

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

INTRODUCED

LLS NO. 21-0643.01 Brita Darling x2241

HOUSE BILL 21-1234

HOUSE SPONSORSHIP

Tipper and Bradfield, Larson, McLachlan, Young

SENATE SPONSORSHIP

Moreno and Rankin,

House Committees
Education

Senate Committees

A BILL FOR AN ACT

101 **CONCERNING REDUCING STUDENT LEARNING LOSS THROUGH THE**
102 **CREATION OF HIGH-IMPACT TUTORING PROGRAMS.**

Bill Summary

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

The bill creates the Colorado high-impact tutoring program (program) to provide grant funding to local education providers, as defined in the bill, to create high-impact tutoring programs (tutoring programs) to address student learning loss and unfinished learning due to the presence of the COVID-19 pandemic in Colorado. A local education provider or group of providers may apply to the department of education

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

(department) for a grant.

To receive a grant, a local education provider shall apply to the department and shall demonstrate need, as determined by the department, which may include serving low-income or underserved students.

The application must also include the local education provider's plan for its tutoring program (program plan), which must include the elements of a tutoring program and must detail how the local education provider will implement the program plan.

The department shall review grant applications, and the commissioner of education (commissioner) shall award grants. In awarding grants, the commissioner shall consider the alignment of the local education provider's program plan with the requirements of the tutoring program, the number of students projected to be served, the needs of a rural local education provider for financial or technical support to implement a tutoring program, the cost of implementing the local education provider's tutoring program, the amount of available money for program grants, and any other criteria determined by the commissioner. The state board of education may promulgate rules necessary to implement the program.

In each year in which a grant is awarded, the bill requires a local education provider receiving a grant to report to the department information concerning the implementation of the tutoring program, including student outcomes. The department shall also report annually to the education committees of the general assembly, summarizing local education providers' tutoring programs and student outcomes.

The department is not required to implement the program if there is insufficient money to award program grants.

The bill repeals the program after 5 years.

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

2 **SECTION 1.** In Colorado Revised Statutes, **add** article 104 to
3 title 22 as follows:

4 **ARTICLE 104**

5 **Colorado High-impact Tutoring Program**

6 **22-104-101. Legislative declaration.** (1) THE GENERAL
7 ASSEMBLY FINDS THAT:

8 (a) SIGNIFICANT INTERRUPTIONS TO IN-PERSON LEARNING DUE TO
9 THE COVID-19 PANDEMIC HAVE LED TO POTENTIALLY DEVASTATING AND

1 LONG-LASTING NEGATIVE IMPACTS ON STUDENT ACHIEVEMENT,
2 IMPACTING EVERY PART OF COLORADO SOCIETY;

3 (b) THESE NEGATIVE IMPACTS ON STUDENT ACHIEVEMENT ARE NOT
4 EQUAL; STUDENTS FURTHEST FROM PRIVILEGE ARE AT RISK OF FALLING
5 BEHIND THE MOST;

6 (c) RESEARCH SUGGESTS THAT WHILE ALL STUDENTS MAY FALL
7 BEHIND AS MUCH AS SEVEN MONTHS BECAUSE OF INTERRUPTIONS TO
8 IN-PERSON LEARNING DUE TO THE COVID-19 PANDEMIC, STUDENTS WHO
9 IDENTIFY AS BLACK, LATINO, OR LOWER INCOME MAY FALL BEHIND AS
10 MUCH AS TEN MONTHS, EXACERBATING ALREADY ENTRENCHED
11 INEQUITIES;

12 (d) RESPONDING TO LEARNING LOSS AND THE WIDENING OF
13 OPPORTUNITY GAPS COULD BE THE GREATEST CHALLENGE OUR STATE
14 FACES OVER THE NEXT FEW YEARS, AND THE STATE HAS AN URGENT AND
15 IMMEDIATE NEED TO PROVIDE ADDITIONAL SUPPORT TO ENSURE STUDENTS
16 ARE WELL PREPARED FOR THE FUTURE;

17 (e) WITH SCARCE RESOURCES, IT IS IMPERATIVE TO KNOW WHICH
18 ACADEMIC INTERVENTIONS YIELD THE BEST RESULTS FOR STUDENTS SO
19 THAT RESOURCES ARE DEPLOYED JUDICIOUSLY AND EFFECTIVELY;

