

Second Regular Session
Seventy-third General Assembly
STATE OF COLORADO

INTRODUCED

LLS NO. 22-0087.02 Alana Rosen x2606

HOUSE BILL 22-1220

HOUSE SPONSORSHIP

Kipp and McLachlan,

SENATE SPONSORSHIP

(None),

House Committees
Education

Senate Committees

A BILL FOR AN ACT

101 **CONCERNING REMOVING BARRIERS IN EDUCATOR PREPARATION TO**
102 **SUPPORT EDUCATOR CANDIDATES ENTERING THE EDUCATOR**
103 **WORKFORCE.**

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 creates the student educator stipend program. The purpose of the student educator stipend program is to award stipend money to an eligible student to reduce the financial barriers of participating in required clinical practice as a student educator. An eligible student placed as a student educator in a 16-week academic residency may receive a stipend

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.

of \$11,000, and an eligible student placed as a student educator in a 32-week academic residency may receive a stipend of \$22,000.

The bill also creates the educator test stipend program. The purpose of the educator test stipend program is to award stipend money to approved programs of preparation to reduce financial barriers for eligible students preparing for the assessment of professional competencies for licensure and each required endorsement area. The approved program of preparation shall distribute the stipend money to an eligible student to pay the fees and costs associated with the assessment of professional competencies, which may include travel and lodging costs.

The bill requires the department of education (department), in collaboration with the department of higher education and institutions of higher education, to create a multiple measures approach to measure the professional competencies of an applicant for an initial teacher license, in addition to the assessments currently approved by the state board of education.

Current law allows the department to issue a temporary educator eligibility authorization to a person enrolled in an approved program of preparation for a special education educator license who has not yet met the requirements for the applicable initial educator license. The bill allows the department to issue a temporary educator eligibility authorization to a person enrolled in an approved alternative teacher preparation program who has not yet met the requirements for the applicable initial educator license.

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

2 **SECTION 1. Legislative declaration.** (1) The general assembly
3 finds and declares that:

4 (a) Every student in Colorado deserves a high-quality educator;

5 (b) Colorado's educator shortage was dire before the COVID-19
6 pandemic, but now, it is a crisis plaguing our public education system.

7 According to Colorado's *Educator Shortage Survey (2020-21)*, local
8 education agencies had 6,910 vacant educator positions from among the
9 55,541 educator positions in the state at the beginning of the 2020-21
10 school year. The vacant educator positions represented 12.44% of the
11 Colorado educator workforce.

1 (c) Of the total teaching positions to hire, 235 remained unfilled
2 for the entire 2020-21 academic year, and 893 were filled through a
3 shortage mechanism, such as hiring long-term substitutes and retired
4 educators;

5 (d) Shortages in core subject areas, such as early childhood,
6 mathematics, special education, and world languages, are evident
7 statewide;

8 (e) According to Colorado's *Talent Pipeline Report (2021)*, there
9 is also a critical shortage of school counselors in the workforce despite an
10 exacerbated behavioral health crisis in Colorado;

11 (f) School counselors provide critical social, emotional, and
12 academic supports to students. School counselors play a significant role
13 in increasing positive academic outcomes, improving attendance,
14 reducing disciplinary incidents, and increasing graduation rates. School
15 counselors also generate awareness about student depression and suicide.

16 (g) Educator candidates who are entering the field do so by
17 enrolling in approved programs of preparation. Part of the educator
18 candidate experience is to participate in clinical experiences in schools,
19 which provides educator candidates with valuable experience, while at the
20 same time providing valuable services to the schools in which they teach.

21 (h) Research suggests that clinical experiences provide greater
22 gender and racial diversity in the educator workforce;

23 (i) Many educator candidates, however, struggle financially
24 during their required clinical experience in schools because educator
25 candidates work without pay, creating financial barriers that could delay
26 completion of their degrees or result in higher student loan or consumer
27 debt;

1 (j) Research also suggests that a performance-based assessment
2 approach allows educator candidates to demonstrate competency through
3 rigorous, but authentic, performance assessments and can help increase
4 diversity in the educator workforce; and

5 (k) Competency-based evaluations apply a performance-based,
6 subject-specific assessment and support system that is used by educator
7 preparation programs throughout the United States to emphasize,
8 measure, and support the skills and knowledge that high-quality educators
9 need in the classroom. By requiring aspiring educators to prepare a
10 comprehensive portfolio of materials during their academic residency,
11 competency-based assessments allow aspiring educators to demonstrate
12 readiness to teach with lesson plans that support students' strengths and
13 needs; engage students in ambitious learning; analyze whether students
14 are learning; and adjust instruction to become more efficient.

15 (2) The general assembly finds, therefore, that barriers must be
16 reduced for educator candidates who demonstrate a commitment to enter
17 the educator workforce. Providing financial assistance to an educator
18 candidate as the educator candidate participates in required clinical
19 experience and enters the assessment of professional competencies
20 preparation phase of the educator preparation program allows the
21 educator candidate to focus on entering the educator workforce.
22 Additionally, using multiple methods to measure and assess professional
23 competencies may be a viable option available to educator candidates.

