

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

**PREAMENDED**

*This Unofficial Version Includes Committee  
Amendments Not Yet Adopted on Second Reading*

LLS NO. 11-0095.03 Julie Pelegrin

**SENATE BILL 11-111**

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**SENATE SPONSORSHIP**

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

**HOUSE SPONSORSHIP**

**Massey,**

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**Senate Committees**

Education  
Legislative Council

**House Committees**

Education

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**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.**

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**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.

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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 REMEDIAL  
21 EDUCATION HAS ONLY A THIRTEEN PERCENT CHANCE OF EVENTUALLY  
22 RECEIVING A BACHELOR'S DEGREE.

23 (e) STUDIES SHOW THAT CHILDREN WHO RECEIVE HIGH-QUALITY,  
24 EARLY-CHILDHOOD EDUCATION SERVICES, INCLUDING FULL-DAY  
25 PRESCHOOL AND FULL-DAY KINDERGARTEN, ACHIEVE GREATER ACADEMIC  
26 SUCCESS IN LATER GRADES, ARE LESS LIKELY TO NEED INTERVENTION  
27 EDUCATION SERVICES DURING THE ELEMENTARY AND SECONDARY

1 GRADES, AND ARE LESS LIKELY TO PLACE INTO REMEDIAL EDUCATION  
2 UPON ENTERING POSTSECONDARY GRADES;

3 (f) IF A STUDENT WHO IS PERFORMING BELOW EXPECTATIONS  
4 ACADEMICALLY AT THE SIGNIFICANT TRANSITION POINTS IN HIS OR  
5 EDUCATIONAL CAREER RECEIVES ADDITIONAL ASSISTANCE, ESPECIALLY AT  
6 THE EARLIER TRANSITION POINTS, THE STUDENT IS MORE LIKELY TO CATCH  
7 UP TO WHERE HE OR SHE NEEDS TO BE AND TO CONTINUE TO BE  
8 ACADEMICALLY SUCCESSFUL THROUGH HIGH SCHOOL AND  
9 POSTSECONDARY EDUCATION;

10 (g) THERE IS A GREAT DEAL OF DATA AVAILABLE CONCERNING  
11 SUCCESSFUL STRATEGIES FOR IDENTIFYING AND REMEDIATING STUDENTS  
12 AT THESE SIGNIFICANT TRANSITION POINTS THAT, IF COLLECTED AND MADE  
13 MORE ACCESSIBLE, COULD ASSIST SCHOOL DISTRICTS, SCHOOLS, AND  
14 INSTITUTIONS OF HIGHER EDUCATION IN ENSURING THAT THEY IDENTIFY  
15 STUDENTS WHO NEED ADDITIONAL EDUCATION SERVICES AND ASSISTANCE  
16 AND THAT THEY PROVIDE THOSE SERVICES AT THE APPROPRIATE  
17 JUNCTURES.

18 (2) THE GENERAL ASSEMBLY FINDS, THEREFORE, THAT IT IS IN THE  
19 BEST INTERESTS OF THE STATE PUBLIC EDUCATION SYSTEM AND THE  
20 STUDENTS OF THE STATE TO CREATE A TASK FORCE TO REVIEW THE  
21 RELEVANT DATA AND STUDIES AND RECOMMEND TO SCHOOL DISTRICTS,  
22 SCHOOLS, AND INSTITUTIONS OF HIGHER EDUCATION BEST PRACTICES AND  
23 STRATEGIES FOR IDENTIFYING AND ASSISTING STUDENTS TO ENSURE THAT  
24 THEY ARE SUCCESSFUL THROUGHOUT THEIR ACADEMIC CAREERS AND  
25 DEMONSTRATE POSTSECONDARY AND WORKFORCE READINESS WHEN THEY  
26 GRADUATE FROM HIGH SCHOOL. THE TASK FORCE SHALL ALSO  
27 RECOMMEND TO THE GENERAL ASSEMBLY, THE STATE BOARD OF

1 EDUCATION, AND THE COLORADO COMMISSION ON HIGHER EDUCATION  
2 CHANGES TO STATUTES, RULES, OR GUIDELINES THAT MAY STRENGTHEN  
3 THE ABILITY OF SCHOOL DISTRICTS, SCHOOLS, AND INSTITUTIONS OF  
4 HIGHER EDUCATION TO IDENTIFY AND ASSIST STUDENTS IN ACHIEVING  
5 ACADEMIC SUCCESS AND DEMONSTRATING POSTSECONDARY AND  
6 WORKFORCE READINESS.

