THIS SECTION;

12 (c) MONEYS TRANSFERRED TO THE FUND PURSUANT TO SECTION
13 22-41-102 (3) (c); AND

14 (d) ANY OTHER MONEYS THAT THE GENERAL ASSEMBLY MAY
15 APPROPRIATE OR TRANSFER TO THE FUND.

16 (2) THE STATE TREASURER MAY INVEST ANY MONEYS IN THE FUND
17 NOT EXPENDED FOR THE PURPOSES SPECIFIED IN SUBSECTION (4) OF THIS
18 SECTION AS PROVIDED BY LAW. THE STATE TREASURER SHALL CREDIT ALL
19 INTEREST AND INCOME DERIVED FROM THE INVESTMENT AND DEPOSIT OF
20 MONEYS IN THE FUND TO THE FUND. ANY AMOUNT REMAINING IN THE
21 FUND AT THE END OF ANY FISCAL YEAR SHALL REMAIN IN THE FUND AND
22 SHALL NOT BE CREDITED OR TRANSFERRED TO THE GENERAL FUND OR TO
23 ANY OTHER FUND.

24 (3) EXCEPT AS OTHERWISE PROVIDED IN SECTION 24-75-1104.5 (1)
25 (h) AND (5), C.R.S., BEGINNING WITH THE 2012-13 FISCAL YEAR, AND FOR
26 EACH FISCAL YEAR THEREAFTER SO LONG AS THE STATE RECEIVES MONEYS
27 PURSUANT TO THE MASTER SETTLEMENT AGREEMENT, THE STATE
28 TREASURER SHALL ANNUALLY TRANSFER TO THE FUND FIVE PERCENT OF
29 THE AMOUNT OF MONEYS RECEIVED BY THE STATE IN ACCORDANCE WITH
30 THE MASTER SETTLEMENT AGREEMENT, OTHER THAN ATTORNEY FEES AND
31 COSTS, FOR THE PRECEDING FISCAL YEAR; EXCEPT THAT THE AMOUNT SO
32 TRANSFERRED TO THE FUND IN ANY FISCAL YEAR SHALL NOT EXCEED
33 EIGHT MILLION DOLLARS. THE STATE TREASURER SHALL TRANSFER THE
34 AMOUNT SPECIFIED IN THIS SUBSECTION (3) FROM MONEYS CREDITED TO
35 THE TOBACCO LITIGATION SETTLEMENT CASH FUND CREATED IN SECTION
36 24-22-115, C.R.S.

37 (4) THE MONEYS IN THE FUND ARE SUBJECT TO ANNUAL
38 APPROPRIATION BY THE GENERAL ASSEMBLY TO THE DEPARTMENT. THE
39 DEPARTMENT SHALL ANNUALLY EXPEND THE MONEYS IN THE FUND AS
40 FOLLOWS:

1 (a) (I) FOR THE 2012-13 BUDGET YEAR:
2 (A) THE DEPARTMENT SHALL USE THE MONEYS IN THE FUND TO
3 PAY THE GRANTS THAT WERE AWARDED FROM THE READ-TO-ACHIEVE
4 CASH FUND PURSUANT TO PART 9 OF THIS ARTICLE AS IT EXISTED PRIOR TO
5 JULY 1, 2012, AND ARE NOT FULLY DISTRIBUTED AS OF JUNE 30, 2012;
6 EXCEPT THAT ANY PORTION OF ANY OF SAID GRANTS THAT THE GRANTEE
7 IS REQUIRED TO USE IN PAYMENT FOR DEPARTMENT CONSULTANTS IS
8 RESCINDED, EFFECTIVE JULY 1, 2012; AND
9 (B) THE DEPARTMENT MAY USE ANY AMOUNT REMAINING AFTER
10 THE PAYMENTS DESCRIBED IN SUB-SUBPARAGRAPH (A) OF THIS
11 SUBPARAGRAPH (I) TO PROVIDE LITERACY SUPPORT ON A REGIONAL BASIS
12 TO LOCAL EDUCATION PROVIDERS TO ASSIST THEM IN IMPLEMENTING THE
13 REQUIREMENTS OF THIS PART 12.
14 (II) THIS PARAGRAPH (a) IS REPEALED, EFFECTIVE JULY 1, 2013.
15 (b) BEGINNING IN THE 2013-14 BUDGET YEAR AND FOR BUDGET
16 YEARS THEREAFTER:
17 (I) THE DEPARTMENT SHALL USE ONE MILLION DOLLARS TO
18 PROVIDE LITERACY SUPPORT ON A REGIONAL BASIS TO LOCAL EDUCATION
19 PROVIDERS TO ASSIST THEM IN IMPLEMENTING THE REQUIREMENTS OF THIS
20 PART 12;
21 (II) THE DEPARTMENT SHALL USE FOUR MILLION DOLLARS FOR
22 GRANTS AWARDED THROUGH THE EARLY LITERACY GRANT PROGRAM
23 CREATED IN SECTION 22-7-1211;
24 (III) THE DEPARTMENT MAY USE UP TO ONE PERCENT OF THE
25 MONEYS ANNUALLY APPROPRIATED FROM THE FUND TO OFFSET THE COSTS
26 OF ADMINISTERING THIS PART 12; AND
27 (IV) THE DEPARTMENT SHALL ALLOCATE THE REMAINING
28 MONEYS ANNUALLY CREDITED TO THE FUND TO THE LOCAL EDUCATION
29 PROVIDERS AS PER-PUPIL INTERVENTION MONEYS CALCULATED PURSUANT
30 TO SUBSECTION (5) OF THIS SECTION.
31 (5) (a) (I) THE DEPARTMENT SHALL ALLOCATE THE PER-PUPIL
32 INTERVENTION MONEYS TO THE LOCAL EDUCATION PROVIDERS AS
33 REQUIRED IN PARAGRAPH (d) OF SUBSECTION (4) OF THIS SECTION BY FIRST
34 DIVIDING THE AMOUNT OF MONEYS AVAILABLE BY THE TOTAL NUMBER OF
35 STUDENTS ENROLLED IN KINDERGARTEN AND FIRST, SECOND, AND THIRD
36 GRADES IN PUBLIC SCHOOLS IN THE STATE WHO WERE IDENTIFIED AS
37 HAVING SIGNIFICANT READING DEFICIENCIES AND RECEIVED
38 INSTRUCTIONAL SERVICES PURSUANT TO READ PLANS IN THE BUDGET
39 YEAR PRECEDING THE YEAR IN WHICH THE MONEYS ARE ALLOCATED. THE
40 DEPARTMENT SHALL THEN ALLOCATE TO EACH LOCAL EDUCATION
41 PROVIDER AN AMOUNT EQUAL TO SAID PER-PUPIL AMOUNT MULTIPLIED BY
42 THE NUMBER OF STUDENTS ENROLLED IN KINDERGARTEN AND FIRST,

