

NOTE: This bill has been prepared for the signatures of the appropriate legislative officers and the Governor. To determine whether the Governor has signed the bill or taken other action on it, please consult the legislative status sheet, the legislative history, or the Session Laws.



HOUSE BILL 18-1189

BY REPRESENTATIVE(S) Pettersen and Sias, Arndt, Becker K., Buckner, Coleman, Danielson, Exum, Ginal, Hamner, Hansen, Herod, Hooton, Jackson, Kennedy, Lee, Lontine, McLachlan, Melton, Michaelson Jenet, Pabon, Roberts, Rosenthal, Salazar, Singer, Valdez, Weissman, Wilson, Winter, Young, Duran, Gray, Kraft-Tharp;
also SENATOR(S) Hill and Todd, Court, Crowder, Donovan, Fields, Gardner, Jones, Kefalas, Kerr, Martinez Humenik, Merrifield, Zenzinger.

CONCERNING PILOT PROGRAMS TO EXPAND EFFECTIVE TEACHER RESIDENCY PROGRAMS ACROSS THE STATE, AND, IN CONNECTION THEREWITH, MAKING AN APPROPRIATION.

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

SECTION 1. In Colorado Revised Statutes, **add** article 60.3 to title 22 as follows:

ARTICLE 60.3
Teacher Residency Expansion Program

22-60.3-101. Legislative declaration. (1) THE GENERAL ASSEMBLY FINDS THAT:

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

(a) A RECENT REPORT BY THE DEPARTMENT OF EDUCATION AND THE DEPARTMENT OF HIGHER EDUCATION SHOWS THAT THE NUMBER OF STUDENTS WHO ENROLL IN AND GRADUATE FROM TEACHER PREPARATION PROGRAMS IN COLORADO CONTINUES TO DECLINE;

(b) SCHOOL DISTRICTS IN COLORADO, ESPECIALLY RURAL SCHOOL DISTRICTS, ARE FACING A SERIOUS SHORTAGE IN TRAINED, LICENSED TEACHERS IN THE AREAS OF MATH, SCIENCE, ENGLISH LANGUAGE ARTS, SPECIAL EDUCATION, AND EARLY CHILDHOOD EDUCATION. THIS SHORTAGE IS DRIVEN BOTH BY DECREASING NUMBERS OF PERSONS ENTERING THE PROFESSION AND INCREASING NUMBERS OF PERSONS LEAVING THE PROFESSION AFTER JUST TWO OR THREE YEARS OF TEACHING. AS A RESULT, MORE SCHOOL DISTRICTS ARE HIRING TEACHERS FROM OTHER STATES.

(c) THE GROWING SHORTAGE OF TEACHERS POTENTIALLY JEOPARDIZES THE ABILITY OF EVERY STUDENT IN COLORADO TO HAVE ACCESS TO A HIGH-QUALITY TEACHER WHO IS REFLECTIVE OF AND RESPONSIVE TO THE NEEDS OF THE STATE'S DIVERSE STUDENT POPULATIONS; AND

(d) BUILDING PARTNERSHIPS BETWEEN TEACHER PREPARATION PROGRAMS AND LOCAL EDUCATION PROVIDERS WILL STRENGTHEN THE PIPELINE OF TEACHER CANDIDATES FROM HIGH SCHOOL TO POSTSECONDARY TEACHER PREPARATION TO TEACHING IN THE CLASSROOM AND INCREASE THE LIKELIHOOD THAT COLORADO'S GRADUATES WILL BE EMPLOYED TO TEACH COLORADO'S STUDENTS.

