



COLORADO
Department of Education



Funding Opportunity

Applications Due: **Wednesday, November 3, 2021, by 11:59 p.m.**

Application Information Webinar: **Thursday, October 14, 2021, at 3:00pm**

Intent to Apply Due: **Friday, October 22, 2021, by 11:59pm**

Colorado High-Impact Tutoring Program

Pursuant to C.R.S. 22-105-103

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Colorado High-Impact Tutoring Program

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Introduction

Significant interruptions to in-person learning due to the COVID-19 pandemic have led to potentially devastating and long-lasting negative impacts on student achievement, impacting every part of Colorado society. These negative impacts on student achievement are not equal; students furthest from privilege are at risk of the most opportunity loss. Research suggests that while all students may fall behind as much as seven months because of interruptions to in-person learning due to the COVID-19 pandemic, students who are identified as most in need may fall behind as much as ten months, exacerbating already entrenched inequities. Responding to learning loss and the widening of opportunity gaps could be the greatest challenge our state faces over the next few years, and the state has an urgent and immediate need to provide additional support to ensure students are well prepared for the future.

With scarce resources, it is imperative to know which academic interventions yield the best results for students so that resources are deployed judiciously and effectively. While there are many interventions that have a positive impact on student achievement, one intervention, backed by a strong body of research, has consistently been shown to be the most effective in every grade, from kindergarten through twelfth grade. Studies have consistently shown, in multiple diverse settings, that "high-impact tutoring", also referred to as "high-dosage tutoring", has made significant positive impact on students from all backgrounds, but especially students furthest from opportunity. When such tutoring is implemented, students average gains of more than four months of additional learning in elementary literacy, thereby strengthening vital early reading and writing skills, and almost ten months of additional learning in high school math. Therefore, implementing high-impact tutoring may be an effective intervention for the students in our state to address learning loss or unfinished learning that has taken place because of the pandemic.

As such, the Colorado legislature passed [House Bill 21-1234](#) creating the Colorado High-Impact Tutoring Program which was signed into law by Governor Jared Polis on June 16, 2021. In addition, the State Board of Education has allocated some of Colorado's state-level American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER III) funds for high-impact tutoring programs.

Purpose and Program Activities

This program exists to provide grants to local education providers to implement high-impact tutoring programs prioritizing low-income or underserved students to address student learning loss or unfinished learning resulting from the COVID-19 pandemic. A Local Education Provider (LEP) or group of providers (as defined below in "[Eligible Applicants and Priority Criteria](#)") may apply for a grant.

An LEP awarded a grant shall use the grant money to implement a high-impact tutoring program. To receive a grant under this program, the LEP's program plan must address each of the following elements of research-based, high-quality, high-impact tutoring programs:

- Tutoring is provided in groups of four or fewer students;
- The same tutor tutors the group of students throughout the school year;
- Tutoring is provided a minimum of three times per week;
- Tutoring is implemented throughout the school day, not as a before- or after-school program and is supplemental to core academic instruction and not a replacement for such instruction;
- High-quality trained tutors provide the tutoring, including teachers, paraprofessionals, community providers, [AmeriCorps members](#) and other individuals who have received training;
- The program uses a high-quality curriculum aligned with academic standards and may be provided by the LEP; and
- Tutoring is data-driven, with interim assessments to monitor student progress.

The student benefits associated with high-impact tutoring are greater when the program plan contains all the above elements. However, if an LEP's program plan is not consistent with all the elements, the LEP shall include in its application the reason for the modification or omission of program elements and how the LEP intends to achieve the same desired student outcomes through its high-impact tutoring program.

Schools implementing high-impact tutoring are encouraged to think creatively about seat time and scheduling so that students have consistent access to non-core-academic instruction.

Eligible Applicants and Priority Criteria

Local Education Providers (LEPs) are eligible to apply for this opportunity. A group of local education providers (listed below) may also apply jointly as a consortium. An eligible LEP is:

- A School District on behalf of all or a subset of schools;
 - A non-charter school may not submit a standalone application outside of their district.
- A Board of Cooperative Services (BOCES);
- A Charter School authorized by a School District;
- A Charter School authorized by the Charter School Institute;
- A Facility School; or
- The Colorado School for the Deaf and Blind.

