

2005 Legislative Roundup

SB 200 - School Finance Act

(Sen. Windels/Rep. Pommer)
This bill increases the minimum funding per student to \$5689; expands the "at-risk" funding factor to include students whose dominant language is not English; increases the "at-risk" funding factor; adds 3310 slots for the Colorado Preschool Program - 2810 for preschool and 500 for full-day Kindergarten; authorizes \$200,000 for civic education programs; and, authorizes \$83,000 for teachers' national credential fees.

revenues from school trust lands to go to the intergenerational permanent school fund.

SB 81 - School Nutrition Policies

(Sen. Sandoval/Rep. Madden)
To support children's health, this bill encourages school districts to have a student nutrition and wellness policy by July 1, 2006, as required by federal law. Areas may include ensuring access to healthful food choices, information about nutritional content, and nutritional guidelines.

Individual Education Plans to take tests other than the CSAP, whether scores of such assessments should be included on the school's report card, at what grade level the test should be administered, and any effects on funding.

SB 32 - Preschool Count Dates

(Sen. Williams/Rep. Hefley)
Allows school districts to count preschool students and three- and four-year old students with disabilities on November 1 instead of October 1.

SB 88 - Kindergarten

(Sen. Shaffer/Rep. Solano)
Quality Kindergarten and preschool programs are proven ways to save long-term costs because they improve children's learning and development and help close achievement gaps. This bill requires districts to provide Kindergarten.

For all bills, additional details are omitted due to space constraints. If interested in more information, please visit www.jaredpolisfoundation.org

SB 91 - Dropout and Graduation Rate Calculation

(Sen. Spence/Rep. T. Carroll)
School districts use different ways to report high school graduation and dropout rates that often understate the actual numbers. This bill requires one statewide method for calculating high school graduation, dropout, mobility, continuing education, and promotion rates, to be determined by the State Board of Education.

HB 1024 - Dropout Prevention Fund

(Rep. Solano/Sen. Williams)
This bill establishes a state income tax check-off fund for school dropout prevention efforts that focus on before- and after-school, arts, and vocational education programs. Please consider checking off the dropout prevention fund box on your next income tax statement.

SB 196 - School Land Trust

(Sen. Owen/Rep. Buescher)
This bill adds to long-term education funding by authorizing some lease

HB 1246 - Alternatives to CSAP for Students with Disabilities

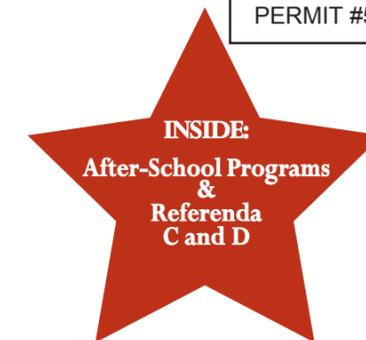
(Rep. Solano/Sen. Williams)
Requires a study of whether it would be appropriate for students with



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Jared Polis Education Report *F a l l 2 0 0 5*

Jared Polis Foundation

The Jared Polis Foundation works to build strong communities by supporting education throughout the state of Colorado. We believe education is the source of strength, growth and sustenance for our state. We promote high standards in education through four main approaches: (1) providing technology resources through the Community Computer Connection public charity so that schools and non-profits can be successful in their work; (2) promoting school reform and helping to open alternative schools of choice for those with unique needs through Colorado Youth Charity; (3) encouraging and inspiring educators in their work through appreciation gifts and grant making opportunities; (4) informing the public of policies and events impacting education in Colorado through our education report.



Dear Coloradans,

I am excited to share with you the Fall 2005 issue of the Jared Polis Education Report. This report contains important information on after-school programs, Referenda C and D, and legislative updates. I welcome you to share any ideas with me at jpolis@jaredpolisfoundation.org or by mail at P.O. Box 4659, Boulder, CO, 80306. Our children and community benefit when parents, neighbors and educators work together to meet the needs of all Colorado students.

Jared Polis
Vice-Chairman and Member-At-Large
Colorado State Board of Education

F a l l 2 0 0 5 Jared Polis Education Report

Not Paid for by Tax Dollars

Referenda C and D

This November, Colorado voters will have a chance to vote on two ballot measures on state revenue and spending: Referendum C and Referendum D. In the 2005 session, Colorado legislators sent these measures to the ballot. Both referenda would allow the state to override revenue and spending limits required by TABOR (Taxpayers Bill of Rights) to pay for specific services.

Referendum C would allow the state to spend or save all the revenue it collects for five years (2006-2010), to support schools, health care, roads, and police and fire fighter pensions. The measure would allow an estimated \$3.1 billion to be spent during those five years that would otherwise go to a refund mechanism. Referendum D would authorize bonds for construction and maintenance projects to:

- ▶ Support K-12 school construction (\$147 million)
- ▶ Support state universities, colleges, and community colleges construction (\$50 million)
- ▶ Repair and replace highways and bridges, and complete other specific transportation projects (\$1.7 billion)
- ▶ Address shortfalls for pensions for police officers and fire fighters (\$175 million)

In addition to letting the state spend the revenues it collects, Referendum C would permanently eliminate the "ratchet effect" by allowing the state to return its revenue and spending to pre-recession levels.



