



COLORADO
Department of Education

2024 Legislation Implementation Report

Submitted to:

Colorado State Board of Education

By:

Alyssa Pearson, Deputy Commissioner

Melissa Bloom, Principal Policy Advisor

Kady Lanoha, Senior Policy Consultant

Solveig Delabroye, Ph.D., Evaluation and Data Lead

Shelbie Konkell, Senior Legislative Advisor

September 2024



Table of Contents

Overview	3
State Board of Education Positions	3
Strategic Plan Alignment	4
Budget Implications	6
<hr/>	
Budget Overview	6
Joint Budget Committee Approvals	6
Appropriations and FTE	7
Implementation Activities	8
<hr/>	
Data Collections	8
Grants	9
Task Forces and Advisory Committees	9
State Board of Education Duties	9
Appendix	10
<hr/>	



Overview

The 2024 legislative session was marked by a significant increase in activity, with 705 bills introduced, representing a 14% rise from the previous year. This surge reflects the growing complexity and demands on the legislative process, which we experienced within the Colorado Department of Education (CDE). The table below compares legislative activity between the 2023 session and the 2024 session.

	2023	2024	Percent Change
Total Bills Introduced	617	705	+14%
Total Fiscal Note Requests for CDE	78	113	+45%
K-12 Related Bills Introduced	66 <i>(~11% of all bills introduced)</i>	108 <i>(15% of all bills introduced)</i>	+64%
Total Bills Passed	474	525	+11%
K-12 Related Bills that Passed	50 <i>(~10% of all bills that passed)</i>	85 <i>(16% of all bills that passed)</i>	+70%
Pass Rate of K-12 Bills	76%	79%	-
Pass Rate of all Bills	77%	74%	-

State Board of Education Positions

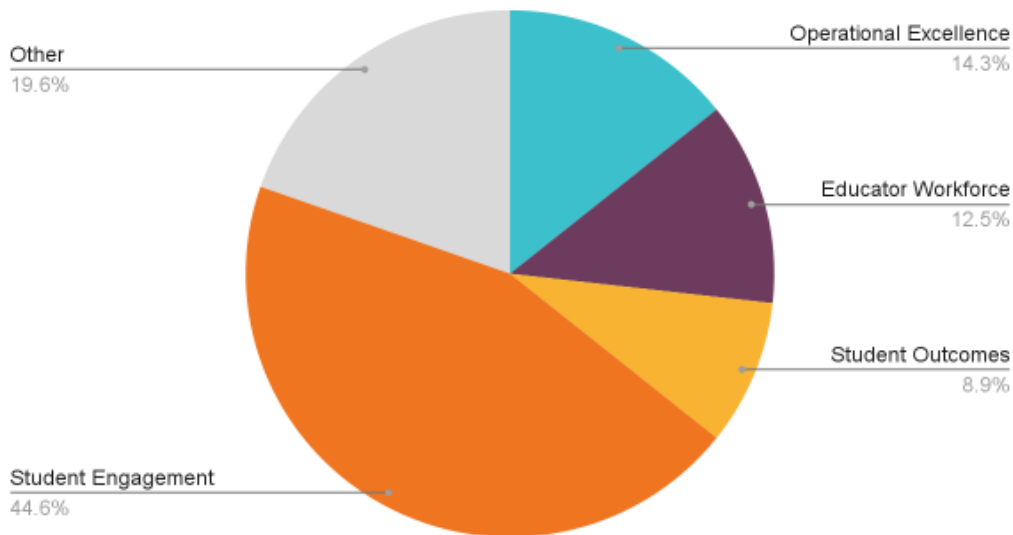
The SBE did not oppose any legislation this session, but they did support seven bills, six of which passed:

- SB24-104 Career & Technical Education & Apprenticeships - *Passed*
- HB24-1076 Purple Star School Program - *Passed*
- HB24-1096 School Psychologist Licensure Interstate Compact - *Passed*
- HB24-1255 Sunset Advisory Council Parent Involvement in Education - *Passed*
- HB24-1278 Sunset Concurrent Enrollment Advisory Board - *Passed*
- HB24-1364 Education-Based Workforce Readiness - *Passed*
- HB24-1264 Supporting the Education Workforce - *Did Not Pass*

Strategic Plan Alignment

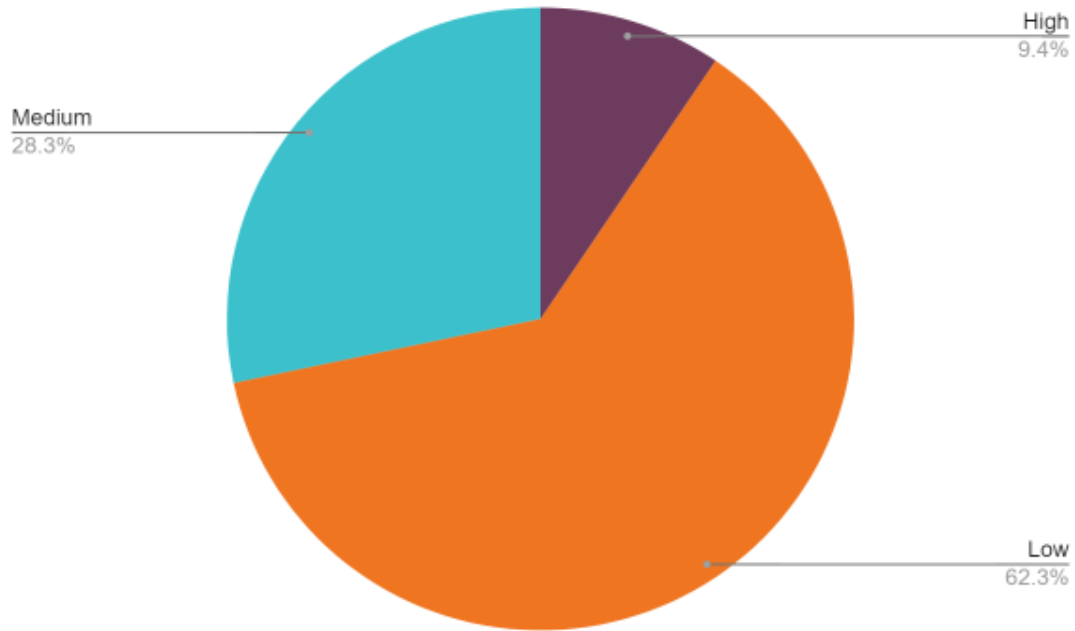
Of the 85 education-related bills passed this session, the CDE policy team’s independent assessment¹ is that a majority (~62%) have a low implementation burden on the department. The pie charts on pages 4 and 5 display the bills by strategic plan priority area and the bills by implementation effort. Additionally, all bills are summarized in the appendix with the categorization by strategic plan priority area.

Bills by Strategic Priority



¹ Note: this is the CDE policy team’s independent and qualitative assessment. It is a “best effort” attempt at a comprehensive and objective review, however, it is possible that other teams within the department and others outside of the department would categorize the bills differently.

Bills by Level of Implementation Effort





Budget Implications

Budget Overview

The session saw a reduction in the number of new task forces, rulemaking requirements, and grant programs, which were priorities for the state board. There was also a significant reduction in the number of FTE and appropriations through fiscal notes for legislation, which is at least in part, why the majority of legislation is categorized as “low” to “medium” effort for implementation. However, there was a significant increase in the number of studies and reports the department is required to commission and submit to the legislature.