1 SECOND, AND THIRD GRADES IN PUBLIC SCHOOLS OPERATED BY THE LOCAL
2 EDUCATION PROVIDER WHO WERE IDENTIFIED AS HAVING SIGNIFICANT
3 READING DEFICIENCIES AND RECEIVED INSTRUCTIONAL SERVICES
4 PURSUANT TO READ PLANS IN THE BUDGET YEAR PRECEDING THE YEAR
5 IN WHICH THE MONEYS ARE ALLOCATED.

6 (II) (A) NOTWITHSTANDING THE PROVISIONS OF SUBPARAGRAPH
7 (I) OF THIS PARAGRAPH (a), FOR THE 2013-14 BUDGET YEAR, THE
8 DEPARTMENT SHALL ALLOCATE THE PER-PUPIL INTERVENTION MONEYS TO
9 THE LOCAL EDUCATION PROVIDERS AS REQUIRED IN PARAGRAPH (d) OF
10 SUBSECTION (4) OF THIS SECTION BY FIRST DIVIDING THE AMOUNT OF
11 MONEYS AVAILABLE BY THE TOTAL NUMBER OF STUDENTS ENROLLED IN
12 KINDERGARTEN AND FIRST, SECOND, AND THIRD GRADES IN PUBLIC
13 SCHOOLS IN THE STATE WHO ARE IDENTIFIED AS HAVING SIGNIFICANT
14 READING DEFICIENCIES IN THE 2012-13 BUDGET YEAR. THE DEPARTMENT
15 SHALL THEN ALLOCATE TO EACH LOCAL EDUCATION PROVIDER AN
16 AMOUNT EQUAL TO SAID PER-PUPIL AMOUNT MULTIPLIED BY THE NUMBER
17 OF STUDENTS ENROLLED IN KINDERGARTEN AND FIRST, SECOND, AND
18 THIRD GRADES IN PUBLIC SCHOOLS OPERATED BY THE LOCAL EDUCATION
19 PROVIDER WHO ARE IDENTIFIED AS HAVING SIGNIFICANT READING
20 DEFICIENCIES IN THE 2012-13 BUDGET YEAR.

21 (B) THIS SUBPARAGRAPH (II) IS REPEALED, EFFECTIVE JULY 1,
22 2014.

23 (b) A LOCAL EDUCATION PROVIDER MAY USE THE PER-PUPIL
24 INTERVENTION MONEYS ONLY AS FOLLOWS:

25 (I) TO PROVIDE FULL-DAY KINDERGARTEN SERVICES TO STUDENTS
26 ENROLLED IN ONE OR MORE OF THE PUBLIC SCHOOLS OPERATED BY THE
27 LOCAL EDUCATION PROVIDER;

28 (II) TO OPERATE A SUMMER SCHOOL LITERACY PROGRAM AS
29 DESCRIBED IN SECTION 22-7-1212;

30 (III) TO PURCHASE TUTORING SERVICES IN READING FOR STUDENTS
31 WITH SIGNIFICANT READING DEFICIENCIES; OR

32 (IV) TO PROVIDE OTHER TARGETED, SCIENTIFICALLY BASED OR
33 EVIDENCE-BASED INTERVENTION SERVICES TO STUDENTS WITH
34 SIGNIFICANT READING DEFICIENCIES, WHICH SERVICES ARE APPROVED BY
35 THE DEPARTMENT.

36 (c) EACH BUDGET YEAR, PRIOR TO RECEIVING PER-PUPIL
37 INTERVENTION MONEYS, EACH LOCAL EDUCATION PROVIDER SHALL
38 SUBMIT TO THE DEPARTMENT, FOR INFORMATIONAL PURPOSES, AN
39 EXPLANATION OF THE MANNER IN WHICH IT WILL USE THE MONEYS IN THE
40 COMING BUDGET YEAR AND THE NUMBER OF STUDENTS FOR WHICH THE
41 LOCAL EDUCATION PROVIDER MAY RECEIVE PER-PUPIL INTERVENTION
42 MONEYS. IF THE LOCAL EDUCATION PROVIDER INTENDS TO PROVIDE A

1 SERVICE DESCRIBED IN SUBPARAGRAPH (IV) OF PARAGRAPH (b) OF THIS
2 SUBSECTION (5), THE DEPARTMENT SHALL REVIEW THE SERVICE AND
3 PROVIDE THE PER-PUPIL INTERVENTION MONEYS FOR THE SERVICE ONLY
4 IF THE SERVICE MEETS THE REQUIREMENTS SPECIFIED IN SAID
5 SUBPARAGRAPH (IV).