7 **22-7-1102. Definitions.** AS USED IN THIS PART 11 UNLESS THE  
8 CONTEXT OTHERWISE REQUIRES:

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

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

16 (3) "INTERVENTION EDUCATION SERVICES" MEANS EDUCATIONAL  
17 SERVICES AND SUPPORT PROVIDED TO A STUDENT TO ACCELERATE THE  
18 STUDENT'S LEARNING AND ASSIST THE STUDENT IN ACHIEVING THE LEVEL  
19 OF ACADEMIC PERFORMANCE THAT IS APPROPRIATE FOR HIS OR HER GRADE  
20 LEVEL.

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

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

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

1           **22-7-1103. Educational success task force - created -**  
2 **membership.** (1) THERE IS HEREBY CREATED IN THE DEPARTMENT OF  
3 EDUCATION THE EDUCATIONAL SUCCESS TASK FORCE TO STUDY AND  
4 REVIEW THE DATA ON INTERVENTION EDUCATION SERVICES IN  
5 ELEMENTARY AND SECONDARY EDUCATION AND REMEDIAL EDUCATION IN  
6 POSTSECONDARY EDUCATION, TO RECOMMEND BEST PRACTICES AND  
7 STRATEGIES TO SCHOOL DISTRICTS AND PUBLIC SCHOOLS, AND TO  
8 RECOMMEND STATUTORY AND REGULATORY CHANGES, AS IT DEEMS  
9 APPROPRIATE, TO THE GENERAL ASSEMBLY, THE STATE BOARD, AND THE  
10 COMMISSION.

11           (2) (a) THE STATE BOARD AND THE COMMISSION SHALL JOINTLY  
12 APPOINT MEMBERS OF THE TASK FORCE IN SUCH NUMBERS AS THEY DEEM  
13 APPROPRIATE. THE MEMBERSHIP OF THE TASK FORCE SHALL INCLUDE  
14 PERSONS WHO HAVE EXPERIENCE IN INTERVENTION EDUCATION SERVICES  
15 AND REMEDIAL EDUCATION AS RESEARCHERS, PRACTITIONERS, AND  
16 PARENTS OF STUDENTS WHO HAVE RECEIVED OR MAY RECEIVE  
17 INTERVENTION EDUCATION SERVICES OR REMEDIAL EDUCATION. AT A  
18 MINIMUM, THE STATE BOARD AND THE COMMISSION SHALL APPOINT TO  
19 THE TASK FORCE:

20           (I) PERSONS WHO ARE EXPERTS IN ONE OR MORE OF THE AREAS OF  
21 EARLY CHILDHOOD EDUCATION; ELEMENTARY AND SECONDARY  
22 EDUCATION; CHILDHOOD AND ADOLESCENT LEARNING THEORY;  
23 CURRICULUM DEVELOPMENT, ESPECIALLY WITH REGARD TO INTERVENTION  
24 EDUCATION SERVICES AND PROGRAMS AND INTERVENTION STRATEGIES;  
25 AND POSTSECONDARY EDUCATION, ESPECIALLY WITH REGARD TO  
26 REMEDIATION PROGRAMS AND STRATEGIES;

27           (II) PARENTS OF STUDENTS ENROLLED IN PUBLIC SCHOOLS IN THE

1 STATE, INCLUDING PARENTS WHO SERVE ON THE COLORADO STATE  
2 ADVISORY COUNCIL FOR PARENT INVOLVEMENT IN EDUCATION CREATED  
3 IN SECTION 22-7-303;

4 (III) MEMBERS OF THE EARLY CHILDHOOD LEADERSHIP  
5 COMMISSION CREATED IN SECTION 24-44.7-102, C.R.S., WHO HAVE  
6 EXPERTISE IN EARLY CHILDHOOD DEVELOPMENT AND EDUCATION;

7 (IV) ELEMENTARY AND SECONDARY TEACHERS FROM URBAN AND  
8 RURAL SCHOOL DISTRICTS OR PUBLIC SCHOOLS;