20 (f) WHILE THERE ARE MANY INTERVENTIONS THAT HAVE A
21 POSITIVE IMPACT ON STUDENT ACHIEVEMENT, ONE INTERVENTION,
22 BACKED BY A STRONG BODY OF RESEARCH, HAS CONSISTENTLY BEEN
23 SHOWN TO BE THE MOST EFFECTIVE IN EVERY GRADE, FROM
24 KINDERGARTEN THROUGH TWELFTH GRADE;

25 (g) STUDIES HAVE CONSISTENTLY SHOWN, IN MULTIPLE DIVERSE
26 SETTINGS, THAT "HIGH-IMPACT TUTORING", ALSO REFERRED TO AS
27 "HIGH-DOSAGE TUTORING", HAS MADE SIGNIFICANT POSITIVE IMPACT ON

1 STUDENTS FROM ALL BACKGROUNDS, BUT ESPECIALLY STUDENTS
2 FURTHEST FROM OPPORTUNITY; AND

3 (h) WHEN SUCH TUTORING IS IMPLEMENTED, STUDENTS AVERAGE
4 MORE THAN FOUR MONTHS OF ADDITIONAL LEARNING IN ELEMENTARY
5 LITERACY, THEREBY STRENGTHENING VITAL EARLY READING AND WRITING
6 SKILLS, AND ALMOST TEN MONTHS OF ADDITIONAL LEARNING IN HIGH
7 SCHOOL MATH.

8 (2) THEREFORE, LOCAL EDUCATION PROVIDERS SHOULD BE
9 INCENTIVIZED TO IMPLEMENT HIGH-IMPACT TUTORING AS ONE OF THE
10 INTERVENTIONS SCHOOLS HAVE ACCESS TO AS THEY CREATE PLANS TO
11 RECOVER FROM LEARNING LOSS OR UNFINISHED LEARNING THAT HAS
12 TAKEN PLACE BECAUSE OF THE PANDEMIC.

13 **22-104-102. Definitions.** AS USED IN THIS ARTICLE 104, UNLESS
14 THE CONTEXT OTHERWISE REQUIRES:

15 (1) "DEPARTMENT" MEANS THE DEPARTMENT OF EDUCATION.

16 (2) "LOCAL EDUCATION PROVIDER" MEANS:

17 (a) A SCHOOL DISTRICT ORGANIZED PURSUANT TO ARTICLE 30 OF
18 THIS TITLE 22;

19 (b) A BOARD OF COOPERATIVE SERVICES CREATED PURSUANT TO
20 ARTICLE 5 OF THIS TITLE 22;

21 (c) A CHARTER SCHOOL AUTHORIZED BY A SCHOOL DISTRICT
22 PURSUANT TO PART 1 OF ARTICLE 30.5 OF THIS TITLE 22;

23 (d) AN INSTITUTE CHARTER SCHOOL AUTHORIZED BY THE STATE
24 CHARTER SCHOOL INSTITUTE PURSUANT TO PART 5 OF ARTICLE 30.5 OF
25 THIS TITLE 22; OR

26 (e) AN APPROVED FACILITY SCHOOL AS DEFINED IN SECTION
27 22-2-402 (1).

1 (3) "PROGRAM" OR "HIGH-IMPACT TUTORING PROGRAM" MEANS
2 THE COLORADO HIGH-IMPACT TUTORING PROGRAM CREATED IN SECTION
3 22-104-103.

4 (4) "PROGRAM PLAN" MEANS THE LOCAL EDUCATION PROVIDER'S
5 PROGRAM PLAN SUBMITTED PURSUANT TO SECTION 22-104-104.

6 **22-104-103. Colorado high-impact tutoring program - created**
7 **- rules.** (1) THERE IS CREATED IN THE DEPARTMENT THE COLORADO
8 HIGH-IMPACT TUTORING PROGRAM TO PROVIDE GRANTS TO LOCAL
9 EDUCATION PROVIDERS TO IMPLEMENT HIGH-IMPACT TUTORING PROGRAMS
10 PRIORITIZING LOW-INCOME OR UNDERSERVED STUDENTS TO ADDRESS
11 STUDENT LEARNING LOSS OR UNFINISHED LEARNING RESULTING FROM THE
12 COVID-19 PANDEMIC. A LOCAL EDUCATION PROVIDER OR GROUP OF
13 PROVIDERS MAY APPLY FOR A GRANT.

