

Second Regular Session
Seventy-second General Assembly
STATE OF COLORADO

ENGROSSED

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

LLS NO. 20-0085.02 Brita Darling x2241

HOUSE BILL 20-1007

HOUSE SPONSORSHIP

Coleman and Buentello,

SENATE SPONSORSHIP

Fields,

House Committees

Education
Appropriations

Senate Committees

A BILL FOR AN ACT

101 **CONCERNING INCREASING THE DIVERSITY OF COLORADO'S**
102 **EDUCATORS IN ELEMENTARY AND SECONDARY PUBLIC SCHOOLS,**
103 **AND, IN CONNECTION THEREWITH, MAKING AN APPROPRIATION.**

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 higher education and the department of education to convene a workgroup on diversity in the educator workforce (workgroup).

The department of higher education and the department of education shall select the members of the workgroup, which shall include

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.

HOUSE
Amended 2nd Reading
February 18, 2020

but are not limited to those agencies, persons, and organizations specified in the bill.

The workgroup shall investigate barriers to the preparation, retention, and recruitment of a diverse educator workforce and shall consider strategies to increase diversity in the educator workforce. The bill includes specific issues for the workgroup to consider.

The workgroup shall submit a written report of its findings and recommendations to the education committees of the general assembly no later than September 30, 2021. The workgroup may submit interim findings and recommendations during the 2021 legislative session.

Under current law, the department of higher education reports annually concerning educator preparation programs, including enrollment, graduation rates, outcomes of graduates, and performance on assessments administered for licensure. The bill requires the department to include the required information disaggregated by the candidates' or graduates' gender, race, and ethnicity. Further, the information contained in the annual report must be posted on the department of higher education's and the department of education's websites.

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

2 **SECTION 1.** In Colorado Revised Statutes, **add** 23-1-121.8 as
3 follows:

4 **23-1-121.8. Workgroup on diversity in the educator workforce**
5 **- duties - recommendations - report - legislative declaration -**
6 **definitions - repeal.** (1) (a) THE GENERAL ASSEMBLY FINDS AND
7 DECLARES THAT:

8 (I) A HIGH-QUALITY TEACHER IS THE MOST IMPORTANT IN-SCHOOL
9 FACTOR FOR STUDENT ACHIEVEMENT;

10 (II) FURTHER, STUDENTS BENEFIT FROM SEEING A DIVERSE GROUP
11 OF EDUCATORS IN SCHOOL CLASSROOMS;

12 (III) IN COLORADO IN 2019, SEVENTY-SIX PERCENT OF ALL
13 TEACHERS ARE WOMEN AND SIXTY-SEVEN PERCENT OF ALL TEACHERS IN
14 COLORADO IDENTIFY AS WHITE WOMEN;

15 (IV) HOWEVER, THE STUDENT DEMOGRAPHICS IN COLORADO ARE

1 SIGNIFICANTLY MORE DIVERSE AND WILL CONTINUE TO BECOME MORE
2 DIVERSE. FOR EXAMPLE, NEARLY FORTY-SEVEN PERCENT OF ALL PUBLIC
3 SCHOOL STUDENTS IDENTIFY AS NON-WHITE, AND FOURTEEN PERCENT OF
4 STUDENTS CONSIDER THEMSELVES TO BE ENGLISH LANGUAGE LEARNERS.

5 (b) (I) THE GENERAL ASSEMBLY FURTHER FINDS AND DECLARES
6 THAT THERE ARE MANY BARRIERS TO PREPARING, RECRUITING, AND
7 RETAINING A HIGH-QUALITY, DIVERSE EDUCATOR WORKFORCE;

8 (II) ONE BARRIER IS HOW TEACHERS ARE LICENSED. A STUDY BY
9 THE NATIONAL COUNCIL ON TEACHER QUALITY REPORTED THAT ONLY
10 FORTY-SIX PERCENT OF ELEMENTARY SCHOOL TEACHING CANDIDATES
11 PASS THEIR LICENSING TEST ON THE FIRST TRY. MOREOVER, ONLY
12 THIRTY-EIGHT PERCENT OF BLACK TEACHING CANDIDATES, FIFTY-FOUR
13 PERCENT OF HISPANIC TEACHING CANDIDATES, AND SEVENTY-FIVE
14 PERCENT OF WHITE TEACHING CANDIDATES PASS THE LICENSING TEST,
15 EVEN AFTER MULTIPLE ATTEMPTS AND EVEN THOUGH THEY COMPLETED
16 AND GRADUATED FROM AN ACCREDITED TEACHER PREPARATION
17 PROGRAM.