24 **SECTION 2.** In Colorado Revised Statutes, **add** part 3 to article
25 3.9 of title 23 as follows:

26 PART 3

27 EDUCATOR PREPARATION

1 STIPEND PROGRAMS

2 **23-3.9-301. Definitions.** AS USED IN THIS PART 3, UNLESS THE
3 CONTEXT OTHERWISE REQUIRES:

4 (1) "ACADEMIC RESIDENCY" MEANS A SIXTEEN-WEEK OR A
5 THIRTY-TWO-WEEK INTENTIONAL CLINICAL EXPERIENCE FOR STUDENT
6 EDUCATORS WHO ARE PLACED IN A SCHOOL- OR COMMUNITY-BASED
7 SETTING.

8 (2) "APPROVED PROGRAM OF PREPARATION" MEANS AN APPROVED
9 EDUCATOR PREPARATION PROGRAM, AS DEFINED IN SECTION 23-1-121
10 (1)(a), INCLUDING A PREPARATION PROGRAM FOR SCHOOL COUNSELORS,
11 OR AN ALTERNATIVE TEACHER PROGRAM, AS DEFINED IN SECTION
12 22-60.5-102 (5).

13 (3) "COMMISSION" MEANS THE COLORADO COMMISSION ON
14 HIGHER EDUCATION CREATED AND EXISTING PURSUANT TO ARTICLE 1 OF
15 THIS TITLE 23.

16 (4) "DEPARTMENT" MEANS THE DEPARTMENT OF HIGHER
17 EDUCATION CREATED AND EXISTING PURSUANT TO SECTION 24-1-114.

18 (5) "EDUCATOR" MEANS A TEACHER OR A SCHOOL COUNSELOR.

19 (6) "EDUCATOR TEST STIPEND PROGRAM" MEANS THE EDUCATOR
20 TEST STIPEND PROGRAM CREATED IN SECTION 23-3.9-303.

21 (7) "ELIGIBLE STUDENT" MEANS A STUDENT WHO IS:

22 (a) ENROLLED IN AN APPROVED PROGRAM OF PREPARATION; AND

23 (b) ELIGIBLE FOR FINANCIAL ASSISTANCE BECAUSE THE STUDENT'S
24 EXPECTED FAMILY CONTRIBUTION DOES NOT EXCEED TWO HUNDRED
25 PERCENT OF THE MAXIMUM FEDERAL PELL-ELIGIBLE EXPECTED FAMILY
26 CONTRIBUTION.

27 (8) "INSTITUTION OF HIGHER EDUCATION" MEANS A PUBLIC

1 POSTSECONDARY INSTITUTION AUTHORIZED BY THE COMMISSION TO OFFER
2 APPROVED PROGRAMS OF PREPARATION.

3 (9) "SCHOOL COUNSELOR" MEANS A PERSON WHO HOLDS A SPECIAL
4 SERVICES PROVIDER LICENSE WITH A SCHOOL COUNSELOR ENDORSEMENT
5 ISSUED PURSUANT TO ARTICLE 60.5 OF TITLE 22 OR WHO IS OTHERWISE
6 ENDORSED OR ACCREDITED BY A NATIONAL ASSOCIATION TO PROVIDE
7 SCHOOL COUNSELING SERVICES.

8 (10) "STUDENT EDUCATOR" MEANS AN EDUCATOR CANDIDATE
9 WHO IS PARTICIPATING IN AN ACADEMIC RESIDENCY AND PLACED IN A
10 SCHOOL- OR COMMUNITY-BASED SETTING.

11 (11) "STUDENT EDUCATOR STIPEND PROGRAM" MEANS THE
12 STUDENT EDUCATOR STIPEND PROGRAM CREATED IN SECTION 23-3.9-302.

13 (12) "TEACHER" MEANS A PERSON EMPLOYED TO INSTRUCT
14 STUDENTS ENROLLED IN A PUBLIC SCHOOL IN THE STATE.

15 **23-3.9-302. Student educator stipend program - created -**
16 **guidelines - definition.** (1) (a) THERE IS CREATED IN THE DEPARTMENT
17 THE STUDENT EDUCATOR STIPEND PROGRAM, REFERRED TO IN THIS
18 SECTION AS THE "STIPEND PROGRAM". THE PURPOSE OF THE STIPEND
19 PROGRAM IS TO AWARD STIPEND MONEY TO AN ELIGIBLE STUDENT TO
20 REDUCE THE FINANCIAL BARRIERS TO ENTERING THE EDUCATOR
21 WORKFORCE WHILE THE STUDENT IS A STUDENT EDUCATOR.

