

## CHAPTER 239

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**EDUCATION - POSTSECONDARY**

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**HOUSE BILL 22-1220**

BY REPRESENTATIVE(S) Kipp and McLachlan, Bacon, Bennett, Bird, Boesenecker, Caraveo, Cutter, Duran, Esgar, Exum, Froelich, Herod, Hooton, Jodeh, Kennedy, Lindsay, Lontine, McCluskie, McCormick, Michaelson Jenet, Ortiz, Ricks, Roberts, Titone, Valdez D., Young, Garnett, Daugherty, Gonzales-Gutierrez;  
also SENATOR(S) Zenzinger and Coram, Bridges, Buckner, Coleman, Danielson, Donovan, Ginal, Hinrichsen, Holbert, Kolker, Lee, Moreno, Pettersen, Story, Winter, Fenberg.

**AN ACT**

**CONCERNING REMOVING BARRIERS IN EDUCATOR PREPARATION TO SUPPORT EDUCATOR CANDIDATES ENTERING THE EDUCATOR WORKFORCE, AND, IN CONNECTION THEREWITH, MAKING AN APPROPRIATION.**

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

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

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

(b) Colorado's educator shortage was dire before the COVID-19 pandemic, but now, it is a crisis plaguing our public education system. According to Colorado's *Educator Shortage Survey (2020-21)*, local education agencies had 6,910 vacant educator positions from among the 55,541 educator positions in the state at the beginning of the 2020-21 school year. The vacant educator positions represented 12.44% of the Colorado educator workforce.

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

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

(e) According to Colorado's *Talent Pipeline Report (2021)*, there is also a critical

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*Capital letters or bold & italic numbers indicate new material added to existing law; dashes through words or numbers indicate deletions from existing law and such material is not part of the act.*

shortage of school counselors in the workforce despite an exacerbated behavioral health crisis in Colorado;

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

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

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

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

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

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

(l) While the COVID-19 pandemic has severely impacted the number of educators entering the educator workforce, the temporary educator loan forgiveness program allows educators whose loans are forgiven the flexibility and peace of mind to enter the educator workforce.

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

(b) The COVID-19 pandemic negatively impacted the educator workforce, causing a severe shortage of educators and a number of vacant educator positions. The expenditures for the educator programs and services to support educators entering the workforce are considered allowable uses under the "American Rescue Plan Act of 2021", Pub.L. 117-2, and are necessary to respond to the negative impacts of the COVID-19 public health emergency.

(c) The general assembly further declares that the funding for educator programs and services to support educators entering the workforce described in this act are important government services.

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

PART 3  
EDUCATOR PREPARATION  
STIPEND PROGRAMS

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

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

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

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

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

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

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

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

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

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

(8) "INSTITUTION OF HIGHER EDUCATION" MEANS A PUBLIC POSTSECONDARY INSTITUTION AUTHORIZED BY THE COMMISSION TO OFFER APPROVED PROGRAMS OF

## PREPARATION.

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

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

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

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

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

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

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

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

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

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

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

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

(VII) THE DATA CORRELATION BETWEEN ELIGIBLE STUDENTS WHO RECEIVE STIPENDS THROUGH THE STUDENT EDUCATOR STIPEND PROGRAM AND THE

SUBSEQUENT PLACEMENT AND RETENTION OF THOSE ELIGIBLE STUDENTS AS EDUCATORS, TO THE EXTENT THE DATA IS AVAILABLE.

(2) (a) TO QUALIFY TO PARTICIPATE IN THE STIPEND PROGRAM, A STUDENT MUST BE AN ELIGIBLE STUDENT AND PLACED AS A STUDENT EDUCATOR. NO LATER THAN JULY 1, 2022, AND NO LATER THAN JULY 1 EACH YEAR THEREAFTER, EACH APPROVED PROGRAM OF PREPARATION SHALL NOTIFY THE DEPARTMENT OF THE ELIGIBLE STUDENTS WHO QUALIFY FOR THE STIPEND PROGRAM.