18 (c) THEREFORE, THE GENERAL ASSEMBLY DECLARES THAT AN
19 IMPORTANT STEP TO INCREASING DIVERSITY AMONG COLORADO'S
20 EDUCATORS IS TO TASK THE COLORADO DEPARTMENT OF HIGHER
21 EDUCATION AND THE COLORADO DEPARTMENT OF EDUCATION TO
22 INVESTIGATE BARRIERS TO AND EFFECTIVE STRATEGIES FOR PREPARING,
23 RECRUITING, AND RETAINING A DIVERSE EDUCATOR WORKFORCE THAT
24 BETTER REFLECTS THE DIVERSITY OF COLORADO'S STUDENTS.

25 (2) AS USED IN THIS SECTION, UNLESS THE CONTEXT OTHERWISE
26 REQUIRES:

27 (a) "DEPARTMENT OF EDUCATION" MEANS THE DEPARTMENT OF

1 EDUCATION CREATED IN SECTION 24-1-115.

2 (b) "DIVERSE EDUCATOR WORKFORCE" MEANS TEACHERS AND
3 SPECIAL SERVICES PROVIDERS WHO HAVE A DISABILITY OR WHO ARE OF A
4 GENDER, ETHNICITY, OR RACE THAT IS UNDERREPRESENTED IN THE
5 EDUCATOR WORKFORCE RELATIVE TO THE DISABILITY, GENDER,
6 ETHNICITY, OR RACE OF COLORADO STUDENTS SERVED BY THE EDUCATOR
7 WORKFORCE.

8 (3) THE DEPARTMENT OF HIGHER EDUCATION, IN CONJUNCTION
9 WITH THE DEPARTMENT OF EDUCATION, SHALL CONVENE A WORKGROUP
10 TO INVESTIGATE BARRIERS TO THE PREPARATION, RECRUITMENT, AND
11 RETENTION OF A DIVERSE EDUCATOR WORKFORCE AND TO RECOMMEND
12 EFFECTIVE STRATEGIES FOR PREPARING, RECRUITING, AND RETAINING A
13 DIVERSE EDUCATOR WORKFORCE.

14 (4) THE DEPARTMENT OF HIGHER EDUCATION AND THE
15 DEPARTMENT OF EDUCATION SHALL SELECT WORKGROUP MEMBERS AND
16 MAY SEEK RECOMMENDATIONS OR NOMINATIONS FROM INTERESTED
17 STAKEHOLDERS. THE SELECTED WORKGROUP MEMBERS MUST INCLUDE
18 BUT ARE NOT LIMITED TO ONE OR MORE OF THE FOLLOWING PERSONS OR
19 ORGANIZATIONS, OR THEIR REPRESENTATIVES:

20 (a) A REPRESENTATIVE OF THE DEPARTMENT OF HIGHER
21 EDUCATION;

22 (b) A REPRESENTATIVE OF THE DEPARTMENT OF EDUCATION;

23 (c) DEANS OF TEACHER PREPARATION PROGRAMS AT STATE
24 INSTITUTIONS OF HIGHER EDUCATION;

25 (d) DIRECTORS OF ALTERNATIVE TEACHER PROGRAMS;

26 (e) REPRESENTATIVES FROM COMMUNITY COLLEGES GOVERNED BY
27 THE STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL

1 EDUCATION;

2 (f) TEACHERS SERVING IN TRADITIONAL DISTRICT SCHOOLS WHO
3 HOLD AN INITIAL OR PROFESSIONAL TEACHER'S LICENSE PURSUANT TO
4 ARTICLE 60.5 OF TITLE 22;

5 (g) TEACHERS SERVING IN DISTRICT CHARTER SCHOOLS;

6 (h) PRINCIPALS OR SCHOOL LEADERS OF TRADITIONAL DISTRICT
7 SCHOOLS OR DISTRICT CHARTER SCHOOLS, INCLUDING SCHOOLS THAT
8 HAVE A DIVERSE EDUCATOR WORKFORCE;

9 (i) GRADUATES OF TEACHER PREPARATION PROGRAMS, WHO MAY
10 INCLUDE GRADUATES WHO DID NOT PASS THE LICENSING TEST ON THE
11 FIRST TRY;

12 (j) RESEARCHERS WITH EXPERTISE IN THE PREPARATION,
13 RECRUITMENT, OR RETENTION OF A DIVERSE EDUCATOR WORKFORCE; AND

14 (k) NONPROFIT OR OTHER ORGANIZATIONS THAT HAVE EXPERTISE
15 IN THE PREPARATION, RECRUITMENT, OR RETENTION OF A DIVERSE
16 EDUCATOR WORKFORCE.