14 (2) (a) A LOCAL EDUCATION PROVIDER AWARDED A GRANT SHALL
15 USE THE GRANT MONEY TO IMPLEMENT A HIGH-IMPACT TUTORING
16 PROGRAM THAT IS SUBSTANTIALLY CONSISTENT WITH THE LOCAL
17 EDUCATION PROVIDER'S PROGRAM PLAN SUBMITTED TO THE DEPARTMENT
18 PURSUANT TO SECTION 22-104-104. EXCEPT AS PROVIDED IN SUBSECTION
19 (2)(b) OF THIS SECTION, AND TO THE EXTENT PRACTICABLE, TO RECEIVE A
20 GRANT UNDER THIS PROGRAM, A LOCAL EDUCATION PROVIDER'S PROGRAM
21 PLAN MUST ADDRESS THE FOLLOWING ELEMENTS OF RESEARCH-BASED,
22 HIGH-QUALITY, HIGH-IMPACT TUTORING PROGRAMS:

23 (I) TUTORING IS PROVIDED IN GROUPS OF FOUR OR FEWER
24 STUDENTS;

25 (II) THE SAME TUTOR TUTOR THE GROUP OF STUDENTS
26 THROUGHOUT THE SCHOOL YEAR;

27 (III) TUTORING IS PROVIDED A MINIMUM OF THREE TIMES PER

1 WEEK;

2 (IV) TUTORING IS IMPLEMENTED THROUGHOUT THE SCHOOL DAY,
3 NOT AS A BEFORE- OR AFTER-SCHOOL PROGRAM, AND IS SUPPLEMENTAL TO
4 CORE ACADEMIC INSTRUCTION AND NOT A REPLACEMENT FOR SUCH
5 INSTRUCTION;

6 (V) HIGH-QUALITY TRAINED TUTORS PROVIDE THE TUTORING,
7 INCLUDING TEACHERS, PARAPROFESSIONALS, COMMUNITY PROVIDERS,
8 AND OTHER INDIVIDUALS WHO HAVE RECEIVED TRAINING;

9 (VI) THE PROGRAM USES A HIGH-QUALITY CURRICULUM THAT IS
10 ALIGNED WITH ACADEMIC STANDARDS AND MAY BE PROVIDED BY THE
11 LOCAL EDUCATION PROVIDER; AND

12 (VII) TUTORING IS DATA-DRIVEN, WITH INTERIM ASSESSMENTS TO
13 MONITOR STUDENT PROGRESS.

14 (b) THE STUDENT BENEFITS ASSOCIATED WITH HIGH-IMPACT
15 TUTORING ARE GREATER WHEN THE PROGRAM PLAN CONTAINS ALL OF THE
16 ELEMENTS SET FORTH IN SUBSECTION (2)(a) OF THIS SECTION. HOWEVER,
17 IF A LOCAL EDUCATION PROVIDER'S PROGRAM PLAN IS NOT CONSISTENT
18 WITH ALL OF THE ELEMENTS SET FORTH IN SUBSECTION (2)(a) OF THIS
19 SECTION, THE LOCAL EDUCATION PROVIDER SHALL INCLUDE IN ITS
20 APPLICATION SUBMITTED PURSUANT TO SECTION 22-104-104 THE REASON
21 FOR THE MODIFICATION OR OMISSION OF PROGRAM ELEMENTS AND HOW
22 THE LOCAL EDUCATION PROVIDER INTENDS TO ACHIEVE THE SAME DESIRED
23 STUDENT OUTCOMES THROUGH ITS HIGH-IMPACT TUTORING PROGRAM.

24 (c) SCHOOLS IMPLEMENTING HIGH-IMPACT TUTORING ARE
25 ENCOURAGED TO THINK CREATIVELY ABOUT SEAT TIME AND SCHEDULING
26 SO THAT STUDENTS HAVE CONSISTENT ACCESS TO NON-CORE-ACADEMIC
27 INSTRUCTION.