6 (d) IN USING THE PER-PUPIL INTERVENTION MONEYS ALLOCATED
7 PURSUANT TO THIS SUBSECTION (5), EACH LOCAL EDUCATION PROVIDER
8 SHALL ENSURE THAT SOME TYPE OF INTERVENTION, AS DESCRIBED IN
9 PARAGRAPH (b) OF THIS SUBSECTION (5), IS AVAILABLE TO EACH STUDENT
10 WHO IS IDENTIFIED AS HAVING A SIGNIFICANT READING DEFICIENCY AND
11 WHO IS ENROLLED IN KINDERGARTEN OR FIRST, SECOND, OR THIRD GRADE
12 IN A SCHOOL OPERATED BY THE LOCAL EDUCATION PROVIDER.

13 **22-7-1211. Early literacy grant program - created.** (1) THERE
14 IS HEREBY CREATED IN THE DEPARTMENT THE EARLY LITERACY GRANT
15 PROGRAM TO PROVIDE MONEYS TO LOCAL EDUCATION PROVIDERS TO
16 IMPLEMENT LITERACY SUPPORT AND INTERVENTION INSTRUCTION
17 PROGRAMS, INCLUDING BUT NOT LIMITED TO RELATED PROFESSIONAL
18 DEVELOPMENT PROGRAMS, TO ASSIST STUDENTS IN KINDERGARTEN AND
19 FIRST, SECOND, AND THIRD GRADES TO ACHIEVE READING COMPETENCY.
20 THE STATE BOARD BY RULE SHALL ESTABLISH THE APPLICATION TIMELINES
21 AND THE INFORMATION TO BE INCLUDED IN EACH GRANT APPLICATION. A
22 LOCAL EDUCATION PROVIDER MAY APPLY INDIVIDUALLY OR AS PART OF A
23 GROUP OF LOCAL EDUCATION PROVIDERS. A RURAL SCHOOL DISTRICT
24 THAT IS A MEMBER OF A BOARD OF COOPERATIVE SERVICES MAY SEEK
25 ASSISTANCE IN WRITING THE GRANT APPLICATION FROM THE BOARD OF
26 COOPERATIVE SERVICES.

27 (2) THE DEPARTMENT SHALL REVIEW EACH GRANT APPLICATION
28 RECEIVED AND RECOMMEND TO THE STATE BOARD WHETHER TO AWARD
29 THE GRANT AND THE DURATION AND AMOUNT OF EACH GRANT. IN MAKING
30 RECOMMENDATIONS, THE DEPARTMENT SHALL CONSIDER THE FOLLOWING
31 FACTORS:

32 (a) THE PERCENTAGE OF KINDERGARTEN AND FIRST-, SECOND-,
33 AND THIRD-GRADE STUDENTS ENROLLED BY THE APPLYING LOCAL
34 EDUCATION PROVIDER OR GROUP OF LOCAL EDUCATION PROVIDERS WHO
35 HAVE SIGNIFICANT READING DEFICIENCIES OR, FOR THE 2012-13 BUDGET
36 YEAR ONLY, WHO HAVE INDIVIDUAL LITERACY PLANS;

37 (b) THE INSTRUCTIONAL PROGRAM THAT THE APPLYING LOCAL
38 EDUCATION PROVIDER OR GROUP OF LOCAL EDUCATION PROVIDERS PLANS
39 TO IMPLEMENT USING THE GRANT MONEYS AND WHETHER IT IS AN
40 EVIDENCE-BASED PROGRAM THAT IS PROVEN TO BE SUCCESSFUL IN OTHER
41 PUBLIC SCHOOLS IN THE COUNTRY;

1 (c) THE COST OF THE INSTRUCTIONAL PROGRAM THAT THE
2 APPLYING LOCAL EDUCATION PROVIDER OR GROUP OF LOCAL EDUCATION
3 PROVIDERS PLANS TO IMPLEMENT USING THE GRANT MONEYS; AND

4 (d) ANY ADDITIONAL FACTORS THE STATE BOARD MAY REQUIRE BY
5 RULE.

6 (3) BASED ON THE RECOMMENDATIONS OF THE DEPARTMENT, THE
7 STATE BOARD SHALL AWARD GRANTS TO APPLYING LOCAL EDUCATION
8 PROVIDERS OR GROUPS OF LOCAL EDUCATION PROVIDERS, WHICH GRANTS
9 ARE PAID FROM MONEYS IN THE EARLY LITERACY FUND CREATED IN
10 SECTION 22-7-1210.

11 **22-7-1212. Summer school literacy programs.** (1) A LOCAL
12 EDUCATION PROVIDER MAY CHOOSE TO USE PER-PUPIL INTERVENTION
13 MONEYS TO PROVIDE AN EVIDENCE-BASED SUMMER SCHOOL LITERACY
14 PROGRAM TO ASSIST STUDENTS WHO ARE ENROLLED IN KINDERGARTEN OR
15 FIRST, SECOND, OR THIRD GRADE AND WHO HAVE SIGNIFICANT READING
16 DEFICIENCIES TO ACHIEVE READING COMPETENCY. A LOCAL EDUCATION
17 PROVIDER MAY ALLOW STUDENTS WHO ARE BELOW GRADE LEVEL
18 EXPECTATIONS IN READING, BUT WHO DO NOT HAVE SIGNIFICANT READING
19 DEFICIENCIES, TO PARTICIPATE IN A SUMMER SCHOOL LITERACY PROGRAM
20 OPERATED PURSUANT TO THIS SECTION IF CAPACITY REMAINS AFTER
21 SERVING ALL OF THE STUDENTS WITH SIGNIFICANT READING DEFICIENCIES
22 WHO CHOOSE TO PARTICIPATE.