22 (b) THE COMMISSION SHALL ADOPT ANY NECESSARY POLICIES AND
23 THE DEPARTMENT SHALL ADOPT ANY NECESSARY GUIDELINES TO
24 IMPLEMENT AND ADMINISTER THE STIPEND PROGRAM. THE DEPARTMENT
25 SHALL COLLECT DATA TO MEASURE THE EFFECTIVENESS OF THE STIPEND
26 PROGRAM, WHICH DATA MUST INCLUDE, BUT NEED NOT BE LIMITED TO:

27 (I) THE TOTAL NUMBER OF ELIGIBLE STUDENTS SERVED BY EACH

1 APPROVED PROGRAM OF PREPARATION;

2 (II) THE TOTAL AMOUNT OF STIPEND MONEY EACH ELIGIBLE
3 STUDENT RECEIVES EACH YEAR;

4 (III) A SURVEY OF ELIGIBLE STUDENTS TO MEASURE THE ELIGIBLE
5 STUDENTS' EXPERIENCE WITH THE STIPEND PROGRAM;

6 (IV) THE DEMOGRAPHIC DATA OF EACH ELIGIBLE STUDENT
7 AGGREGATED BY RACE, ETHNICITY, AND GENDER;

8 (V) THE REPORTED NUMBER OF HOURS EACH ELIGIBLE STUDENT
9 WORKS A SECOND JOB TO EARN INCOME;

10 (VI) A COMPARISON OF ELIGIBLE STUDENTS' FINANCIAL BURDENS
11 WITH THE NATIONAL AVERAGE OF FINANCIAL BURDENS IMPOSED ON
12 STUDENTS ENROLLED IN TEACHER AND COUNSELOR PREPARATION
13 PROGRAMS; AND

14 (VII) THE DATA CORRELATION BETWEEN ELIGIBLE STUDENTS WHO
15 RECEIVE STIPENDS THROUGH THE STUDENT EDUCATOR STIPEND PROGRAM
16 AND THE SUBSEQUENT PLACEMENT AND RETENTION OF THOSE ELIGIBLE
17 STUDENTS AS EDUCATORS, TO THE EXTENT THE DATA IS AVAILABLE.

18 (2) (a) TO QUALIFY TO PARTICIPATE IN THE STIPEND PROGRAM, A
19 STUDENT MUST BE AN ELIGIBLE STUDENT AND PLACED AS A STUDENT
20 EDUCATOR. NO LATER THAN JULY 1, 2023, AND NO LATER THAN JULY 1
21 EACH YEAR THEREAFTER, EACH APPROVED PROGRAM OF PREPARATION
22 SHALL NOTIFY THE DEPARTMENT OF THE ELIGIBLE STUDENTS WHO
23 QUALIFY FOR THE STIPEND PROGRAM.

24 (b) (I) NO LATER THAN AUGUST 1, 2023, AND NO LATER THAN
25 AUGUST 1 EACH YEAR THEREAFTER, THE DEPARTMENT, SUBJECT TO
26 AVAILABLE APPROPRIATIONS, SHALL DISBURSE TO EACH APPROVED
27 PROGRAM OF PREPARATION MONEY TO DISTRIBUTE AS STIPEND MONEY TO

1 EACH ELIGIBLE STUDENT, PLUS ADDITIONAL MONEY TO PAY THE DIRECT
2 COSTS OF OPERATING THE STIPEND PROGRAM. THE APPROVED PROGRAM
3 OF PREPARATION SHALL DISTRIBUTE STIPEND MONEY, USING THE
4 STANDARD METHODS FOR ALLOCATING STATE-BASED FINANCIAL AID OR
5 AS WAGES FOR EMPLOYMENT, TO EACH ELIGIBLE STUDENT IN MONTHLY
6 INSTALLMENTS.

7 (II) AN ELIGIBLE STUDENT PLACED AS A STUDENT EDUCATOR IN A
8 SIXTEEN-WEEK ACADEMIC RESIDENCY MAY RECEIVE A STIPEND OF ELEVEN
9 THOUSAND DOLLARS, AND AN ELIGIBLE STUDENT PLACED AS A STUDENT
10 EDUCATOR IN A THIRTY-TWO-WEEK ACADEMIC RESIDENCY MAY RECEIVE
11 A STIPEND OF TWENTY-TWO THOUSAND DOLLARS.

12 (III) THE STIPEND AMOUNTS SET FORTH IN SUBSECTION (2)(b)(II)
13 OF THIS SECTION MUST BE ANNUALLY ADJUSTED BY THE RATE OF
14 INFLATION. THE AMOUNTS MUST BE ROUNDED TO THE NEAREST DOLLAR.
15 AS USED IN THIS SUBSECTION (2)(b)(III), "INFLATION" MEANS THE ANNUAL
16 PERCENTAGE CHANGE IN THE UNITED STATES DEPARTMENT OF LABOR
17 BUREAU OF LABOR STATISTICS CONSUMER PRICE INDEX FOR
18 DENVER-AURORA-LAKEWOOD FOR ALL ITEMS PAID BY ALL URBAN
19 CONSUMERS, OR ITS APPLICABLE SUCCESSOR INDEX.