	2023	2024	Percent Change
New Task Force or Advisory Committee	9	4	-56%
Require Rule Making	10	5	-50%
Create a New or Modify Existing Grants	11	5	-55%
Total Number of New Unrequested FTE Authorized ²	25.6	10.3	-60%
New Reports to the legislature	8	11	+38%
New or Amended Data Collections	5	6	20%

Joint Budget Committee Approvals

The Joint Budget Committee approved nearly all CDE’s budget requests:

- R4: Human Resource Capacity - Funded
- R5: School Finance System Modernization - Funded
- R6: ESSER Staff Closeout – Funded with an ESSER/General Fund refinance
- R7: Facility School Baseline Model Inflationary Increase - Funded

² Full Time Employees (FTE) authorized through fiscal notes on legislation, outside of the Joint Budget Committee budgeting process



- R8: Facility Schools and Healthy School Meals for All program - Funded
- R9: State Board of Education Operating Request - Funded
- R13: Educator Talent Mentorship Grant Program – Not funded (included in HB24-1264)
- R14: Payroll Office Support - Funded
- R15: CDE Facility Needs - Funded
- R16: BEST Term-limited Staff - Funded
- R17: Colfax Security Request – Funded

Appropriations and FTE

During the 2024 session, the legislature approved 20 bills that required appropriations to CDE and 14 bills that authorized additional FTE for FY 2024-25. Three bills reduced appropriations to CDE in FY 2024-25.

FY 2024-25 CDE Appropriations and Authorized FTE

(Note: Summaries of all bills are included in the Appendix.)

Bill Number	Bill Title	FY 24-25 Appropriation (CDE Only)	FY 24-25 FTE Authorized
24-014	Seal of Climate Literacy Diploma Endorsement	\$18,749.00	0.2
24-017	Distribution of State Share of District Total Program	\$0.00	0
24-048	Substance Use Disorders Recovery	\$144,321.00	0.4
24-051	Adult Education	\$0.00	0
24-069	Clarifying Individualized Education Programs	\$75,288.00	0.4
24-070	Remote Testing and Online Education Programs	\$440,000.00	0
24-084	Attorney General Duties to Prevent Mis- & Dis-information	\$0.00	0
24-125	Interstate Compact for the Placement of Children	\$0.00	0
24-129	Nonprofit Member Data Privacy & Public Agencies	\$0.00	0
24-142	Oral Health Screening in Schools Pilot Program	\$0.00	0
24-143	Credential Quality Apprenticeship Classification	\$0.00	0
24-153	News Access for Consumers Who Are Print-Disabled	\$200,000.00	0
24-162	Best Practices to Prevent Discrimination in Schools	\$111,111.00	0
24-188*	School Finance	\$48,593,794.00	1.0
24-1038	High-Acuity Crisis for Children & Youth	\$0.00	0
24-1039	Non-Legal Name Changes for Students	\$0.00	0
24-1063*	Addressing Abbreviated School Days	\$250,108.00	1.2
24-1076	Purple Star Program	\$33,247.00	0.3
24-1087	Professional Endorsement Special Education Teaching	\$0.00	0
24-1096	School Psychologist Licensure Interstate Compact	\$0.00	0
24-1136	Healthier Social Media Use	\$13,974.00	0.2
24-1154	CSI Schools and Bond Indebtedness	\$0.00	0
24-1164	Free Menstrual Products to Students	\$100,000.00	0.2
24-1205	Moving Imagination Library to CDEC	\$0.00	0
24-1206	School Food Authorities	\$0.00	0
24-1216	Supports for Justice Engaged Students	\$82,883.00	0.1



Bill Number	Bill Title	FY 24-25 Appropriation (CDE Only)	FY 24-25 FTE Authorized
24-1255	Sunset of SACPIE	\$33,364.00	0
24-1278	Sunset Concurrent Enrollment Advisory Board	\$0.00	0
24-1282	9 th -Grade Success Grant & Performance Reporting	\$2,000,000.00	1.4
24-1285	Student Weight-Based Bullying Prevention	\$0.00	0
24-1305	Changes for Concurrent Enrollment Students	\$0.00	0
24-1320	Educator Workforce Safety Taskforce	\$0.00	0
24-1323	School Graduation Attire	\$0.00	0
24-1331*	Out-of-School Time Grant Program	\$3,500,000.00	1.9
24-1360	Colorado Disability Opportunity Office	\$0.00	0
24-1364	Education-Based Workforce Readiness	\$1,002,997.00	1.2
24-1365	Opportunity Now Grants & Tax Credit	\$0.00	0
24-1376	Expanding Teacher Mentorships	\$0.00	0
24-1389**	School Funding 2023-24 for New Arrival Students	\$0.00	0
24-1390	School Food Programs	-\$17,820,179.00	-0.6
24-1391	Appropriation Authority Educator Licensure Cash Fund	\$0.00	0
24-1392	Cap Schools in Early High School Graduation Pilot Program	\$0.00	0
24-1393	Accelerating Concurrent Enrollment Program Modifications	-\$1,036,162.00	0
24-1395	Public School Capital Construction Assistance Fund Transfer Date	-\$20,000,000.00	0
24-1403	Higher Education Support for Homeless Youth	\$26,055.00	0.2
24-1446	Professional Development for Science Teachers	\$3,000,000.00	0
24-1448*	New Public School Finance Formula	\$11,684,433.00	2.2
24-1451	Include Hair Length in CROWN Act	\$0.00	0
24-1465	Program Changes Refinance Recovery Funds	\$0.00	0
24-1466	Refinance Federal Coronavirus Recovery Funds	\$0.00	0
Total		\$36,650,983.00	10.3

*These bills will require CDE to hire new staff to support implementation efforts.

**This bill included an appropriation of \$24 million in FY 2023-24, including \$50,000 for CDE administration.

Implementation Activities

Data Collections

Currently, CDE manages 71 mandatory data collections, as approved by EDAC. Six bills from the 2024 session require new or modified data collections:

- SB24-014 Seal of Climate Literacy Diploma Endorsement
- SB24-188 Public School Finance
- HB24-1063 Addressing Abbreviated School Days
- HB24-1136 Healthier Social Media Use
- HB24-1282 Ninth-Grade Success Grant & Performance Reporting
- HB24-1331 Out of School Time Grant Program



Grants

In 2024, the legislature approved two bills that create new grants that will be administered by CDE:

- SB24-048 Substance Use Disorders Recovery
- SB24-1331 Out-of-School Time Grant Program

Additionally, 3 existing grant programs were modified through these bills:

- HB24-1282 Ninth-Grade Success Grant & Performance Reporting
- HB24-1164 Free Menstrual Products to Students
- SB24-188 School Finance

Task Forces and Advisory Committees

During the 2024 session, the legislature approved four bills that require a new task force or advisory committee to be overseen by CDE:

- SB24-162 Best Practices to Prevent Discrimination in Schools
- HB24-1136 Healthier Social Media Use
- HB24-1216 Supports for Justice Engaged Students
- HB24-1390 School Food Programs

State Board of Education Duties

During the 2024 session, the legislature passed several bills that will require the state board to promulgate new rules or to amend their existing rules to align with statute.

- HB 24-1087 Professional Endorsement for Special Education and HB 24-1376 Expanding Teacher Mentorships both require amendments to 1 CCR 301-37 Rules for Administration of the Educator Licensing Act and 1 CCR 301-101 Rules for Administration of Educator Licensing Endorsements - both noticed in August
- HB 24-1063 Addressing Abbreviated School Days requires amendments to 1 CCR 301-8 Rules for Administration of the Exceptional Children's Education Act - scheduled for notice in November
- HB 24-1216 Supports for Youth in the Juvenile Justice System requires the board to promulgate new rules concerning quality educational programs for youth in custody - scheduled for notice in April
- HB 24-1448 New Public School Finance Formula requires the board to amend 1 CCR 301-39 Rules for Administration of the School Finance Act - scheduled for notice in May

HB 24-1331 will require the state board to approve grant awards under the new Out of School Time Grant Program, providing grants to eligible 501 (c)(3) nonprofit organizations to provide academic enrichment and related services to public school students during times when school is not in session.



