

**First Regular Session
Sixty-eighth General Assembly
STATE OF COLORADO**

REENGROSSED

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

LLS NO. 11-0095.03 Julie Pelegrin

SENATE BILL 11-111

SENATE SPONSORSHIP

King K., Heath, Johnston, Nicholson, Renfroe, Spence

HOUSE SPONSORSHIP

Massey,

Senate Committees

Education
Legislative Council

House Committees

A BILL FOR AN ACT

101 **CONCERNING CREATION OF A TASK FORCE TO ADDRESS THE PROVISION**
102 **OF EDUCATIONAL SERVICES TO SUPPORT STUDENTS' ACADEMIC**
103 **SUCCESS.**

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://www.leg.state.co.us/billsummaries>.)

The bill creates the educational success task force (task force). The task force will include legislative members appointed by leadership in the senate and the house of representatives and members from the education sector appointed jointly by the state board of education (state

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

SENATE
3rd Reading Unamended
April 28, 2011

SENATE
Amended 2nd Reading
April 27, 2011

board) and the Colorado commission on higher education (commission). In addition to members of the general assembly, the task force will consist of experts in education, especially in intervention strategies and remedial education, parents, teachers, and other representatives of school districts, public schools, and institutions of higher education.

The task force will review the junctures within a student's academic career at which intervention education services are critical to the student's success; best practices and strategies for providing intervention education services at the elementary and secondary education levels and remedial education at the postsecondary level; the use of the individual career and academic plans; alternative strategies to social promotion; and potential changes to rules, guidelines, and statutes to improve the use of intervention education services to ensure students graduate from high school, demonstrating postsecondary and workforce readiness, and to improve remedial education at the postsecondary level. In fulfilling its duties, the task force will work with the education leadership council created by the governor.

The task force will submit a first report of its findings and recommendations to the state board and the commission by July 1, 2012, and may submit a second report prior to July 1, 2013. The state board and the commission will publish the reports on their respective web sites and publicize the reports to the school districts, public schools, and institutions of higher education in the state. The task force will report to the education committees prior to March 1 in both the 2012 and the 2013 regular legislative sessions.

The task force is repealed, effective July 1, 2013.

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

2 **SECTION 1.** Article 7 of title 22, Colorado Revised Statutes, is
3 amended BY THE ADDITION OF A NEW PART to read:

4 **PART 11**

5 **EDUCATIONAL SUCCESS TASK FORCE**

6 **22-7-1101. Legislative declaration.** (1) THE GENERAL
7 ASSEMBLY HEREBY FINDS THAT:

8 (a) STUDIES INDICATE THERE ARE SEVERAL SIGNIFICANT
9 TRANSITION POINTS IN A STUDENT'S EDUCATIONAL CAREER AT WHICH IT IS
10 ESPECIALLY IMPORTANT TO ENSURE THAT THE STUDENT IS PERFORMING AT

1 GRADE LEVEL OR HIGHER. A STUDENT WHO IS NOT PERFORMING AT GRADE
2 LEVEL AT THESE POINTS IS MORE LIKELY TO CONTINUE TO EXPERIENCE
3 ACADEMIC DIFFICULTIES AND IS LESS LIKELY TO DEMONSTRATE
4 POSTSECONDARY AND WORKFORCE READINESS WHEN HE OR SHE
5 GRADUATES FROM HIGH SCHOOL, IF THE STUDENT GRADUATES FROM HIGH
6 SCHOOL AT ALL.