23 (2) A LOCAL EDUCATION PROVIDER THAT INTENDS TO USE
24 PER-PUPIL INTERVENTION MONEYS TO OPERATE A SUMMER SCHOOL
25 LITERACY PROGRAM SHALL ANNUALLY PROVIDE TO THE DEPARTMENT
26 INFORMATION CONCERNING THE SUMMER SCHOOL LITERACY PROGRAM
27 THE LOCAL EDUCATION PROVIDER INTENDS TO OPERATE. THE LOCAL
28 EDUCATION PROVIDER SHALL ENSURE THAT THE PROGRAM:

29 (a) SERVES ONLY STUDENTS ENROLLED IN KINDERGARTEN OR
30 FIRST, SECOND, OR THIRD GRADE WHO HAVE SIGNIFICANT READING
31 DEFICIENCIES, EXCEPT AS SPECIFICALLY ALLOWED IN SUBSECTION (1) OF
32 THIS SECTION FOR STUDENTS WHO ARE BELOW GRADE LEVEL
33 EXPECTATIONS IN READING; AND

34 (b) USES SCIENTIFICALLY BASED OR EVIDENCE-BASED
35 INSTRUCTIONAL PROGRAMMING IN READING THAT:

36 (I) HAS BEEN PROVEN TO ACCELERATE STUDENT PROGRESS IN
37 ATTAINING READING COMPETENCY;

38 (II) PROVIDES EXPLICIT AND SYSTEMATIC SKILL DEVELOPMENT IN
39 THE AREAS OF PHONEMIC AWARENESS; PHONICS; VOCABULARY
40 DEVELOPMENT; READING FLUENCY, INCLUDING ORAL SKILLS; AND
41 READING COMPREHENSION;

1 (III) INCLUDES SCIENTIFICALLY BASED AND RELIABLE
2 ASSESSMENTS; AND

3 (IV) PROVIDES INITIAL AND ON-GOING ANALYSIS OF THE
4 STUDENT'S PROGRESS IN ATTAINING READING COMPETENCY.

5 **22-7-1213. Reporting requirements.** (1) EACH LOCAL
6 EDUCATION PROVIDER SHALL ANNUALLY REPORT TO THE DEPARTMENT
7 INFORMATION NECESSARY TO DETERMINE:

8 (a) THE PREVALENCE OF SIGNIFICANT READING DEFICIENCIES
9 AMONG STUDENTS IN KINDERGARTEN AND FIRST THROUGH THIRD GRADES;

10 (b) WHETHER STUDENTS WHO HAVE SIGNIFICANT READING
11 DEFICIENCIES AND WHO ADVANCE TO THE NEXT GRADE LEVEL ATTAIN
12 READING COMPETENCY AND, IF SO, AT WHAT GRADE LEVEL;

13 (c) WHETHER STUDENTS WHO HAVE SIGNIFICANT READING
14 DEFICIENCIES AND WHO DO NOT ADVANCE TO THE NEXT GRADE LEVEL
15 ATTAIN READING COMPETENCY WITHIN THE SCHOOL YEAR DURING WHICH
16 THEY DO NOT ADVANCE;

17 (d) WHETHER STUDENTS WHO HAVE SIGNIFICANT READING
18 DEFICIENCIES AND WHO DO NOT ADVANCE TO THE NEXT GRADE LEVEL
19 ATTAIN READING COMPETENCY AT A LOWER GRADE LEVEL THAN
20 STUDENTS WHO DO ADVANCE; AND

21 (e) WHETHER STUDENTS WHO HAVE SIGNIFICANT READING
22 DEFICIENCIES CONTINUE TO ADVANCE TO THE NEXT GRADE LEVEL DESPITE
23 HAVING A CONTINUING SIGNIFICANT READING DEFICIENCY AND THE
24 DEGREE TO WHICH LOCAL EDUCATION PROVIDERS ARE RECOMMENDING
25 THAT SAID STUDENTS DO NOT ADVANCE.

26 (2) EACH LOCAL EDUCATION PROVIDER THAT RECEIVES AN EARLY
27 LITERACY GRANT PURSUANT TO SECTION 22-7-1211 OR PER-PUPIL
28 INTERVENTION MONEYS SHALL, AT THE CONCLUSION OF EACH BUDGET
29 YEAR IN WHICH IT RECEIVES THE GRANT OR PER-PUPIL INTERVENTION
30 MONEYS, SUBMIT TO THE DEPARTMENT INFORMATION DESCRIBING:

31 (a) THE INSTRUCTIONAL PROGRAMS, FULL-DAY KINDERGARTEN
32 PROGRAM, SUMMER SCHOOL LITERACY PROGRAM, TUTORING SERVICES, OR
33 OTHER INTERVENTION SERVICES FOR WHICH THE LOCAL EDUCATION
34 PROVIDER USED THE GRANT OR PER-PUPIL INTERVENTION MONEYS;

35 (b) THE NUMBER AND GRADE LEVELS OF STUDENTS WHO
36 PARTICIPATED IN EACH OF THE TYPES OF PROGRAMS OR SERVICES
37 PROVIDED; AND

38 (c) THE PROGRESS MADE BY PARTICIPATING STUDENTS IN
39 ACHIEVING READING COMPETENCY.

