



**COLORADO**  
Department of Education

# Educator Recruitment and Retention Financial Assistance Program 2022-23

Submitted to:

**Colorado State Board of Education  
Colorado Governor Jared Polis  
Colorado House Education Committee  
Colorado Senate Education Committee**

By:

**Research and Impact Office  
Educator Talent Division**

November 2023

---

Research and Impact Office  
Educator Talent Division  
1525 Sherman Street, Denver, CO 80203  
[EdTalentResearch@cde.state.co.us](mailto:EdTalentResearch@cde.state.co.us)

# Table of Contents

Executive Summary		1
Introduction		2
ERR Program and Participant Information for the 2022-23 School Year		4
Communications	4	
ERR Applicants for the 2022-23 School Year	4	
ERR Recipient Information and Outcomes	5	
Perceptions of the ERR Program		10
ERR Recipient Survey Results	10	
Local Education Agencies Survey Results	12	
Recommendations for ERR Program		12
Conclusion		13
Appendix A: Perception Survey Questions		14
Appendix B: Survey Results for Teacher Perception Questions		17
Appendix C: List of Local Education Agencies (LEAs) with Number of ERR Program Recipients		18
Endnotes		22



## Executive Summary

---

This report details the activities of the Educator Recruitment and Retention Financial Assistance Program (ERR Program) pursuant to Senate Bill 21-185 (C.R.S. 22-60.3-201 et seq.). Developed in response to persistent educator shortages across the state, the ERR Program removes or reduces a potential barrier to entry into education: the tuition cost of an educator preparation program (EPP). Applicants for the financial assistance must commit to working in an educator shortage area for three years in Colorado and be enrolled in a Colorado-approved traditional or alternative EPP or institute of higher education (this includes Career and Technology Education (CTE) authorizations).<sup>i</sup> They must meet one of the following criteria as well: (1) hold at least a bachelor's degree and be employed as an alternative teacher or temporary educator eligibility (TEE) educator in a rural district; (2) be currently employed as a paraprofessional in a school district/charter school/BOCES and working toward a baccalaureate degree as required to pursue a professional teaching license; or (3) have secured a position as a CTE instructor in a rural district. If the three-year service commitment is not met, and the applicant does not have documentation of good cause, the applicant must repay the financial assistance to the department within 90 days of leaving their employment.

Annually the legislature provides \$5 million to the Colorado Department of Education (CDE) for tuition assistance of up to \$10,000 per qualified applicant paid to the EPP in which the applicant is enrolled. The legislation only allows educators to apply for financial assistance once, although their preparation program may take multiple years. As a result, educators may be awarded financial assistance in one year and have the unspent portion encumbered into one or more future years. In the fiscal year 2022-23, \$5.15 million was requested by 811 applicants, \$5.1 million was awarded for 749 educators' financial assistance for one or more years. In 2022-23, \$4.4 million was paid to 34 EPPs to support these educators.<sup>ii</sup> The remainder of the funds awarded will be paid out using future years' appropriations as those tuition charges are incurred.<sup>iii</sup> Initially, in fiscal year 2021-22, the legislation required financial assistance recipients to work in rural or small rural school districts for three years; however, in response to ongoing workforce challenges across the state, H.B. 22-1390 expanded the eligibility to include all [educator shortage-area positions](#). This change, along with the application being open for an entire year in 2022-23, led to an increased number of applicants, recipients and amount of assistance provided compared to 2021-22.

To gauge the impact of the ERR Program, CDE administered a perception survey to ERR Program recipients and local education agencies (LEAs) with at least one ERR Program participant. Over 92% of recipients reported that the financial assistance supported their efforts to be positively engaged with their school or school district and positively impacted their careers.

The first year of retention data that is available for the ERR Program recipients shows that 98% of educators teaching in rural school districts were retained. The impact on educator retention will be a critical component of the program evaluation and will be included in future reports.