(b) (I) NO LATER THAN AUGUST 1, 2022, AND NO LATER THAN AUGUST 1 EACH YEAR THEREAFTER, THE DEPARTMENT, SUBJECT TO AVAILABLE APPROPRIATIONS, SHALL DISBURSE TO EACH APPROVED PROGRAM OF PREPARATION MONEY TO DISTRIBUTE AS STIPEND MONEY TO EACH ELIGIBLE STUDENT, PLUS ADDITIONAL MONEY TO PAY THE DIRECT COSTS OF OPERATING THE STIPEND PROGRAM. THE APPROVED PROGRAM OF PREPARATION SHALL DISTRIBUTE STIPEND MONEY, USING THE STANDARD METHODS FOR ALLOCATING STATE-BASED FINANCIAL AID OR AS WAGES FOR EMPLOYMENT, TO EACH ELIGIBLE STUDENT IN MONTHLY INSTALLMENTS.

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

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

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

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

(4) (a) FOR THE 2022-23 STATE FISCAL YEAR, THE GENERAL ASSEMBLY SHALL APPROPRIATE TO THE DEPARTMENT THIRTY-NINE MILLION DOLLARS FROM THE ECONOMIC RECOVERY AND RELIEF CASH FUND CREATED PURSUANT TO SECTION

24-75-228 TO FUND STIPENDS FOR ELIGIBLE STUDENTS.

(b) THE DEPARTMENT OR THE STIPEND RECIPIENTS SHALL SPEND OR OBLIGATE ANY MONEY RECEIVED PURSUANT TO THIS SUBSECTION (4) BY DECEMBER 30, 2024. ANY MONEY OBLIGATED BY DECEMBER 31, 2024 MUST BE EXPENDED BY DECEMBER 31, 2026.

(c) THE DEPARTMENT AND ANY PERSON WHO RECEIVES MONEY FROM THE DEPARTMENT, INCLUDING EACH STIPEND RECIPIENT, SHALL COMPLY WITH THE COMPLIANCE, REPORTING, RECORD-KEEPING, AND PROGRAM EVALUATION REQUIREMENTS ESTABLISHED BY THE OFFICE OF STATE PLANNING AND BUDGETING AND THE STATE CONTROLLER IN ACCORDANCE WITH SECTION 24-75-226 (5).

(d) THIS SUBSECTION (4) IS REPEALED, EFFECTIVE JANUARY 31, 2027.

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

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

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

(II) IN ITS ADOPTION OF ANY NECESSARY POLICIES PURSUANT TO SUBSECTION (1)(b)(I) OF THIS SECTION, THE COMMISSION SHALL CREATE A FORMULA FOR CALCULATING THE AMOUNT OF STIPEND MONEY AWARDED TO EACH APPROVED PROGRAM OF PREPARATION BASED ON THE TOTAL NUMBER OF ELIGIBLE STUDENTS IN AN APPROVED PROGRAM OF PREPARATION AND THE AMOUNT REQUIRED TO PAY THE FEES AND COSTS ASSOCIATED WITH THE ASSESSMENT OF PROFESSIONAL COMPETENCIES FOR LICENSURE AND THE REQUIRED ENDORSEMENT FOR EACH ELIGIBLE STUDENT.

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

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

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

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

(IV) THE DEMOGRAPHIC DATA OF EACH ELIGIBLE STUDENT AGGREGATED BY

RACE, ETHNICITY, AND GENDER;

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

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

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

(2) (a) TO QUALIFY TO PARTICIPATE IN THE STIPEND PROGRAM, A STUDENT MUST BE AN ELIGIBLE STUDENT. NO LATER THAN JULY 1, 2022, AND NO LATER THAN JULY 1 EACH YEAR THEREAFTER, EACH APPROVED PROGRAM OF PREPARATION SHALL NOTIFY THE DEPARTMENT OF THE NUMBER OF ELIGIBLE STUDENTS WHO QUALIFY FOR THE STIPEND PROGRAM.

