

**Second Regular Session  
Seventy-second General Assembly  
STATE OF COLORADO**

**PREAMENDED**

*This Unofficial Version Includes Committee  
Amendments Not Yet Adopted on Second Reading*

LLS NO. 20-0085.02 Brita Darling x2241

**HOUSE BILL 20-1007**

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**HOUSE SPONSORSHIP**

**Coleman,**

**SENATE SPONSORSHIP**

**Fields,**

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**House Committees**

Education  
Appropriations

**Senate Committees**

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**A BILL FOR AN ACT**

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

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**Bill Summary**

*(Note: This summary applies to this bill as introduced and does not reflect any amendments that may be subsequently adopted. If this bill passes third reading in the house of introduction, a bill summary that applies to the reengrossed version of this bill will be available at <http://leg.colorado.gov>.)*

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

The department of higher education and the department of education shall select the members of the workgroup, which shall include but are not limited to those agencies, persons, and organizations specified

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.

in the bill.

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

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

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

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

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

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

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

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

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

15 (IV) HOWEVER, THE STUDENT DEMOGRAPHICS IN COLORADO ARE  
16 SIGNIFICANTLY MORE DIVERSE AND WILL CONTINUE TO BECOME MORE

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

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

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

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

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

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

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

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

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

18 (a) A REPRESENTATIVE OF THE DEPARTMENT OF HIGHER  
19 EDUCATION;

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

21 (c) DEANS OF TEACHER PREPARATION PROGRAMS AT STATE  
22 INSTITUTIONS OF HIGHER EDUCATION;

23 (d) DIRECTORS OF ALTERNATIVE TEACHER PROGRAMS;

24 (e) REPRESENTATIVES FROM COMMUNITY COLLEGES GOVERNED BY  
25 THE STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL  
26 EDUCATION;

27 (f) TEACHERS SERVING IN TRADITIONAL DISTRICT SCHOOLS WHO

1 HOLD AN INITIAL OR PROFESSIONAL TEACHER'S LICENSE PURSUANT TO  
2 ARTICLE 60.5 OF TITLE 22;

3 (g) TEACHERS SERVING IN DISTRICT CHARTER SCHOOLS;

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

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

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

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

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

20 (a) THE DATA AND RECOMMENDATIONS FROM THE DECEMBER 16,  
21 2014, REPORT PREPARED FOR THE DEPARTMENT OF EDUCATION BY  
22 AUGENBLICK, PALAICH AND ASSOCIATES TITLED "KEEPING UP WITH THE  
23 KIDS: INCREASING MINORITY TEACHER REPRESENTATION IN COLORADO";

24 (b) EFFECTIVE STRATEGIES TO BUILD A STRONG LOCAL PIPELINE  
25 FOR STUDENTS, ESPECIALLY DIVERSE STUDENTS, WHO ARE OR MAY  
26 CONSIDER BECOMING EDUCATORS, INCLUDING PAID MENTORSHIPS AND  
27 TEACHING AND VOLUNTEER OPPORTUNITIES;

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

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

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

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

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

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

26 (II) THE RELEVANCE OF THE FINDINGS AND RECOMMENDATIONS  
27 SET FORTH IN THE DECEMBER 16, 2014, REPORT REFERENCED IN

1 SUBSECTION (5)(a) OF THIS SECTION;

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

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

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

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

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

13 **23-1-121. Commission directive - approval of educator**  
14 **preparation programs - review - legislative declaration.**

15 (6) (a) NOTWITHSTANDING THE PROVISIONS OF SECTION 24-1-136  
16 (11)(a)(I) TO THE CONTRARY, the department shall annually prepare a  
17 report concerning the enrollment in, graduation rates from, and  
18 effectiveness of the review of educator preparation programs authorized  
19 by the commission. In addition, the report ~~shall~~ **MUST** include data on the  
20 outcomes of graduates of educator preparation programs pursuant to  
21 section 22-2-112 (1)(q). ~~C.R.S.~~ The report ~~shall~~ **MUST** also state the  
22 percentage of educator candidates graduating from each program during  
23 the preceding twelve months ~~that~~ **WHO** applied for and received an initial  
24 license pursuant to section 22-60.5-201 ~~C.R.S.~~, and the percentage of the  
25 graduates who passed the assessments administered pursuant to section  
26 22-60.5-203, ~~C.R.S.~~, INCLUDING THE PERCENTAGE OF GRADUATES WHO  
27 PASSED THE ASSESSMENTS ON THE FIRST ATTEMPT. For purposes of

1 completing the report required pursuant to this subsection (6), the  
2 department of higher education and the department of education shall  
3 share any relevant data that complies with state and federal regulations  
4 with the other agency. The department shall ~~provide notice~~ SUBMIT THE  
5 REPORT to the education committees of the senate and the house of  
6 representatives, or any successor committees. ~~that the report is available~~  
7 ~~to the members of the committees upon request.~~

8 (b) (I) THE GENERAL ASSEMBLY FINDS AND DECLARES THAT:

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

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

13 (C) HOWEVER, THE EDUCATOR WORKFORCE IN COLORADO IS NOT  
14 AS DIVERSE AS THE POPULATION OF STUDENTS IT SERVES OR WILL SERVE  
15 IN THE FUTURE; AND

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

25 (II) TO THE EXTENT POSSIBLE, THE DEPARTMENT SHALL REPORT  
26 ALL DATA AND INFORMATION REQUIRED TO BE REPORTED ANNUALLY  
27 PURSUANT TO SUBSECTION (6)(a) OF THIS SECTION, DISAGGREGATED BY

1 THE GENDER, RACE, AND ETHNICITY OF THE CANDIDATES AND GRADUATES.

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

8 **SECTION 3. Act subject to petition - effective date.** This act  
9 takes effect at 12:01 a.m. on the day following the expiration of the  
10 ninety-day period after final adjournment of the general assembly (August  
11 5, 2020, if adjournment sine die is on May 6, 2020); except that, if a  
12 referendum petition is filed pursuant to section 1 (3) of article V of the  
13 state constitution against this act or an item, section, or part of this act  
14 within such period, then the act, item, section, or part will not take effect  
15 unless approved by the people at the general election to be held in  
16 November 2020 and, in such case, will take effect on the date of the  
17 official declaration of the vote thereon by the governor.