40 (3) (a) THE DEPARTMENT SHALL ANNUALLY ANALYZE THE
41 INFORMATION RECEIVED PURSUANT TO SUBSECTION (1) OF THIS SECTION

1 AND MAKE THE DETERMINATIONS DESCRIBED IN SUBSECTION (1) OF THIS
2 SECTION.

3 (b) THE DEPARTMENT SHALL ANNUALLY SUBMIT TO THE STATE
4 BOARD, THE GOVERNOR, THE PRESIDENT OF THE SENATE, THE SPEAKER OF
5 THE HOUSE OF REPRESENTATIVES, AND THE EDUCATION COMMITTEES OF
6 THE HOUSE OF REPRESENTATIVES AND THE SENATE, OR ANY SUCCESSOR
7 COMMITTEES, AND SHALL POST ON THE DEPARTMENT WEB SITE A REPORT
8 THAT SUMMARIZES:

9 (I) THE INFORMATION RECEIVED PURSUANT TO SUBSECTION (1) OF
10 THIS SECTION AND THE DETERMINATIONS MADE BY THE DEPARTMENT
11 BASED ON THE INFORMATION;

12 (II) THE IMPLEMENTATION OF THE EARLY LITERACY GRANT
13 PROGRAM IN THE PRECEDING BUDGET YEAR, INCLUDING THE NUMBER OF
14 GRANTS, THE LOCAL EDUCATION PROVIDERS THAT RECEIVED GRANTS, AND
15 THE AMOUNT OF EACH GRANT; AND

16 (III) THE INFORMATION RECEIVED BY THE DEPARTMENT PURSUANT
17 TO SUBSECTION (2) OF THIS SECTION.

18 (c) THE DEPARTMENT MAY PROVIDE THE REPORT DESCRIBED IN
19 PARAGRAPH (b) OF THIS SUBSECTION (3) TO COMMITTEES OF THE GENERAL
20 ASSEMBLY IN CONJUNCTION WITH THE REPORT REQUIRED IN SECTION
21 2-7-203, C.R.S.

22 (4) THE INFORMATION PROVIDED IN THE REPORT DESCRIBED IN
23 THIS SECTION IS INTENDED TO ASSIST THE DEPARTMENT, THE STATE
24 BOARD, THE GOVERNOR, THE GENERAL ASSEMBLY, AND THE PUBLIC IN
25 MONITORING THE IMPLEMENTATION OF AND IDENTIFYING THE RESULTS
26 ACHIEVED IN IMPLEMENTING THIS PART 12.

27 **SECTION 3.** In Colorado Revised Statutes, 22-11-202, **add** (2)
28 (c) as follows:

29 **22-11-202. Colorado growth model - technical advisory panel**
30 **- rules.** (2) (c) THE DEPARTMENT AND THE STATE BOARD SHALL CONSULT
31 WITH THE TECHNICAL ADVISORY PANEL CONCERNING:

32 (I) THE SCORES ON THE KINDERGARTEN AND FIRST, SECOND, AND
33 THIRD GRADE READING ASSESSMENTS APPROVED PURSUANT TO SECTION
34 22-7-1209 (1) (b) THAT WILL IDENTIFY, AS REQUIRED IN SECTION
35 22-7-1209 (1) (a), THE MINIMUM READING COMPETENCY SKILL LEVELS IN
36 THE AREAS OF PHONEMIC AWARENESS, PHONICS, VOCABULARY
37 DEVELOPMENT, READING FLUENCY, INCLUDING ORAL SKILLS, AND
38 READING COMPREHENSION FOR KINDERGARTEN AND FIRST, SECOND, AND
39 THIRD GRADES;

40 (II) THE AMOUNT OF ADDITIONAL CREDIT TOWARD
41 ACCREDITATION THAT EACH LOCAL EDUCATION PROVIDER MAY RECEIVE
42 PURSUANT TO SECTION 22-11-204 (3) (b); AND

1 (III) METHODS OF INCLUDING IN THE ACCREDITATION PROCESS
2 CONSIDERATION OF STUDENT PROGRESS IN ATTAINING READING
3 COMPETENCY, AS DEFINED IN SECTION 22-7-1203 (10), IN KINDERGARTEN
4 AND FIRST AND SECOND GRADE.

5 **SECTION 4.** In Colorado Revised Statutes, 22-11-204, **amend**
6 (3) as follows:

7 **22-11-204. Performance indicators - measures.** (3) (a) The
8 department shall determine the level of attainment of each public school,
9 each school district, the institute, and the state as a whole on the
10 performance indicator that concerns student achievement levels on the
11 statewide assessments by using the following measures:

12 ~~(a)~~ (I) For each student enrolled in a public school in the state, the
13 department shall determine the student's achievement level in the subjects
14 included in the statewide assessments, as demonstrated by the score
15 achieved by the student on the statewide assessments. The state board
16 shall specify the score ranges that constitute each of the achievement
17 levels.

18 ~~(b)~~ (II) For each public school, the department shall calculate the
19 percentage of students enrolled in the public school at each grade level
20 who score at each of the achievement levels on the statewide assessments
21 in each of the subjects included in the statewide assessments.

22 ~~(c)~~ (III) For each school district and the institute, the department
23 shall calculate the percentage of all students enrolled in the district public
24 schools or in the institute charter schools who score at each of the
25 achievement levels in the subjects included in the statewide assessments.

26 ~~(d)~~ (IV) For the state, the department shall calculate the
27 percentage of all students enrolled in the public schools in the state who
28 score at each of the achievement levels in the subjects included in the
29 statewide assessments.