(b) (I) NO LATER THAN AUGUST 1, 2022, AND NO LATER THAN AUGUST 1 EACH YEAR THEREAFTER, THE DEPARTMENT, SUBJECT TO AVAILABLE APPROPRIATIONS, SHALL DISBURSE TO EACH APPROVED PROGRAM OF PREPARATION STIPEND MONEY, PLUS ADDITIONAL MONEY TO PAY THE DIRECT COSTS OF OPERATING THE STIPEND PROGRAM. THE APPROVED PROGRAM OF PREPARATION SHALL DISTRIBUTE THE STIPEND MONEY TO EACH ELIGIBLE STUDENT TO PAY THE FEES AND COSTS ASSOCIATED WITH THE ASSESSMENT OF PROFESSIONAL COMPETENCIES FOR LICENSURE AND THE REQUIRED ENDORSEMENT.

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

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

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

(4) (a) FOR THE 2022-23 STATE FISCAL YEAR, THE GENERAL ASSEMBLY SHALL APPROPRIATE TO THE DEPARTMENT THREE MILLION DOLLARS FROM THE ECONOMIC RECOVERY AND RELIEF CASH FUND CREATED PURSUANT TO SECTION 24-75-228 TO FUND STIPENDS FOR ELIGIBLE STUDENTS.

(b) THE DEPARTMENT OR THE STIPEND RECIPIENT SHALL SPEND OR OBLIGATE ANY

STIPEND MONEY RECEIVED PURSUANT TO THIS SUBSECTION (4) BY DECEMBER 30, 2024. ANY MONEY OBLIGATED BY DECEMBER 31, 2024 MUST BE EXPENDED BY DECEMBER 31, 2026.

(c) THE DEPARTMENT AND ANY PERSON WHO RECEIVES MONEY FROM THE DEPARTMENT, INCLUDING EACH STIPEND RECIPIENT, SHALL COMPLY WITH THE COMPLIANCE, REPORTING, RECORD-KEEPING, AND PROGRAM EVALUATION REQUIREMENTS ESTABLISHED BY THE OFFICE OF STATE PLANNING AND BUDGETING AND THE STATE CONTROLLER IN ACCORDANCE WITH SECTION 24-75-226 (5).

(d) THIS SUBSECTION (4) IS REPEALED, EFFECTIVE JANUARY 31, 2027.

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

**SECTION 3.** In Colorado Revised Statutes, **add** part 4 to article 3.9 of title 23 as follows:

PART 4  
TEMPORARY EDUCATOR LOAN  
FORGIVENESS PROGRAM

**23-3.9-401. Definitions.** AS USED IN THIS PART 4, UNLESS THE CONTEXT OTHERWISE REQUIRES:

(1) "APPROVED PROGRAM OF PREPARATION" MEANS A PROGRAM OF STUDY FOR PREPARATION THAT IS APPROVED BY THE COLORADO COMMISSION ON HIGHER EDUCATION PURSUANT TO SECTION 23-1-121, INCLUDING A PREPARATION PROGRAM FOR SCHOOL COUNSELORS OR AN ALTERNATIVE TEACHER PROGRAM, AS DEFINED IN SECTION 22-60.5-102 (5), AND THAT UPON COMPLETION LEADS TO A RECOMMENDATION FOR LICENSURE BY AN ACCEPTED INSTITUTION OF HIGHER EDUCATION, AS DEFINED IN SECTION 22-60.5-102 (1).

(2) "AT-RISK PUPILS" HAS THE SAME MEANING AS SET FORTH IN SECTION 22-54-103 (1.5)(a)(VI).

(3) "COMMISSION" MEANS THE COLORADO COMMISSION ON HIGHER EDUCATION.

(4) "EDUCATOR" MEANS A TEACHER OR SCHOOL COUNSELOR.

(5) "FACILITY SCHOOL" MEANS AN APPROVED FACILITY SCHOOL, AS DEFINED IN SECTION 22-2-402 (1).

(6) "QUALIFIED LOAN" MEANS AN EDUCATIONAL LOAN INCURRED WHILE COMPLETING A PROGRAM OF PREPARATION, INCLUDING AN ALTERNATIVE TEACHER PREPARATION PROGRAM APPROVED PURSUANT TO ARTICLE 60.5 OF TITLE 22, THAT LEADS TO EDUCATOR LICENSURE PURSUANT TO ARTICLE 60.5 OF TITLE 22, OR A BACHELOR'S OR MASTER'S DEGREE IN THE AREA IN WHICH THE EDUCATOR IS EMPLOYED IN A QUALIFIED POSITION.