(2) THE GENERAL ASSEMBLY FURTHER FINDS THAT:

(a) INSTITUTIONS OF HIGHER EDUCATION, ALTERNATIVE TEACHER PROGRAMS, SCHOOL DISTRICTS, AND SUPPORTING NONPROFIT ORGANIZATIONS AND FOUNDATIONS HAVE COLLABORATED TO CREATE EFFECTIVE TEACHER RESIDENCY PROGRAMS THAT SERVE SCHOOL DISTRICTS AND PUBLIC SCHOOLS IN RURAL AND URBAN AREAS OF THE STATE;

(b) THESE TEACHER RESIDENCY PROGRAMS ARE SPECIFICALLY DESIGNED TO MEET THE NEEDS OF THE PARTICIPATING SCHOOL DISTRICTS AND PUBLIC SCHOOLS AND TO ACHIEVE POSITIVE ACADEMIC OUTCOMES FOR STUDENTS; AND

(c) EXPANDING THE DESIGN OF THESE TEACHER RESIDENCY PROGRAMS TO ENABLE MORE INSTITUTIONS OF HIGHER EDUCATION, ALTERNATIVE TEACHER PROGRAMS, AND LOCAL EDUCATION PROVIDERS THROUGHOUT THE STATE TO IMPLEMENT THESE TEACHER RESIDENCY PROGRAMS IS NECESSARY TO INCREASE THE SUPPLY OF EFFECTIVE TEACHERS FOR EMPLOYMENT BY LOCAL EDUCATION PROVIDERS.

(3) THE GENERAL ASSEMBLY FINDS, THEREFORE, THAT, TO ADDRESS THE GROWING TEACHER SHORTAGE IN COLORADO, IT IS NECESSARY TO CREATE THE TEACHER RESIDENCY EXPANSION PROGRAM THROUGH WHICH THE DEPARTMENT OF EDUCATION WILL REVIEW AND EVALUATE TEACHER RESIDENCY PROGRAMS OPERATING ON A PILOT BASIS TO IDENTIFY THE BEST PRACTICES, EFFECTIVE STRATEGIES, AND CRITICAL COMPONENTS OF A TEACHER RESIDENCY PROGRAM THAT ARE APPROPRIATE FOR EXPANSION BY INSTITUTIONS OF HIGHER EDUCATION, ALTERNATIVE TEACHER PROGRAMS, AND LOCAL EDUCATION PROVIDERS ACROSS THE STATE.

22-60.3-102. Definitions. AS USED IN THIS ARTICLE 60.3, UNLESS THE CONTEXT OTHERWISE REQUIRES:

(1) "ALTERNATIVE TEACHER PROGRAM" HAS THE SAME MEANING AS PROVIDED IN SECTION 22-60.5-102.

(2) "BOARD OF COOPERATIVE SERVICES" MEANS A REGIONAL EDUCATIONAL SERVICE UNIT CREATED PURSUANT TO ARTICLE 5 OF THIS TITLE 22.

(3) "CHARTER SCHOOL" MEANS A CHARTER SCHOOL AUTHORIZED BY A SCHOOL DISTRICT AS PROVIDED IN PART 1 OF ARTICLE 30.5 OF THIS TITLE 22 OR AN INSTITUTE CHARTER SCHOOL AUTHORIZED BY THE STATE CHARTER SCHOOL INSTITUTE AS PROVIDED IN PART 5 OF ARTICLE 30.5 OF THIS TITLE 22.

(4) "CULTURAL COMPETENCE" MEANS THE ABILITY TO UNDERSTAND, COMMUNICATE WITH, AND EFFECTIVELY INTERACT WITH PEOPLE ACROSS CULTURES, INCLUDING UNDERSTANDING ONE'S OWN CULTURAL VIEWS AND DEVELOPING A POSITIVE ATTITUDE TOWARD CULTURAL DIFFERENCES.

(5) "DEPARTMENT" MEANS THE DEPARTMENT OF EDUCATION CREATED AND EXISTING PURSUANT TO SECTION 24-1-115.

(6) "FUND" MEANS THE TEACHER RESIDENCY EXPANSION PROGRAM FUND CREATED IN SECTION 22-60.3-106.

(7) "INSTITUTION OF HIGHER EDUCATION" MEANS A PUBLIC, PRIVATE, OR PROPRIETARY POSTSECONDARY INSTITUTION AUTHORIZED BY THE COLORADO COMMISSION ON HIGHER EDUCATION TO OFFER TEACHER PREPARATION PROGRAMS.