Per C.R.S. 22-60.3-205(1)(h), this report must include any recommendations for legislative or regulatory changes to facilitate the effective implementation of the program. Below are CDE **recommendations** for the ERR Program:

- Continue to support new and future teachers through the ERR Program as an avenue to address the teacher shortage areas in the state and potentially increase the diversity of Colorado's teachers. As a note, as of the time of this report, the 1<sup>st</sup> of 4 application windows for the 2023-24 school year has ended, and 81% of the funds available for 2023-24 have already been awarded to new educators.
- Consider increasing the capacity for the ERR Program to support increasing demand through existing and new pathways, such as [the apprenticeship pathway](#), and allow for additional focus on special services providers.

## Introduction

Recruiting, developing and maintaining a stable, high-quality educator workforce is critical to the success of Colorado's students. Research consistently shows that teachers are the most important contributors to student academic success (Rivkin, Hanushek, Kain, 2005 & Chetty, Friedman, Rockoff, 2014).<sup>iv</sup> More recent research illustrates that teachers are essential to helping students develop non-cognitive skills, including the "big five" and grit (Jackson, 2018).<sup>v</sup> Each year Colorado school districts face the perennial challenge and stress of recruiting and retaining teachers for all their classrooms, especially in rural areas and specific subject areas, such as special education. The ongoing shortages combined with the steady decline of enrollment in colleges of education for the past decade and the disruption created by the COVID-19 pandemic heighten the challenges (Goldberg, 2021 & Knox, 2022).<sup>vi</sup>

In response to these persistent challenges, Colorado's legislature passed Senate Bill 21-185 (C.R.S. 22-60.3-201 et seq.). This bill created the Educator Recruitment and Retention Program to address Colorado's educator shortage issues by providing support for recruiting, selecting, retaining and training qualified educators. The Educator Recruitment and Retention Program is designed to accomplish the following goals:

- Support the transition of members of the armed forces into a second career as Colorado educators;
- Support non-military-affiliated candidates preparing to enter careers as Colorado educators;
- Match former military and non-military-affiliated preparation candidates with eligible high-needs schools; and
- Fill teaching positions in subject areas affected by the educator workforce shortage.

One part of the legislation, and the main focus of this report, is the financial assistance program (ERR Program) that provides up to \$10,000 for educators to pay for tuition at their EPP. Annually, Colorado's legislature allots \$5M for the ERR Program, and CDE awards funds to the educators but pays the funds directly to the EPPs. The 2022-23 school year was the first full school year for which the ERR Program provided assistance. In its inaugural year, 2021-22, the application window was only five months and only teachers willing to commit to teaching in a rural school district for three years were eligible.<sup>vii</sup> Then during the 2022 legislative session, H.B. 22-1390 expanded the pool of applicants to include critical educator shortage positions in all school districts.

The ERR Program is intended to attract, retain and support educators and ultimately decrease the number of unfilled shortage area positions in Colorado's school districts. To be eligible for the financial assistance, applicants must commit to working in an educator shortage area for three years in Colorado and be enrolled in a Colorado-approved traditional or alternative EPP or institute of higher education (this includes Career and Technology Education authorizations).<sup>viii</sup> They must also meet one of the following criteria:

- Have earned a bachelor's or higher degree from a regionally accredited college or university and have secured employment as an alternative teacher or temporary educator eligibility (TEE) educator in a rural or small rural district; or

### **Educator Recruitment and Retention Program**

- S.B. 21-185 provides \$5M annually for tuition assistance, up to \$10,000 per awardee, to qualified applicants enrolled in Educator Preparation Programs.
- S.B. 21-185 stipulated that tuition assistance recipients must commit to teaching in a rural school district for a minimum of three years.
- H.B. 22-1390 expanded the pool of tuition assistance applicants to include critical educator shortage positions in all school districts. Recipients must remain in a shortage position for a minimum of three years.



- Be currently employed as a paraprofessional in a school district, charter school or BOCES and working toward a baccalaureate degree as required to pursue a professional teaching license; or
- Have secured a position as a CTE instructor in a rural or small rural district.