Note: A charter school's authorizer will be the fiscal agent, if funded.

Priority Consideration

This program is designed to provide students performing below grade level with supplemental learning opportunities through a high-impact tutoring program. Available grant funding will be distributed to eligible high-impact tutoring programs based on the application rubric described below in "[Application Scoring](#)". Priority will be given to LEPs meeting the following priority considerations:

- The LEP serves a high percentage (based on exceeding the statewide enrollment percentages) of students in one or more of the following underserved student groups and have demonstrated academic need (based on recent state or local assessment data) for the student group(s):
 - Students eligible for free or reduced lunch (the statewide enrollment percentage is 41% based on 2019-2020 October Count data);
 - Students with disabilities (the statewide enrollment percentage is 12% based on 2020-2021 data);
 - English language learners as defined by Non-English Proficient (NEP) and Limited English Proficient (LEP) students (the statewide enrollment percentage is 10.2% based on 2020 October Count data); and/or
 - Black or African American, Hispanic/Latino and/or American Indian or Alaskan Native students (the statewide enrollment percentages are 4.6% for Black or African American, 34.2% for Hispanic/Latino, and 0.7% for American Indian or Alaskan Native based on 2020 October Count data).
- The LEP is serving students in a rural community or communities.
- The high-impact tutoring program is focused on serving students most in need as identified by one of the criteria below:
 - Serving students who spent more than 50% of the 2020-2021 school year in remote learning; and/or
 - Serving students in schools assigned with a Priority Improvement or Turnaround plan (based on 2020 designations).
- Participating schools show significant academic needs based on valid results (content aligned to Colorado Academic Standards, testing students mirror enrolled students in terms of demographics, the assessments were administered under standardized conditions, etc.). Order of preference to demonstrate academic need is:
 1. 2021 state assessment results (CMAS, ACCESS, PSAT, and/or SAT),

2. 2021 local assessment results (when valid state-level results are not available, including grades not tested at the state level)
 3. 2019 state assessment results (when valid 2021 assessment results are not available).
- The high-impact tutoring program focuses on one or more of the following:
 - Strengthening achievement in mathematics for students in grades K-8;
 - Strengthening achievement in reading, writing and communication for students in grades K-8;
 - Strengthening English language development for English language learners; and/or
 - Closing the achievement gap for underserved populations.

Where available, CDE has compiled data around the priority considerations above to best support LEPs with the submission process. [The compiled data is available here.](#)

Available Funds

The State Legislature authorized approximately \$4.8 million to fund this program for the 2021-2022 school year. CDE anticipates awarding grants for up to a two-year period. However, funding beyond the 2021-2022 fiscal year is contingent upon continued appropriations and upon grantees meeting all grant, fiscal and reporting requirements. Additionally, CDE may make additional funding available from the American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER III) program to fund high-impact tutoring programs (pending approval of the Colorado ARP ESSER State Plan by the U.S. Department of Education).

LEPs are invited to submit applications that budget up to a maximum of \$2,200 per student served by the program per full school year. This maximum is based on ensuring that all students experience a tutoring program meeting all the elements of research-based, high-quality, high-impact tutoring programs as described above (in "[Purpose and Program Activities](#)"). CDE expects that the cost per student served during the 2021-2022 school year will be below this amount due to the timing of this grant.

Allowable Use of Funds

Allowable grant activities include, but are not limited to:

- Hiring or contracting for tutors or providing stipends or other incentives to paraprofessionals, retired teachers, [AmeriCorps members](#) and community organizations to ensure tutoring capacity;
- Providing training for tutors, if needed;
- Developing or purchasing curriculum and related supplies;
- Covering costs associated with renting or purchasing physical space for tutoring; and
- Covering administrative expenses.

An LEP may make a request to CDE to use grant money for purposes other than those specified above if the proposed use of the grant money increases the effectiveness of the high-impact tutoring program. These funds are specific to this program, High-Impact Tutoring, and uses of funds for any other purpose are not allowed. Some of the unallowable expenditure categories may include capital expenditures, food costs, giveaways or other items. If you have any question regarding allowable expenses, please reach out to Jennifer Austin (Grants_Fiscal@cde.state.co.us) for confirmation.

LEPs are encouraged to offer tutors and other professionals offering tutoring services information about potential pathways into the teaching profession for the district, including learn and earn strategies in which the tutor works toward [educator certification](#) while providing high-impact tutoring services.