7 (b) DATA COLLECTED IN THE POSTSECONDARY EDUCATION SYSTEM
8 SHOWS THAT A STUDENT WHO GRADUATES FROM HIGH SCHOOL AND
9 ENTERS POSTSECONDARY EDUCATION IN NEED OF REMEDIATION WILL TAKE
10 SIGNIFICANTLY LONGER TO COMPLETE HIS OR HER DEGREE, IF THE
11 STUDENT COMPLETES A DEGREE AT ALL;

12 (c) MORE THAN FIFTY-TWO PERCENT OF THE FIRST-TIME,
13 DEGREE-SEEKING STUDENTS WHO ENROLLED IN A COMMUNITY COLLEGE
14 IN THE 2008-09 ACADEMIC YEAR REQUIRED REMEDIATION IN AT LEAST ONE
15 SUBJECT;

16 (d) DATA COLLECTED OVER TIME SHOWS THAT, OF THE STUDENTS
17 ENROLLED IN A REMEDIAL COURSE, FORTY TO FIFTY PERCENT WILL NOT
18 COMPLETE THE COURSE AND ONLY TWENTY-NINE PERCENT WILL
19 ULTIMATELY EARN A BACHELOR'S DEGREE. THIS LEADS TO THE
20 CONCLUSION THAT, OVERALL, A STUDENT WHO PLACES INTO
21 DEVELOPMENTAL EDUCATION HAS ONLY A THIRTEEN PERCENT CHANCE OF
22 EVENTUALLY RECEIVING A BACHELOR'S DEGREE.

23 (e) IF A STUDENT WHO IS PERFORMING BELOW EXPECTATIONS
24 ACADEMICALLY AT THE SIGNIFICANT TRANSITION POINTS IN HIS OR
25 EDUCATIONAL CAREER RECEIVES ADDITIONAL ASSISTANCE, ESPECIALLY AT
26 THE EARLIER TRANSITION POINTS, THE STUDENT IS MORE LIKELY TO CATCH
27 UP TO WHERE HE OR SHE NEEDS TO BE AND TO CONTINUE TO BE

1 ACADEMICALLY SUCCESSFUL THROUGH HIGH SCHOOL AND
2 POSTSECONDARY EDUCATION;

3 (f) THERE IS A GREAT DEAL OF DATA AVAILABLE CONCERNING
4 SUCCESSFUL STRATEGIES FOR IDENTIFYING AND REMEDIATING STUDENTS
5 AT THESE SIGNIFICANT TRANSITION POINTS THAT, IF COLLECTED AND MADE
6 MORE ACCESSIBLE, COULD ASSIST SCHOOL DISTRICTS, SCHOOLS, AND
7 INSTITUTIONS OF HIGHER EDUCATION IN ENSURING THAT THEY IDENTIFY
8 STUDENTS WHO NEED ADDITIONAL EDUCATION SERVICES AND ASSISTANCE
9 AND THAT THEY PROVIDE THOSE SERVICES AT THE APPROPRIATE
10 JUNCTURES.

11 (2) THE GENERAL ASSEMBLY FINDS, THEREFORE, THAT IT IS IN THE
12 BEST INTERESTS OF THE STATE PUBLIC EDUCATION SYSTEM AND THE
13 STUDENTS OF THE STATE TO CREATE A TASK FORCE TO REVIEW THE
14 RELEVANT DATA AND STUDIES AND RECOMMEND TO SCHOOL DISTRICTS,
15 SCHOOLS, AND INSTITUTIONS OF HIGHER EDUCATION BEST PRACTICES AND
16 STRATEGIES FOR IDENTIFYING AND ASSISTING STUDENTS TO ENSURE THAT
17 THEY ARE SUCCESSFUL THROUGHOUT THEIR ACADEMIC CAREERS AND
18 DEMONSTRATE POSTSECONDARY AND WORKFORCE READINESS WHEN THEY
19 GRADUATE FROM HIGH SCHOOL. THE TASK FORCE SHALL ALSO
20 RECOMMEND TO THE GENERAL ASSEMBLY, THE STATE BOARD OF
21 EDUCATION, AND THE COLORADO COMMISSION ON HIGHER EDUCATION
22 CHANGES TO STATUTES, RULES, OR GUIDELINES THAT MAY STRENGTHEN
23 THE ABILITY OF SCHOOL DISTRICTS, SCHOOLS, AND INSTITUTIONS OF
24 HIGHER EDUCATION TO IDENTIFY AND ASSIST STUDENTS IN ACHIEVING
25 ACADEMIC SUCCESS AND DEMONSTRATING POSTSECONDARY AND
26 WORKFORCE READINESS.