9 (V) REPRESENTATIVES OF URBAN AND RURAL SCHOOL DISTRICTS;

10 (VI) PERSONS WHO ASSIST STUDENTS, INCLUDING STUDENTS WITH  
11 DISABILITIES, IN PLANNING FOR POSTSECONDARY EDUCATION, WHICH  
12 PERSONS MAY INCLUDE BUT NEED NOT BE LIMITED TO PERSONS WHO  
13 SPECIALIZE IN PROGRAMS AND SERVICES FOR EXCEPTIONAL STUDENTS;  
14 PERSONS WITH EXPERTISE IN CREATING AND MAINTAINING INDIVIDUAL  
15 CAREER AND ACADEMIC PLANS; HIGH SCHOOL COUNSELORS;  
16 REPRESENTATIVES FROM PRECOLLEGIATE PREPARATION PROGRAMS;  
17 REPRESENTATIVES FROM CAREER AND TECHNICAL EDUCATION PROGRAMS;  
18 ADMISSIONS OFFICERS FOR POSTSECONDARY INSTITUTIONS; AND  
19 DISABILITY COORDINATORS FOR POSTSECONDARY INSTITUTIONS;

20 (VII) REPRESENTATIVES OF INSTITUTIONS OF HIGHER EDUCATION,  
21 INCLUDING AT A MINIMUM REPRESENTATIVES OF AREA VOCATIONAL  
22 SCHOOLS, JUNIOR COLLEGES, TWO-YEAR INSTITUTIONS, FOUR-YEAR  
23 INSTITUTIONS, AND THE RESEARCH UNIVERSITIES;

24 (VIII) MEMBERS OF THE BUSINESS COMMUNITY; AND

25 (IX) REPRESENTATIVES FROM BIPARTISAN OR NONPARTISAN  
26 NONPROFIT ORGANIZATIONS THAT STUDY OR ADVOCATE IN EDUCATION  
27 ISSUES.

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

4 (I) THREE MEMBERS FROM THE SENATE, TWO OF WHOM ARE  
5 APPOINTED BY THE PRESIDENT OF THE SENATE AND ONE OF WHOM IS  
6 APPOINTED BY THE MINORITY LEADER OF THE SENATE; AND

7 (II) THREE MEMBERS FROM THE HOUSE OF REPRESENTATIVES, TWO  
8 OF WHOM ARE APPOINTED BY THE SPEAKER OF THE HOUSE OF  
9 REPRESENTATIVES AND ONE OF WHOM IS APPOINTED BY THE MINORITY  
10 LEADER OF THE HOUSE OF REPRESENTATIVES.

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

15 (b) IN APPOINTING MEMBERS OF THE TASK FORCE, THE STATE  
16 BOARD AND THE COMMISSION MAY APPOINT INDIVIDUAL PERSONS TO  
17 SATISFY THE CRITERIA IN MORE THAN ONE OF SUBPARAGRAPHS (I) TO  
18 (VIII) OF PARAGRAPH (a). THE MEMBERS OF THE TASK FORCE SHALL  
19 SERVE AT THE PLEASURE OF THEIR RESPECTIVE APPOINTING AUTHORITIES.

20 (c) THE STATE BOARD AND THE COMMISSION SHALL JOINTLY  
21 APPOINT UP TO THREE MEMBERS OF THE TASK FORCE TO SERVE AS CHAIR  
22 OR CO-CHAIRS OF THE TASK FORCE. IF THE STATE BOARD AND THE  
23 COMMISSION APPOINT CO-CHAIRS, THE PERSONS APPOINTED SHALL BE  
24 REPRESENTATIVE OF THE VARIOUS INTERESTS SERVING ON THE TASK  
25 FORCE. THE TASK FORCE SHALL HOLD ITS FIRST MEETING NO LATER THAN  
26 SEPTEMBER 1, 2011, AND SHALL SUBSEQUENTLY MEET AT THE CALL OF  
27 THE CHAIR OR CO-CHAIRS AS OFTEN AS NECESSARY TO CARRY OUT ITS



1 DUTIES.

2 (d) THE CHAIR OR CO-CHAIRS OF THE TASK FORCE MAY APPOINT  
3 SUBCOMMITTEES OF THE TASK FORCE AS NECESSARY TO COMPLETE THE  
4 DUTIES OF THE TASK FORCE. IN ADDITION TO TASK FORCE MEMBERS, A  
5 SUBCOMMITTEE MAY INCLUDE PERSONS SELECTED BY THE CHAIR OR  
6 CO-CHAIRS BUT WHO ARE NOT APPOINTED MEMBERS OF THE TASK FORCE.