Duration of Grant

Grants will be awarded for up to a two-year term beginning in the 2021-2022 fiscal year. Funded applicants for the 2021-2022 fiscal year are not guaranteed any additional funding beyond the 2021-2022 fiscal year at this time as funding

for the 2022-2023 fiscal year will be contingent upon annual appropriations by the State Legislature and/or available ESSER III funds. Unspent funds in the 2021-2022 fiscal year may be carried over to the 2022-2023 fiscal year.

Evaluation and Reporting

Each LEP that receives a grant through the High-Impact Tutoring Program is required to report, at a minimum, the following information to the Department on or before August 31 following each school year for which an LEP has received funding:

- Any adjustments made to the LEP's program plan and the reason adjustments were made;
- How the LEP maintained consistent access for participating students to non-core-academic instruction;
- How program grants were used by the LEP and a summary of other resources used, if any, to provide high-impact tutoring beyond the resources provided through the program;
- The academic achievement results or other criteria used to place students in the high-impact tutoring program;
- The impact or student outcomes (including academic, social and/or emotional outcomes) associated with the LEP's high-impact tutoring program disaggregated by student groups; and
- Whether the local education provider's high-impact tutoring program will continue in the following fiscal year and, if not, the reason the tutoring program will not continue.

Additionally, per HB21-1259, CDE will be streamlining reporting requirements for this grant program and other expanded learning opportunities grants funded by state or ESSER funds. This single reporting system will require grant recipients to submit once annually, via the CDE Data Pipeline, the SASID and local assessment results for all students participating in any of these additional supports, along with information regarding their type and level of participation.

LEPs receiving funding will also be required to submit Interim Financial Reporting and Annual Financial Reporting. Details and formats for these reports will be provided upon award and as part of the budget workbook and/or grant award letter (GAL).

Data Privacy

CDE takes seriously its obligation to protect the privacy of student and educator Personally Identifiable Information (PII) collected, used, shared and stored. Therefore, CDE provides a secure, online system known as the Data Pipeline to collect PII for this grant program. PII will be collected, used, shared and stored in compliance with applicable laws and CDE's privacy and security policies and procedures.

Note: Documents submitted through the application process must not contain any personally identifiable student or educator information including names, identification numbers or anything that could identify an individual. All data should be referenced/included in the aggregate and the aggregate counts should be redacted to remove small numbers under n=16 for students or n=5 for educators.

Application Assistance and Intent to Apply

An application information webinar will be held on **Thursday, October 14, 2021, at 3:00pm** The link for this webinar will be available on the [High-Impact Tutoring Program webpage](#).

If interested in applying for this funding opportunity, submit the [Intent to Apply](#) by **Friday, October 22, 2021, by 11:59pm**. The Intent to Apply is encouraged, but not required to submit an application.

Review Process and Timeline

Applications will be reviewed by CDE staff and peer reviewers to ensure they contain all required components. Applicants will be notified of final award status no later than **Friday, December 3, 2021**.

Note: This is a competitive process – applicants must score at least 70 points out of the 100 possible points to be approved for funding. Additional points are awarded for prioritized high-need districts, schools and student populations. Applications that score below 70 points may be asked to submit revisions that would bring the application up to a fundable level. There is no guarantee that submitting an application will result in funding or funding at the requested level. All award decisions are final. Applicants that do not meet the qualifications may reapply for future grant opportunities.

Submission Process and Deadline

Applications must be completed (including all elements outlined below) and submitted through the [online application](#) on the CDE Website by **Wednesday, November 3, 2021, at 11:59 pm**. The Excel Budget Workbook and Program Assurances Form must also be uploaded to the Smartsheet form at the time of submission.

Application resources and required documents to include in the submission are available on CDE's [High-Impact Tutoring Program webpage](#). Incomplete or late applications will not be considered. Applicants should receive an automated confirmation email from the online system upon submission. If you do not, please email CompetitiveGrants@cde.state.co.us.

Required Elements

The High-Impact Tutoring Program [online application form](#) includes the following elements, all of which must be completed.

Part I: Applicant Information

Part II: Application Narrative

Budget Workbook (can be downloaded from CDE's High-Impact Tutoring Program webpage)
Upload the completed Budget Workbook (Excel) within the online application.