(7) "QUALIFIED POSITION" MEANS:

(a) A HARD-TO-STAFF EDUCATOR POSITION IN A RURAL SCHOOL OR RURAL SCHOOL DISTRICT, OR IN A FACILITY SCHOOL THAT IS IN A RURAL SCHOOL DISTRICT, IDENTIFIED BY THE DEPARTMENT OF EDUCATION PURSUANT TO SECTION 23-3.9-102 (6); OR

(b) A HARD-TO-STAFF EDUCATOR POSITION IN A CONTENT SHORTAGE AREA IDENTIFIED PURSUANT TO SECTION 23-3.9-102 (6) IN A COLORADO PUBLIC SCHOOL, A SCHOOL OPERATED BY A BOARD OF COOPERATIVE SERVICES CREATED PURSUANT TO ARTICLE 5 OF TITLE 22, OR A FACILITY SCHOOL.

(8) "RURAL SCHOOL" OR "RURAL SCHOOL DISTRICT" MEANS A PUBLIC SCHOOL OR SCHOOL DISTRICT IDENTIFIED BY THE DEPARTMENT OF EDUCATION PURSUANT TO SECTION 23-3.9-102 (6).

(9) "SCHOOL" OR "PUBLIC SCHOOL" MEANS A PUBLIC SCHOOL THAT SERVES ANY OF GRADES KINDERGARTEN THROUGH TWELVE AND THAT DERIVES ITS SUPPORT, IN WHOLE OR IN PART, FROM MONEY RAISED BY A GENERAL STATE OR SCHOOL DISTRICT TAX. A PUBLIC SCHOOL INCLUDES A CHARTER SCHOOL AUTHORIZED BY A SCHOOL DISTRICT PURSUANT TO PART 1 OF ARTICLE 30.5 OF TITLE 22, BY THE STATE CHARTER SCHOOL INSTITUTE PURSUANT TO PART 5 OF ARTICLE 30.5 OF TITLE 22, OR BY THE COLORADO SCHOOL FOR THE DEAF AND THE BLIND PURSUANT TO SECTION 22-80-102 (4).

**23-3.9-402. Temporary educator loan forgiveness program - administration - eligibility.** (1) (a) THE GENERAL ASSEMBLY AUTHORIZES THE COMMISSION TO DEVELOP AND MAINTAIN A TEMPORARY EDUCATOR LOAN FORGIVENESS PROGRAM FOR IMPLEMENTATION IN THE 2022-23 STATE FISCAL YEAR FOR PAYMENT OF ALL OR PART OF THE PRINCIPAL AND INTEREST OF THE QUALIFIED LOANS OF AN EDUCATOR WHO IS HIRED FOR A QUALIFIED POSITION. THE COMMISSION SHALL DETERMINE WHETHER A LOAN IS A QUALIFIED LOAN FOR PURPOSES OF THE TEMPORARY EDUCATOR LOAN FORGIVENESS PROGRAM. THE COMMISSION SHALL DEVELOP LOAN REPAYMENT POLICIES THAT ENSURE THE MONEY IS USED FOR THE REPAYMENT OF QUALIFIED LOANS OF EDUCATORS EMPLOYED IN QUALIFIED POSITIONS.

(b) THE GENERAL ASSEMBLY SHALL APPROPRIATE TO THE COMMISSION TEN MILLION DOLLARS FROM THE ECONOMIC RECOVERY AND RELIEF CASH FUND CREATED PURSUANT TO SECTION 24-75-228 TO FUND THE TEMPORARY EDUCATOR

LOAN FORGIVENESS PROGRAM. THE COMMISSION OR A LOAN FORGIVENESS RECIPIENT SHALL SPEND OR OBLIGATE ANY MONEY RECEIVED PURSUANT TO THIS SECTION BY DECEMBER 30, 2024. ANY MONEY OBLIGATED BY DECEMBER 31, 2024, MUST BE EXPENDED BY DECEMBER 31, 2026.

