

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

INTRODUCED

LLS NO. 21-0650.01 Shelby Ross x4510

HOUSE BILL 21-1010

HOUSE SPONSORSHIP

Ricks,

SENATE SPONSORSHIP

Fields,

House Committees
Education

Senate Committees

A BILL FOR AN ACT

101 **CONCERNING INCREASING THE DIVERSITY OF COLORADO'S**
102 **EDUCATORS IN ELEMENTARY AND SECONDARY PUBLIC SCHOOLS.**

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 must include those agencies, persons, and organizations specified in the bill. The

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.

departments may seek recommendations or nominations from interested stakeholders.

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, 2022. The workgroup may submit interim findings and recommendations during the 2022 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 of higher education 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. Department directive - workgroup on diversity in**
5 **the educator workforce - duties - recommendations - report -**
6 **legislative declaration - definitions - repeal.** (1) (a) THE GENERAL
7 ASSEMBLY FINDS AND 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 WERE WOMEN AND SIXTY-SEVEN PERCENT OF ALL TEACHERS IN
14 COLORADO IDENTIFIED AS WHITE WOMEN;

1 (IV) HOWEVER, THE STUDENT DEMOGRAPHICS IN COLORADO ARE
2 SIGNIFICANTLY MORE DIVERSE AND WILL CONTINUE TO BECOME MORE
3 DIVERSE. FOR EXAMPLE, IN 2019, NEARLY FORTY-SEVEN PERCENT OF ALL
4 PUBLIC SCHOOL STUDENTS IDENTIFIED AS NON-WHITE AND FOURTEEN
5 PERCENT OF STUDENTS CONSIDERED THEMSELVES TO BE ENGLISH
6 LANGUAGE LEARNERS.

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

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

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

27 (2) AS USED IN THIS SECTION, UNLESS THE CONTEXT OTHERWISE

1 REQUIRES:

2 (a) "DEPARTMENT OF EDUCATION" MEANS THE DEPARTMENT OF
3 EDUCATION CREATED IN SECTION 24-1-115.

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

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

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

22 (a) A REPRESENTATIVE OF THE DEPARTMENT OF HIGHER
23 EDUCATION;

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

25 (c) DEANS OF TEACHER PREPARATION PROGRAMS AT STATE
26 INSTITUTIONS OF HIGHER EDUCATION;

27 (d) DIRECTORS OF ALTERNATIVE TEACHER PROGRAMS;

1 (e) REPRESENTATIVES FROM COMMUNITY COLLEGES GOVERNED BY
2 THE STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL
3 EDUCATION;

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

7 (g) TEACHERS SERVING IN DISTRICT CHARTER SCHOOLS;

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

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

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

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

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

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

1 (b) EFFECTIVE STRATEGIES TO BUILD A STRONG LOCAL PIPELINE
2 FOR STUDENTS, ESPECIALLY DIVERSE STUDENTS, WHO ARE OR MAY
3 CONSIDER BECOMING EDUCATORS, INCLUDING PAID MENTORSHIPS AND
4 TEACHING AND VOLUNTEER OPPORTUNITIES;

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

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

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

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

22 (6) (a) ON OR BEFORE SEPTEMBER 30, 2022, THE DEPARTMENT OF
23 HIGHER EDUCATION AND THE DEPARTMENT OF EDUCATION SHALL SUBMIT
24 A WRITTEN REPORT FROM THE WORKGROUP TO THE EDUCATION
25 COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND THE SENATE, OR
26 ANY SUCCESSOR COMMITTEES, CONCERNING:

27 (I) THE WORKGROUP'S FINDINGS, INCLUDING IDENTIFICATION OF

1 EXISTING BARRIERS TO THE PREPARATION, RECRUITMENT, AND RETENTION
2 OF A DIVERSE EDUCATOR WORKFORCE;

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

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

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

10 (b) THE WORKGROUP MAY SUBMIT INTERIM FINDINGS AND
11 RECOMMENDATIONS FOR CONSIDERATION DURING THE 2022 REGULAR
12 LEGISLATIVE SESSION PRIOR TO THE COMPLETION OF THE FINAL WRITTEN
13 REPORT PURSUANT TO SUBSECTION (6)(a) OF THIS SECTION.