Part III: Program Assurances Form

Upload the Program Assurances Form (PDF or Word file) within the [online application form](#). Funding will not be awarded until all signatures are in place. Applications may be submitted without signatures; however, please attempt to obtain all signatures before submitting the application.

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****Please provide the following within the [online application form](#)****

The application form does not save works in progress, so applicants may find it useful to complete the application in the tables below and paste the responses into the online application.

Part I-A: Applicant Information

Lead Local Education Provider (LEP)/BOCES Information			
LEP/BOCES Name:		LEP/BOCES Code:	
Mailing Address:			
Requested Funding:	\$		
Type of Education Provider			
[choose the one check box below that best describes your organization or authorizer]			
<input type="checkbox"/> School District	<input type="checkbox"/> BOCES	<input type="checkbox"/> Facility School	<input type="checkbox"/> Charter School Institute
	<input type="checkbox"/> CSDB		
Region			
[choose the one check box below that best indicates the region of Colorado this program will directly impact]			
<input type="checkbox"/> Metro	<input type="checkbox"/> Pikes Peak	<input type="checkbox"/> North Central	<input type="checkbox"/> Northwest
<input type="checkbox"/> West Central	<input type="checkbox"/> Southwest	<input type="checkbox"/> Southeast	<input type="checkbox"/> Northeast
Recipient Schools			
<i>Preferred Format: School Name (School Code), School Name (School Code)</i>			
Authorized Representative Information			
Name:		Title:	
Telephone:		E-mail:	
Program Contact Information			
Name:		Title:	
Telephone:		E-mail:	
Fiscal Manager Information			
Name:			
Telephone:		E-mail:	

Part II: Application Narrative

Applicants will be asked to complete the following questions in the High-Impact Tutoring [online application](#). The application form does not save works in progress, so applicants may find it useful to complete the application in the tables below and paste the responses into the online application.

Provide a brief description of how the elements of a high-impact tutoring program as described on page 3 will be addressed. If the plan will modify or omit elements, provide the rationale for the modifications or omissions and how the evidence base demonstrates that the modified program will achieve the desired results. (no more than 750 words)

Describe how students will be identified for participation in the program. LEPs are encouraged to consider a wide variety of relevant data sources when determining criteria for student identification. (no more than 500 words)

Describe how parents/guardians will be engaged in the development of the tutoring program, the identification of students and, as appropriate, potential solutions to other programmatic concerns such as transportation.

How many students are expected to be served through the program: _____

Describe how student academic progress and other program outcomes (including meeting the social and emotional needs of students) will be measured. (no more than 500 words)

Address whether the local education provider will create its own program and/or whether it will partner with existing tutoring providers for implementation or tutor capacity and training. (no more than 500 words)

Indicate which academic subject(s) will be the focus of the program. (no more than 500 words)

Describe the plan for recruitment of tutors including who will be recruited and how tutors will be recruited, trained and supported. If you anticipate challenges in recruiting tutors for this program, please describe those challenges and how you anticipate overcoming those challenges. (no more than 500 words)

Address how tutoring will be delivered and how the delivery will accommodate remote learning, if necessary. (no more than 500 words)

Address whether tutors will follow a specific curriculum and how that curriculum is aligned with the Colorado Academic Standards. (no more than 500 words)

Describe how tutoring will be incorporated into the school day and how the school will creatively use seat time and scheduling so that students have consistent access to non-core-academic subjects. (no more than 500 words)

Describe how your program meets any or all the priority criteria outlined on pages 4-5. (no more than 500 words)

Complete and upload the Excel Budget Workbook to the [online application](#). Ensure that all costs included in the budget are linked to the program plan within the narrative for funding.

Part III: Program Assurances Form

The appropriate Authorized Representatives must sign below to indicate their approval of the contents of the application **High-Impact Tutoring Program**, and the receipt of program funds.