20 (IV) NOTWITHSTANDING THE PROVISIONS OF SUBSECTIONS
21 (2)(b)(II) AND (2)(b)(III) OF THIS SECTION, IF THE AMOUNT APPROPRIATED
22 IN A STATE FISCAL YEAR IS INSUFFICIENT TO FULLY FUND STIPENDS FOR
23 THE TOTAL NUMBER OF ELIGIBLE STUDENTS FOR THAT STATE FISCAL YEAR,
24 THE DEPARTMENT SHALL REDUCE THE AMOUNT DISTRIBUTED TO EACH
25 APPROVED PROGRAM OF PREPARATION BY THE SAME PERCENTAGE THAT
26 THE DEFICIT BEARS TO THE AMOUNT REQUIRED TO FULLY FUND THE TOTAL
27 NUMBER OF ELIGIBLE STUDENTS WHO QUALIFY FOR THE STIPEND

1 PROGRAM. EACH APPROVED PROGRAM OF PREPARATION SHALL REDUCE
2 THE STIPEND AMOUNTS DISTRIBUTED TO EACH ELIGIBLE STUDENT IN
3 PROPORTION TO THE DEFICIT.

4 (3) THE GENERAL ASSEMBLY SHALL ANNUALLY APPROPRIATE
5 MONEY TO THE DEPARTMENT TO IMPLEMENT THIS SECTION, INCLUDING
6 MONEY TO PAY THE COSTS OF IMPLEMENTING AND ADMINISTERING THE
7 STIPEND PROGRAM, WHICH MAY INCLUDE THE DIRECT COSTS INCURRED BY
8 THE APPROVED PROGRAM OF PREPARATION IN OPERATING THE STIPEND
9 PROGRAM.

10 **23-3.9-303. Educator test stipend program - created -**

11 **guidelines.** (1) (a) THERE IS CREATED IN THE DEPARTMENT THE
12 EDUCATOR TEST STIPEND PROGRAM, REFERRED TO IN THIS SECTION AS THE
13 "STIPEND PROGRAM". THE PURPOSE OF THE STIPEND PROGRAM IS TO
14 AWARD STIPEND MONEY TO AN APPROVED PROGRAM OF PREPARATION TO
15 REDUCE FINANCIAL BARRIERS FOR ELIGIBLE STUDENTS BY PAYING THE
16 FEES AND COSTS, WHICH MAY INCLUDE TRAVEL AND LODGING COSTS,
17 ASSOCIATED WITH THE ASSESSMENT OF PROFESSIONAL COMPETENCIES
18 REQUIRED FOR LICENSURE AND REQUIRED ENDORSEMENTS PURSUANT TO
19 SECTIONS 22-60.5-203 AND 22-60.5-212.

20 (b) (I) THE COMMISSION SHALL ADOPT ANY NECESSARY POLICIES
21 AND THE DEPARTMENT SHALL ADOPT ANY NECESSARY GUIDELINES TO
22 IMPLEMENT AND ADMINISTER THE STIPEND PROGRAM.

23 (II) IN ITS ADOPTION OF ANY NECESSARY POLICIES PURSUANT TO
24 SUBSECTION (1)(b)(I) OF THIS SECTION, THE COMMISSION SHALL CREATE
25 A FORMULA FOR CALCULATING THE AMOUNT OF STIPEND MONEY
26 AWARDED TO EACH APPROVED PROGRAM OF PREPARATION BASED ON THE
27 TOTAL NUMBER OF ELIGIBLE STUDENTS IN AN APPROVED PROGRAM OF

1 PREPARATION AND THE AMOUNT REQUIRED TO PAY THE FEES AND COSTS
2 ASSOCIATED WITH THE ASSESSMENT OF PROFESSIONAL COMPETENCIES FOR
3 LICENSURE AND THE REQUIRED ENDORSEMENT FOR EACH ELIGIBLE
4 STUDENT.

5 (c) THE DEPARTMENT SHALL COLLECT DATA TO MEASURE THE
6 EFFECTIVENESS OF THE STIPEND PROGRAM, WHICH DATA INCLUDES, BUT
7 NEED NOT BE LIMITED TO:

8 (I) THE TOTAL NUMBER OF ELIGIBLE STUDENTS SERVED BY EACH
9 APPROVED PROGRAM OF PREPARATION;

10 (II) THE TOTAL AMOUNT OF STIPEND MONEY EACH ELIGIBLE
11 STUDENT RECEIVES EACH YEAR;

12 (III) A SURVEY OF ELIGIBLE STUDENTS TO MEASURE THE ELIGIBLE
13 STUDENTS' EXPERIENCE WITH THE STIPEND PROGRAM;

14 (IV) THE DEMOGRAPHIC DATA OF EACH ELIGIBLE STUDENT
15 AGGREGATED BY RACE, ETHNICITY, AND GENDER;

16 (V) THE REPORTED NUMBER OF HOURS EACH ELIGIBLE STUDENT
17 WORKS A SECOND JOB TO EARN INCOME;

18 (VI) A COMPARISON OF ELIGIBLE STUDENTS' FINANCIAL BURDENS
19 WITH THE NATIONAL AVERAGE OF FINANCIAL BURDENS IMPOSED ON
20 STUDENTS ENROLLED IN TEACHER AND COUNSELOR PREPARATION
21 PROGRAMS; AND

22 (VII) THE DATA CORRELATION BETWEEN THE ELIGIBLE STUDENTS
23 WHO RECEIVE STIPEND MONEY THROUGH THE EDUCATOR TEST STIPEND
24 PROGRAM AND THE SUBSEQUENT PLACEMENT AND RETENTION OF THOSE
25 ELIGIBLE STUDENTS AS EDUCATORS, TO THE EXTENT THE DATA IS
26 AVAILABLE.