7 (4) THE DEPARTMENT OF EDUCATION AND THE DEPARTMENT OF  
8 HIGHER EDUCATION MAY PROVIDE STAFF SUPPORT TO THE TASK FORCE AS  
9 NECESSARY AND PRACTICABLE WITHIN EXISTING APPROPRIATIONS. THE  
10 LEGISLATIVE COUNCIL STAFF AND THE OFFICE OF LEGISLATIVE LEGAL  
11 SERVICES SHALL PROVIDE STAFF SUPPORT TO THE TASK FORCE.

12 **22-7-1104. Education success task force - duties - reports.**

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

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

20 (b) TO REVIEW THE DATA AND RESEARCH ON INTERVENTION  
21 EDUCATION SERVICES AND REMEDIAL EDUCATION AND IDENTIFY BEST  
22 PRACTICES AND STRATEGIES FOR IDENTIFYING STUDENTS IN NEED OF  
23 INTERVENTION EDUCATION SERVICES, FOR PROVIDING INTERVENTION  
24 EDUCATION SERVICES AT THE APPROPRIATE JUNCTURES IN THE  
25 ELEMENTARY AND SECONDARY EDUCATION LEVELS, AND FOR PROVIDING  
26 REMEDIAL EDUCATION AT THE POSTSECONDARY EDUCATION LEVEL. BEST  
27 PRACTICES AND STRATEGIES MAY INCLUDE, BUT NEED NOT BE LIMITED TO,

1 RECOMMENDATIONS REGARDING CURRICULUM, METHODS OF DELIVERING  
2 INTERVENTION EDUCATION SERVICES AT THE ELEMENTARY AND  
3 SECONDARY EDUCATION LEVELS, PROFESSIONAL DEVELOPMENT, AND  
4 METHODS OF DELIVERING REMEDIAL EDUCATION SERVICES IN  
5 POSTSECONDARY EDUCATION, INCLUDING THE USE OF DIAGNOSTIC  
6 PLACEMENT TESTING, THE USE OF MODULARIZED, SHORTER-TERM  
7 COURSES, ELECTRONIC DELIVERY OF COURSE WORK, AND TUTORING;

8 (c) TO REVIEW THE USE OF STUDENTS' INDIVIDUAL CAREER AND  
9 ACADEMIC PLANS AND MAKE RECOMMENDATIONS FOR DIAGNOSTICALLY  
10 USING A STUDENT'S ASSESSMENT RESULTS IN CREATING AND MAINTAINING  
11 THE STUDENT'S ICAP AND FOR INCLUDING INTERVENTION STRATEGIES,  
12 WHERE APPROPRIATE, IN A STUDENT'S ICAP;

13 (d) TO REVIEW THE PRACTICE OF SOCIAL PROMOTION IN THE PUBLIC  
14 SCHOOLS OF THE STATE AND RECOMMEND ALTERNATIVE STRATEGIES FOR  
15 ENSURING STUDENTS ARE MAKING SUFFICIENT ACADEMIC PROGRESS TO  
16 DEMONSTRATE POSTSECONDARY AND WORKFORCE READINESS NO LATER  
17 THAN HIGH SCHOOL GRADUATION; AND

18 (e) TO REVIEW STATE STATUTES, STATE BOARD RULES, AND THE  
19 GUIDELINES ADOPTED BY THE COMMISSION AND RECOMMEND ANY  
20 APPROPRIATE CHANGES TO ASSIST SCHOOL DISTRICTS AND PUBLIC  
21 SCHOOLS IN PROVIDING INTERVENTION EDUCATION SERVICES TO HELP  
22 ENSURE THAT STUDENTS DEMONSTRATE POSTSECONDARY AND  
23 WORKFORCE READINESS NO LATER THAN HIGH SCHOOL GRADUATION AND  
24 TO ASSIST INSTITUTIONS OF HIGHER EDUCATION IN PROVIDING REMEDIAL  
25 EDUCATION.

