

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

**INTRODUCED**

LLS NO. 21-0575.01 Julie Pelegrin x2700

**SENATE BILL 21-013**

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**SENATE SPONSORSHIP**

**Fields,**

**HOUSE SPONSORSHIP**

**Bacon and Froelich,**

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**Senate Committees**  
Education

**House Committees**

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**A BILL FOR AN ACT**

101 **CONCERNING MEASURES TO ADDRESS STUDENT LEARNING LOSS**  
102 **OCcurring AS A RESULT OF THE COVID-19 PANDEMIC.**

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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://leg.colorado.gov>.)*

The bill directs the department of education (department) to identify educational products, strategies, and services that have demonstrated effectiveness in identifying and reversing student learning loss that has been caused by the suspension of in-person learning. The department must create and maintain a resource bank of examples of educational products, explanations of and instructions for implementing

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.

strategies and educational services, and models of professional development programs related to using the products and implementing the strategies and services. The department must also provide information concerning public or private nonprofit entities that school districts, boards of cooperative services, and charter schools may work with in providing student support. The bill also directs the department, to the extent possible within existing resources, to provide technical assistance to school districts and charter schools upon request.

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

2           **SECTION 1.** In Colorado Revised Statutes, **add 22-2-146** as  
3 follows:

4           **22-2-146. Department of education - COVID-19-related**  
5 **education loss - strategies - resources - legislative declaration.**

6 (1) THE GENERAL ASSEMBLY FINDS THAT:

7           (a) DUE TO THE PUBLIC HEALTH RISKS OF THE COVID-19  
8 PANDEMIC, THE PUBLIC SCHOOLS IN COLORADO HAVE HAD TO CEASE  
9 IN-PERSON INSTRUCTION FOR REPEATED AND EXTENDED PERIODS OF TIME  
10 DURING THE 2019-20 AND 2020-21 SCHOOL YEARS;

11           (b) RESEARCH SUGGESTS THAT THESE PERIODS OF ENFORCED  
12 REMOTE LEARNING, AS WELL AS TRAUMA EXPERIENCED BY STUDENTS AS  
13 A RESULT OF THE PANDEMIC, HAVE PRODUCED EXTREMELY NEGATIVE  
14 EFFECTS ON STUDENTS' ABILITY TO LEARN AND GROW ACADEMICALLY AND  
15 ON THEIR ABILITY EVEN TO RETAIN THE LEVEL OF LEARNING THAT THEY  
16 HAD PREVIOUSLY ACHIEVED;

17           (c) THESE NEGATIVE EFFECTS HAVE HAD AN EVEN GREATER  
18 IMPACT ON STUDENTS OF COLOR, LOW-INCOME STUDENTS, AND STUDENTS  
19 WITH DISABILITIES, WHO ARE EXPECTED TO EXPERIENCE A SIGNIFICANTLY  
20 GREATER LOSS OF LEARNING, THEREBY EXACERBATING THE ACADEMIC  
21 ACHIEVEMENT GAPS THAT EXISTED BEFORE THE PANDEMIC;

1 (d) THE SCHOOL DISTRICTS AND PUBLIC SCHOOLS OF THE STATE  
2 WILL FACE SIGNIFICANT CHALLENGES IN TRYING TO COMPENSATE FOR  
3 THESE LEARNING LOSSES AND IN HELPING ALL STUDENTS TO OVERCOME  
4 THE LEARNING LOSSES THEY HAVE EXPERIENCED AND ADVANCE TO  
5 GRADE-LEVEL OR HIGHER ACADEMIC ACHIEVEMENT;

6 (e) THERE ARE INDICATIONS THAT TUTORING SERVICES, PROGRAMS  
7 THAT EXTEND THE SCHOOL DAY OR THE SCHOOL YEAR, AND SUMMER  
8 SCHOOL PROGRAMS MAY BE SUCCESSFUL IN HELPING STUDENTS,  
9 ESPECIALLY LOW-INCOME STUDENTS, STUDENTS OF COLOR, AND STUDENTS  
10 WITH DISABILITIES, TO OVERCOME LEARNING LOSS AND CLOSE THE  
11 ACHIEVEMENT GAP;