27 (2) (a) TO QUALIFY TO PARTICIPATE IN THE STIPEND PROGRAM, A

1 STUDENT MUST BE AN ELIGIBLE STUDENT. NO LATER THAN JULY 1, 2023,
2 AND NO LATER THAN JULY 1 EACH YEAR THEREAFTER, EACH APPROVED
3 PROGRAM OF PREPARATION SHALL NOTIFY THE DEPARTMENT OF THE
4 NUMBER OF ELIGIBLE STUDENTS WHO QUALIFY FOR THE STIPEND
5 PROGRAM.

6 (b) (I) NO LATER THAN AUGUST 1, 2023, AND NO LATER THAN
7 AUGUST 1 EACH YEAR THEREAFTER, THE DEPARTMENT, SUBJECT TO
8 AVAILABLE APPROPRIATIONS, SHALL DISBURSE TO EACH APPROVED
9 PROGRAM OF PREPARATION STIPEND MONEY, PLUS ADDITIONAL MONEY TO
10 PAY THE DIRECT COSTS OF OPERATING THE STIPEND PROGRAM. THE
11 APPROVED PROGRAM OF PREPARATION SHALL DISTRIBUTE THE STIPEND
12 MONEY TO EACH ELIGIBLE STUDENT TO PAY THE FEES AND COSTS
13 ASSOCIATED WITH THE ASSESSMENT OF PROFESSIONAL COMPETENCIES FOR
14 LICENSURE AND THE REQUIRED ENDORSEMENT.

15 (II) NOTWITHSTANDING THE PROVISIONS OF SUBSECTION (2)(b)(I)
16 OF THIS SECTION, IF THE AMOUNT APPROPRIATED IS INSUFFICIENT TO FULLY
17 FUND THE TOTAL NUMBER OF ELIGIBLE STUDENTS, THE APPROVED
18 PROGRAM OF PREPARATION SHALL REDUCE THE STIPEND AMOUNTS PAID TO
19 EACH ELIGIBLE STUDENT IN PROPORTION TO THE DEFICIT.

20 (c) THE APPROVED PROGRAM OF PREPARATION SHALL DETERMINE
21 THE NUMBER OF TIMES AN ELIGIBLE STUDENT MAY BE REIMBURSED IF THE
22 STUDENT MUST RETAKE THE ASSESSMENT OF PROFESSIONAL
23 COMPETENCIES.

24 (3) THE GENERAL ASSEMBLY SHALL ANNUALLY APPROPRIATE
25 MONEY TO THE DEPARTMENT TO IMPLEMENT THIS SECTION, INCLUDING
26 MONEY TO PAY THE COSTS OF IMPLEMENTING AND ADMINISTERING THE
27 STIPEND PROGRAM, WHICH MAY INCLUDE THE DIRECT COSTS INCURRED BY

1 APPROVED PROGRAMS OF PREPARATION IN OPERATING THE STIPEND
2 PROGRAM.

3 **23-3.9-304. Reporting requirements.** (1) THE DEPARTMENT
4 SHALL INCLUDE THE FOLLOWING DATA CONCERNING THE STUDENT
5 EDUCATOR STIPEND PROGRAM AND THE EDUCATOR TEST STIPEND
6 PROGRAM IN THE ANNUAL REPORT REQUIRED IN SECTION 23-1-121 (6)(a):

7 (a) THE TOTAL NUMBER OF ELIGIBLE STUDENTS RECEIVING STIPEND
8 MONEY FOR THE STUDENT EDUCATOR STIPEND PROGRAM IN THE
9 PRECEDING STATE FISCAL YEAR;

10 (b) THE TOTAL NUMBER OF APPROVED PROGRAMS OF PREPARATION
11 AND ELIGIBLE STUDENTS RECEIVING STIPEND MONEY FOR THE EDUCATOR
12 TEST STIPEND PROGRAM IN THE PRECEDING STATE FISCAL YEAR;

13 (c) THE TOTAL NUMBER OF ELIGIBLE STUDENTS, DISAGGREGATED
14 BY RACE, ETHNICITY, AND GENDER, PARTICIPATING IN THE STUDENT
15 EDUCATOR STIPEND PROGRAM AND EDUCATOR TEST STIPEND PROGRAM;

16 (d) THE DATA CORRELATION BETWEEN THE ELIGIBLE STUDENTS
17 WHO RECEIVE STIPENDS THROUGH THE STUDENT EDUCATOR STIPEND
18 PROGRAM AND EDUCATOR TEST STIPEND PROGRAM AND THE SUBSEQUENT
19 PLACEMENT AND RETENTION OF THOSE ELIGIBLE STUDENTS AS
20 EDUCATORS, TO THE EXTENT THE DATA IS AVAILABLE;