(8) "LOCAL EDUCATION PROVIDER" MEANS A SCHOOL DISTRICT, BOARD OF COOPERATIVE SERVICES, OR CHARTER SCHOOL.

(9) "PARAPROFESSIONAL" MEANS A PERSON WHO IS TRAINED TO ASSIST A LICENSED TEACHER.

(10) "PILOT PROGRAM" MEANS A TEACHER RESIDENCY PILOT EXPANSION PROGRAM THAT IS IMPLEMENTED PURSUANT TO SECTION 22-60.3-104 AS A COMPONENT OF THE TEACHER RESIDENCY EXPANSION PROGRAM.

(11) "PROGRAM" MEANS THE TEACHER RESIDENCY EXPANSION PROGRAM CREATED IN SECTION 22-60.3-103.

(12) "STATE BOARD" MEANS THE STATE BOARD OF EDUCATION CREATED IN SECTION 1 OF ARTICLE IX OF THE STATE CONSTITUTION.

(13) "TEACHER RESIDENCY PROGRAM" MEANS A TYPE OF TEACHER PREPARATION PROGRAM THAT, AT A MINIMUM, INCLUDES A FULL YEAR OF CLASSROOM APPRENTICESHIP THAT INTEGRATES THEORY AND PRACTICE.

22-60.3-103. Teacher residency expansion program - created - rules. (1) THERE IS CREATED IN THE DEPARTMENT OF EDUCATION THE TEACHER RESIDENCY EXPANSION PROGRAM TO IDENTIFY THE BEST PRACTICES, EFFECTIVE STRATEGIES, AND CRITICAL COMPONENTS OF EFFECTIVE TEACHER RESIDENCY PROGRAMS, WHICH PRACTICES, STRATEGIES, AND COMPONENTS MAY BE USED BY INSTITUTIONS OF HIGHER EDUCATION, ALTERNATIVE TEACHER PROGRAMS, AND LOCAL EDUCATION PROVIDERS ACROSS THE STATE TO ASSIST LOCAL EDUCATION PROVIDERS IN HIRING AND RETAINING WELL-TRAINED, EFFECTIVE TEACHERS. A LOCAL EDUCATION PROVIDER MAY ALSO CONSIDER THE IDENTIFIED PRACTICES, STRATEGIES, AND COMPONENTS IN DESIGNING AND IMPLEMENTING AN EFFECTIVE

TEACHER INDUCTION PROGRAM.

(2) THE PROGRAM IS DESIGNED TO ACCOMPLISH THE FOLLOWING GOALS:

(a) DEVELOPING TEACHER CANDIDATES WHO ARE PREPARED TO BE SUCCESSFUL IN THE CLASSROOM WHEN THEY BEGIN TEACHING, INCLUDING BEING PREPARED TO IMPROVE ACADEMIC OUTCOMES FOR ALL STUDENTS IN THEIR CLASSROOMS;

(b) SUPPORTING LOCAL EDUCATION PROVIDERS, ALTERNATIVE TEACHER PROGRAMS, AND INSTITUTIONS OF HIGHER EDUCATION IN COLLABORATING TO CREATE A SEAMLESS, HIGH-FUNCTIONING, HIGHLY EFFECTIVE SYSTEM OF TEACHER PREPARATION;

(c) ADDRESSING BARRIERS TO EFFECTIVE TEACHER PREPARATION, WHICH INCLUDE INSUFFICIENT SUPPORT FOR EFFECTIVE FIELD EXPERIENCES FOR TEACHING CANDIDATES AND INSUFFICIENT SUPPORT FOR NEW TEACHERS WHEN THEY TRANSITION TO THE CLASSROOM, DUE TO A LACK OF COMMUNICATION, SHARING OF RESOURCES, AND COLLABORATION AMONG LOCAL EDUCATION PROVIDERS, ALTERNATIVE TEACHER PROGRAMS, INSTITUTIONS OF HIGHER EDUCATION, AND OTHER TEACHER PREPARATION PROGRAM PROVIDERS; AND

(d) IDENTIFYING THE BEST PRACTICES, EFFECTIVE STRATEGIES, AND CRITICAL COMPONENTS OF EFFECTIVE TEACHER RESIDENCY PROGRAM MODELS THAT CAN BE USED BY LOCAL EDUCATION PROVIDERS ACROSS THE STATE AND THAT MAY INFORM STATE POLICY CHANGES.