Appendix

The table below provides summaries of the 50 bills that require an implementation role from CDE. Please note that this list does not include all K-12 education bills approved during the 2024 session as CDE does not play a role in other K-12 education bills.

Bill Number	Bill Title	Bill Summary	Strategic Plan Priority
24-1063	Addressing Abbreviated School Days	<p>The bill defines an abbreviated school day (ASD) as any school day in which a student with disabilities receives instruction for fewer hours than the majority of students in the same grade and school district.</p> <p>The bill requires CDE to create and implement a policy related to the use of an ASD, which includes: how the definition of ASD applies to attendance and discipline; circumstances under which an ASD is permissible and impermissible; the role of an IEP or 504 team in assigning ASDs; the extent to which students with a disability may participate in field trips, extracurricular activities, and other school functions; recordkeeping and documentation requirements; a regular review of an ASD schedule; information for parents to consent to or oppose the ASD schedule for their child; and procedural safeguards for students prior to any meeting in which an ASD is discussed.</p> <p>The State Board of Education shall adopt rules, as necessary, for the implementation of this law. Each administrative unit (AU) must adopt a plan to support a student with disabilities who is assigned an ASD.</p> <p>CDE must provide annual training to AUs on how abbreviated school days impact the state’s compliance with federal law and ongoing technical assistance.</p> <p>On or before July 1, 2026 and annually thereafter, local education providers must report to CDE individual student level data related to abbreviated school days.</p> <p>On or before November 1, 2026, and annually thereafter, CDE must post the reports from local education providers on the CDE website.</p> <p>Beginning in January 2027, CDE must include a report on this law as a part of the department’s SMART Act presentation to the legislature.</p>	Student Achievement



Bill Number	Bill Title	Bill Summary	Strategic Plan Priority
24-1305	Changes for Concurrent Enrollment Students	<p>The Pathways in Technology Early College High School (P-TECH) Program allows students in approved programs to graduate from high school with an associate’s degree or certificate in certain disciplines. The bill expands the allowable disciplines to include industries beyond the science, technology, engineering and mathematics fields.</p> <p>Under prior law, credits earned through a P-TECH program, concurrent enrollment courses, developmental education courses, the Accelerating Students in Concurrent Enrollment (ASCENT) program, and the Teacher Recruitment and Education Program (TREP) program counted against a student’s allowable College Opportunity Fund (COF) limit. The bill changes this law so that P-TECH, concurrent enrollment, development ASCENT, and TREP credits do not count against this credit limit.</p> <p>Students enrolled in P-TECH programs are counted as extended high school students and are funded at a flat rate through the school finance formula, estimated to be \$10,244 in FY 2024-25. To the extent that the bill increases enrollment in P-TECH programs, the state share of school finance will increase. No change in appropriations is required. Any changes in the state share will be handled through the annual school finance budget process.</p>	Student Achievement
24-1403	Higher Education Support for Homeless Youth	<p>This bill creates the Financial Assistance Program for Students Experiencing Homelessness in the Department of Higher Education. Beginning in the 2024-25 academic year, public institutions of higher education must provide financial assistance to qualifying students for the remaining balance of the student’s total cost of attendance, minus financial aid received for the student’s first 132 semester hours. A qualifying student is a resident of Colorado between 17 and 26 years old, who has been accepted to an institution and has been identified by school personnel as a child who experiences homelessness while having resided in the state at any time during high school.</p> <p>By July 1, 2024 and by January 20 in each following year, CDE will provide to CDHE, school district data identifying prospective qualifying students based on student-level status pursuant to the federal McKinney-Vento Homeless Assistance Act and other data already collected by CDE.</p>	Student Achievement



Bill Number	Bill Title	Bill Summary	Strategic Plan Priority
24-1446	Professional Development for Science Teachers	<p>The bill requires CDE to develop and offer a free, optional professional development program to enhance pedagogy around research-based Colorado academic standards in science. The program must include opportunities for in-person and virtual instruction on interventions for students who are below grade level or struggling in science, children with disabilities, gifted students, and students who are English language learners. The program must create incentives for teacher participation by offering ongoing professional development credit toward licensure renewal. The program prioritizes professional development for eligible science teachers employed at local education providers in rural school districts and small rural school districts.</p>	Student Achievement
24-014	Seal of Climate Literacy Diploma Endorsement	<p>The bill authorizes a local education provider (LEP) to grant a high school diploma endorsement in climate literacy to graduating students who demonstrate mastery in climate literacy and attain green skills or technical green skills. To obtain a seal of climate literacy, a student must complete the minimum high school graduation requirements of the LEP, successfully complete two courses in the area of climate literacy selected by the LEP, and successfully complete a final experiential learning project that is approved, supported, and facilitated by a climate literacy experiential learning provider.</p> <p>Beginning with students in the sixth grade, each LEP is required to notify students and their legal guardians of the requirements for obtaining a seal of climate literacy. In addition, on or before July 1, 2025, and every July 1 thereafter, each LEP is required to collect data on the seal of climate literacy, including:</p> <ul style="list-style-type: none"> • The schools that awarded the seal of climate literacy; • The number of students who received the seal of climate literacy; • The types of final projects students have completed; • The names of the learning providers that approve, support, and facilitate students' final projects; • A list of academic courses students have completed to earn the seal of climate literacy; and • Any other findings related to the seal of climate literacy. 	Student Engagement



Bill Number	Bill Title	Bill Summary	Strategic Plan Priority
		<p>On or before October 1, 2025, and every October 1 thereafter, each LEP must submit a report summarizing the data to CDE. Further, CDE may collaborate with a nonprofit organization to evaluate the data collected and prepare a report summarizing the data. On or before January 15, 2026, and every January 15 thereafter, CDE must submit the report to the legislature and the SBE.</p>	
24-048	Substance Use Disorders Recovery	<p>This bill creates the Recovery School Grant Program in CDE, to award recovery schools with grants to cover expenses related to assisting students with their sobriety.</p> <p>CDE may develop program rules necessary to implement the program. The department must award grants by January 1, 2025.</p> <p>The bill also allows for a district to include in its pupil enrollment count, pupils who were enrolled in the district prior to the pupil enrollment count day and then transferred out of the district prior to the pupil enrollment count day for the purpose of attending a recovery high school.</p> <p>Finally, the bill creates the Recovery-Friendly Workplace Program, a voluntary program for employers to become recovery-friendly workplaces within the Center for Health, Work, and Environment at the University of Colorado School of Public Health; declares that recovery residences are residential uses of property for zoning purposes; and requires that the Liquor Enforcement Division in the Department of Revenue (DOR) convene a stakeholder group to develop rules related to the location of alcohol beverage displays by July 1, 2025</p>	Student Engagement
24-069	Clarifying Individualized Education Programs	<p>This bill requires CDE to create a training program that includes easy to understand explanations of federal and state laws and procedures related to individualized education programs, including parent and student rights.</p> <p>On or before July 1, 2026, the training must be provided in person and made available online.</p> <p>CDE must collaborate with stakeholders to create the training. CDE is encouraged to collaborate with, at a minimum, parents of students with IEPs, teachers, persons with disabilities, district representatives and members of the public.</p>	Student Engagement