(c) NO LATER THAN JULY 1, 2022, THE COMMISSION SHALL APPROVE APPLICATIONS. IF MORE NEW PARTICIPANTS APPLY THAN CAN BE APPROVED BASED ON THE MONEY AVAILABLE, THE COMMISSION SHALL:

(I) FIRST, APPROVE APPLICANTS WHO HAVE CONTRACTED FOR A QUALIFIED POSITION IN A RURAL SCHOOL DISTRICT OR RURAL SCHOOL WHOSE PERCENTAGE OF AT-RISK PUPILS EXCEEDED SIXTY PERCENT IN THE 2021-22 BUDGET YEAR;

(II) SECOND, APPROVE APPLICANTS WHO HAVE CONTRACTED FOR A QUALIFIED POSITION IN A CONTENT SHORTAGE AREA WITH A SCHOOL WHOSE PERCENTAGE OF AT-RISK PUPILS EXCEEDED SIXTY PERCENT IN THE 2021-22 BUDGET YEAR;

(III) THIRD, APPROVE APPLICANTS WHO HAVE CONTRACTED FOR A QUALIFIED POSITION IN A RURAL SCHOOL DISTRICT OR RURAL SCHOOL; AND

(IV) FOURTH, APPROVE APPLICANTS WHO HAVE CONTRACTED WITH A SCHOOL FOR A QUALIFIED POSITION IN A CONTENT SHORTAGE AREA.

(2) IN ADDITION TO ANY QUALIFICATIONS THE COMMISSION SPECIFIES, TO QUALIFY FOR THE TEMPORARY EDUCATOR LOAN FORGIVENESS PROGRAM, AN EDUCATOR MUST:

(a) GRADUATE FROM A PROGRAM OF PREPARATION THAT LEADS TO EDUCATOR LICENSURE PURSUANT TO ARTICLE 60.5 OF TITLE 22;

(b) MEET LICENSURE REQUIREMENTS PURSUANT TO SECTION 22-60.5-201 (1)(a) OR (1)(b) OR 22-60.5-210 (1)(a);

(c) ENTER THE EDUCATOR WORKFORCE ON OR AFTER THE 2019-20 STATE FISCAL YEAR AND CONTRACT FOR A QUALIFIED POSITION NO LATER THAN THE END OF THE 2021-22 STATE FISCAL YEAR; AND

(d) BE LIABLE FOR AN OUTSTANDING BALANCE ON A QUALIFIED LOAN.

(3) AN EDUCATOR WHO HAS RECEIVED MONEY FROM THE EDUCATOR LOAN FORGIVENESS PROGRAM CREATED IN SECTION 23-3.9-102, STUDENT EDUCATOR STIPEND PROGRAM CREATED IN SECTION 23-3.9-302, OR EDUCATOR TEST STIPEND PROGRAM CREATED IN SECTION 23-3.9-303 IS NOT ELIGIBLE FOR LOAN FORGIVENESS MONEY PURSUANT TO THIS PART 4.

(4) AN EDUCATOR WHO QUALIFIES PURSUANT TO SUBSECTION (2) OF THIS SECTION IS ELIGIBLE FOR UP TO FIVE THOUSAND DOLLARS IN LOAN FORGIVENESS.

**23-3.9-403. Reporting.** THE COMMISSION, AND ANY PERSON WHO RECEIVES MONEY FROM THE COMMISSION, INCLUDING EACH LOAN FORGIVENESS RECIPIENT, SHALL COMPLY WITH THE COMPLIANCE, REPORTING, RECORD-KEEPING, AND

PROGRAM EVALUATION REQUIREMENTS ESTABLISHED BY THE OFFICE OF STATE PLANNING AND BUDGETING AND THE STATE CONTROLLER IN ACCORDANCE WITH SECTION 24-75-226 (5).