On _____ (date), 2021, the Board of _____ (district/BOCES/CSI) hereby agrees to the following assurances:

- 1) The grantee will annually provide the Colorado Department of Education the evaluation information required in the "[Evaluation and Reporting](#)" section of this application including the End-of-Year Report (**Attachment A**) of the Request for Applications.
- 2) The grantee will work with and provide requested data to CDE for the High-Impact Tutoring Program within the time frames specified.
- 3) The grantee will not discriminate against anyone regarding race, gender, national origin, color, disability or age.
- 4) Funds will be used to supplement and not supplant any funds currently being used to provide tutoring or any other instructional services and grant dollars will be administered by the appropriate fiscal agent.
- 5) Funded projects will maintain appropriate fiscal and program records and that fiscal audits of this program will be conducted by the grantees as a part of their regular audits.
- 6) If any findings of misuse of these funds are discovered, project funds will be returned to CDE.
- 7) The grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.
- 8) Local Education providers, tutors and other professionals offering tutoring services shall comply with all state and federal laws relating to health, safety and anti-discrimination, including but not limited to Titles VI and VII of the federal "Civil Rights Act of 1964", pub. l. 88-352, as amended; the federal "Americans with Disabilities Act of 1990", 42 U.S.C. sec. 1201 et seq., as amended; Section 504 Of the federal "Rehabilitation Act of 1973", 29 U.S.C. sec. 794, as amended; and Title IX of the federal "Education Amendments of 1972", 20 U.S.C. secs. 1681 to 1688, as amended.

The Colorado Department of Education may terminate a grant award upon thirty days' notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application or if the program is generating less than satisfactory results.

Project modifications and changes in the approved budget must be requested in writing and be approved in writing by the CDE before modifications are made to the expenditures. Contact Jennifer Austin (Grants_Fiscal@cde.state.co.us | (303) 866-6689) and Joanna Bruno (Bruno_J@cde.state.co.us | (303) 919-3907) for any modifications.

Name of Organization Board President (School Board, BOCES, Charter School)	Signature	Date
Name of Organization Authorized Representative (Superintendent, Charter School Institute, BOCES Executive Director)	Signature	Date
Name of LEP Program Contact	Signature	Date

Note: Upload the Program Assurances Form within the [online application form](#). Funding will not be awarded until all signatures are in place. Applications may be submitted without signatures; however, please attempt to obtain all signatures before submitting the application.

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Application Scoring

CDE Use Only

Part I:	Application Introduction		Not Scored
Part II:	Narrative		
	Section A:	Assessment of Needs	/40
	Section B:	Quality of Services and Programming	/50
	Section C:	Budget	/10
	Priority Points		
			/100

Priority Considerations		
CDE will indicate whether this application met the priority criteria (see pages 4-5 of the RFA). This application demonstrates:		
Criteria	Meets	Does Not Meet
LEP serves a high percentage of underserved students with demonstrated academic need.	<input type="checkbox"/> Yes, 1 Student Group - 2 Points	<input type="checkbox"/> No - 0 Points
	<input type="checkbox"/> Yes, 2 Student Groups - 4 Points	
	<input type="checkbox"/> Yes, 3 Student Groups - 6 Points	
	<input type="checkbox"/> Yes, 4 Student Groups - 8 Points	
LEP serves students in a rural setting.	<input type="checkbox"/> Yes - 2 Points	<input type="checkbox"/> No - 0 Points
Schools serving students who spent more than 50% of the 2020-2021 school year in remote learning; and/or which are assigned with a Priority Improvement or Turnaround plan.	<input type="checkbox"/> Yes - 5 Points	<input type="checkbox"/> No - 0 Points
Schools demonstrating academic need on the 2021 statewide assessments, 2021 local assessments, or 2019 statewide assessments.	<input type="checkbox"/> Yes - 5 Points	<input type="checkbox"/> No - 0 Points
High-Impact Tutoring Program focuses on one of the focus areas (strengthening mathematics for students in grades K-8; strengthening achievement in reading, writing and communication for students in grades K-8; strengthening English language development for English language learners; and/or closing the achievement gap for underserved populations).	<input type="checkbox"/> Yes - 10 Points	<input type="checkbox"/> No - 0 Points
Total		

GENERAL COMMENTS: Indicate support for scoring by including overall strengths and weaknesses. These comments will be provided to applicants with their final scores.