27 **22-7-1102. Definitions.** AS USED IN THIS PART 11 UNLESS THE

1 CONTEXT OTHERWISE REQUIRES:

2 (1) "COMMISSION" MEANS THE COLORADO COMMISSION ON
3 HIGHER EDUCATION ESTABLISHED IN SECTION 23-1-102, C.R.S.

4 (2) "INDIVIDUAL CAREER AND ACADEMIC PLAN" OR "ICAP" MEANS
5 THE PLAN DESCRIBED IN SECTION 22-2-136 AND REQUIRED PURSUANT TO
6 SECTIONS 22-30.5-505 (3) (f) AND 22-32-109 (1) (nn) NO LATER THAN
7 NINTH GRADE FOR EACH STUDENT ENROLLED IN A PUBLIC SCHOOL IN THE
8 STATE.

9 (3) "INTERVENTION EDUCATION SERVICES" MEANS EDUCATIONAL
10 SERVICES AND SUPPORT PROVIDED TO A STUDENT TO ACCELERATE THE
11 STUDENT'S LEARNING AND ASSIST THE STUDENT IN ACHIEVING THE LEVEL
12 OF ACADEMIC PERFORMANCE THAT IS APPROPRIATE FOR HIS OR HER GRADE
13 LEVEL.

14 (4) "POSTSECONDARY AND WORKFORCE READINESS" MEANS THE
15 LEVEL OF ACADEMIC ACHIEVEMENT DESCRIBED BY THE STATE BOARD AND
16 THE COMMISSION PURSUANT TO SECTION 22-7-1008.

17 (5) "STATE BOARD" MEANS THE STATE BOARD OF EDUCATION
18 CREATED IN SECTION 1 OF ARTICLE IX OF THE STATE CONSTITUTION.

19 (6) "TASK FORCE" MEANS THE EDUCATIONAL SUCCESS TASK FORCE
20 CREATED IN SECTION 22-7-1103.

21 **22-7-1103. Educational success task force - created -**
22 **membership.** (1) THERE IS HEREBY CREATED IN THE DEPARTMENT OF
23 EDUCATION THE EDUCATIONAL SUCCESS TASK FORCE TO STUDY AND
24 REVIEW THE DATA ON INTERVENTION EDUCATION SERVICES IN
25 ELEMENTARY AND SECONDARY EDUCATION AND REMEDIAL EDUCATION IN
26 POSTSECONDARY EDUCATION, TO RECOMMEND BEST PRACTICES AND
27 STRATEGIES TO SCHOOL DISTRICTS AND PUBLIC SCHOOLS, AND TO

1 RECOMMEND STATUTORY AND REGULATORY CHANGES, AS IT DEEMS
2 APPROPRIATE, TO THE GENERAL ASSEMBLY, THE STATE BOARD, AND THE
3 COMMISSION.

4 (2) (a) THE STATE BOARD AND THE COMMISSION SHALL JOINTLY
5 APPOINT MEMBERS OF THE TASK FORCE IN SUCH NUMBERS AS THEY DEEM
6 APPROPRIATE. THE MEMBERSHIP OF THE TASK FORCE SHALL INCLUDE
7 PERSONS WHO HAVE EXPERIENCE IN INTERVENTION EDUCATION SERVICES
8 AND REMEDIAL EDUCATION AS RESEARCHERS, PRACTITIONERS, AND
9 PARENTS OF STUDENTS WHO HAVE RECEIVED OR MAY RECEIVE
10 INTERVENTION EDUCATION SERVICES OR REMEDIAL EDUCATION. AT A
11 MINIMUM, THE STATE BOARD AND THE COMMISSION SHALL APPOINT TO
12 THE TASK FORCE:

13 (I) PERSONS WHO ARE EXPERTS IN ONE OR MORE OF THE AREAS OF
14 EARLY CHILDHOOD EDUCATION; ELEMENTARY AND SECONDARY
15 EDUCATION; CHILDHOOD AND ADOLESCENT LEARNING THEORY;
16 CURRICULUM DEVELOPMENT, ESPECIALLY WITH REGARD TO INTERVENTION
17 EDUCATION SERVICES AND PROGRAMS AND INTERVENTION STRATEGIES;
18 AND POSTSECONDARY EDUCATION, ESPECIALLY WITH REGARD TO
19 REMEDIATION PROGRAMS AND STRATEGIES;

20 (II) PARENTS OF STUDENTS ENROLLED IN PUBLIC SCHOOLS IN THE
21 STATE, INCLUDING PARENTS WHO SERVE ON THE COLORADO STATE
22 ADVISORY COUNCIL FOR PARENT INVOLVEMENT IN EDUCATION CREATED
23 IN SECTION 22-7-303;

24 (III) ELEMENTARY AND SECONDARY TEACHERS FROM URBAN AND
25 RURAL SCHOOL DISTRICTS OR PUBLIC SCHOOLS;

26 (IV) REPRESENTATIVES OF URBAN AND RURAL SCHOOL DISTRICTS;

27 (V) PERSONS WHO ASSIST STUDENTS, INCLUDING STUDENTS WITH

1 DISABILITIES, IN PLANNING FOR POSTSECONDARY EDUCATION, WHICH
2 PERSONS MAY INCLUDE BUT NEED NOT BE LIMITED TO PERSONS WHO
3 SPECIALIZE IN PROGRAMS AND SERVICES FOR EXCEPTIONAL STUDENTS;
4 PERSONS WITH EXPERTISE IN CREATING AND MAINTAINING INDIVIDUAL
5 CAREER AND ACADEMIC PLANS; HIGH SCHOOL COUNSELORS;
6 REPRESENTATIVES FROM PRECOLLEGIATE PREPARATION PROGRAMS;
7 REPRESENTATIVES FROM CAREER AND TECHNICAL EDUCATION PROGRAMS;
8 ADMISSIONS OFFICERS FOR POSTSECONDARY INSTITUTIONS; AND
9 DISABILITY COORDINATORS FOR POSTSECONDARY INSTITUTIONS;

10 (VI) REPRESENTATIVES OF INSTITUTIONS OF HIGHER EDUCATION,
11 INCLUDING AT A MINIMUM REPRESENTATIVES OF AREA VOCATIONAL
12 SCHOOLS, JUNIOR COLLEGES, TWO-YEAR INSTITUTIONS, FOUR-YEAR
13 INSTITUTIONS, AND THE RESEARCH UNIVERSITIES;

14 (VII) MEMBERS OF THE BUSINESS COMMUNITY; AND

15 (VIII) REPRESENTATIVES FROM BIPARTISAN OR NONPARTISAN
16 NONPROFIT ORGANIZATIONS THAT STUDY OR ADVOCATE IN EDUCATION
17 ISSUES.

18 (b) IN ADDITION TO THE MEMBERS APPOINTED PURSUANT TO
19 PARAGRAPH (a) OF THIS SUBSECTION (2), THE TASK FORCE SHALL INCLUDE
20 THE FOLLOWING LEGISLATIVE MEMBERS:

21 (I) THREE MEMBERS FROM THE SENATE, TWO OF WHOM ARE
22 APPOINTED BY THE PRESIDENT OF THE SENATE AND ONE OF WHOM IS
23 APPOINTED BY THE MINORITY LEADER OF THE SENATE; AND

24 (II) THREE MEMBERS FROM THE HOUSE OF REPRESENTATIVES, TWO
25 OF WHOM ARE APPOINTED BY THE SPEAKER OF THE HOUSE OF
26 REPRESENTATIVES AND ONE OF WHOM IS APPOINTED BY THE MINORITY
27 LEADER OF THE HOUSE OF REPRESENTATIVES.