In addition to providing financial assistance to educators, Senate Bill 21-185 supports educator recruitment and retention efforts at CDE in the Educator Talent division. During the 2022-23 school year, Educator Talent's staff:

Provided recruitment and retention resources and support to:

- 124 school districts
- 5 IHEs or alternative licensing programs
- 17 BOCES
- 2 Colorado education organizations (Colorado Association of School Executives and Colorado BOCES Association)
- 1 charter school

Supported 150+ educators, teacher candidates and potential educators through one-on-one counseling

Provided resources and support to 185+ Troops to Teachers candidates

Supported statewide educator recruitment by attending 12 career and teacher job fairs across the state

Began charter school outreach

Supported more than 1,100 newly authorized substitute teachers and the employing LEA through the Substitute Boot Camp

Initiated the development process of a statewide job platform for educators and hiring professionals with LEAs

An important partner in recruiting applicants for the ERR Program is TEACH Colorado. Launched in August of 2019, TEACH Colorado is a social media and career coaching platform that has elevated the image of the teaching profession and increased the quantity, quality, and diversity of candidates entering the teacher pipeline in Colorado. Comprising a statewide coalition of education institutions, government, philanthropy, and nonprofit stakeholders, the initiative is being led by the Colorado Department of Education, Colorado Department of Higher Education, the Public Education & Business Coalition (PEBC), Colorado Education Initiative (CEI) and TEACH.org. TEACH Colorado is currently partnering with 100% of the educator preparation programs in the state and numerous school districts to address how best to support current and future educators in the state. During the 2022-23 school year, TEACH Colorado had more than 110,000 website visits, provided 924 advising sessions (via phone, email, video, or chat) and received 281 scholarship applications. Reflecting the most current available data, TEACH-supported candidates were more racially/ethnically diverse than Colorado's current teaching workforce, with approximately 26 percent of TEACH-supported candidates identifying as a person of color compared to 13 percent of current teachers.



TEACH Colorado also published unique resource pages for Black, Latinx, Indigenous and Asian American Pacific Islanders and held a group “Licensure 101” advising session for Future Black Educators. TEACH Colorado’s dedication to increasing the diversity of educators potentially increased the diversity of the ERR Program applicant pool. Additionally, TEACH Colorado provided the following specific support for the ERR Program:

- Ensuring TEACH coaches inform all advising session participants of the stipend
- Including banner images on the website promoting the stipend, and on all EPP profiles in rural areas, the rural education page, and the alternative licensure page
- Publishing social media posts promoting the stipend
- Emailing all website subscribers (more than 17,000) promoting the stipend
- Promoting the stipend during co-hosted information sessions with educator preparation programs and webinars TEACH hosts for job seekers through Connecting Colorado.

## ERR Program and Participant Information for the 2022-23 School Year

---

Per statute, the following reporting requirements will be addressed:

- The number of individuals reached through program communications
- The total number of applicants
- The total number of qualified program participants
- The total amount of financial assistance distributed
- The number of educator licensure certificates earned through the ERR program
- The completion rate for participating EPPs

### Communications

CDE circulated information about the ERR Program, and about the stipend of up to \$10K in financial assistance for qualified education preparation participants, in the following ways:

- Partnered with TEACH Colorado
- Posted information on the Educator Talent’s website<sup>ix</sup>
- Shared in the Educator Talent Newsletter, a monthly newsletter to support districts, BOCES and EPPs in their educator preparation and development efforts (August, September and December 2022)
- Sent a direct email to all 46 EPPs authorized at that time (February and April 2023)
- Shared information during Designated Agency Office Hours and with the Colorado Council of Deans of Education on numerous occasions

CDE estimates that, at minimum, 38,000 individuals received information about the ERR Program in the 2022-23 school year.

### ERR Applicants for the 2022-23 School Year

CDE received 811 applications for the ERR Program for the 2022-23 school year. Of those 811 applications, 62 did not meet the qualifications for the assistance.<sup>x</sup> Thirty percent of applicants identified as male or non-binary, and 25% identified as a person of color. Table 1 illustrates the demographic composition and the military service status of the applicants and recipients.