14 (7) THIS SECTION IS REPEALED, EFFECTIVE JULY 1, 2024.

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

17 **23-1-121. Commission directive - approval of educator**
18 **preparation programs - review - report - legislative declaration.**

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

1 license pursuant to section 22-60.5-201 ~~C.R.S.~~, and the percentage of the
2 graduates who passed the assessments administered pursuant to section
3 22-60.5-203, ~~C.R.S.~~, INCLUDING THE PERCENTAGE OF GRADUATES WHO
4 PASSED THE ASSESSMENTS ON THE FIRST ATTEMPT. For purposes of
5 completing the report required pursuant to this subsection (6), the
6 department of higher education and the department of education shall
7 share any relevant data that complies with state and federal regulations
8 with the other agency. The department shall ~~provide notice~~ SUBMIT THE
9 REPORT to the education committees of the senate and the house of
10 representatives, or any successor committees. ~~that the report is available~~
11 ~~to the members of the committees upon request. Notwithstanding the~~
12 ~~requirement in section 24-1-136 (11)(a)(I), the requirement to submit the~~
13 ~~report required in this subsection (6) continues indefinitely.~~

14 (b) (I) THE GENERAL ASSEMBLY FINDS AND DECLARES THAT A
15 HIGH-QUALITY TEACHER IS THE MOST IMPORTANT IN-SCHOOL FACTOR FOR
16 STUDENT ACHIEVEMENT AND STUDENTS BENEFIT FROM SEEING A DIVERSE
17 GROUP OF EDUCATORS IN SCHOOL CLASSROOMS. HOWEVER, THE
18 EDUCATOR WORKFORCE IN COLORADO IS NOT AS DIVERSE AS THE
19 POPULATION OF STUDENTS IT SERVES OR WILL SERVE IN THE FUTURE.

20 (II) THEREFORE, THE GENERAL ASSEMBLY DECLARES THAT
21 EDUCATOR PREPARATION PROGRAMS MUST CLEARLY AND
22 TRANSPARENTLY SHOW THE FIRST-TIME PASS RATES OF CANDIDATES,
23 ESPECIALLY THOSE CANDIDATES WHO ARE OF A GENDER, RACE, OR
24 ETHNICITY THAT IS UNDERREPRESENTED IN THE EDUCATOR WORKFORCE,
25 AND THAT DIVERSE EDUCATOR CANDIDATES SHOULD HAVE ACCESS TO THE
26 NECESSARY INFORMATION TO DETERMINE WHICH EDUCATOR PREPARATION
27 PROGRAM GIVES THE CANDIDATE THE BEST CHANCE OF SUCCESS AT

1 BECOMING AN EDUCATOR.

2 (c) COMMENCING WITH THE REPORT IN 2021, TO THE EXTENT
3 POSSIBLE, ALL DATA AND INFORMATION REQUIRED TO BE REPORTED
4 ANNUALLY PURSUANT TO SUBSECTION (6)(a) OF THIS SECTION MUST BE
5 DISAGGREGATED BY THE GENDER, RACE, AND ETHNICITY OF THE
6 CANDIDATES AND GRADUATES.

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

13 **SECTION 3. Act subject to petition - effective date.** This act
14 takes effect at 12:01 a.m. on the day following the expiration of the
15 ninety-day period after final adjournment of the general assembly; except
16 that, if a referendum petition is filed pursuant to section 1 (3) of article V
17 of the state constitution against this act or an item, section, or part of this
18 act within such period, then the act, item, section, or part will not take
19 effect unless approved by the people at the general election to be held in
20 November 2022 and, in such case, will take effect on the date of the
21 official declaration of the vote thereon by the governor.