26 (2) IN FULFILLING ITS DUTIES, THE TASK FORCE SHALL WORK WITH  
27 THE EDUCATION LEADERSHIP COUNCIL CREATED BY THE GOVERNOR IN

1 EXECUTIVE ORDER B 2010-010. THE TASK FORCE SHALL CONSULT WITH  
2 THE EDUCATION LEADERSHIP COUNCIL IN SETTING ITS MEETING AGENDAS,  
3 ORGANIZING ITS WORK PLAN, AND PREPARING ITS REPORTS. IN ADDITION  
4 TO THE DUTIES SPECIFIED IN THIS SECTION, THE TASK FORCE MAY RESPOND  
5 TO REQUESTS FROM THE EDUCATION LEADERSHIP COUNCIL FOR  
6 INFORMATION, FINDINGS, AND REPORTS ON TOPICS IDENTIFIED BY THE  
7 EDUCATION LEADERSHIP COUNCIL THAT ARE COMPLEMENTARY TO THE  
8 TOPICS SPECIFIED IN THIS SECTION.

9 (3) (a) ON OR BEFORE JULY 1, 2012, THE TASK FORCE SHALL  
10 SUBMIT TO THE STATE BOARD AND THE COMMISSION A FIRST REPORT OF ITS  
11 FINDINGS AND RECOMMENDATIONS WITH REGARD TO THE CRITICAL  
12 JUNCTURES FOR ENSURING STUDENTS' ACADEMIC PROGRESS, BEST  
13 PRACTICES AND STRATEGIES FOR PROVIDING INTERVENTION EDUCATION  
14 SERVICES AND REMEDIAL EDUCATION SERVICES, THE USE OF ICAPs, AND  
15 ALTERNATIVE STRATEGIES TO SOCIAL PROMOTION. THE REPORT MAY ALSO  
16 INCLUDE ANY RECOMMENDATIONS REGARDING CHANGES TO STATE BOARD  
17 RULES OR COMMISSION GUIDELINES. IF THE TASK FORCE MAKES  
18 ADDITIONAL FINDINGS OR RECOMMENDATIONS FOLLOWING SUBMISSION OF  
19 THE FIRST REPORT, IT SHALL SUBMIT A SECOND REPORT TO THE STATE  
20 BOARD AND THE COMMISSION PRIOR TO JULY 1, 2013.

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

25 (4) THE TASK FORCE SHALL REPORT ITS FINDINGS AND  
26 RECOMMENDATIONS FOR LEGISLATION TO THE LEGISLATIVE COUNCIL IN  
27 ACCORDANCE WITH JOINT RULE 24 (b) (1) (D) OF THE SENATE AND THE

1 HOUSE OF REPRESENTATIVES AND SHALL BE SUBJECT TO THE LIMITATIONS  
2 ON BILLS SPECIFIED IN SAID JOINT RULE. ANY RECOMMENDATIONS FOR  
3 LEGISLATION REQUIRE THE APPROVAL OF A MAJORITY OF THE LEGISLATIVE  
4 MEMBERS OF THE TASK FORCE.

5 (5) DURING THE 2012 REGULAR LEGISLATIVE SESSION, NO LATER  
6 THAN JANUARY 31, 2012, AND DURING THE 2013 REGULAR LEGISLATIVE  
7 SESSION, NO LATER THAN JANUARY 31, 2013, ONE OR MORE  
8 REPRESENTATIVES OF THE TASK FORCE SHALL MEET WITH THE EDUCATION  
9 COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND THE SENATE, OR  
10 ANY SUCCESSOR COMMITTEES, IN A JOINT MEETING TO REPORT PROGRESS  
11 IN FULFILLING THE DUTIES DESCRIBED IN SUBSECTION (1) OF THIS SECTION.

12 ==

13 **22-7-1105. Repeal of part.** THIS PART 11 IS REPEALED, EFFECTIVE  
14 JULY 1, 2013. NOTWITHSTANDING THE PROVISIONS OF SECTION 2-3-1203,  
15 C.R.S., THE TASK FORCE SHALL NOT BE SUBJECT TO REVIEW PRIOR TO  
16 REPEAL.

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

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