21 (e) THE NAME OF THE APPROVED PROGRAM OF PREPARATION
22 WHERE EACH ELIGIBLE STUDENT IS ENROLLED;

23 (f) THE TOTAL AMOUNT OF STIPEND MONEY AWARDED TO EACH
24 APPROVED PROGRAM OF PREPARATION;

25 (g) THE TOTAL AMOUNT OF STIPEND MONEY AWARDED TO EACH
26 ELIGIBLE STUDENT FOR THE STUDENT EDUCATOR STIPEND PROGRAM IN THE
27 PRECEDING STATE FISCAL YEAR;

1 (h) THE TOTAL AMOUNT OF STIPEND MONEY AWARDED TO EACH
2 ELIGIBLE STUDENT FOR THE EDUCATOR TEST STIPEND PROGRAM IN THE
3 PRECEDING STATE FISCAL YEAR;

4 (i) A SUMMARY OF DATA COLLECTED FROM THE ELIGIBLE
5 STUDENTS AND THE APPROVED PROGRAM OF PREPARATION CONCERNING
6 THE EFFECTIVENESS OF EACH STIPEND PROGRAM, AS DESCRIBED IN
7 SECTIONS 23-3.9-302 (1)(b) AND 23-3.9-303 (1)(c);

8 (j) FOR THE PURPOSES OF SECTION 23-3.9-302, THE NAME OF THE
9 SCHOOL- OR COMMUNITY-BASED SETTING WHERE EACH ELIGIBLE STUDENT
10 IS COMPLETING THE ELIGIBLE STUDENT'S ACADEMIC RESIDENCY;

11 (k) FOR THE PURPOSES OF SECTION 23-3.9-303, THE TOTAL
12 NUMBER OF TIMES EACH ELIGIBLE STUDENT SITS FOR THE ASSESSMENT OF
13 PROFESSIONAL COMPETENCIES REQUIRED PURSUANT TO SECTIONS
14 22-60.5-203 AND 22-60.5-212;

15 (l) FOR PURPOSES OF SECTION 23-3.9-303, THE ASSESSMENT
16 PASSAGE RATE FOR EACH ELIGIBLE STUDENT WHO SITS FOR THE
17 ASSESSMENT OF PROFESSIONAL COMPETENCIES REQUIRED PURSUANT TO
18 SECTIONS 22-60.5-203 AND 22-60.5-212;

19 (m) FOR PURPOSES OF SECTION 23-3.9-303, THE DEMOGRAPHIC
20 DATA OF ELIGIBLE STUDENTS, DISAGGREGATED BY RACE, ETHNICITY, AND
21 GENDER, WHO SIT FOR THE ASSESSMENT OF PROFESSIONAL COMPETENCIES
22 REQUIRED PURSUANT TO SECTIONS 22-60.5-203 AND 22-60.5-212;

23 (n) FOR PURPOSES OF SECTION 23-3.9-303, THE ASSESSMENT
24 PASSAGE RATE FOR EACH APPROVED PROGRAM OF PREPARATION; AND

25 (o) RECOMMENDATIONS, IF ANY, FOR LEGISLATIVE OR
26 REGULATORY CHANGES TO FACILITATE THE EFFECTIVE IMPLEMENTATION
27 OF THE STUDENT EDUCATOR STIPEND PROGRAM AND THE EDUCATOR TEST

1 STIPEND PROGRAM.

2 (2) NOTWITHSTANDING SECTION 24-1-136 (11)(a)(I) TO THE
3 CONTRARY, THE REPORTING REQUIREMENTS SET FORTH IN SUBSECTION (1)
4 OF THIS SECTION CONTINUE INDEFINITELY.

5 **SECTION 3.** In Colorado Revised Statutes, 22-60.5-111, **amend**
6 (5)(a) introductory portion and (5)(a)(I); and **add** (5)(b)(II.5) as follows:

7 **22-60.5-111. Authorization - types - applicants' qualifications**
8 **- rules. (5) Temporary educator eligibility authorization.** (a) The
9 department ~~of education~~ may issue a temporary educator eligibility
10 authorization to a person who is enrolled in an approved program of
11 preparation ~~for a special education educator~~ or who is working to attain
12 AN ALTERNATIVE TEACHER LICENSE OR AN INITIAL TEACHER LICENSE OR
13 a special services provider initial license but who has not yet met the
14 requirements for the applicable ALTERNATIVE OR initial educator license.
15 The department may issue the authorization under the following
16 circumstances:

17 (I) A school district requests the temporary educator eligibility
18 authorization to employ as a ~~special education~~ teacher or A SPECIAL
19 EDUCATION director or as a special services provider an applicant who
20 does not yet meet the requirements to obtain the applicable initial
21 educator license but who meets the eligibility criteria specified in
22 ~~paragraph (b) of this subsection (5)~~ SUBSECTION (5)(b) OF THIS SECTION;

23 (b) An applicant for a temporary educator eligibility authorization
24 shall:

25 (II.5) BE ENROLLED IN AN ALTERNATIVE TEACHER PROGRAM; OR

26 **SECTION 4.** In Colorado Revised Statutes, 22-60.5-203, **amend**
27 (4), (6) introductory portion, (6)(a), and (6)(b)(II); and **repeal and**

1 reenact, with amendments, (3) as follows:

2 **22-60.5-203. Assessment of professional competencies -**
3 **multiple measures to assess professional competencies - rules.**

4 (3) (a) BEGINNING IN THE 2023-24 ACADEMIC YEAR, APPLICANTS FOR
5 INITIAL TEACHER LICENSES, AND APPLICANTS FOR PROFESSIONAL TEACHER
6 LICENSES WHO DID NOT DEMONSTRATE PROFESSIONAL COMPETENCIES
7 PRIOR TO OBTAINING AN INITIAL TEACHER LICENSE, MAY DEMONSTRATE
8 PROFESSIONAL COMPETENCIES BY:

9 (I) SUCCESSFULLY COMPLETING AN APPROVED
10 PERFORMANCE-BASED ASSESSMENT;

11 (II) SUBMITTING A PORTFOLIO OF COURSE WORK FOR EXAMINATION
12 BY A REVIEW PANEL;

13 (III) SUBMITTING EVIDENCE OF ACHIEVING SUFFICIENTLY HIGH
14 EDUCATION COURSE WORK GRADES ON COURSE WORK ALIGNED WITH
15 RELEVANT STANDARDS; OR

16 (IV) A COMBINATION OF THE METHODS DESCRIBED IN
17 SUBSECTIONS (3)(a)(I), (3)(a)(II), AND (3)(a)(III) OF THIS SECTION.

18 (b) THE DEPARTMENT, IN COLLABORATION WITH THE DEPARTMENT
19 OF HIGHER EDUCATION AND INSTITUTIONS OF HIGHER EDUCATION, AS
20 DEFINED IN SECTION 23-3.9-301 (8), SHALL RECOMMEND TO THE STATE
21 BOARD OF EDUCATION STANDARDS AND PROCEDURES NECESSARY TO
22 IMPLEMENT THE MULTIPLE MEASURES OF PROFESSIONAL COMPETENCIES
23 SET FORTH IN SUBSECTION (3)(a) OF THIS SECTION. IN RECOMMENDING
24 STANDARDS AND PROCEDURES TO THE STATE BOARD OF EDUCATION, THE
25 DEPARTMENT SHALL CONSIDER FEEDBACK FROM STAKEHOLDERS IN THE
26 EDUCATION COMMUNITY.

27 (c) THE STATE BOARD OF EDUCATION SHALL PROMULGATE RULES

1 TO ESTABLISH THE STANDARDS AND PROCEDURES TO MEASURE
2 PROFESSIONAL COMPETENCIES THROUGH THE MULTIPLE MEASURES SET
3 FORTH IN SUBSECTION (3)(a) OF THIS SECTION.

4 (4) The state board of education shall annually review the
5 ~~assessment~~ program FOR MEASURING PROFESSIONAL COMPETENCIES
6 developed pursuant to ~~subsection (3)~~ SUBSECTION (3)(a) of this section to
7 assure the appropriateness of the assessments and the standards
8 established to determine a satisfactory level of proficiency.

9 (6) For purposes of establishing minimum competency in a
10 licensure endorsement area, the state board of education shall establish
11 minimum course work standards that align with the content standards
12 established by the state board of education pursuant to section 22-2-109
13 (3). ATTAINMENT OF THE minimum course work standards may be shown
14 in one of the following ways:

15 (a) For EARLY CHILDHOOD EDUCATION, EARLY CHILDHOOD
16 SPECIAL EDUCATION, AND elementary teachers, including special
17 education generalist teachers, ~~passage of the elementary content test~~
18 DEMONSTRATION OF COMPETENCIES USING THE MULTIPLE MEASURES SET
19 FORTH IN SUBSECTION (3)(a) OF THIS SECTION;

20 (b) For secondary teachers:

21 (II) ~~Passage of a content test in the endorsement area~~
22 DEMONSTRATION OF COMPETENCIES USING THE MULTIPLE MEASURES SET
23 FORTH IN SUBSECTION (3)(a) OF THIS SECTION; or

24 **SECTION 5.** In Colorado Revised Statutes, 22-60.5-102, **amend**
25 (4), (5), and (6) as follows:

26 **22-60.5-102. Definitions.** As used in this article 60.5, unless the
27 context otherwise requires:

1 (4) "Alternative teacher contract" means a contract, as described
2 in section 22-60.5-207, entered into for an alternative teacher position by
3 a ~~holder of~~ PERSON WHO HOLDS an alternative teacher license pursuant to
4 section 22-60.5-201 (1)(a), OR A TEMPORARY EDUCATOR ELIGIBILITY
5 AUTHORIZATION PURSUANT TO SECTION 22-60.5-111 (5), and a school
6 district, board of cooperative services, or nonpublic school that provides,
7 or charter school that provides or participates in, a one-year or two-year
8 alternative teacher program.