17 (5) THE WORKGROUP SHALL INVESTIGATE BARRIERS TO THE
18 PREPARATION, RETENTION, AND RECRUITMENT OF A DIVERSE EDUCATOR
19 WORKFORCE AND SHALL CONSIDER STRATEGIES TO INCREASE DIVERSITY
20 IN THE EDUCATOR WORKFORCE. THE ISSUES CONSIDERED BY THE
21 WORKGROUP MAY INCLUDE BUT ARE NOT LIMITED TO:

22 (a) THE DATA AND RECOMMENDATIONS FROM THE DECEMBER 16,
23 2014, REPORT PREPARED FOR THE DEPARTMENT OF EDUCATION BY
24 AUGENBLICK, PALAICH AND ASSOCIATES TITLED "KEEPING UP WITH THE
25 KIDS: INCREASING MINORITY TEACHER REPRESENTATION IN COLORADO";

26 (b) EFFECTIVE STRATEGIES TO BUILD A STRONG LOCAL PIPELINE
27 FOR STUDENTS, ESPECIALLY DIVERSE STUDENTS, WHO ARE OR MAY

1 CONSIDER BECOMING EDUCATORS, INCLUDING PAID MENTORSHIPS AND
2 TEACHING AND VOLUNTEER OPPORTUNITIES;

3 (c) EDUCATOR PREPARATION PROGRAMS AND HOW THEY MAY
4 INHIBIT OR PROMOTE SUCCESS FOR DIVERSE EDUCATOR CANDIDATES;

5 (d) EFFECTIVE STRATEGIES TO ASSIST PARAPROFESSIONALS,
6 SUBSTITUTE TEACHERS, AND NONCERTIFIED EDUCATORS WHO ARE
7 ENGAGED IN THE PROFESSION BUT WHO ARE NOT LICENSED DUE TO
8 FINANCIAL DIFFICULTIES, DIFFICULTY IN PASSING THE STATE-CERTIFIED
9 CONTENT TEST, DISTANCE TO TESTING LOCATION, PREPARATION AND
10 TESTING FEES, OR FOR OTHER REASONS;

11 (e) WHETHER CREATING PARTNERSHIPS BETWEEN SCHOOL
12 DISTRICTS THAT SERVE MINORITY STUDENTS AND MINORITY-SERVING
13 INSTITUTIONS WILL INCREASE THE DIVERSITY OF THE EDUCATOR
14 WORKFORCE; AND

15 (f) EFFECTIVE STRATEGIES TO RETAIN THE EXISTING DIVERSE
16 EDUCATOR WORKFORCE IN COLORADO, INCLUDING DIVERSE EDUCATORS
17 IN HARD-TO-STAFF SCHOOLS, WHICH STRATEGIES MAY INCLUDE FINANCIAL
18 INCENTIVES, SUCH AS STIPENDS OR BONUSES, AND ROBUST PROFESSIONAL
19 DEVELOPMENT OPPORTUNITIES.

20 (6) (a) ON OR BEFORE SEPTEMBER 30, 2021, THE DEPARTMENT OF
21 HIGHER EDUCATION AND THE DEPARTMENT OF EDUCATION SHALL SUBMIT
22 A WRITTEN REPORT FROM THE WORKGROUP TO THE EDUCATION
23 COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND THE SENATE, OR
24 ANY SUCCESSOR COMMITTEES, CONCERNING:

25 (I) THE WORKGROUP'S FINDINGS, INCLUDING IDENTIFICATION OF
26 EXISTING BARRIERS TO THE PREPARATION, RECRUITMENT, AND RETENTION
27 OF A DIVERSE EDUCATOR WORKFORCE;

1 (II) THE RELEVANCE OF THE FINDINGS AND RECOMMENDATIONS
2 SET FORTH IN THE DECEMBER 16, 2014, REPORT REFERENCED IN
3 SUBSECTION (5)(a) OF THIS SECTION;

4 (III) EFFECTIVE STRATEGIES FOR PREPARING, RECRUITING, AND
5 RETAINING A DIVERSE EDUCATOR WORKFORCE IN COLORADO; AND

6 (IV) THE WORKGROUP'S RECOMMENDATIONS, INCLUDING ANY
7 NECESSARY CHANGES TO STATUTES OR AGENCY RULES.

8 (b) THE WORKGROUP MAY SUBMIT INTERIM FINDINGS AND
9 RECOMMENDATIONS FOR CONSIDERATION DURING THE 2021 REGULAR
10 LEGISLATIVE SESSION PRIOR TO THE COMPLETION OF THE FINAL WRITTEN
11 REPORT PURSUANT TO SUBSECTION (6)(a) OF THIS SECTION.

12 (7) THIS SECTION IS REPEALED, EFFECTIVE JULY 1, 2022.