30 (b) BEGINNING IN THE 2013-14 SCHOOL YEAR, IN DETERMINING
31 THE LEVEL OF ATTAINMENT OF A PUBLIC SCHOOL THAT INCLUDES THIRD
32 AND FOURTH GRADES, A SCHOOL DISTRICT, THE INSTITUTE, AND THE STATE
33 AS A WHOLE ON THE PERFORMANCE INDICATOR THAT CONCERNS STUDENT
34 ACHIEVEMENT LEVELS, THE DEPARTMENT SHALL CALCULATE THE
35 PERCENTAGE OF STUDENTS ENROLLED IN THE PUBLIC SCHOOL IN THIRD
36 AND FOURTH GRADES WHO WERE AT ONE TIME IDENTIFIED AS HAVING A
37 SIGNIFICANT READING DEFICIENCY PURSUANT TO SECTION 22-7-1205 AND
38 WHO SCORE PARTIALLY PROFICIENT, PROFICIENT, OR ADVANCED ON THE
39 STATEWIDE READING ASSESSMENT IN THIRD OR FOURTH GRADE. THE
40 STATE BOARD SHALL ADOPT RULES BY WHICH A PUBLIC SCHOOL, A SCHOOL
41 DISTRICT, AND THE INSTITUTE RECEIVE ADDITIONAL CREDIT TOWARD
42 THEIR ACCREDITATION RATINGS USING THE PERCENTAGES CALCULATED

1 PURSUANT TO THIS PARAGRAPH (b), WHICH ADDITIONAL CREDIT IS
2 INCREASED BASED ON THE LEVEL OF PERFORMANCE.

3 **SECTION 5.** In Colorado Revised Statutes, 22-11-303, **add** (3)
4 (a.5) as follows:

5 **22-11-303. Accredited or accredited with distinction -**
6 **performance plan - school district or institute - contents - adoption.**

7 (3) A district or institute performance plan shall be designed to raise the
8 academic performance of students enrolled in the school district or in the
9 institute charter schools and to ensure that the school district or the
10 institute, following the next annual accreditation review, attains a higher
11 accreditation category or remains in the same accreditation category if the
12 school district or institute is accredited with distinction. At a minimum,
13 each district and institute performance plan shall:

14 (a.5) IDENTIFY THE STRATEGIES TO BE USED IN ADDRESSING THE
15 NEEDS OF STUDENTS ENROLLED IN KINDERGARTEN AND FIRST, SECOND,
16 AND THIRD GRADE WHO ARE IDENTIFIED PURSUANT TO SECTION 22-7-1205
17 AS HAVING SIGNIFICANT READING DEFICIENCIES AND SET, REAFFIRM, OR
18 REVISE, AS APPROPRIATE, AMBITIOUS BUT ATTAINABLE TARGETS THAT THE
19 SCHOOL DISTRICT, INCLUDING THE DISTRICT PUBLIC SCHOOLS, OR THE
20 INSTITUTE, INCLUDING THE INSTITUTE CHARTER SCHOOLS, SHALL ATTAIN
21 IN REDUCING THE NUMBER OF STUDENTS WHO HAVE SIGNIFICANT READING
22 DEFICIENCIES AND IN ENSURING THAT EACH STUDENT ACHIEVES GRADE
23 LEVEL EXPECTATIONS IN READING;

24 **SECTION 6.** In Colorado Revised Statutes, 22-11-304, **add** (3)
25 (a.5) as follows:

26 **22-11-304. Accredited with improvement plan - school district**
27 **or institute - plan contents - adoption.** (3) A district improvement plan

28 or an institute improvement plan shall be designed to ensure that the
29 school district or the institute improves its performance to the extent that,
30 following completion of its next annual accreditation review, the school
31 district or the institute attains a higher accreditation category. At a
32 minimum, a district improvement plan or an institute improvement plan
33 shall:

34 (a.5) IDENTIFY THE STRATEGIES TO BE USED IN ADDRESSING THE
35 NEEDS OF STUDENTS ENROLLED IN KINDERGARTEN AND FIRST, SECOND,
36 AND THIRD GRADE WHO ARE IDENTIFIED PURSUANT TO SECTION 22-7-1205
37 AS HAVING SIGNIFICANT READING DEFICIENCIES AND SET OR REVISE, AS
38 APPROPRIATE, AMBITIOUS BUT ATTAINABLE TARGETS THAT THE SCHOOL
39 DISTRICT, INCLUDING THE DISTRICT PUBLIC SCHOOLS, OR THE INSTITUTE,
40 INCLUDING THE INSTITUTE CHARTER SCHOOLS, SHALL ATTAIN IN REDUCING
41 THE NUMBER OF STUDENTS WHO HAVE SIGNIFICANT READING DEFICIENCIES

1 AND IN ENSURING THAT EACH STUDENT ACHIEVES GRADE LEVEL
2 EXPECTATIONS IN READING;

3 **SECTION 7.** In Colorado Revised Statutes, 22-11-305, **add** (3)
4 (a.5) as follows:

5 **22-11-305. Accredited with priority improvement plan - school**
6 **district or institute - plan contents - adoption.** (3) A district priority
7 improvement plan or an institute priority improvement plan shall be
8 designed to ensure that the school district or the institute improves its
9 performance to the extent that, following completion of its next annual
10 accreditation review, the school district or the institute attains a higher
11 accreditation category. At a minimum, a district priority improvement
12 plan or an institute priority improvement plan shall:

13 (a.5) IDENTIFY THE STRATEGIES TO BE USED IN ADDRESSING THE
14 NEEDS OF STUDENTS ENROLLED IN KINDERGARTEN AND FIRST, SECOND,
15 AND THIRD GRADE WHO ARE IDENTIFIED PURSUANT TO SECTION 22-7-1205
16 AS HAVING SIGNIFICANT READING DEFICIENCIES AND SET OR REVISE, AS
17 APPROPRIATE, AMBITIOUS BUT ATTAINABLE TARGETS THAT THE SCHOOL
18 DISTRICT, INCLUDING THE DISTRICT PUBLIC SCHOOLS, OR THE INSTITUTE,
19 INCLUDING THE INSTITUTE CHARTER SCHOOLS, SHALL ATTAIN IN REDUCING
20 THE NUMBER OF STUDENTS WHO HAVE SIGNIFICANT READING DEFICIENCIES
21 AND IN ENSURING THAT EACH STUDENT ACHIEVES GRADE LEVEL
22 EXPECTATIONS IN READING;

23 **SECTION 8.** In Colorado Revised Statutes, 22-11-306, **add** (3)
24 (a.5) as follows:

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

32 (a.5) IDENTIFY THE STRATEGIES TO BE USED IN ADDRESSING THE
33 NEEDS OF STUDENTS ENROLLED IN KINDERGARTEN AND FIRST, SECOND,
34 AND THIRD GRADE WHO ARE IDENTIFIED PURSUANT TO SECTION 22-7-1205
35 AS HAVING SIGNIFICANT READING DEFICIENCIES AND SET OR REVISE, AS
36 APPROPRIATE, AMBITIOUS BUT ATTAINABLE TARGETS THAT THE SCHOOL
37 DISTRICT, INCLUDING THE DISTRICT PUBLIC SCHOOLS, OR THE INSTITUTE,
38 INCLUDING THE INSTITUTE CHARTER SCHOOLS, SHALL ATTAIN IN REDUCING
39 THE NUMBER OF STUDENTS WHO HAVE SIGNIFICANT READING DEFICIENCIES
40 AND IN ENSURING THAT EACH STUDENT ACHIEVES GRADE LEVEL
41 EXPECTATIONS IN READING;

1 **SECTION 9.** In Colorado Revised Statutes, 22-11-403, **add** (3)
2 (a.5) as follows:

3 **22-11-403. School performance plan - contents.** (3) A school
4 performance plan shall be designed to raise the academic performance of
5 students enrolled in the public school and to ensure that the public school,
6 following the next annual performance review, attains a higher
7 accreditation category or remains in the same accreditation category if the
8 public school is already accredited by the school district or the institute
9 at the highest level. At a minimum, each school performance plan shall:

10 (a.5) IF THE PUBLIC SCHOOL SERVES STUDENTS IN KINDERGARTEN
11 AND FIRST, SECOND, AND THIRD GRADES, IDENTIFY THE STRATEGIES TO BE
12 USED IN ADDRESSING THE NEEDS OF STUDENTS ENROLLED IN
13 KINDERGARTEN AND FIRST, SECOND, AND THIRD GRADE WHO ARE
14 IDENTIFIED PURSUANT TO SECTION 22-7-1205 AS HAVING SIGNIFICANT
15 READING DEFICIENCIES AND SET, REAFFIRM, OR REVISE, AS APPROPRIATE,
16 AMBITIOUS BUT ATTAINABLE TARGETS THAT THE PUBLIC SCHOOL SHALL
17 ATTAIN IN REDUCING THE NUMBER OF STUDENTS WHO HAVE SIGNIFICANT
18 READING DEFICIENCIES AND IN ENSURING THAT EACH STUDENT ACHIEVES
19 GRADE LEVEL EXPECTATIONS IN READING;

20 **SECTION 10.** In Colorado Revised Statutes, 22-11-404, **add** (3)
21 (a.5) as follows:

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

28 (a.5) IF THE PUBLIC SCHOOL SERVES STUDENTS IN KINDERGARTEN
29 AND FIRST, SECOND, AND THIRD GRADES, IDENTIFY THE STRATEGIES TO BE
30 USED IN ADDRESSING THE NEEDS OF STUDENTS ENROLLED IN
31 KINDERGARTEN AND FIRST, SECOND, AND THIRD GRADE WHO ARE
32 IDENTIFIED PURSUANT TO SECTION 22-7-1205 AS HAVING SIGNIFICANT
33 READING DEFICIENCIES AND SET OR REVISE, AS APPROPRIATE, AMBITIOUS
34 BUT ATTAINABLE TARGETS THAT THE PUBLIC SCHOOL SHALL ATTAIN IN
35 REDUCING THE NUMBER OF STUDENTS WHO HAVE SIGNIFICANT READING
36 DEFICIENCIES AND IN ENSURING THAT EACH STUDENT ACHIEVES GRADE
37 LEVEL EXPECTATIONS IN READING;

38 **SECTION 11.** In Colorado Revised Statutes, 22-11-405, **add** (4)
39 (a.5) as follows:

40 **22-11-405. School priority improvement plan - contents.** (4) A
41 school priority improvement plan shall be designed to ensure that the

1 public school improves its performance to the extent that, following
2 completion of the public school's next annual performance review, the
3 public school attains a higher accreditation category. At a minimum, a
4 school priority improvement plan shall:

5 (a.5) IF THE PUBLIC SCHOOL SERVES STUDENTS IN KINDERGARTEN
6 AND FIRST, SECOND, AND THIRD GRADES, IDENTIFY THE STRATEGIES TO BE
7 USED IN ADDRESSING THE NEEDS OF STUDENTS ENROLLED IN
8 KINDERGARTEN AND FIRST, SECOND, AND THIRD GRADE WHO ARE
9 IDENTIFIED PURSUANT TO SECTION 22-7-1205 AS HAVING SIGNIFICANT
10 READING DEFICIENCIES AND SET OR REVISE, AS APPROPRIATE, AMBITIOUS
11 BUT ATTAINABLE TARGETS THAT THE PUBLIC SCHOOL SHALL ATTAIN IN
12 REDUCING THE NUMBER OF STUDENTS WHO HAVE SIGNIFICANT READING
13 DEFICIENCIES AND IN ENSURING THAT EACH STUDENT ACHIEVES GRADE
14 LEVEL EXPECTATIONS IN READING;