**23-3.9-404. Repeal of part.** THIS PART 4 IS REPEALED, EFFECTIVE JANUARY 31, 2027.

**SECTION 4.** In Colorado Revised Statutes, 22-60.5-111, **amend** (7) as follows:

**22-60.5-111. Authorization - types - applicants' qualifications - rules.**

(7) **Interim authorization.** (a) An interim authorization authorizes a school district to employ a person who is:

(I) Certified or licensed, or is eligible for certification or licensure, as a teacher, principal, or administrator in another state and who has not successfully completed the assessment of professional competencies to obtain an initial license under section 22-60.5-201 (1)(b), 22-60.5-301 (1)(a), or 22-60.5-306 (1)(a) but who meets the other requirements for an initial license specified in said sections; OR

(II) SEEKING AN ALTERNATIVE TEACHER LICENSE PURSUANT TO SECTION 22-60.5-201 (1)(a) AND MEETS THE REQUIREMENTS FOR AN ALTERNATIVE TEACHER LICENSE, EXCEPT THAT THE PERSON HAS NOT SUCCESSFULLY COMPLETED THE ASSESSMENT OF PROFESSIONAL COMPETENCIES TO OBTAIN AN ALTERNATIVE TEACHER LICENSE.

(b) An interim authorization is valid for one year, and the department of education may renew the authorization for one additional year. The employing school district may include the period during which a person works under an interim authorization toward the three full years of continuous employment necessary to cease being a probationary teacher pursuant to section 22-63-103 (7).

~~(b)~~(c) A school district that employs a person who holds an interim authorization may provide an induction program for the person, as described in section 22-60.5-204, 22-60.5-304, or 22-60.5-309, whichever is applicable. If the person successfully completes the induction program while employed under the interim authorization, the person may apply completion of the induction program toward meeting the requirements for a professional educator license.

**SECTION 5.** In Colorado Revised Statutes, 22-60.5-203, **amend** (4), (6) introductory portion, (6)(a), and (6)(b)(II); and **repeal and reenact, with amendments**, (3) as follows:

**22-60.5-203. Assessment of professional competencies - multiple measures to assess professional competencies - rules.** (3) (a) BEGINNING IN THE 2023-24 ACADEMIC YEAR, APPLICANTS FOR INITIAL TEACHER LICENSES, AND APPLICANTS FOR PROFESSIONAL TEACHER LICENSES WHO DID NOT DEMONSTRATE PROFESSIONAL COMPETENCIES PRIOR TO OBTAINING AN INITIAL TEACHER LICENSE, MAY DEMONSTRATE PROFESSIONAL COMPETENCIES BY:

(I) SUCCESSFULLY COMPLETING AN APPROVED CONTENT-BASED OR PERFORMANCE-BASED ASSESSMENT;

(II) SUCCESSFULLY COMPLETING AN EXAMINATION BY A REVIEW PANEL OF AN APPROVED PORTFOLIO OF COURSE WORK;

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

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

(b) THE REVIEW PANEL MAY EXAMINE A PORTFOLIO OF COURSE WORK, AS DESCRIBED IN SUBSECTION (3)(a)(II) OF THIS SECTION, FOR UP TO ONE THOUSAND APPLICANTS FOR INITIAL TEACHER LICENSES. THE REVIEW PANEL SHALL NOT EXAMINE A PORTFOLIO OF COURSE WORK FOR MORE THAN ONE THOUSAND APPLICANTS FOR INITIAL TEACHER LICENSES.

(c) THE DEPARTMENT, IN COLLABORATION WITH THE DEPARTMENT OF HIGHER EDUCATION, INSTITUTIONS OF HIGHER EDUCATION, AS DEFINED IN SECTION 23-3.9-301 (8), THE STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION CREATED IN SECTION 23-60-104, AND SCHOOL DISTRICTS, SHALL RECOMMEND TO THE STATE BOARD OF EDUCATION STANDARDS AND PROCEDURES NECESSARY TO IMPLEMENT THE MULTIPLE MEASURES OF PROFESSIONAL COMPETENCIES SET FORTH IN SUBSECTION (3)(a) OF THIS SECTION. RECOMMENDATIONS MAY INCLUDE A DEFINITION OF "SUFFICIENTLY HIGH EDUCATION COURSE WORK GRADES" AND THE PROCESS FOR A REVIEW PANEL TO EXAMINE A PORTFOLIO OF COURSE WORK. IN RECOMMENDING STANDARDS AND PROCEDURES TO THE STATE BOARD OF EDUCATION, THE DEPARTMENT SHALL CONSIDER FEEDBACK FROM STAKEHOLDERS IN THE EDUCATION COMMUNITY.