**Table 1. Demographic Composition and Military Status of ERR Program Applicants and Recipients for the 2022-23 School Year\***

	Applicants	Recipients
American Indian, Alaskan Native	4 (0.5%)	3 (0.4%)
Asian	17 (2.1%)	16 (2.1%)
Black	27 (3.3%)	24 (3.2%)
Hispanic	110 (13.6%)	96 (12.8%)
White, non-Hispanic	609 (75.1%)	572 (76.4%)
Two or more races	44 (5.4%)	38 (5.1%)
Teacher of Color <sup>xi</sup>	202 (24.9%)	177 (23.6%)
Female	572 (70.5%)	537 (71.7%)
Male	235 (29.0%)	208 (27.8%)
Non-binary	4 (0.5%)	4 (0.5%)
Served in Military	37 (4.6%)	31 (4.1%)
Total Number	811	749

\*Individuals were allowed to select more than one race/ethnicity.

At the time of the ERR application, education levels varied from high school diploma or GED to master’s degree, with most applicants (71%) having a bachelor’s degree. Over 95% of ERR Program recipients utilize the alternative teacher pathway or have a TEE authorization. The remaining 5% are currently paraprofessionals.

Table 2 below summarizes this data for both applicants and recipients of the award.

**Table 2. Education Levels and Eligible Pathway for the 2022-23 School Year**

	Applicants	Recipients
Doctoral Degree	24 (3.0%)	24 (3.2%)
Master’s Degree	172 (21.2%)	160 (21.4%)
Bachelor’s Degree	578 (71.3%)	533 (71.2%)
Associate Degree	14 (1.7%)	12 (1.6%)
Some College	19 (2.3%)	17 (2.3%)
High School Diploma or GED	4 (0.5%)	3 (0.4%)
Alternative Teacher or TEE Pathway	771 (95.1%)	712 (95.1%)
Current Paraprofessional	40 (4.9%)	37 (4.9%)

### ERR Recipient Information and Outcomes

During year two of the ERR Program, 749 individuals received assistance. As shown in Table 1 (above), 28% of recipients identified as male or non-binary, and 24% identified as a person of color. Thirty-seven individuals (4.6% of all applicants) who served in the military applied for assistance and 31 of them were approved.



Over 92% of the ERR Program recipients were enrolled in an alternative licensure program, while 8% were in traditional EPPs; the 8% in traditional programs represents 5% current paraprofessionals and 3% TEE holders.<sup>xii</sup> Figure 1 shows the 138 school districts, including the Charter School Institute, where ERR recipients taught. Thirty-four EPPs supported grant ERR recipients. Note that institutions of higher education often support ERR recipients through both their alternative and traditional educator preparation programs. The list below shows the programs that ERR recipients attended.<sup>xiii</sup>