15 **SECTION 12.** In Colorado Revised Statutes, 22-11-406, **add** (3)
16 (a.5) as follows:

17 **22-11-406. School turnaround plan - contents.** (3) A school
18 turnaround plan shall be designed to ensure that the public school
19 improves its performance to the extent that, following completion of the
20 public school's next annual performance review, the public school attains
21 a higher accreditation category. At a minimum, a school turnaround plan
22 shall:

23 (a.5) IF THE PUBLIC SCHOOL SERVES STUDENTS IN KINDERGARTEN
24 AND FIRST, SECOND, AND THIRD GRADES, IDENTIFY THE STRATEGIES TO BE
25 USED IN ADDRESSING THE NEEDS OF STUDENTS ENROLLED IN
26 KINDERGARTEN AND FIRST, SECOND, AND THIRD GRADE WHO ARE
27 IDENTIFIED PURSUANT TO SECTION 22-7-1205 AS HAVING SIGNIFICANT
28 READING DEFICIENCIES AND SET OR REVISE, AS APPROPRIATE, AMBITIOUS
29 BUT ATTAINABLE TARGETS THAT THE PUBLIC SCHOOL SHALL ATTAIN IN
30 REDUCING THE NUMBER OF STUDENTS WHO HAVE SIGNIFICANT READING
31 DEFICIENCIES AND IN ENSURING THAT EACH STUDENT ACHIEVES GRADE
32 LEVEL EXPECTATIONS IN READING;

33 **SECTION 13.** In Colorado Revised Statutes, 22-41-102, **amend**
34 (3) (a); and **add** (3) (c) as follows:

35 **22-41-102. Fund inviolate.** (3) (a) Except as provided in
36 paragraph (b) of this subsection (3), for the 2010-11 state fiscal year and
37 each state fiscal year thereafter, the first eleven million dollars of any
38 interest or income earned on the investment of the moneys in the public
39 school fund shall be credited to the state public school fund created in
40 section 22-54-114 for distribution as provided by law. PRIOR TO THE
41 2013-14 STATE FISCAL YEAR, any amount of such interest and income

1 earned on the investment of the moneys in the state public school fund in
2 excess of eleven million dollars, other than interest and income credited
3 to the public school capital construction assistance fund, created in
4 section 22-43.7-104 (1), pursuant to section 22-43.7-104 (2) (b) (I), shall
5 remain in the fund and shall become part of the principal of the fund.

6 (c) FOR THE 2013-14 STATE FISCAL YEAR AND FOR EACH STATE
7 FISCAL YEAR THEREAFTER, ANY AMOUNT OF INTEREST OR INCOME EARNED
8 ON THE INVESTMENT OF MONEYS IN THE PUBLIC SCHOOL FUND IN EXCESS
9 OF ELEVEN MILLION DOLLARS, OTHER THAN INTEREST AND INCOME
10 CREDITED TO THE PUBLIC SCHOOL CAPITAL CONSTRUCTION ASSISTANCE
11 FUND, CREATED IN SECTION 22-43.7-104 (1), PURSUANT TO SECTION
12 22-43.7-104 (2) (b) (I), SHALL BE CREDITED TO THE EARLY LITERACY FUND
13 CREATED IN SECTION 22-7-1210.

14 **SECTION 14.** In Colorado Revised Statutes, 22-54-103, **amend**
15 (10) (b) (I) introductory portion as follows:

16 **22-54-103. Definitions - repeal.** As used in this article, unless the
17 context otherwise requires:

18 (10) (b) (I) A pupil enrolled in a kindergarten educational program
19 pursuant to section 22-32-119 (1) shall be counted as not more than a
20 half-day pupil; EXCEPT THAT, IF THE PUPIL DOES NOT ADVANCE TO FIRST
21 GRADE, PURSUANT TO SECTION 22-7-1207, AFTER COMPLETING ONE YEAR
22 OF ENROLLMENT IN A KINDERGARTEN EDUCATIONAL PROGRAM, THE PUPIL
23 SHALL BE COUNTED AS A FULL-DAY PUPIL FOR THE SECOND YEAR IN WHICH
24 HE OR SHE IS ENROLLED IN THE KINDERGARTEN EDUCATIONAL PROGRAM.
25 For the 2005-06 budget year and each budget year thereafter, a district
26 shall count and receive funding only for pupils enrolled in a kindergarten
27 educational program who are:".

28 Renumber succeeding sections accordingly.

29 Page 44, line 14, strike "22-7-511." and substitute "22-7-1210."

30 Page 46, line 19, strike "22-7-511," and substitute "22-7-1210,".

31 Page 46, line 26, strike "22-7-511 (3)," and substitute "22-7-1210 (3),".

32 Page 47, line 14, strike "(1)".

33 Page 47, line 16, strike "22-7-511 (3)," and substitute "22-7-1210,".

34 Page 47, line 19, strike "to the assistance to" and substitute "pursuant to"

- 1 section 22-7-1210 (4), Colorado Revised Statutes."
- 2 Page 47, strike lines 20 through 27.
- 3 Page 48, strike lines 1 through 9.
- 4 Page 48, strike lines 14 through 21.
- 5 Page 48, line 22, strike "(c)" and substitute "(a)".

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