Bill Number	Bill Title	Bill Summary	Strategic Plan Priority
		<p>On or before July 1, 2026, CDE must publish on its website: a recording of the training and any resources or materials developed to accompany the training.</p>	
24-142	Oral Health Screening in Schools Pilot Program	<p>The bill creates the Oral Health Screening in Public Schools Pilot Program in the Department of Public Health and Environment (CDPHE) to provide grants for local education providers to conduct oral health screenings of children in kindergarten or third grade.</p> <p>The bill requires CDPHE to award at least five grants to screeners of oral health in schools of local education providers selected by CDPHE. The bill sets criteria for the selection of local education providers, the oral health screening process, the requirements of screeners and local education providers conducting oral health screenings, and the reporting requirements for screeners and the CDPHE. The CDPHE must work with the Department of Health Care Policy and Financing to identify a process for reimbursing oral health screening provided to students covered by Medicaid. CDPHE must report on the program to the General Assembly by January 15, 2027. The pilot program repeals July 1, 2031.</p> <p>CDE must provide information to LEPs about the opportunity to participate in the program and must provide to CDPHE certain information about interested local education providers (i.e., student counts, LEP address and geographic data).</p> <p>On or before December 1, 2027, CDE also must develop a plan for implementing oral health screenings in kindergarten and third grade in all public schools. The plan must be submitted to the legislature.</p>	Student Engagement



Bill Number	Bill Title	Bill Summary	Strategic Plan Priority
24-143	Credential Quality Apprenticeship Classification	<p>Current law requires CDHE and other higher education institutions to develop a framework for evaluating the quality of non-degree credentials. The bill formally recognizes the resulting quality and in-demand non-degree credentials framework as the primary tool for assessing the quality of non-degree credentials offered in the state.</p> <p>The bill requires the CDHE to collaborate with various agencies, including CDE, to ensure the effective integration of the quality non-degree credentials framework within the state's education and workforce systems and to evaluate non-degree credentials offered through state-recognized programs to ensure the credentials meet the framework's quality standards. Annually, the CDHE is required to supply a list of non-degree credential programs that meet the framework's quality standards for inclusion in the Colorado talent report and a credential registry endorsed by the state.</p>	Student Engagement
24-162	Best Practices to Prevent Discrimination in Schools	<p>SB 23-296 required CDE to develop training for school staff regarding harassment and discrimination policies. The bill modifies these requirements by requiring CDE to contract with an organization to develop best practices and training.</p> <p>CDE must convene an evaluation committee with specified membership to select the organization. Members of the committee include appointments from CDE, the Department of Regulatory Agencies (DORA) and the Office of School Safety in the Department of Public Safety (DPS).</p> <p>The organization must develop best practices for notifying students and parents about school policies and procedures, processing reports, and implementing trauma-informed responses. In addition, the organization will develop a harassment and discrimination training program curriculum for use by schools. Upon request of the organization, CDE must assist the organization in soliciting feedback from schools and local education providers.</p> <p>No later than April 1, 2025, the organization must provide the training program to CDE. CDE must make the program available to public schools at no cost.</p> <p>No later than December 31, 2024, the organization must submit a report to CDE, the Office of School Safety, and the General Assembly explaining the best practices and any</p>	Student Engagement



Bill Number	Bill Title	Bill Summary	Strategic Plan Priority
		<p>related recommendations. CDE must post the report on its website, provide the report to all local education providers, and include the report in its SMART Act presentation.</p>	
24-1038	High-Acuity Crisis for Children & Youth	<p>The bill requires HCPF, in collaboration with the Behavioral Health Administration (BHA) and the Colorado Department of Human Services (CDHS), to develop a system of care for children and youth who are less than 21 years of age and who have complex behavioral health needs. At a minimum, the system of care must include:</p> <ul style="list-style-type: none"> • Implementation of a standardized assessment tool; • Intensive-care coordination; • Expanded supportive services; and • Expanded access to treatment foster care. <p>As part of the system of care, CDHS is required to establish a leadership team that is responsible for the decision-making and oversight of the system of care for children and youth who have complex behavioral health needs. The commissioner, or commissioner’s designee is to sit on the leadership team.</p>	Student Engagement
24-1039	Non-Legal Name Changes for Students	<p>Public school employees and contractors must address students by their chosen name and use the student’s chosen name in school and during extracurricular activities. A student who is subject to discrimination related to knowing or intentional avoidance or refusal to use a student’s chosen name may file a report with the public school or file a complaint under the public school’s or LEP’s policy adopted pursuant to Title IX.</p> <p>Each local education provider must implement a written policy outlining how the LEP will honor a student’s request to use a chosen name and may include a process for including a student’s chosen name on school records.</p> <p>The bill specifies that for purposes of the requirements of section 22-1-143 (requiring a district to adopt a written policy that protects students experiencing harassment or discrimination) harassment or discrimination includes the knowing or intentional use of a name other than a student’s chosen name.</p>	Student Engagement



Bill Number	Bill Title	Bill Summary	Strategic Plan Priority
		<p>The SBE may not waive any provision of section 22-1-145 relating to the use of a student’s chosen name. Charter schools may not apply for this waiver.</p>	
24-1076	Purple Star Program	<p>The bill creates the purple star school program CDE. The purpose of the program is to designate schools of a school district, district charter schools, institute charter schools, or BOCES that provide services and supports to military-connected students and their families to help mitigate the academic and social-emotional challenges they may face as a result of frequent moves, new schools, parental deployments, and different social circles and experiences.</p> <p>To establish the program, the department is required to create:</p> <ul style="list-style-type: none"> • An application for a public school to apply for a purple star school designation; • A rubric to measure whether a public school qualifies for a purple star school designation; and • A timeline for a public school to apply for and to renew the purple star school designation. <p>The department must designate a public school as a purple star school if the public school applies and qualifies for the designation. A purple star school designation is valid for 3 years. In addition, during the first week of April each year, the governor, or the governor's designee, shall recognize each purple star school and present the purple star schools with a certificate.</p>	Student Engagement
24-1136	Healthier Social Media Use	<p>This bill requires that social media platforms display a pop-up warning to a user who is under the age of 18 when the user has spent at least an hour on social media in a day, and is on social media between 10 p.m. and 6 a.m. The bill specifies how frequently the warning must appear, and what must be included in the warning, including data on the impacts of social media.</p> <p>By July 1, 2025, the bill requires that CDE create a resource bank of materials and curricula related to the mental health impacts of social media use by youth. CDE must convene a temporary stakeholder group to assist with the resource bank and identify ways to inform local education providers, educators, parents, youth, and the public about the resource bank. The bill outlines the types of representatives</p>	Student Engagement



Bill Number	Bill Title	Bill Summary	Strategic Plan Priority
		<p>to be included in the stakeholder group, if possible. When possible, CDE must identify the grade(s) or age-group(s) appropriate for materials and when a material could be used for a standard within the comprehensive health education standards.</p> <p>CDE must collect disaggregated data on how often materials and curricula are accessed and report on the use of the resource bank at the annual SMART Act hearing.</p> <p>The bill also requires that CDE provide technical assistance upon request to local education providers in designing age-appropriate mental health curricula.</p> <p>CDE guidelines for local comprehensive health education programs must strongly encourage including curriculum on mental health impacts of social media use. CDE must also convene a stakeholder group to identify resources for optional use by LEPs in local comprehensive health education programs related to technology use, brain development, and the physical and mental impacts of social media use.</p>	
24-1164	Free Menstrual Products to Students	<p>The bill requires certain local education providers to provide free menstrual products in at least 25 percent of applicable student bathrooms in all applicable school buildings by June 30, 2025. By June 30, 2026, certain local education providers are required to provide free menstrual products to students in at least 50 percent of applicable student bathrooms in all applicable school buildings. By June 30, 2027, certain local education providers are required to provide free menstrual products to students in at least 75 percent of applicable student bathrooms in all applicable school buildings. Finally, by June 30, 2028, all local education providers, the Colorado school for the deaf and the blind, and approved facility schools are required to provide free menstrual products to students in all applicable student bathrooms in all applicable school buildings.</p> <p>The bill expands eligibility for the menstrual hygiene products accessibility grant program to make rural school districts, small rural school districts, or charter schools within these districts eligible for a grant award and requires CDE to prioritize awards to certain applicants if the demand exceeds the amount appropriated for the grant program. The bill provides exceptions for applicable school buildings</p>	Student Engagement