1 (3)(a) THE DEPARTMENT SHALL DETERMINE ALLOWABLE USES FOR
2 GRANT MONEY, WHICH USES MAY INCLUDE BUT NEED NOT BE LIMITED TO
3 HIRING OR CONTRACTING FOR TUTORS OR PROVIDING STIPENDS OR OTHER
4 INCENTIVES TO PARAPROFESSIONALS, RETIRED TEACHERS, AND
5 COMMUNITY ORGANIZATIONS TO ENSURE TUTORING CAPACITY;
6 DEVELOPING CURRICULUM AND RELATED SUPPLIES; COVERING COSTS
7 ASSOCIATED WITH RENTING OR PURCHASING PHYSICAL SPACE FOR
8 TUTORING; AND COVERING ADMINISTRATIVE EXPENSES. A LOCAL
9 EDUCATION PROVIDER MAY MAKE A REQUEST TO THE DEPARTMENT TO USE
10 GRANT MONEY FOR PURPOSES OTHER THAN THOSE SPECIFIED BY THE
11 DEPARTMENT IF THE PROPOSED USE OF THE GRANT MONEY INCREASES THE
12 EFFECTIVENESS OF THE HIGH-IMPACT TUTORING PROGRAM.

13 (b) LOCAL EDUCATION PROVIDERS ARE ENCOURAGED TO OFFER
14 TUTORS AND OTHER PROFESSIONALS OFFERING TUTORING SERVICES
15 INFORMATION ABOUT POTENTIAL PATHWAYS INTO THE TEACHING
16 PROFESSION FOR THE DISTRICT, INCLUDING LEARN AND EARN STRATEGIES
17 IN WHICH THE TUTOR WORKS TOWARD EDUCATOR CERTIFICATION WHILE
18 PROVIDING HIGH-IMPACT TUTORING SERVICES.

19 (c) LOCAL EDUCATION PROVIDERS, TUTORS, AND OTHER
20 PROFESSIONALS OFFERING TUTORING SERVICES SHALL COMPLY WITH ALL
21 STATE AND FEDERAL LAWS RELATING TO HEALTH, SAFETY, AND
22 ANTIDISCRIMINATION, INCLUDING BUT NOT LIMITED TO TITLES VI AND VII
23 OF THE FEDERAL "CIVIL RIGHTS ACT OF 1964", PUB.L. 88-352, AS
24 AMENDED; THE FEDERAL "AMERICANS WITH DISABILITIES ACT OF 1990", 42
25 U.S.C. SEC. 1201 ET SEQ., AS AMENDED; SECTION 504 OF THE
26 FEDERAL "REHABILITATION ACT OF 1973", 29 U.S.C. SEC. 794, AS
27 AMENDED; AND TITLE IX OF THE FEDERAL "EDUCATION AMENDMENTS OF

1 1972", 20 U.S.C. SECS. 1681 TO 1688, AS AMENDED.

2 (4) THE DEPARTMENT SHALL IMPLEMENT AND ADMINISTER THE
3 PROGRAM IN ACCORDANCE WITH THIS ARTICLE 104. PURSUANT TO ARTICLE
4 4 OF TITLE 24, THE STATE BOARD OF EDUCATION MAY PROMULGATE RULES
5 AS NECESSARY TO IMPLEMENT THE PROGRAM.

6 **22-104-104. Program application - criteria - awards.** (1) TO
7 RECEIVE A GRANT, A LOCAL EDUCATION PROVIDER SHALL SUBMIT AN
8 APPLICATION TO THE DEPARTMENT IN THE MANNER DETERMINED BY THE
9 DEPARTMENT. THE LOCAL EDUCATION PROVIDER SHALL DEMONSTRATE
10 NEED FOR SUPPORT THROUGH THE GRANT PROGRAM, AS DETERMINED BY
11 THE DEPARTMENT, WHICH NEED MAY INCLUDE SERVING A HIGH
12 PERCENTAGE OF LOW-INCOME OR UNDERSERVED STUDENTS, OR SERVING
13 STUDENTS IN A RURAL SCHOOL DISTRICT THAT CANNOT IMPLEMENT A
14 HIGH-IMPACT TUTORING PROGRAM WITHOUT FINANCIAL SUPPORT.

15 (2) A LOCAL EDUCATION PROVIDER OR GROUP OF LOCAL
16 EDUCATION PROVIDERS MAY APPLY JOINTLY FOR THE GRANT. AT A
17 MINIMUM, AN APPLICATION MUST INCLUDE THE LOCAL EDUCATION
18 PROVIDER'S HIGH-IMPACT TUTORING PROGRAM PLAN THAT INCLUDES THE
19 FOLLOWING INFORMATION:

20 (a) HOW THE LOCAL EDUCATION PROVIDER'S PROGRAM PLAN
21 ADDRESSES THE ELEMENTS OF A HIGH-IMPACT TUTORING PROGRAM AS
22 DESCRIBED IN SECTION 22-104-103 AND HOW IT MODIFIES OR OMITTS
23 ELEMENTS AND THE REASON FOR THE MODIFICATIONS OR OMISSIONS;