(d) THE DEPARTMENT MAY RECOMMEND TO THE STATE BOARD OF EDUCATION EXISTING PROGRAMS, RESOURCES, AND MATERIALS THAT ARE AVAILABLE TO THE DEPARTMENT FOR THE IMPLEMENTATION OF THE MULTIPLE MEASURES OF PROFESSIONAL COMPETENCIES SET FORTH IN SUBSECTION (3)(a) OF THIS SECTION.

(e) THE STATE BOARD OF EDUCATION SHALL PROMULGATE RULES TO ESTABLISH THE STANDARDS AND PROCEDURES TO MEASURE PROFESSIONAL COMPETENCIES THROUGH THE MULTIPLE MEASURES SET FORTH IN SUBSECTION (3)(a) OF THIS SECTION.

(f) BEGINNING IN JANUARY 2025, AND IN JANUARY EVERY YEAR THEREAFTER, THE DEPARTMENT SHALL INCLUDE AS PART OF ITS "STATE MEASUREMENT FOR ACCOUNTABLE, RESPONSIVE, AND TRANSPARENT (SMART) GOVERNMENT ACT" HEARING REQUIRED BY SECTION 2-7-203 INFORMATION CONCERNING:

(I) THE TOTAL NUMBER OF PANELISTS HIRED TO SIT ON A REVIEW PANEL TO EXAMINE PORTFOLIOS OF COURSE WORK;

(II) THE TOTAL NUMBER OF HOURS THE REVIEW PANEL REVIEWS EDUCATOR PORTFOLIOS;

(III) THE TOTAL NUMBER OF EDUCATOR CANDIDATES WHO SUBMIT A PORTFOLIO OF COURSE WORK FOR EXAMINATION BY THE REVIEW PANEL;

(IV) THE TOTAL NUMBER OF EDUCATOR CANDIDATES WHO SUBMIT EVIDENCE OF ACHIEVING SUFFICIENTLY HIGH EDUCATION COURSE WORK GRADES ON COURSE WORK ALIGNED WITH RELEVANT STANDARDS;

(V) THE TOTAL NUMBER OF EDUCATOR CANDIDATES WHO COMPLETE AN APPROVED CONTENT-BASED ASSESSMENT;

(VI) THE TOTAL NUMBER OF EDUCATOR CANDIDATES WHO COMPLETE AN APPROVED PERFORMANCE-BASED ASSESSMENT; AND

(VII) THE TOTAL NUMBER OF EDUCATOR CANDIDATES WHO DEMONSTRATE PROFESSIONAL COMPETENCIES BY A COMBINATION OF THE METHODS DESCRIBED IN SUBSECTION (3)(a) OF THIS SECTION.

(g) THE PROVISIONS OF THIS SUBSECTION (3) DO NOT AFFECT THE TEACHER TRAINING REQUIREMENTS SPECIFIED IN SECTION 22-7-1208 (6).

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

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

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

(b) For secondary teachers:

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

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

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

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

program.

(5) "Alternative teacher program" means a one-year or two-year program of study and training for teacher preparation, as described in section 22-60.5-205, for a person of demonstrated knowledge and ability who holds an alternative teacher license pursuant to section 22-60.5-201 (1)(a), OR AN INTERIM AUTHORIZATION PURSUANT TO SECTION 22-60.5-111 (7). An "alternative teacher program" ~~shall~~ MUST meet the standards of and obtain the approval of the state board of education and, upon completion, lead to a recommendation for licensure by the designated agency providing the alternative teacher program.

(6) "Alternative teacher support team" means a team established by the designated agency for each holder of an alternative teacher license, OR AN INTERIM AUTHORIZATION PURSUANT TO SECTION 22-60.5-111 (7), employed as an alternative teacher. At a minimum, each alternative teacher support team shall be composed of the alternative teacher's mentor teacher and the principal and a representative of an accepted institution of higher education.