Bill Number	Bill Title	Bill Summary	Strategic Plan Priority
		<p>that do not have a gender-neutral bathroom, for applicable school buildings that provide educational services only to students who are enrolled in kindergarten through grade 6, and if the local education provider is experiencing vandalism as a result of complying with the bill.</p> <p>For FY 2024-25, the bill requires the general assembly to appropriate \$200,000 for the grant program. The bill allows the department to retain up to 10 percent of the appropriation on actual administrative costs for the grant program and allows grant awards to be used to acquire a dispensing machine or disposal receptacle for menstrual hygiene products.</p>	
24-1206	School Food Authorities	The bill adds approved facility schools, facilities, and the Colorado School for the Deaf and the Blind as types of school food authorities in order to make approved facility schools, facilities, and the Colorado School for the Deaf and Blind eligible for state nutrition programs.	Student Engagement



Bill Number	Bill Title	Bill Summary	Strategic Plan Priority
24-1216	Supports for Justice Engaged Students	<p>The bill establishes a bill of rights for K-12 students who are involved in any capacity with the juvenile or criminal justice system (“justice-engaged” students), creating expectations for local education providers with respect to justice-engaged students.</p> <p>Each local education provider must designate one person to serve as their point of contact for justice-engaged students and their families or caregivers. For small and rural school districts that are not members of a BOCES, a designated support person at CDE may act as a point of contact.</p> <p>On or before August 1, 2026, CDE must partner with persons involved with justice-engaged students to develop guidance that aligns with the bill of rights and includes guidance in state attendance laws, cases pertaining to education as a protected property interest, re-entry best practices, credit transfers and requirements of federal law. CDE must make the guidance available to local education providers, youth-serving agencies, and community organizations online and in modules. Each local education provider must ensure that their point-of-contact has an understanding of the guidance.</p> <p>On or before July 1, 2024, CDE shall convene an interagency working group including CDE, the Colorado Department of Human Services, the Division of Youth Services and the Judicial Department. No later than December 1, 2024, this work group shall make recommendations to CDE and the legislature concerning: identifying and quantifying the number of justice-engaged students; indicators and contributing factors of academic attainment; data sharing agreements and statutory or regulatory changes needed to implement recommendations; additional funding or system enhancements needed to implement recommendations; and any other recommendations to better understand outcomes for justice-engaged students and ways the state can support this population.</p> <p>Beginning July 1, 2025, the SBE shall promulgate any rules necessary and request any statutory changes necessary to implement the recommendations of the work group.</p> <p>On or before August 1, 2025, the SBE, in collaboration with the Division of Youth Services, the Judicial Department,</p>	Student Engagement



Bill Number	Bill Title	Bill Summary	Strategic Plan Priority
		<p>justice-engaged students and their families, and other interested parties, shall promulgate rules to establish a process and ensure youth in custody have access to quality educational programs and receive credits for any work completed upon return to the traditional educational environment.</p> <p>On or before August 30, 2025, CDE shall provide guidance to local education providers on how to allow a justice-engaged student to receive an accommodation to participate in school activities, including graduation ceremonies, sporting events, after-school activities, dance, clubs and college or career readiness pathways, including but not limited to career and technical certification programs.</p> <p>On or before September 1, 2026, CDE must contract with an entity to establish and maintain a statewide hotline for justice-engaged students, families and caregivers, justice system personnel and education personnel. On or before June 30, 2027 and annually thereafter, the entity operating the hotline must submit a written report to CDE and the SBE summarizing the calls received.</p> <p>CDE shall create and maintain a position to serve as a support person to assist students from small and rural school districts who have been denied re-entry into school by a local education provider.</p>	



Bill Number	Bill Title	Bill Summary	Strategic Plan Priority
24-1255	Sunset of SACPIE	<p>This bill continues the Colorado State Advisory Council for Parent Involvement in Education (which otherwise would have been repealed in Sept 2024) until Sept. 2030.</p> <p>The bill also adds a representative from the Department of Early Childhood to the council and modifies the council’s duties to include advising educator preparation programs about family engagement strategies and providing feedback to state agencies and other organizations about resources available to help families navigate the education system.</p>	Student Engagement
24-1278	Sunset Concurrent Enrollment Advisory Board	<p>This bill extends the Concurrent Enrollment Advisory Board through September 2027.</p> <p>The board is assigned the new task of working with CDE, the Colorado Department of Higher Education and the community college system to support the enrollment of first-generation students, low-income students and students of color in concurrent enrollment programs.</p>	Student Engagement
24-1282	Ninth-Grade Success Grant & Performance Reporting	<p>Under current law, the Ninth-Grade Success Grant Program provides funding to local education providers and charter schools to implement a ninth-grade success program to assist students in ninth grade to develop the skills needed to successfully graduate high school and succeed in their education and careers. Beginning in the 2024-25 state fiscal year through the 2027-28 state fiscal year, the bill requires the general assembly to annually appropriate \$2 million from the state education fund for the grant program.</p> <p>Under current law, the Office of Dropout Prevention and Student Re-engagement submits an annual report to the SBE, the legislature, and the governor regarding findings and recommendations to reduce the student dropout rate and increase graduation and completion rates. Starting with the report submitted in March 2026, the bill requires the office to include certain ninth-grade performance measures for each public school, school district, the charter school institute, and the state as a whole.</p>	Student Engagement
24-1285	Student Weight-Based Bullying Prevention	<p>Under prior law, bullying behaviors have been subject to public school discipline policies and reporting requirements. This bill adds a pattern of bullying based on weight, height, or body size to prohibited bullying behaviors.</p>	Student Engagement



Bill Number	Bill Title	Bill Summary	Strategic Plan Priority
24-1323	School Graduation Attire	<p>The bill allows a preschool, public school, or public college or university student to wear objects of cultural or religious significance as an adornment at a graduation ceremony. The bill prohibits a preschool, public school, or public college or university from restricting what a student may wear under the student's required graduation attire. The bill allows a preschool, public school, or public college or university to prohibit a student from wearing or displaying an adornment that is likely to cause substantial disruption of, or material interference with, a graduation ceremony, but the prohibition must be the least restrictive means necessary to accomplish a specifically identified important government interest. Prior to the start of the 2024-25 school year, the bill requires a preschool, public school, and public college or university to develop and adopt a policy that aligns with the requirements of the bill.</p>	Student Engagement
24-1331	Out-of-School Time Grant Program	<p>The bill creates the out-of-school time program grant program (grant program) to provide grants to eligible 501 (c)(3) nonprofit organizations to provide academic enrichment and related services to public school students during times when school is not in session.</p> <p>CDE is required to administer the grant program. The state board of education is required to award grants, subject to available appropriations. (SBE “may” promulgate rules.)</p> <p>By no later than July 1, 2025 and annually thereafter, grantees are required to report specific information to the department. By no later than March 2026 and annually thereafter, the department must submit a “summarized report of information” to the legislature. The department also must conduct a thorough evaluation of the program, including specified information.</p>	Student Engagement