24 (b) HOW STUDENTS WILL BE IDENTIFIED FOR PARTICIPATION IN THE
25 PROGRAM;

26 (c) HOW MANY STUDENTS ARE EXPECTED TO BE SERVED THROUGH
27 THE PROGRAM;

- 1 (d) THE PROJECTED COST OF IMPLEMENTING THE PROGRAM;
- 2 (e) HOW STUDENT ACADEMIC PROGRESS AND OTHER PROGRAM
3 OUTCOMES WILL BE MEASURED;
- 4 (f) WHETHER THE LOCAL EDUCATION PROVIDER WILL CREATE ITS
5 OWN PROGRAM AND WHETHER IT WILL PARTNER WITH EXISTING TUTORING
6 PROVIDERS FOR IMPLEMENTATION OR TUTOR CAPACITY AND TRAINING;
- 7 (g) WHICH ACADEMIC SUBJECTS WILL BE THE FOCUS OF THE
8 PROGRAM;
- 9 (h) WHO THE LOCAL EDUCATION PROVIDER WILL RECRUIT TO BE
10 TUTORS AND HOW THOSE TUTORS WILL BE RECRUITED AND SUPPORTED;
- 11 (i) HOW TUTORING WILL BE DELIVERED AND HOW THE DELIVERY
12 WILL ACCOMMODATE REMOTE LEARNING;
- 13 (j) WHETHER TUTORS WILL FOLLOW A SPECIFIC CURRICULUM; AND
- 14 (k) HOW TUTORING WILL BE INCORPORATED INTO THE SCHOOL
15 DAY.
- 16 (3) THE DEPARTMENT SHALL REVIEW THE APPLICATIONS RECEIVED
17 PURSUANT TO THIS SECTION, AND THE COMMISSIONER OF EDUCATION
18 SHALL AWARD GRANTS AFTER CONSIDERING THE ALIGNMENT OF THE
19 LOCAL EDUCATION PROVIDER'S PROGRAM PLAN WITH THE ELEMENTS OF A
20 HIGH-IMPACT TUTORING PROGRAM AS DESCRIBED IN SECTION 22-104-103
21 (2), THE NUMBER OF STUDENTS PROJECTED TO BE SERVED AND WHETHER
22 THOSE STUDENTS ARE LOW-INCOME OR UNDERSERVED STUDENTS, THE
23 NEEDS OF A RURAL LOCAL EDUCATION PROVIDER FOR FINANCIAL OR
24 TECHNICAL SUPPORT TO IMPLEMENT A HIGH-IMPACT TUTORING PROGRAM,
25 THE COST OF IMPLEMENTING THE LOCAL EDUCATION PROVIDER'S
26 HIGH-IMPACT TUTORING PROGRAM, THE AMOUNT OF AVAILABLE MONEY
27 FOR PROGRAM GRANTS, AND ANY OTHER CRITERIA DETERMINED BY THE

1 COMMISSIONER. THE COMMISSIONER SHALL DETERMINE THE AMOUNT AND
2 DURATION OF GRANTS. THE GOAL OF THE GRANT AWARDS IS TO SERVE AS
3 MANY STUDENTS AS POSSIBLE THROUGH HIGH-IMPACT TUTORING
4 PROGRAMS, INCLUDING LOW-INCOME AND UNDERSERVED STUDENTS AND
5 STUDENTS IN RURAL AREAS, WHILE ENSURING THAT GRANT MONEY IS
6 AWARDED TO HIGH-IMPACT TUTORING PROGRAMS THAT ARE LIKELY TO
7 ACHIEVE POSITIVE STUDENT OUTCOMES.

8 (4) SUBJECT TO AVAILABLE MONEY TO AWARD PROGRAM GRANTS,
9 THE DEPARTMENT SHALL AWARD AND DISTRIBUTE PROGRAM GRANTS AS
10 PROVIDED IN THIS ARTICLE 104.