DU Bridge Project

For over 14 years the University of Denver Graduate School of Social Work has served underprivileged children and their parents through its Bridge Project. Working in three Denver public housing areas (South Lincoln Park, Columbine and Westwood), the Bridge Project's programs have informed, educated and motivated children and youth to stay in school and improve their current and future educational opportunities.

The project's after-school program has recruited a team of volunteers (including community members, organizations, faculty and staff) to provide needed services to children and their parents. Through tutoring, reading programs, homework help, mentoring, clubs, and other opportunities, the after-school program assists with educational and social growth. A child may also choose to participate in other extra curricular activities provided by the program such as joining Boy Scouts, Girl Scouts or the Chess Club.

Last year, the Bridge Project successfully helped 385 children and more than 50 adults with its services. For more information, contact Mary Krane at mkrane@du.edu, 303-871-7405, or visit www.du.edu/bridgeproject

Statewide After-School Network

In January 2005, a new statewide network was launched to increase state and local support for after-school programs serving Colorado school-age children. With support from local, state and national organizations, the Colorado After-School Network seeks to connect providers with families and engage policymakers in an effort to support the development and sustainability of quality after-school programs.

Across the nation, after-school programs are growing in importance in support of educational outcomes and developmental opportunities for all students. Research shows that youth who participate in after-school programs are more likely to have better school attendance, improved grades, and are less likely to drop out¹. In addition, quality after-school programs support the needs of working parents by providing safe and supervised environments for youth during the most at-risk hours. The time after the school day ends is the peak period when youth engage in risky behaviors such as drug and

alcohol use and juvenile crime². In Colorado, only 11% of children participate in an after-school program while 37% of children without a parent at home are left unsupervised in the afternoon³.

To help meet this need, the Network has identified three broad-based goals to guide its efforts:

- ▶ **Build public will** - Develop a network of statewide, regional, and local after-school programs and partners to build public will to support after-school programs
- ▶ **Inform policy development** - Monitor and analyze national, state, and local policies affecting after-school quality and funding, and advocate for policies that lead to long-term funding
- ▶ **Improve quality of programs** - Increase the quality and success of after-school programs through information sharing, peer networking, access to research, training, and evaluation

The Network will support efforts by Colorado decision-makers to mobilize

and coordinate quality after-school programs, and will be a critical resource to parents, practitioners and policymakers.

For more information, please visit www.jaredpolisfoundation.org

¹ Huang, D., Gibbons, B., Kim, K.S., Lee, C., & Baker, E.L. (2000). *A decade of results: The Impact of the L.A.'s BEST after school enrichment initiative in subsequent student achievement and performance.*

² Fight Crime: Invest in Kids. (2000). *America's After-School Choice: The Prime Time for Juvenile Crime, Or Youth Enrichment and Achievement.*

³ Afterschool Alliance. (2004). *America After 3pm.*



CU Business Leadership Program

The University of Colorado's Leeds School of Business works to broaden diversity within the school and beyond through its Business Leadership Program. This program provides top high school students from diverse backgrounds with an understanding of business fundamentals, computer skills and a chance to network with business professionals, all on the Boulder campus.

The week-long program allows students to:

- ▶ Win a \$1,000 scholarship to the school
- ▶ Compete in an advertising campaign
- ▶ Interact with guest speakers from major corporations
- ▶ Meet Business School faculty and administrators
- ▶ Be a "CU Student for a Day"
- ▶ Socialize with students and peers from different high schools

The program selects 30 individuals per year from 400 high schools throughout Colorado and looks for well-rounded, diverse students with strong academic performance and community service involvement. It partners with major corporations and several local businesses for funding, guest speakers, training sessions and other resources.

For more information, contact Aswad Allen at aswad.allen@colorado.edu, the Office of Diversity Affairs at 303-735-5117 or 303-735-5644, or visit <http://leeds.colorado.edu>

The Colorado Alliance of Boys & Girls Clubs

For many years, the Boys and Girls Club has provided valuable after-school programs for thousands of young people. These programs have focused on the following areas of childhood development and education:

- ▶ Development of Character and Leadership
- ▶ Education and Career Assistance
- ▶ Health and Life Skills
- ▶ The Arts
- ▶ Sports, Fitness and Recreation
- ▶ Computer Technology

Together, the nine constituent organizations of the Colorado Alliance of Boys & Girls Clubs serve nearly 45,000 young Coloradans each year, including more than 27,000 Club Members. On any given school day, on average nearly 3,000 young people attend the local Clubs. That number is slightly higher during the summer months when school is out of session. Currently, there are 32 Boys and Girls Club sites in Colorado, operated by eight local corporations and four military bases.

Boys and Girls Club membership ranges in age from six to 18, and three-quarters of the members are age 12 or younger. The Clubs have significant participation among minority youth, and have had over 2,100 volunteers supplement more than 500 staff.

For more information, please contact your local Boys and Girls Club or visit www.bgca.org