1 (3) (a) THE APPOINTING AUTHORITIES SHALL MAKE THE
2 APPOINTMENTS TO THE TASK FORCE NO LATER THAN AUGUST 1, 2011.
3 THE NON-LEGISLATIVE MEMBERS OF THE TASK FORCE SHALL SERVE
4 WITHOUT COMPENSATION AND WITHOUT REIMBURSEMENT FOR EXPENSES.

5 (b) IN APPOINTING MEMBERS OF THE TASK FORCE, THE STATE
6 BOARD AND THE COMMISSION MAY APPOINT INDIVIDUAL PERSONS TO
7 SATISFY THE CRITERIA IN MORE THAN ONE OF SUBPARAGRAPHS (I) TO
8 (VIII) OF PARAGRAPH (a). THE MEMBERS OF THE TASK FORCE SHALL
9 SERVE AT THE PLEASURE OF THEIR RESPECTIVE APPOINTING AUTHORITIES.

10 (c) THE STATE BOARD AND THE COMMISSION SHALL JOINTLY
11 APPOINT UP TO THREE MEMBERS OF THE TASK FORCE TO SERVE AS CHAIR
12 OR CO-CHAIRS OF THE TASK FORCE. IF THE STATE BOARD AND THE
13 COMMISSION APPOINT CO-CHAIRS, THE PERSONS APPOINTED SHALL BE
14 REPRESENTATIVE OF THE VARIOUS INTERESTS SERVING ON THE TASK
15 FORCE. THE TASK FORCE SHALL HOLD ITS FIRST MEETING NO LATER THAN
16 SEPTEMBER 1, 2011, AND SHALL SUBSEQUENTLY MEET AT THE CALL OF
17 THE CHAIR OR CO-CHAIRS AS OFTEN AS NECESSARY TO CARRY OUT ITS
18 DUTIES.

19 (d) THE CHAIR OR CO-CHAIRS OF THE TASK FORCE MAY APPOINT
20 SUBCOMMITTEES OF THE TASK FORCE AS NECESSARY TO COMPLETE THE
21 DUTIES OF THE TASK FORCE. IN ADDITION TO TASK FORCE MEMBERS, A
22 SUBCOMMITTEE MAY INCLUDE PERSONS SELECTED BY THE CHAIR OR
23 CO-CHAIRS BUT WHO ARE NOT APPOINTED MEMBERS OF THE TASK FORCE.

24 (4) THE DEPARTMENT OF EDUCATION AND THE DEPARTMENT OF
25 HIGHER EDUCATION MAY PROVIDE STAFF SUPPORT TO THE TASK FORCE AS
26 NECESSARY AND PRACTICABLE WITHIN EXISTING APPROPRIATIONS. THE
27 LEGISLATIVE COUNCIL STAFF AND THE OFFICE OF LEGISLATIVE LEGAL

1 SERVICES SHALL PROVIDE STAFF SUPPORT TO THE TASK FORCE.

2 **22-7-1104. Education success task force - duties - reports.**

3 (1) IN ADDITION TO ANY OTHER DUTIES SPECIFIED IN THIS PART 11, THE
4 TASK FORCE SHALL HAVE THE FOLLOWING DUTIES:

5 (a) TO IDENTIFY THE JUNCTURES WITHIN A STUDENT'S ACADEMIC
6 CAREER AT WHICH GRADE-LEVEL ACADEMIC PERFORMANCE, OR HIGHER,
7 IS CRITICAL TO A STUDENT'S CONTINUED ACADEMIC PROGRESS AND TO
8 ENSURING THE STUDENT CAN DEMONSTRATE POSTSECONDARY AND
9 WORKFORCE READINESS NO LATER THAN HIGH SCHOOL GRADUATION;