13 **SECTION 2.** In Colorado Revised Statutes, 23-1-121, **amend** (6)
14 as follows:

15 **23-1-121. Commission directive - approval of educator**
16 **preparation programs - review - legislative declaration.**

17 (6) (a) NOTWITHSTANDING THE PROVISIONS OF SECTION 24-1-136
18 (11)(a)(I) TO THE CONTRARY, the department shall annually prepare a
19 report concerning the enrollment in, graduation rates from, and
20 effectiveness of the review of educator preparation programs authorized
21 by the commission. In addition, the report ~~shall~~ MUST include data on the
22 outcomes of graduates of educator preparation programs pursuant to
23 section 22-2-112 (1)(q). ~~C.R.S.~~ The report ~~shall~~ MUST also state the
24 percentage of educator candidates graduating from each program during
25 the preceding twelve months ~~that~~ WHO applied for and received an initial
26 license pursuant to section 22-60.5-201 ~~C.R.S.~~, and the percentage of the
27 graduates who passed the assessments administered pursuant to section

1 22-60.5-203, ~~C.R.S.~~, INCLUDING THE PERCENTAGE OF GRADUATES WHO
2 PASSED THE ASSESSMENTS ON THE FIRST ATTEMPT. For purposes of
3 completing the report required pursuant to this subsection (6), the
4 department of higher education and the department of education shall
5 share any relevant data that complies with state and federal regulations
6 with the other agency. The department shall ~~provide notice~~ SUBMIT THE
7 REPORT to the education committees of the senate and the house of
8 representatives, or any successor committees. ~~that the report is available~~
9 ~~to the members of the committees upon request.~~

- 10 (b) (I) THE GENERAL ASSEMBLY FINDS AND DECLARES THAT:
- 11 (A) A HIGH-QUALITY TEACHER IS THE MOST IMPORTANT
12 IN-SCHOOL FACTOR FOR STUDENT ACHIEVEMENT;
- 13 (B) FURTHER, STUDENTS BENEFIT FROM SEEING A DIVERSE GROUP
14 OF EDUCATORS IN SCHOOL CLASSROOMS;
- 15 (C) HOWEVER, THE EDUCATOR WORKFORCE IN COLORADO IS NOT
16 AS DIVERSE AS THE POPULATION OF STUDENTS IT SERVES OR WILL SERVE
17 IN THE FUTURE; AND
- 18 (D) THEREFORE, THE GENERAL ASSEMBLY DECLARES THAT
19 EDUCATOR PREPARATION PROGRAMS MUST CLEARLY AND
20 TRANSPARENTLY SHOW THE FIRST-TIME PASS RATES OF CANDIDATES,
21 ESPECIALLY THOSE CANDIDATES WHO ARE OF A GENDER, RACE, OR
22 ETHNICITY THAT IS UNDERREPRESENTED IN THE EDUCATOR WORKFORCE,
23 AND THAT DIVERSE EDUCATOR CANDIDATES SHOULD HAVE ACCESS TO THE
24 NECESSARY INFORMATION TO DETERMINE WHICH EDUCATOR PREPARATION
25 PROGRAM GIVES THE CANDIDATE THE BEST CHANCE OF SUCCESS AT
26 BECOMING AN EDUCATOR.

27 (II) TO THE EXTENT POSSIBLE, THE DEPARTMENT SHALL REPORT

1 ALL DATA AND INFORMATION REQUIRED TO BE REPORTED ANNUALLY
2 PURSUANT TO SUBSECTION (6)(a) OF THIS SECTION, DISAGGREGATED BY
3 THE GENDER, RACE, AND ETHNICITY OF THE CANDIDATES AND GRADUATES.

4 (c) THE DEPARTMENT OF HIGHER EDUCATION AND THE
5 DEPARTMENT OF EDUCATION SHALL POST THE DEPARTMENT OF HIGHER
6 EDUCATION'S ANNUAL REPORT, REQUIRED PURSUANT TO SUBSECTION
7 (6)(a) OF THIS SECTION, ON EACH DEPARTMENT'S WEBSITE IN THE
8 LOCATION RELATING TO TEACHER PREPARATION PROGRAMS AND TEACHER
9 LICENSURE, AS APPLICABLE.

10 **SECTION 3. Appropriation.** For the 2020-21 state fiscal year,
11 \$7,400 is appropriated to the department of higher education. This
12 appropriation is from the general fund. To implement this act, the
13 department may use this appropriation for a workgroup on diversity in the
14 educator workforce.

15 **SECTION 4. Act subject to petition - effective date.** This act
16 takes effect at 12:01 a.m. on the day following the expiration of the
17 ninety-day period after final adjournment of the general assembly (August
18 5, 2020, if adjournment sine die is on May 6, 2020); except that, if a
19 referendum petition is filed pursuant to section 1 (3) of article V of the
20 state constitution against this act or an item, section, or part of this act
21 within such period, then the act, item, section, or part will not take effect
22 unless approved by the people at the general election to be held in
23 November 2020 and, in such case, will take effect on the date of the
24 official declaration of the vote thereon by the governor.