11 **22-104-105. Reporting requirements.** (1) ON OR BEFORE
12 REPORTING DEADLINES ESTABLISHED BY THE DEPARTMENT, IN EACH YEAR
13 IN WHICH A LOCAL EDUCATION PROVIDER OR GROUP OF PROVIDERS
14 RECEIVES A GRANT PURSUANT TO THE PROGRAM, THE PROVIDER OR
15 PROVIDERS SHALL SUBMIT A REPORT TO THE DEPARTMENT THAT INCLUDES
16 THE INFORMATION REQUIRED BY THE DEPARTMENT. AT A MINIMUM, THE
17 REPORT MUST INCLUDE THE FOLLOWING INFORMATION:

18 (a) THE NUMBER OF STUDENTS WHO PARTICIPATED IN THE
19 HIGH-IMPACT TUTORING PROGRAM AND NONIDENTIFYING INFORMATION,
20 INCLUDING DEMOGRAPHIC INFORMATION, RELATING TO THOSE STUDENTS;

21 (b) ANY ADJUSTMENTS MADE TO THE LOCAL EDUCATION
22 PROVIDER'S PROGRAM PLAN AND THE REASON ADJUSTMENTS WERE MADE;

23 (c) HOW THE LOCAL EDUCATION PROVIDER MAINTAINED
24 CONSISTENT ACCESS FOR PARTICIPATING STUDENTS TO
25 NON-CORE-ACADEMIC INSTRUCTION;

26 (d) HOW PROGRAM GRANTS WERE USED BY THE LOCAL EDUCATION
27 PROVIDER AND A SUMMARY OF OTHER RESOURCES USED, IF ANY, TO

1 PROVIDE HIGH-IMPACT TUTORING BEYOND THE RESOURCES PROVIDED
2 THROUGH THE PROGRAM;

3 (e) THE ACADEMIC ACHIEVEMENT RESULTS OR OTHER CRITERIA
4 USED TO PLACE STUDENTS IN THE HIGH-IMPACT TUTORING PROGRAM;

5 (f) THE IMPACT OR STUDENT OUTCOMES ASSOCIATED WITH THE
6 LOCAL EDUCATION PROVIDER'S HIGH-IMPACT TUTORING PROGRAM; AND

7 (g) WHETHER THE LOCAL EDUCATION PROVIDER'S HIGH-IMPACT
8 TUTORING PROGRAM WILL CONTINUE IN THE FOLLOWING FISCAL YEAR
9 AND, IF NOT, THE REASON THE TUTORING PROGRAM WILL NOT CONTINUE.

10 (2) ON OR BEFORE NOVEMBER 1, 2022, AND ON OR BEFORE
11 NOVEMBER 1 EACH YEAR THEREAFTER THAT A HIGH-IMPACT TUTORING
12 PROGRAM IS IMPLEMENTED PURSUANT TO THIS ARTICLE 104, THE
13 DEPARTMENT SHALL SUBMIT A SUMMARIZED REPORT TO THE EDUCATION
14 COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND THE SENATE, OR
15 ANY SUCCESSOR COMMITTEES, CONCERNING THE PROGRAM, INCLUDING,
16 AT A MINIMUM, THE GRANTS AWARDED, THE PARTICIPATING LOCAL
17 EDUCATION PROVIDERS, THE DURATION OF THE PROGRAM, AND A
18 SUMMARY OF THE INFORMATION PROVIDED PURSUANT TO SUBSECTION (1)
19 OF THIS SECTION CONCERNING THE HIGH-IMPACT TUTORING PROGRAMS
20 IMPLEMENTED BY THE LOCAL EDUCATION PROVIDERS AND OF AVAILABLE
21 STUDENT OUTCOMES.

22 (3) NOTWITHSTANDING SECTION 24-1-136 (11)(a)(I), THE
23 REPORTING REQUIREMENTS SET FORTH IN THIS SECTION CONTINUE
24 INDEFINITELY.

25 **22-104-106. Funding for grant program.** (1) THE GENERAL
26 ASSEMBLY MAY APPROPRIATE MONEY TO FUND GRANTS FOR HIGH-IMPACT
27 TUTORING PROGRAMS PURSUANT TO THIS ARTICLE 104.

1 (2) THE DEPARTMENT IS NOT REQUIRED TO IMPLEMENT THE
2 PROGRAM IF THERE IS INSUFFICIENT MONEY FOR PROGRAM GRANTS.

3 **22-104-107. Repeal of article.** THIS ARTICLE 104 IS REPEALED,
4 EFFECTIVE JULY 1, 2026.

5 **SECTION 2. Safety clause.** The general assembly hereby finds,
6 determines, and declares that this act is necessary for the immediate
7 preservation of the public peace, health, or safety.