12 (f) THERE ARE OTHER INNOVATIVE STRATEGIES THAT SOME PUBLIC  
13 SCHOOLS AND SCHOOL DISTRICTS HAVE BEEN IMPLEMENTING TO ADDRESS  
14 LEARNING LOSS, INCLUDING HOME VISITATION PROGRAMS THROUGH  
15 WHICH TEACHERS VISIT THEIR STUDENTS' HOMES TO ASSIST THE STUDENTS  
16 AND THE PARENTS IN EFFORTS TO OVERCOME LEARNING LOSS; AND

17 (g) THE DEPARTMENT OF EDUCATION CAN PLAY A CRUCIAL ROLE  
18 IN SUPPORTING SCHOOL DISTRICTS AND PUBLIC SCHOOLS BY IDENTIFYING  
19 BEST PRACTICES FOR ADDRESSING THESE LEARNING LOSSES AND  
20 EFFECTIVE STRATEGIES FOR BOOSTING STUDENT LEARNING AND CLOSING  
21 ACHIEVEMENT GAPS AND BY PROVIDING A RESOURCE BANK OF MODEL  
22 MATERIALS AND STRATEGIES SPECIFICALLY DESIGNED TO ADDRESS  
23 LEARNING RECOVERY FOR ALL STUDENTS.

24 (2) BY THE FALL SEMESTER OF THE 2021-22 SCHOOL YEAR AND  
25 CONTINUING THEREAFTER, THE DEPARTMENT SHALL IDENTIFY  
26 EDUCATIONAL PRODUCTS, STRATEGIES, AND SERVICES THAT HAVE  
27 DEMONSTRATED EFFECTIVENESS IN IDENTIFYING AND REVERSING STUDENT

1 LEARNING LOSS, INCLUDING THOSE PRODUCTS, STRATEGIES, AND SERVICES  
2 THAT ARE SPECIFICALLY DESIGNED TO ADDRESS LEARNING LOSS  
3 EXPERIENCED BY STUDENTS OF COLOR, LOW-INCOME STUDENTS, AND  
4 STUDENTS WITH DISABILITIES. THE DEPARTMENT SHALL CREATE AND  
5 MAINTAIN A RESOURCE BANK OF EXAMPLES OF THESE PRODUCTS,  
6 EXPLANATIONS OF AND INSTRUCTIONS FOR IMPLEMENTING THESE  
7 STRATEGIES AND SERVICES, AND MODELS OF PROFESSIONAL DEVELOPMENT  
8 PROGRAMS RELATED TO USING THE PRODUCTS AND IMPLEMENTING THE  
9 STRATEGIES AND SERVICES. THE DEPARTMENT SHALL ALSO INCLUDE IN  
10 THE RESOURCE BANK INFORMATION CONCERNING PUBLIC AND PRIVATE  
11 NONPROFIT ENTITIES THAT MAY PARTNER WITH SCHOOL DISTRICTS,  
12 BOARDS OF COOPERATIVE SERVICES, AND CHARTER SCHOOLS TO PROVIDE  
13 PERSONNEL OR OTHER RESOURCES TO ASSIST IN IMPLEMENTING  
14 STRATEGIES TO OVERCOME LEARNING LOSS. THE RESOURCE BANK MUST  
15 BE AVAILABLE FOR REVIEW BY SCHOOL DISTRICTS, BOARDS OF  
16 COOPERATIVE SERVICES, AND CHARTER SCHOOLS. TO THE GREATEST  
17 EXTENT POSSIBLE WITHIN EXISTING RESOURCES, THE DEPARTMENT SHALL  
18 PROVIDE TECHNICAL ASSISTANCE, UPON REQUEST, TO ASSIST SCHOOL  
19 DISTRICTS AND CHARTER SCHOOLS IN IDENTIFYING AND IMPLEMENTING  
20 STRATEGIES TO ADDRESS STUDENT LEARNING LOSS.

21 **SECTION 2. 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, or safety.