Bill Number	Bill Title	Bill Summary	Strategic Plan Priority
24-1364	Education- Based Workforce Readiness	<p>The bill authorizes CDE to commission a financial study with an independent contractor to analyze the costs to the state and local education providers and potential cost savings to provide students the opportunity to obtain college credits, industry credentials, and work-based learning experiences. The study must also include an analysis of the effects of consolidating certain postsecondary and workforce readiness programs.</p> <p>The bill requires the Office of Information Technology (OIT) to build, or contract with a third-party vendor to build, the Colorado statewide longitudinal data system to establish a consistent, appropriate, secure, and legal means of data sharing and connecting multiple data sets into the data system to support effective state investments, inform policy research, and assist Colorado citizens in making choices related to their education and training pathways. OIT is to work with contributing state agencies (including CDE), local education providers, institutions of higher education, partner entities, and policymakers.</p> <p>The bill also creates the Colorado state longitudinal data system governing board (to support the office with the development and implementation of the data system). The governing board is required to convene the systems build and implementation interagency advisory group and the sustainability interagency advisory group to support and advise the governing board on the technical development, implementation, use, and function of the data system.</p> <p>The bill requires OIT to submit an interim report on or before January 15, 2025, on the progress of the data system and an annual report on education and workforce readiness beginning April 15, 2026, and each April 15 thereafter, to the general assembly, the state board of education, and the governor summarizing the education and workforce outcomes and postsecondary and workforce programs using the data system.</p>	Student Engagement



Bill Number	Bill Title	Bill Summary	Strategic Plan Priority
24-1390	School Food Programs	<p>The bill requires CDE to apply to the United States Department of Agriculture for a statewide community eligibility provision if the department determines participation in a statewide community eligibility provision will maximize federal funding.</p> <p>The bill requires CDE to annually establish options for, and communicate the options to, school food authorities to maximize federal funding. A school food authority that chooses an option other than those established by the department will not receive healthy school meals for all program funding and must use other eligible funding sources to cover the costs of serving free meals to all students at the schools of the school food authority.</p> <p>The bill also delays the implementation of the Local Food Purchasing Grant, the Wage Increase or Stipend Program, and the Local School Food Purchasing Technical Assistance and Education Grant Program until the 2025-26 budget year.</p> <p>The bill requires CDE to create a policy for school food authorities to maximize the collection of Free or Reduced Price Lunch application forms to increase federal funding for the program. School food authorities that choose to participate in the program shall apply the policy to maximize the collection of household income application forms.</p> <p>The bill creates the Healthy School Meals for All Program Technical Advisory Group. As soon as practicable, CDE must convene the advisory group. The advisory group shall collaborate with school districts, the Office of State Planning and Budgeting, and other interested parties to:</p> <ul style="list-style-type: none"> • Identify ways to maximize federal reimbursements; • Reduce costs of the program; • Review cost-savings options, including minimizing food waste; • Strengthen the long-term resiliency of the healthy school meals for all cash fund; • Create model revenue scenarios; • Provide options and recommendations to balance program revenues and expenditures; and • Draft a report with legislative and administrative recommendations and submit it to the education 	Student Engagement



Bill Number	Bill Title	Bill Summary	Strategic Plan Priority
		<p>committees of the house of representatives and the senate, or any successor committees; the joint budget committee; the state board of education; and the governor.</p> <p>On January 1, 2024, the Local School Food Purchasing Program and the Local School Food Purchasing Technical Assistance and Education Grant Program were repealed. The bill recreates the purchasing program and the grant program and extends the programs through the 2024-25 budget year.</p>	



Bill Number	Bill Title	Bill Summary	Strategic Plan Priority
24-1393	Accelerating Concurrent Enrollment Program Modifications	<p>Under current law, the ASCENT program is available to all qualified students who are designated to participate by their local education provider.</p> <p>Starting in FY 2025-26, the bill caps the number of qualified students who participate in the ASCENT program at the number of qualified students who participated in the ASCENT program in FY 2024-25 and creates additional eligibility requirements to participate in the ASCENT program.</p> <p>The bill requires CDE to submit a report to the legislature regarding the ASCENT program.</p> <p>Under current law, the district's total program formula includes funding for a district's extended high school pupil enrollment, determined by the district's number of pupils who are concurrently enrolled in a postsecondary course multiplied by a dollar amount that annually increases. Starting in FY 2024-25, the bill amends the district's extended high school funding formula to cap the dollar amount that is multiplied by the district's ASCENT program students within the district's extended high school funding formula.</p>	Student Engagement
24-1451	Include Hair Length in CROWN Act	<p>In 2020, the general assembly enacted the "CROWN Act of 2020," which specified that, for purposes of anti-discrimination laws in the context of public education, employment and housing practices, public accommodations, and advertising, discrimination on the basis of one's race includes discrimination on the basis of traits commonly or historically associated with race, such as hair texture, hair type, and protective hairstyles. The bill adds hair length that is commonly or historically associated with race to the list of traits associated with one's race. The department must update various communications and guidance documents to reflect the revised statute.</p>	Student Engagement



Bill Number	Bill Title	Bill Summary	Strategic Plan Priority
24-1087	Professional Endorsement Special Education Teaching	<p>Under current law, a person seeking a teaching endorsement in special education or early childhood special education must complete an approved program and a student teaching practicum through an institution of higher education and pass one or more appropriate content-based exams. The bill requires CDE to issue an endorsement. To receive the endorsement, the educator must hold a valid teaching license other than an initial license; and complete coursework and assessments, as specified by rule of the state board of education (SBE), in a program in special education offered by an accepted institution of higher education or an alternative teacher preparation program for special education offered by a designated agency. The program must be approved by the state board. A person with a professional teacher license may continue in the person's current position while participating in a program for the purpose of receiving an endorsement.</p>	Educator Workforce
24-1096	School Psychologist Licensure Interstate Compact	<p>The bill enacts the School Psychologists Licensure Interstate Compact, which allows licensed school psychologists in a member state to more easily obtain a license from another member state. The compact takes effect when seven states have enacted the compact into law.</p> <p>To participate in the compact, the state must require that an applicant for licensure as a school psychologist passes a qualifying national exam, completes at least 1,200 hours of supervision prior to licensure, and graduates from a qualifying school psychologist program.</p> <p>The state must also meet commission participation requirements. For a school psychologist to obtain licensure in a participating state, they must hold an active license in their home state, complete any administrative or application requirements, and complete a background check. The compact sets parameters for the sharing of disciplinary information between states and does not limit the state's ability to implement other licensing requirements or handle violations and enforcement. It also establishes procedures for legal proceedings and enforcement related to the compact.</p> <p>CDE must designate staff to represent Colorado on the compact commission, which must meet at least once per year and includes one representative from each member state.</p>	Educator Workforce