(3) IN IMPLEMENTING THE PROGRAM, THE DEPARTMENT SHALL PROVIDE TO LOCAL EDUCATION PROVIDERS, ALTERNATIVE TEACHER PROGRAMS, AND INSTITUTIONS OF HIGHER EDUCATION INFORMATION CONCERNING THE OUTCOMES OF THE PILOT PROGRAMS, THE EFFECTIVENESS OF THE METHODS AND STRATEGIES IMPLEMENTED, AND BEST PRACTICES AND CRITICAL COMPONENTS IDENTIFIED TO SUPPORT EXPANSION OF TEACHER RESIDENCY PROGRAMS AND HOW THESE STRATEGIES, PRACTICES, AND COMPONENTS INFORM THE DESIGN AND IMPLEMENTATION OF TEACHER INDUCTION PROGRAMS. THE DEPARTMENT SHALL PROVIDE THE INFORMATION USING ELECTRONIC METHODS, WHICH MAY INCLUDE POSTING INFORMATION TO THE DEPARTMENT WEBSITE, E-MAILING INFORMATION, HOSTING

ELECTRONIC CONVERSATIONS AMONG LOCAL EDUCATION PROVIDERS AND INSTITUTIONS OF HIGHER EDUCATION, AND PROVIDING PROGRAMMING VIA THE INTERNET.

(4) THE STATE BOARD MAY PROMULGATE RULES PURSUANT TO THE "STATE ADMINISTRATIVE PROCEDURE ACT", ARTICLE 4 OF TITLE 24, AS NECESSARY TO IMPLEMENT THE PROGRAM.

22-60.3-104. Teacher residency pilot expansion programs - funding. (1) BEGINNING IN THE 2018-19 SCHOOL YEAR, THE DEPARTMENT SHALL CONTRACT WITH UP TO THREE INSTITUTIONS OF HIGHER EDUCATION AND UP TO THREE ALTERNATIVE TEACHER PROGRAMS, EACH OF WHICH OPERATES A PROVEN AND SUCCESSFUL TEACHER RESIDENCY PROGRAM IN COLORADO, TO OPERATE THE PILOT TEACHER RESIDENCY PROGRAMS FOR THE TEACHER RESIDENCY EXPANSION PROGRAM. IN SELECTING THE INSTITUTIONS OF HIGHER EDUCATION AND THE ALTERNATIVE TEACHER PROGRAMS, THE DEPARTMENT SHALL ENSURE THAT THE TEACHER RESIDENCY PROGRAMS THAT THEY OPERATE HAVE DEMONSTRATED SUCCESS IN TRAINING AND RETAINING EFFECTIVE TEACHERS AND RESPONSIVENESS TO STATEWIDE NEEDS IN GEOGRAPHICALLY DIVERSE COMMUNITIES AND ARE OPERATING IN PARTNERSHIP WITH A SCHOOL DISTRICT, CHARTER SCHOOL, OR BOARD OF COOPERATIVE SERVICES THAT OPERATES A PUBLIC SCHOOL. THE SELECTED INSTITUTIONS OF HIGHER EDUCATION AND ALTERNATIVE TEACHER PROGRAMS SHALL EXPAND THEIR TEACHER RESIDENCY PROGRAMS ON A PILOT BASIS WITH LOCAL EDUCATION PROVIDERS, ALTERNATIVE TEACHER PROGRAMS, AND INSTITUTIONS OF HIGHER EDUCATION, WHICH EXPANSION MUST, AT A MINIMUM, INCLUDE DOCUMENTATION OF THE TUITION MODEL, COURSE SCOPE, MENTORING SUPPORTS, MODELS FOR PARAPROFESSIONAL DEVELOPMENT, AND MULTIPLE STAFFING MODELS. THE PILOT PROGRAMS SHALL ALSO SHARE THESE COMPONENTS WITH THE DEPARTMENT, WHICH SHALL SHARE THEM WITH OTHER LOCAL EDUCATION PROVIDERS, ALTERNATIVE TEACHER PROGRAMS, AND INSTITUTIONS OF HIGHER EDUCATION THAT ARE NOT PARTICIPATING IN THE PILOT PROGRAMS.