**SECTION 7.** In Colorado Revised Statutes, 22-60.5-205, **amend** (2) introductory portion and (2)(d)(I) as follows:

**22-60.5-205. One-year and two-year alternative teacher programs - legislative declaration - standards and evaluation - duties of department - duties of the state board of education - fees.** (2) Designated agencies are hereby authorized to implement one-year alternative teacher programs or two-year alternative teacher programs, which two-year programs were formerly known as teacher in residence programs, as follows:

(d) (I) A person employed as an alternative teacher ~~shall~~ MUST hold an alternative teacher license issued pursuant to section 22-60.5-201 (1)(a), OR AN INTERIM AUTHORIZATION PURSUANT TO SECTION 22-60.5-111 (7). Except as otherwise provided in ~~subparagraph (H) of this paragraph (d)~~ SUBSECTION (2)(d)(II) OF THIS SECTION and section 22-60.5-207 (2), a person may be employed as an alternative teacher for a total of two years. A person employed as an alternative teacher ~~shall~~ MUST meet the content-area education requirements specified by rule of the state board of education.

**SECTION 8.** In Colorado Revised Statutes, 22-60.5-206, **amend** (1), (2)(e), and (3) as follows:

**22-60.5-206. Alternative teacher support teams - duties - advisory councils.** (1) The designated agency shall establish an alternative teacher support team for each ~~holder of~~ PERSON WHO HOLDS an alternative teacher license, OR AN INTERIM AUTHORIZATION PURSUANT TO SECTION 22-60.5-111 (7), WHO IS employed as an alternative teacher through an alternative teacher program. At a minimum, each alternative teacher support team must include an alternative teacher's mentor teacher and the principal and a representative of an accepted institution of higher education, if applicable.

(2) The alternative teacher support team shall:

(e) Make a recommendation to the school district that employs an alternative teacher concerning ~~his or her~~ THE ALTERNATIVE TEACHER'S eligibility to receive an initial teacher license or whether ~~he or she~~ THE ALTERNATIVE TEACHER is unable to complete the one-year alternative teacher program due to unforeseen circumstances, but should apply for an extension of the alternative teacher license, OR AN INTERIM AUTHORIZATION PURSUANT TO SECTION 22-60.5-111 (7), with the expectation that ~~he or she~~ THE ALTERNATIVE TEACHER will complete ~~his or her~~ THE program within one additional year.

(3) As a member of an alternative teacher support team, the mentor teacher has primary responsibility for representing the faculty and parents in evaluating and making recommendations regarding the issuance of an initial teacher license to an alternative teacher or renewal of an alternative teacher license, OR AN INTERIM AUTHORIZATION PURSUANT TO SECTION 22-60.5-111 (7), for one additional year. In recognition of the significant duties and responsibilities of mentor teachers, the designating school district shall make appropriate provisions as are necessary to ensure the proper discharge of the duties and responsibilities by the mentor teacher.

**SECTION 9. Appropriation.** (1) For the 2022-23 state fiscal year, \$720,612 is appropriated to the department of education. This appropriation is from the general fund. To implement this act, the department may use this appropriation as follows:

(a) \$689,737 for the office of professional services, which amount is based on an assumption that the department will require an additional 3.6 FTE; and

(b) \$30,875 for information technology services.

(2) (a) For the 2022-23 state fiscal year, \$52,000,000 is appropriated to the department of higher education. This appropriation is from the economic recovery and relief cash fund created in section 24-75-228 (2)(a), C.R.S., and is of money the state received from the federal coronavirus state fiscal recovery fund. To implement this act, the department may use this appropriation as follows:

(I) \$39,000,000 for the student educator stipend program, which amount is based on an assumption that the department will require an additional 0.5 FTE;

(II) \$3,000,000 for the educator test stipend program, which amount is based on an assumption that the department will require an additional 0.5 FTE; and

(III) \$10,000,000 for the temporary educator loan forgiveness program.

(b) Any money appropriated in this subsection (2) not expended prior to July 1, 2023, is further appropriated to the department from July 1, 2023, through December 30, 2024, for the same purposes.

**SECTION 10. Safety clause.** The general assembly hereby finds, determines, and declares that this act is necessary for the immediate preservation of the public peace, health, or safety.

Approved: May 26, 2022