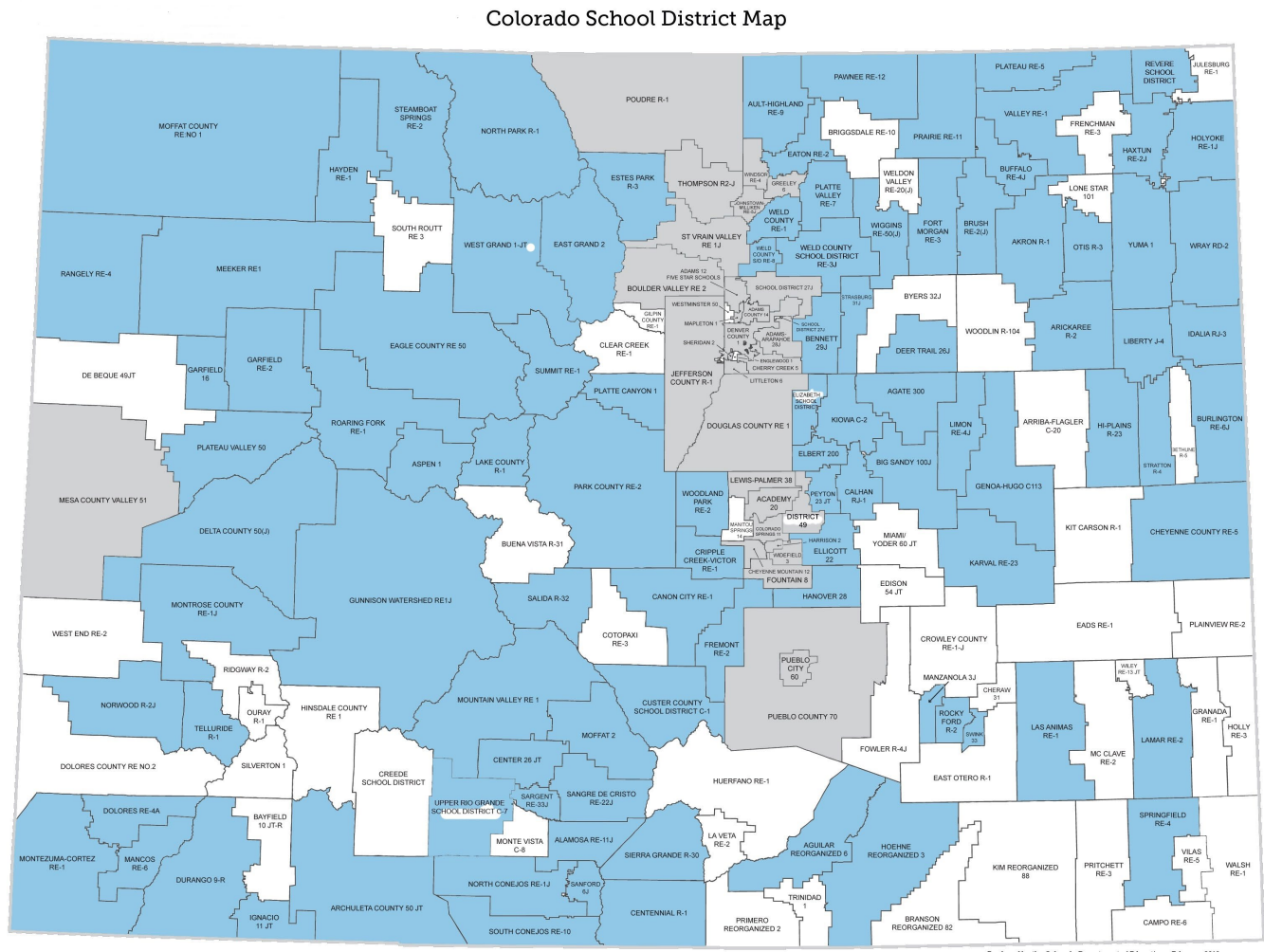
**Table 3. Educator Preparation Programs Supporting ERR Recipients in the 2022-23 School Year**

Adams State University (A&T)	Fort Lewis College (A&T)	San Luis Valley BOCES (A)
ASPIRE to Teach - University of Colorado Denver (A)	Friends School Teacher Preparation Program (A)	Southeastern BOCES (A)
Centennial BOCES (A)	Metropolitan State University of Denver (A&T)	University of Colorado - Colorado Springs (A&T)
Colorado Christian University (A&T)	Morgan County School District RE-3 (A)	University of Colorado Denver (T)
Colorado Mesa University (T)	Mountain BOCES (A)	University of Northern Colorado (T)
Colorado Mountain College (A)	Northeast BOCES (A)	West Central (Uncompahgre BOCES) (A)
Colorado River BOCES (A)	Northwest BOCES (A)	Western Colorado University (A&T)
Colorado State University (T)	PEBC Teacher Residency (A)	
Colorado State University Pueblo (A&T)	Pikes Peak BOCES (A)	
East Central BOCES (A)	Relay Graduate School of Education (T)	

**A-** Alternative Educator Preparation Program, **T-** Traditional Educator Preparation Program, **A&T-** Separate Alternative & Traditional Educator Preparation Programs housed within the same institution of higher education



**Figure 1. Colorado School District Map of ERR Financial Assistance Employment for the 2022-23 School Year**



- Rural or small rural school district with at least 1 ERR recipient
- Non-rural school district with at least 1 ERR recipient
- No ERR recipient in the school district

43% of ERR Program recipients filled positions in rural school districts, 26% in rural districts and 17% in small rural districts. During the 2022-23 school year, rural teachers comprised 17% of Colorado’s educator workforce. ERR Program recipients filled 18 educator shortage areas, including in rural school districts. Special education positions had the highest percentage (24%) of ERR recipients. Table 4 lists the shortage areas ERR recipients filled in rural and non-rural district settings.