Bill Number	Bill Title	Bill Summary	Strategic Plan Priority
24-1320	Educator Workforce Safety Taskforce	<p>The bill creates the educator safety task force within the Colorado Department of Public Safety (CDPS). The task force includes the Commissioner or his or her designee. The task force members must be appointed by July 1, 2024. The task force must meet at least 4 times in 2024 and at least 3 times in 2025 and may hold meetings with remote participation.</p> <p>On or before June 30, 2025, the bill requires the task force to review, investigate, and make recommendations to the legislature, the governor, the SBE, the commissioner of education, and CDPS concerning:</p> <ul style="list-style-type: none"> • Any issue relating to the safety and well-being of public school staff, including laws or regulations that affect the safety and well-being of public school staff; • The effects of the declining number of special education professionals on student behaviors, as well as the impact of widespread staff shortages and the effects of class size and caseloads on disruptive learning environments; • Incidents of aggressive student behaviors toward educators to inform solutions, as reported in the Teaching and Learning Conditions Colorado survey; • The work and recommendations of existing education task forces; • The impact of insufficient funding, lack of coordination of services between school and community, and the lack of wraparound services on disruptive learning environments; and • The role resource inequality may play in staff safety issues. <p>The task force shall make recommendations for administrative and statutory changes that are necessary to facilitate school staff safety solutions.</p>	Educator Workforce
24-1376	Expanding Teacher Mentorships	<p>The bill expands the Teacher Mentor Grant Program in the Department of Higher Education to include novice teachers and provides additional program funding. The bill increases state expenditures by \$100,000 starting in FY 2024-25.</p> <p>This bill requires the State Board of Education to make amendments to 1 CCR 301-37 Rules for Administration of the Educator Licensing Act and 1 CCR 301-101 Rules for Administration of Educator Licensing Endorsements.</p>	Educator Workforce



Bill Number	Bill Title	Bill Summary	Strategic Plan Priority
24-017	Distribution of State Share of District Total Program	<p>Under previous law, CDE has distributed the state share of school finance to school districts in twelve, approximately equal, monthly payments. This bill requires that CDE distribute the state share such that, when the state share is combined with the local distributions of property tax revenue, the district receives approximately the same amount each month.</p> <p>Districts may request, before July 1 of the applicable budget year, to instead receive 12 equal monthly payments.</p>	CDE Operations
24-188	School Finance	<p>District Funding: This bill is the 2024 School Finance Act that sets funding levels for Colorado’s 178 school districts. For the 2024-25 budget year, the statewide base per pupil funding is \$8,496.38.</p> <p>This bill also adds a rural funding factor to the school finance formula for the 2024-25 budget year and budget years thereafter. The bill delays implementation of a new at-risk measure, indicating that the new measure will go into effect in the 2025-26 budget year. The bill provides funding for the mill levy override match program and transfers \$15,715,539 from the State Education Fund to the Mill Levy Override Match Fund.</p> <p>Facility Schools Work Group: The bill pushes the deadline for a third-party evaluator to submit a report to the Facilities Work Group to September 2026 and pushes the deadline for CDE to submit its report to the legislature to October 2026.</p> <p>Special education high cost grants: The bill adjusts the criteria to be considered in determining whether to award a grant to an administrative unit, to include the AU’s annual audited operating expenses for 1 year prior to the preceding budget year if those expenses for the most recent preceding budget year are not available.</p> <p>Educational services for students awaiting trial: This bill clarifies that a school district that provides educational services to a student awaiting trial may receive the daily rate for services provided by “state programs.”</p> <p>9th grade success grant program: This bill allows CDE to use up to 8% (rather than 5%) of the program funds to administer the grant program.</p>	CDE Operations



Bill Number	Bill Title	Bill Summary	Strategic Plan Priority
		<p>Concurrent Enrollment Clarification: This bill clarifies that, for a student who receives transition services, concurrent enrollment (CE) courses need to count towards the student’s remaining postsecondary goals outlined in the student’s IEP (in contrast to the requirement that all CE courses must count towards high school graduation)</p> <p>Educator Licensure Cash Fund: This bill removes limitations on the educator licensure cash fund.</p>	
24-1154	CSI Schools and Bond Indebtedness	<p>A school district board of education may ask voters to approve bond indebtedness for the capital construction, land, or facility needs of a charter school authorized by the state Charter School Institute (CSI school). This bill specifies the process for a school district that decides to include a CSI school in a ballot measure, including a requirement that the CSI school submit a capital construction plan, and that the school district and CSI school enter into a written agreement to address allocation of costs and investment earnings, and debt recovery if the CSI school ceases to operate.</p>	CDE Operations
24-1389	School Funding 2023-24 for New Arrival Students	<p>For the 2023-24 budget year, the bill appropriates \$24 million from the State Education Fund to CDE to distribute one-time funding to school districts and Institute charter schools that enrolled new arrival students after the 2023-24 pupil enrollment count day.</p> <p>The funding amount will be determined based on: (1) a funding tier schedule calculated according to the total number of new arrival students in the district/school; and (2) a per pupil amount of \$4,500 multiplied by the lower of either the district’s/CSI school’s total net student population or the number of new arrival students (unless the amount appropriated is insufficient, in which case CDE must proportionately reduce the \$4,500 amount). Districts and CSI schools must request funding.</p> <p>By no later than May 1, 2024, CDE must finalize the amount to be distributed to each district/CSI school and notify each district/school of that amount. By no later than May 31, 2024 CDE must distribute funding to districts/CSI schools.</p>	CDE Operations



Bill Number	Bill Title	Bill Summary	Strategic Plan Priority
24-1391	Appropriation Authority Educator Licensure Cash Fund	Under current law, the money in the Educator Licensure Cash Fund is continuously appropriated through fiscal year 2023-24. The bill extends the continuous appropriation authority to fiscal year 2029-30. In addition, on or before November 1, 2029, CDE must submit a report to the legislature concerning the revenue credited to, and expenditures from, the cash fund and shall make a recommendation whether the continuous appropriation authority should be maintained.	CDE Operations
24-1448	New Public School Finance Formula	The bill creates a new school finance formula, starting in FY 2025-26, restructures the distribution of Permanent Fund interest, and makes other changes related to the funding of public schools. The bill changes how money flows into two funds and increases state expenditures and school district funding on an ongoing basis.	CDE Operations
24-1465	Program Changes Refinance Recovery Funds	This bill makes changes to programs and appropriations originally funded with ARPA money and provides roll-forward spending authority for the Behavioral Health Care Professional Matching grant programs.	CDE Operations
24-1466	Refinance Federal Coronavirus Recovery Funds	This bill refinances numerous programs to expedite spending of ARPA funds, including the Behavioral Health Care Professional Matching grant programs (page 53 and 61), the Adult Education and Literacy grant program (pages 70-71), the Colorado School for the Deaf and Blind (page 84-85), and the state board room renovation (page 113).	CDE Operations
24-051	Adult Education	<p>Current law permits a community college or local district college to develop and implement minimum graduation requirements, respectively, for a high school diploma. The bill gives that authority to the state board of community colleges and occupational education and a local district college board of trustees.</p> <p>In addition, the bill authorizes CDE to roll forward funding for the 2023-24 and 2024-25 fiscal years for the Adult Education and Literacy Grant Program. The money is available to CDE for the program through the 2028-29 state fiscal year, at which time it reverts to the General Fund.</p>	Other



Bill Number	Bill Title	Bill Summary	Strategic Plan Priority
24-070	Remote Testing and Online Education Programs	<p>The bill requires CDE to develop, review, and update state assessment administration and security policies for home-based, virtual administration of computer-based state assessments for students enrolled full time in online schools or online programs. The policies must include, but are not limited to:</p> <ul style="list-style-type: none"> • Testing personnel qualifications; • Maximum ratio of students to virtual administrator; • Tester verification; • Remote setting requirements, including restriction to other devices or people with or without internet capabilities; • Monitoring of the test-taker and testing environment; • Device and network requirements; • Parental consent agreements; and • Eligibility for schools to conduct assessments. <p>The department's policies must support the collection of evidence and evaluation of assessment results in order to administer assessments in the 2024-25 school year, with the expectation of full implementation of assessments no later than the 2025-26 school year that result in valid scores. To establish the validity of assessments in the 2024-25 school year, CDE is required to conduct validation activities, gather data, and evaluate the comparability of home-based, virtual state assessments and school-based, in-person administered state assessments.</p>	Other
24-084	Attorney General Duties to Prevent Mis- & Dis-information	<p>To prevent and combat the sharing and spreading of misinformation and disinformation, the attorney general is required to:</p> <ul style="list-style-type: none"> • Establish an initiative to encourage respectful engagement and discourse; • Develop and share curriculum resources to facilitate productive and honest conversations regarding statewide and national issues to help people find common ground; and • Collaborate with organizations across the state to develop and update the materials that are used in connection with the resources and coordinate with the department of education to make the resources available to schools and school districts in the state . 	Other