10 (b) TO REVIEW THE DATA AND RESEARCH ON INTERVENTION
11 EDUCATION SERVICES AND REMEDIAL EDUCATION AND IDENTIFY BEST
12 PRACTICES AND STRATEGIES FOR IDENTIFYING STUDENTS IN NEED OF
13 INTERVENTION EDUCATION SERVICES, FOR PROVIDING INTERVENTION
14 EDUCATION SERVICES AT THE APPROPRIATE JUNCTURES IN THE
15 ELEMENTARY AND SECONDARY EDUCATION LEVELS, AND FOR PROVIDING
16 REMEDIAL EDUCATION AT THE POSTSECONDARY EDUCATION LEVEL. BEST
17 PRACTICES AND STRATEGIES MAY INCLUDE, BUT NEED NOT BE LIMITED TO,
18 RECOMMENDATIONS REGARDING CURRICULUM, METHODS OF DELIVERING
19 INTERVENTION EDUCATION SERVICES AT THE ELEMENTARY AND
20 SECONDARY EDUCATION LEVELS, PROFESSIONAL DEVELOPMENT, AND
21 METHODS OF DELIVERING REMEDIAL EDUCATION SERVICES IN
22 POSTSECONDARY EDUCATION, INCLUDING THE USE OF DIAGNOSTIC
23 PLACEMENT TESTING, THE USE OF MODULARIZED, SHORTER-TERM
24 COURSES, ELECTRONIC DELIVERY OF COURSE WORK, AND TUTORING;

25 (c) TO REVIEW THE USE OF STUDENTS' INDIVIDUAL CAREER AND
26 ACADEMIC PLANS AND MAKE RECOMMENDATIONS FOR DIAGNOSTICALLY
27 USING A STUDENT'S ASSESSMENT RESULTS IN CREATING AND MAINTAINING

1 THE STUDENT'S ICAP AND FOR INCLUDING INTERVENTION STRATEGIES,
2 WHERE APPROPRIATE, IN A STUDENT'S ICAP;

3 (d) TO REVIEW THE PRACTICE OF SOCIAL PROMOTION IN THE PUBLIC
4 SCHOOLS OF THE STATE AND RECOMMEND ALTERNATIVE STRATEGIES FOR
5 ENSURING STUDENTS ARE MAKING SUFFICIENT ACADEMIC PROGRESS TO
6 DEMONSTRATE POSTSECONDARY AND WORKFORCE READINESS NO LATER
7 THAN HIGH SCHOOL GRADUATION; AND

8 (e) TO REVIEW STATE STATUTES, STATE BOARD RULES, AND THE
9 GUIDELINES ADOPTED BY THE COMMISSION AND RECOMMEND ANY
10 APPROPRIATE CHANGES TO ASSIST SCHOOL DISTRICTS AND PUBLIC
11 SCHOOLS IN PROVIDING INTERVENTION EDUCATION SERVICES TO HELP
12 ENSURE THAT STUDENTS DEMONSTRATE POSTSECONDARY AND
13 WORKFORCE READINESS NO LATER THAN HIGH SCHOOL GRADUATION AND
14 TO ASSIST INSTITUTIONS OF HIGHER EDUCATION IN PROVIDING REMEDIAL
15 EDUCATION.

16 (2) IN FULFILLING ITS DUTIES, THE TASK FORCE SHALL WORK WITH
17 THE EDUCATION LEADERSHIP COUNCIL CREATED BY THE GOVERNOR IN
18 EXECUTIVE ORDER B 2010-010. THE TASK FORCE SHALL CONSULT WITH
19 THE EDUCATION LEADERSHIP COUNCIL IN SETTING ITS MEETING AGENDAS,
20 ORGANIZING ITS WORK PLAN, AND PREPARING ITS REPORTS. IN ADDITION
21 TO THE DUTIES SPECIFIED IN THIS SECTION, THE TASK FORCE MAY RESPOND
22 TO REQUESTS FROM THE EDUCATION LEADERSHIP COUNCIL FOR
23 INFORMATION, FINDINGS, AND REPORTS ON TOPICS IDENTIFIED BY THE
24 EDUCATION LEADERSHIP COUNCIL THAT ARE COMPLEMENTARY TO THE
25 TOPICS SPECIFIED IN THIS SECTION.