**Table 4. Shortage Area Positions by ERR Program Recipients in the 2022-23 School Year**

	Number of Rural Recipients	Number of Non-Rural Recipients	% of Total Recipients
Agriculture <sup>xiv</sup>	4	0	0.5%
Business/Marketing	10	7	2.3%
Early Childhood Education	7	14	2.8%
Early Childhood Special Education	1	1	0.3%
Elementary Education	72	98	22.7%
English Language Arts	30	33	8.4%
Family and Consumer Education <sup>xv</sup>	2	0	0.3%
Industrial Arts	2	2	0.5%
Instructional Technology	1	3	0.5%
Mathematics	25	32	7.6%
Music	5	10	2.0%
Physical Education	14	21	4.7%
School Counselor	2	0	0.3%
School Psychologist	0	4	0.5%
School Social Worker	2	0	0.3%
Science	25	33	7.7%
Social Studies	21	26	6.3%
Special Education Generalist	71	106	23.6%
Technology Education (7-12)	1	0	0.1%
Visual Arts	16	18	4.5%
World Language Teacher	5	18	3.1%
<b>Total</b>	<b>316*</b>	<b>426</b>	

\*There are 7 additional recipients working as paraprofessionals in rural school districts, they work across disciplines and do not have a content shortage area yet.

Annually, the legislature provides \$5 million to the Colorado Department of Education (CDE) for tuition assistance of up to \$10,000 per qualified applicant paid to the EPP in which the applicant is enrolled. The legislation only allows educators to apply for financial assistance once, although their preparation program may take multiple years. As a result, educators may be awarded financial assistance in one year and have the unspent portion encumbered into one or more future years. However, per state fiscal rules, CDE must return unspent funds at the end of every fiscal year, even if these funds are encumbered. In 2022-23, \$5.15 million was requested by the 811 applicants, \$5.1 million was awarded for 749 educators' financial assistance for one or more years. In 2022-23, \$4.4 million was paid to 34 EPPs in the fiscal year 2022-23. The remainder of the funds awarded will be paid out using future years' appropriations as those tuition charges are incurred. An improvement to the application was made to understand better the year(s) in which the financial assistance will be paid to the EPP.

Figure 2 shows that more than 25% of financial assistance recipients received funding that will be paid to EPPs beyond the 2022-23 fiscal year.