Bill Number	Bill Title	Bill Summary	Strategic Plan Priority
24-125	Interstate Compact for the Placement of Children	<p>The bill enacts the "Interstate Compact for the Placement of Children." The purpose of the compact is to:</p> <p>Provide a process through which children subject to this compact are placed in safe and suitable homes in a timely manner;</p> <ul style="list-style-type: none"> • Facilitate ongoing supervision of a placement, the delivery of services, and communication between the states; • Provide operating procedures that will ensure that children are placed in safe and suitable homes in a timely manner; • Provide for promulgation and enforcement of administrative rules implementing the compact and regulating the covered activities of the member states; • Provide for uniform data collection and information sharing between member states; • Promote coordination between the compact, the interstate compact for juveniles, the interstate compact on adoption and medical assistance, and other compacts affecting the placement of children and provision of services to children otherwise subject to this compact; • Provide for a state's continuing legal jurisdiction and responsibility for placement and care of a child that it would have had if the placement were intrastate; and • Provide for the promulgation of guidelines, in collaboration with Indian tribes, for interstate cases involving Indian children as is or may be permitted by federal law. <p>The compact will be enacted into law when the 35th state adopts the compact. If enacted, the department's Facility Schools Unit would, as appropriate, support efforts related to the appropriate placement of children in residential treatment facilities.</p>	Other



Bill Number	Bill Title	Bill Summary	Strategic Plan Priority
24-129	Nonprofit Member Data Privacy & Public Agencies	<p>With certain exceptions, the bill prohibits a public agency from:</p> <p>Requiring any person to provide the public agency with data that may identify a member of a nonprofit entity or compelling the disclosure of member-specific data;</p> <ul style="list-style-type: none"> • Disclosing member-specific data to any person; or • Requesting or requiring a current or prospective contractor or a current or prospective grantee of a grant program administered by the public agency to provide a list of nonprofit entities to which the current or prospective contractor or grantee has provided financial or nonfinancial support. <p>A nonprofit entity or any of its members affected adversely by a public agency's violation of the bill's provisions may initiate a civil action against the public agency in district court for injunctive relief, damages, or such other relief as is appropriate. Notwithstanding existing laws concerning governmental immunity, a court may award damages against a public agency that violates the bill's provisions.</p> <p>The bill also prohibits a custodian of public records from requiring a nonprofit entity to produce member-specific data that is contained in public records where such records are not subject to inspection and copying pursuant to the "Colorado Open Records Act". A custodian must deny any request to inspect, copy, or reproduce any member-specific data in the possession of a public agency and provided to the public agency by a nonprofit entity. A custodian must not require a nonprofit entity to produce records and information relating to the identification of individual employees of nonprofit entities with whom the public entity contracts for services or of individual employees of subcontractors of such nonprofit entities.</p>	Other
24-153	News Access for Consumers Who Are Print-Disabled	<p>The bill directs providers of on-demand news and information services to Coloradans who are blind or print-disabled to expand their services and increase the number of Coloradans who are blind or print-disabled who are aware of such services. The expansion of services includes providing an expanded array of information and literacy support services throughout the state, such as a variety of communication-related assistive technologies and blindness-related services; introductory training; and methods to find and use additional resources in or near</p>	Other



Bill Number	Bill Title	Bill Summary	Strategic Plan Priority
		<p>communities where a person lives. Other expanded services may include information sharing, marketing of expanded services, and other methods for informing persons who are blind or print-disabled about the on-demand news and information services; support services for users to resolve technical questions; and the provision of information about communication-related assistive technologies. The state librarian is authorized to administer money in the reading services for the blind cash fund for the support of privately operated reading services.</p>	
24-1205	Moving Imagination Library to CDEC	<p>Beginning June 30, 2024, the bill relocates the Imagination Library program from the Colorado Department of Education (CDE) to the Colorado Department of Early Childhood (CDEC), including the current contractual obligations associated with the program.</p> <p>Prior to June 30, 2024, the two departments may enter into an interagency agreement for administration of the program. Any unexpended funds appropriated to CDE for the program in FY 2023-24 are transferred to CDEC on June 30, 2024, and are further available for CDEC to spend in FY 2024-25.</p> <p>The bill also allows the contractor operating the program to partner with book vendors or publishers to provide free books to eligible children.</p>	Other
24-1360	Colorado Disability Opportunity Office	<p>This bill creates the Colorado Disability Opportunity Office in the Colorado Department of Labor and Employment, and transfers the Colorado Disability Funding Committee from the Department of Personnel and Administration into the new office. The bill increases state cash fund revenue and expenditures beginning FY 2024-25.</p> <p>The Office must convene and coordinate a Disability Technical Advisory Committee comprised of representatives from various state agencies, including CDE, to make recommendations on cross-agency efforts impacting Coloradoans with disabilities; understand the issues impacting state agencies' abilities to serve individuals with disabilities; and obtain the recommendations of individuals with disabilities on how to address agency issues.</p> <p>The office also must coordinate with the advisory committee to make resources available on the office</p>	Other



Bill Number	Bill Title	Bill Summary	Strategic Plan Priority
		<p>website with links to the agencies that administer those resources and collaborate with state agencies and the statewide equity office to create and maintain an Individuals with Disabilities Equity Plan for the development of shared dashboards that measures performance against goals within the plan.</p>	
24-1365	Opportunity Now Grants & Tax Credit	<p>On July 1, 2024, the bill requires a one-time \$3.8 million transfer from the general fund to the regional talent development initiative grant program fund to address workforce shortages in infrastructure and building trades. Of this amount, not more than 7% may be used for the administrative costs incurred to administer the regional talent development initiative grant program. CDE is to collaborate with the Office of Economic Development and International Trade in the implementation of the grant.</p>	Other
24-1392	Cap Schools in Early High School Graduation Pilot Program	<p>Under prior law, the Fourth Year Innovation Pilot Program in the Department of Higher Education (DHE) has been providing funding to local education providers (LEPs) for qualifying low-income students who graduate early from a participating high school. This bill limits program participation to only those LEPs participating as of the 2023-24 school year.</p> <p>By November 1, 2026, CDHE, in collaboration with CDE, must submit a final evaluation of the pilot program to the Governor’s Office of State Planning and Budgeting (OSPB), the Joint Budget Committee (JBC), and the education committees of the General Assembly. The evaluation must analyze program data to assess the impacts and outcomes of the program, including an evaluation of: objective measures of changes in student behavior; the cost-effectiveness of the program and the impact of incentives to LEPs on the state budget; and the feasibility and advisability of continuing the program. Student data collected for the report must be disaggregated by gender, grade level, ethnicity, disability, English language learner status, free and reduced-price lunch status, and housing status, to the extent possible in compliance with student privacy laws.</p>	Other
24-1395	Public School Capital Construction Assistance Fund Transfer Date	<p>The bill delays a \$20 million transfer from the marijuana tax cash fund to the public school capital construction assistance fund from June 1, 2024, to June 1, 2026. The bill reduces the appropriation to the department of education</p>	Other



Bill Number	Bill Title	Bill Summary	Strategic Plan Priority
		from the public school capital construction assistance fund for the 2024-25 state fiscal year by \$20 million.	