(2) (a) SUBJECT TO AVAILABLE APPROPRIATIONS, BASED ON THE TERMS OF THE CONTRACTS TO PROVIDE PILOT PROGRAMS PURSUANT TO SUBSECTION (1) OF THIS SECTION, THE DEPARTMENT SHALL DISTRIBUTE TO THE CONTRACTING INSTITUTIONS OF HIGHER EDUCATION AND ALTERNATIVE TEACHER PROGRAMS MONEY TO OFFSET A PORTION OF THE DIRECT COSTS INCURRED IN IMPLEMENTING THE PILOT PROGRAMS.

(b) EACH INSTITUTION OF HIGHER EDUCATION AND ALTERNATIVE TEACHER PROGRAM THAT ENTERS INTO A CONTRACT WITH THE DEPARTMENT TO PROVIDE PILOT PROGRAMS PURSUANT TO SUBSECTION (1) OF THIS SECTION SHALL, PURSUANT TO THE TERMS OF THE CONTRACT, AGREE TO MATCH ONE HUNDRED PERCENT OF THE AMOUNT DISTRIBUTED TO THE INSTITUTION AND ALTERNATIVE TEACHER PROGRAM BY THE DEPARTMENT TO OFFSET A PORTION OF THE DIRECT COSTS INCURRED IN IMPLEMENTING THE PILOT PROGRAMS. AN INSTITUTION OF HIGHER EDUCATION OR ALTERNATIVE TEACHER PROGRAM THAT APPLIES TO OPERATE A PILOT PROGRAM MUST PROVIDE TO THE DEPARTMENT WRITTEN DOCUMENTATION DEMONSTRATING THAT, BY A SPECIFIED DATE, THE INSTITUTION OR ALTERNATIVE TEACHER PROGRAM WILL HAVE AN AMOUNT SUFFICIENT IN TOTAL TO MEET THE REQUIREMENTS OF THE CONTRACT. THE DEPARTMENT SHALL NOT ENTER INTO A CONTRACT WITH AN INSTITUTION OF HIGHER EDUCATION OR ALTERNATIVE TEACHER PROGRAM THAT FAILS TO PROVIDE THE REQUIRED DOCUMENTATION.

(3) AFTER THE PILOT PROGRAMS DESCRIBED IN THIS SECTION HAVE OPERATED FOR ONE SCHOOL YEAR, AND ANNUALLY THEREAFTER, THE DEPARTMENT SHALL REVIEW THE INFORMATION COLLECTED FROM THE PILOT PROGRAMS TO DETERMINE WHETHER THE PILOT PROGRAMS ARE EFFECTIVE IN INCREASING RETENTION OF THE TEACHERS EMPLOYED BY THE PARTICIPATING LOCAL EDUCATION PROVIDERS AND RAISING THE CULTURAL COMPETENCE OF THE TEACHER RESIDENTS WHO PARTICIPATE IN THE PILOT PROGRAMS. IN MEASURING THE EFFECTIVENESS OF THE PILOT PROGRAMS, THE DEPARTMENT SHALL CONSIDER:

(a) THE DEVELOPMENTAL PROGRESS, INCLUDING LEVELS OF CULTURAL COMPETENCE, OF THE TEACHER RESIDENTS PARTICIPATING IN THE PILOT PROGRAM BEFORE, DURING, AND AFTER PARTICIPATION IN THE PILOT PROGRAM;

(b) THE LEVELS OF SATISFACTION WITH THE PILOT PROGRAM EXPRESSED BY THE TEACHER RESIDENTS, LOCAL EDUCATION PROVIDERS, ALTERNATIVE TEACHER PROGRAMS, AND INSTITUTIONS OF HIGHER EDUCATION; AND

(c) A COMPARISON OF THE PARTICIPATING LOCAL EDUCATION PROVIDER'S TEACHER RETENTION RATE BEFORE, DURING, AND AFTER PARTICIPATING IN THE PILOT PROGRAM.