9 (5) "Alternative teacher program" means a one-year or two-year
10 program of study and training for teacher preparation, as described in
11 section 22-60.5-205, for a person of demonstrated knowledge and ability
12 who holds an alternative teacher license pursuant to section 22-60.5-201
13 (1)(a), OR A TEMPORARY EDUCATOR ELIGIBILITY AUTHORIZATION
14 PURSUANT TO SECTION 22-60.5-111 (5). An "alternative teacher program"
15 ~~shall~~ MUST meet the standards of and obtain the approval of the state
16 board of education and, upon completion, lead to a recommendation for
17 licensure by the designated agency providing the alternative teacher
18 program.

19 (6) "Alternative teacher support team" means a team established
20 by the designated agency for each holder of an alternative teacher license,
21 OR A TEMPORARY EDUCATOR ELIGIBILITY AUTHORIZATION PURSUANT TO
22 SECTION 22-60.5-111 (5), employed as an alternative teacher. At a
23 minimum, each alternative teacher support team shall be composed of the
24 alternative teacher's mentor teacher and the principal and a representative
25 of an accepted institution of higher education.

26 **SECTION 6.** In Colorado Revised Statutes, 22-60.5-205, **amend**
27 (2) introductory portion and (2)(d)(I) as follows:

1 **22-60.5-205. One-year and two-year alternative teacher**
2 **programs - legislative declaration - standards and evaluation - duties**
3 **of department - duties of the state board of education - fees.**

4 (2) Designated agencies are hereby authorized to implement one-year
5 alternative teacher programs or two-year alternative teacher programs,
6 which two-year programs were formerly known as teacher in residence
7 programs, as follows:

8 (d) (I) A person employed as an alternative teacher shall MUST
9 hold an alternative teacher license issued pursuant to section 22-60.5-201
10 (1)(a), OR A TEMPORARY EDUCATOR ELIGIBILITY AUTHORIZATION
11 PURSUANT TO SECTION 22-60.5-111 (5). Except as otherwise provided in
12 ~~subparagraph (H) of this paragraph (d)~~ SUBSECTION (2)(d)(II) OF THIS
13 SECTION and section 22-60.5-207 (2), a person may be employed as an
14 alternative teacher for a total of two years. A person employed as an
15 alternative teacher shall MUST meet the content-area education
16 requirements specified by rule of the state board of education.

17 **SECTION 7.** In Colorado Revised Statutes, 22-60.5-206, **amend**
18 (1), (2)(e), and (3) as follows:

19 **22-60.5-206. Alternative teacher support teams - duties -**
20 **advisory councils.** (1) The designated agency shall establish an
21 alternative teacher support team for each ~~holder of~~ PERSON WHO HOLDS
22 an alternative teacher license, OR A TEMPORARY EDUCATOR ELIGIBILITY
23 AUTHORIZATION PURSUANT TO SECTION 22-60.5-111 (5), WHO IS employed
24 as an alternative teacher through an alternative teacher program. At a
25 minimum, each alternative teacher support team must include an
26 alternative teacher's mentor teacher and the principal and a representative
27 of an accepted institution of higher education, if applicable.

1 (2) The alternative teacher support team shall:
2 (e) Make a recommendation to the school district that employs an
3 alternative teacher concerning ~~his or her~~ THE ALTERNATIVE TEACHER'S
4 eligibility to receive an initial teacher license or whether ~~he or she~~ THE
5 ALTERNATIVE TEACHER is unable to complete the one-year alternative
6 teacher program due to unforeseen circumstances, but should apply for an
7 extension of the alternative teacher license, OR TEMPORARY EDUCATOR
8 ELIGIBILITY AUTHORIZATION PURSUANT TO SECTION 22-60.5-111 (5), with
9 the expectation that ~~he or she~~ THE ALTERNATIVE TEACHER will complete
10 ~~his or her~~ THE program within one additional year.

11 (3) As a member of an alternative teacher support team, the
12 mentor teacher has primary responsibility for representing the faculty and
13 parents in evaluating and making recommendations regarding the
14 issuance of an initial teacher license to an alternative teacher or renewal
15 of an alternative teacher license, OR TEMPORARY EDUCATOR ELIGIBILITY
16 AUTHORIZATION PURSUANT TO SECTION 22-60.5-111 (5), for one
17 additional year. In recognition of the significant duties and
18 responsibilities of mentor teachers, the designating school district shall
19 make appropriate provisions as are necessary to ensure the proper
20 discharge of the duties and responsibilities by the mentor teacher.

21 **SECTION 8. Act subject to petition - effective date.** This act
22 takes effect at 12:01 a.m. on the day following the expiration of the
23 ninety-day period after final adjournment of the general assembly; except
24 that, if a referendum petition is filed pursuant to section 1 (3) of article V
25 of the state constitution against this act or an item, section, or part of this
26 act within such period, then the act, item, section, or part will not take
27 effect unless approved by the people at the general election to be held in

1 November 2022 and, in such case, will take effect on the date of the
2 official declaration of the vote thereon by the governor.