Strengths:

-

-

Weaknesses:

-
-

Required Changes:

-
-

RECOMMENDATION: Funded _____ Funded with Changes _____ Not Funded _____

Selection Criteria and Evaluation Rubric

Part I: Application Introduction [Not Scored]

Part II: Narrative [100 Points]

The following criteria will be used by reviewers to evaluate the application. For the application to be recommended for funding, it must receive at least 70 out of the 100 possible points and all required elements must be addressed. An application that receives a score of zero on any required elements will not be funded without revisions. Applications that score below 70 points may be asked to submit revisions that would bring the application up to a fundable level.

Scoring Definitions

Minimally Addressed or Does Not Meet Criteria - information not provided

Met Some but Not All Identified Criteria - requires additional clarification

Addressed Criteria but Did Not Provide Thorough Detail - adequate response, but not thoroughly developed or high-quality response

Met All Criteria with High Quality - clear, concise and well thought out response

Assessment of Needs	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Did Not Provide Thorough Detail	Met All Criteria with High Quality	TOTAL
Applicant provided a brief description of the elements of a high-impact tutoring program and, if the plan will modify or omit elements, provided the reason for the modifications or omissions.	0	6	14	20	
Applicant described how students will be identified for participation in the program.	0	3	7	10	
Applicant indicated how parents/guardians will be engaged in the development of the tutoring program and the identification of students.	0	1	3	5	
Applicant indicated how many students are expected to be served through the program.	Information Not Provided or More Information Needed <input type="checkbox"/>			Information Provided <input type="checkbox"/>	
Applicant described how student academic progress and other program outcomes (including meeting the social and emotional needs of students) will be measured.	0	1	3	5	
Applicant addressed whether the local education provider will create its own program and/or whether it will partner with existing tutoring providers for implementation or tutor capacity and training.	0	1	3	5	
Applicant indicated which academic subject(s) will be the focus of the program.	Information Not Provided or More Information Needed <input type="checkbox"/>			Information Provided <input type="checkbox"/>	
Applicant described how tutoring will be incorporated into the school day and how the school will creatively use seat time and scheduling so that students have consistent access to non-core-academic subjects.	0	1	3	5	
Reviewer Comments:					
					Total

Quality of Services and Programming	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Did Not Provide Thorough Detail	Met All Criteria with High Quality	TOTAL
The application described the plan for recruitment of tutors including who will be recruited to be tutors and how those tutors will be recruited, trained and supported.	0	3	7	10	
The application addressed how tutoring will be delivered and how the delivery will accommodate remote learning.	0	3	7	10	
The application addressed whether tutors will follow a specific curriculum and how that curriculum is aligned with academic standards.	0	3	7	10	
The activities and services described in the application are the type and intensity likely to meet the needs described.	0	3	7	10	
Reviewer Comments:					
					Total

Budget	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Did Not Provide Thorough Detail	Met All Criteria with High Quality	TOTAL
Applicant addressed how High-Impact Tutoring Program grant funding will be used and the proposed use of funds are in alignment with the allowable uses listed above under Allowable Use of Funds.	0	3	7	10	
Applicant submitted an electronic budget in the required format.	Information Not Provided or More Information Needed <input type="checkbox"/>		Information Provided <input type="checkbox"/>		
Reviewer Comments:					
					Total

Attachment A: End-of-Year Evaluation Reporting Guidelines

Grant recipients must submit an end-of-year evaluation program report for every funded year detailing the following information. Submit the report as a Word document to Joanna Bruno at Bruno_J@cde.state.co.us by **Aug. 31 following each funded fiscal year**.

- Any adjustments made to the LEP's program plan and the reason adjustments were made;
- How the LEP maintained consistent access for participating students to non-core-academic instruction;
- How program grants were used by the LEP and a summary of other resources used, if any, to provide high-impact tutoring beyond the resources provided through the program;
- The academic achievement results or other criteria used to place students in the high-impact tutoring program;
- The impact or student outcomes (including academic, social and/or emotional outcomes) associated with the LEP's high-impact tutoring program disaggregated by student groups; and
- Whether the local education provider's high-impact tutoring program will continue in the following fiscal year and, if not, the reason the tutoring program will not continue.

Additionally, per HB21-1259, CDE will be streamlining reporting requirements for this grant program and other expanded learning opportunities grants funded by state or ESSER funds. This single reporting system will require grant recipients to submit once annually, via the CDE Data Pipeline, the SASID and local assessment results for all students participating in any of these additional supports, along with information regarding their type and level of participation.