26 (3) (a) ON OR BEFORE JULY 1, 2012, THE TASK FORCE SHALL
27 SUBMIT TO THE STATE BOARD AND THE COMMISSION A FIRST REPORT OF ITS

1 FINDINGS AND RECOMMENDATIONS WITH REGARD TO THE CRITICAL
2 JUNCTURES FOR ENSURING STUDENTS' ACADEMIC PROGRESS, BEST
3 PRACTICES AND STRATEGIES FOR PROVIDING INTERVENTION EDUCATION
4 SERVICES AND REMEDIAL EDUCATION SERVICES, THE USE OF ICAPs, AND
5 ALTERNATIVE STRATEGIES TO SOCIAL PROMOTION. THE REPORT MAY ALSO
6 INCLUDE ANY RECOMMENDATIONS REGARDING CHANGES TO STATE BOARD
7 RULES OR COMMISSION GUIDELINES. IF THE TASK FORCE MAKES
8 ADDITIONAL FINDINGS OR RECOMMENDATIONS FOLLOWING SUBMISSION OF
9 THE FIRST REPORT, IT SHALL SUBMIT A SECOND REPORT TO THE STATE
10 BOARD AND THE COMMISSION PRIOR TO JULY 1, 2013.

11 (b) THE STATE BOARD AND THE COMMISSION SHALL ENSURE THAT
12 THE FIRST REPORT AND THE SECOND REPORT, IF ANY, ARE PUBLISHED ON
13 THEIR RESPECTIVE WEB SITES AND PUBLICIZED TO THE SCHOOL DISTRICTS,
14 PUBLIC SCHOOLS, AND INSTITUTIONS OF HIGHER EDUCATION IN THE STATE.

15 (4) THE TASK FORCE SHALL REPORT ITS FINDINGS AND
16 RECOMMENDATIONS FOR LEGISLATION TO THE LEGISLATIVE COUNCIL IN
17 ACCORDANCE WITH JOINT RULE 24 (b) (1) (D) OF THE SENATE AND THE
18 HOUSE OF REPRESENTATIVES AND SHALL BE SUBJECT TO THE LIMITATIONS
19 ON BILLS SPECIFIED IN SAID JOINT RULE. ANY RECOMMENDATIONS FOR
20 LEGISLATION REQUIRE THE APPROVAL OF A MAJORITY OF THE LEGISLATIVE
21 MEMBERS OF THE TASK FORCE.

22 (5) DURING THE 2012 REGULAR LEGISLATIVE SESSION, NO LATER
23 THAN JANUARY 31, 2012, AND DURING THE 2013 REGULAR LEGISLATIVE
24 SESSION, NO LATER THAN JANUARY 31, 2013, ONE OR MORE
25 REPRESENTATIVES OF THE TASK FORCE SHALL MEET WITH THE EDUCATION
26 COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND THE SENATE, OR
27 ANY SUCCESSOR COMMITTEES, IN A JOINT MEETING TO REPORT PROGRESS

1 IN FULFILLING THE DUTIES DESCRIBED IN SUBSECTION (1) OF THIS SECTION.

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3 **22-7-1105. Repeal of part.** THIS PART 11 IS REPEALED, EFFECTIVE
4 JULY 1, 2013. NOTWITHSTANDING THE PROVISIONS OF SECTION 2-3-1203,
5 C.R.S., THE TASK FORCE SHALL NOT BE SUBJECT TO REVIEW PRIOR TO
6 REPEAL.

7 **SECTION 2. No appropriation.** The general assembly has
8 determined that this act can be implemented within existing
9 appropriations, and therefore no separate appropriation of state moneys
10 is necessary to carry out the purposes of this act.

11 **SECTION 3. Safety clause.** The general assembly hereby finds,
12 determines, and declares that this act is necessary for the immediate
13 preservation of the public peace, health, and safety.