22-60.3-105. Reports. (1) NOTWITHSTANDING THE PROVISIONS OF SECTION 24-1-136 (11)(a)(I), BY JANUARY 15, 2020, AND BY JANUARY 15 EACH YEAR THEREAFTER, THE DEPARTMENT SHALL PREPARE A PROGRESS REPORT ON IMPLEMENTING THE PROGRAM. AT A MINIMUM, THE REPORT MUST INCLUDE:

(a) A SUMMARY OF THE DATA COLLECTED FROM EACH PILOT PROGRAM CONCERNING THE EFFECTIVENESS OF THE PILOT PROGRAMS AS DESCRIBED IN SECTION 22-60.3-104 (3);

(b) RECOMMENDATIONS, IF ANY, FOR LEGISLATIVE OR REGULATORY CHANGES TO FACILITATE THE EFFECTIVE IMPLEMENTATION OF THE PILOT PROGRAMS; AND

(c) RECOMMENDATIONS FOR CONTINUED FUNDING.

(2) THE DEPARTMENT SHALL SUBMIT THE REPORT TO THE STATE BOARD, THE COLORADO COMMISSION ON HIGHER EDUCATION, THE EXECUTIVE DIRECTOR OF THE DEPARTMENT OF HIGHER EDUCATION, THE GOVERNOR, AND THE EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND THE SENATE, OR ANY SUCCESSOR COMMITTEES. THE DEPARTMENT SHALL ALSO POST THE REPORT ON THE DEPARTMENT WEBSITE FOR PUBLIC ACCESS.

22-60.3-106. Teacher residency expansion program fund - created. (1) THE TEACHER RESIDENCY EXPANSION PROGRAM FUND IS HEREBY CREATED IN THE STATE TREASURY. THE FUND CONSISTS OF MONEY THAT THE GENERAL ASSEMBLY MAY APPROPRIATE OR TRANSFER TO THE FUND. THE STATE TREASURER SHALL CREDIT ALL INTEREST AND INCOME DERIVED FROM THE DEPOSIT AND INVESTMENT OF MONEY IN THE FUND TO THE FUND.

(2) MONEY IN THE FUND IS CONTINUOUSLY APPROPRIATED TO THE DEPARTMENT FOR USE IN IMPLEMENTING THE PROGRAM.

(3) THE STATE TREASURER SHALL TRANSFER ALL UNEXPENDED AND UNENCUMBERED MONEY IN THE FUND ON JULY 1, 2023, TO THE GENERAL FUND.

22-60.3-107. Repeal of article. THIS ARTICLE 60.3 IS REPEALED,

EFFECTIVE JULY 1, 2023.

SECTION 2. Appropriation. For the 2018-19 state fiscal year, \$600,000 is appropriated to the teacher residency expansion program fund created in section 22-60.3-106, C.R.S. This appropriation is from the general fund. The department of education is responsible for the accounting related to this appropriation.

SECTION 3. Safety clause. The general assembly hereby finds,

determines, and declares that this act is necessary for the immediate preservation of the public peace, health, and safety.

Crisanta Duran
SPEAKER OF THE HOUSE
OF REPRESENTATIVES

Kevin J. Grantham
PRESIDENT OF
THE SENATE

Marilyn Eddins
CHIEF CLERK OF THE HOUSE
OF REPRESENTATIVES

Effie Ameen
SECRETARY OF
THE SENATE

APPROVED _____

John W. Hickenlooper
GOVERNOR OF THE STATE OF COLORADO