**Figure 2. Distribution of ERR recipients based on the end date of their awarded financial assistance**

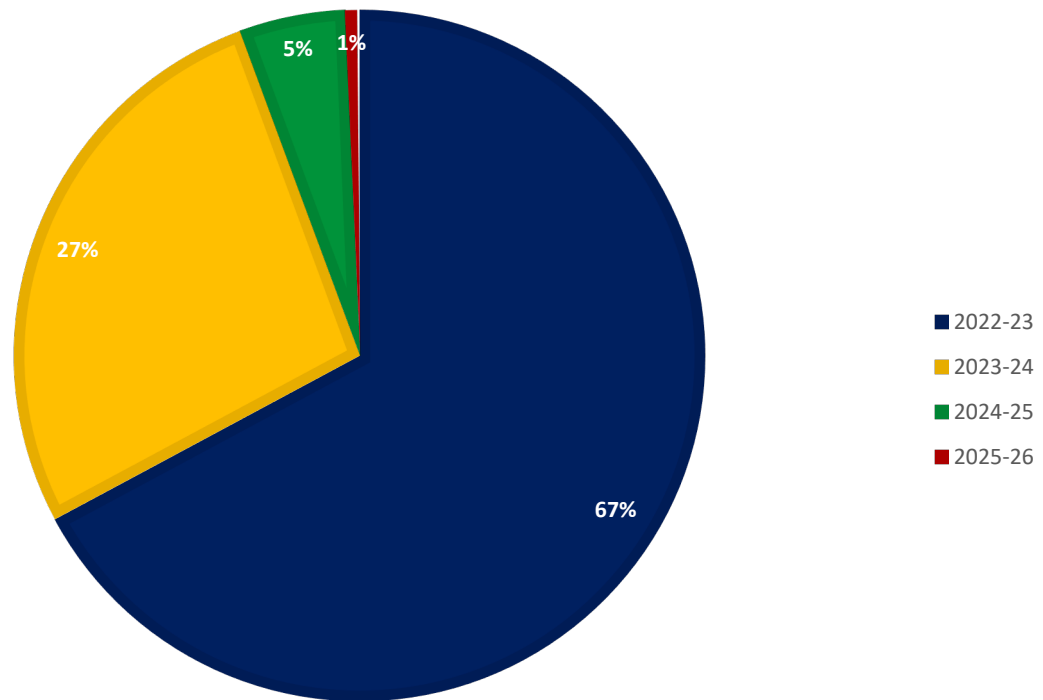


Table 5 shows that the average request and award amounts were \$6,795 and \$6,599, respectively.

**Table 5. ERR Financial Assistance Information for the 2022-23 School Year**

	\$s Requested	\$s Awarded
<b>Average</b>	\$6,795	\$6,599
<b>Maximum</b>	\$29,704	\$10,000
<b>Minimum</b>	\$2,000	\$500

As of July 31, 2023, 35.8% of 2022-23 ERR recipients had an Alternative License, more than 23% had initial teacher licenses, 7.5% held a professional license and 5% did not hold a teaching credential.<sup>xvi</sup> Table 6 shows the credential of ERR recipients as of July 31, 2023.

**Table 6. Educator Credential of 2022-23 ERR Recipients as of July 2023**

Type of Credential	Number of Recipients	% of Total Recipients
Alternative License	268	35.8%
Career and Technical Ed (CTE) Authorization	3	0.4%
Exchange Educator Interim Authorization	1	0.1%
Initial Teacher License	172	23.0%
Initial Special Services License	5	0.7%
Interim Teacher Authorization	153	20.4%
Professional Teaching License	56	7.5%
Substitute Teaching Authorization	38	5.1%
TEE Authorization	16	2.1%
Teacher of Record	1	0.1%
No Teaching Credential <sup>xvii</sup>	36	4.8%
<b>Total</b>	<b>749</b>	<b>100%</b>



Of the 690 2022-23 ERR Program recipients enrolled in an alternative licensure program, 360 (52%) completed their alternative EPP during the 2022-23 school year. Of the remaining 59 ERR Program recipients enrolled in a traditional EPP, 37 are current paraprofessionals and will not complete their licensure program for several years and the completion status of the remaining 21 is not available at the time this report is written and will be included in next year's report.<sup>xviii</sup>

In its inaugural year (2021-22), the ERR Financial Assistance Program supported 80 educators in 45 rural or small rural school districts. After the 2022-23 school year, 78 of the 80 are still teaching in rural school districts. Since legislation required recipients to continue teaching in rural school districts, 98% of the first round of recipients were retained as educators in rural districts.

Looking ahead to the 2023-24 school year, after the first application window (July 1 to August 30, 2023), there have been 636 applicants and 553 recipients, and \$4,072,072 was awarded and will be paid to the EPPs during the 2023-24 school year.

## Perceptions of the ERR Program

---

In April 2023, CDE administered a survey to all ERR Program recipients and LEAs that employed at least one recipient. There were 634 responses to the survey. The response rate was almost 47%. Below are the survey highlights and results:

### ERR Recipient Survey Results

Almost half (49%) of the respondents reported considering dropping out or delaying their educator preparation program before receiving financial assistance.

41% of respondents would not have become an educator or counselor without the program.

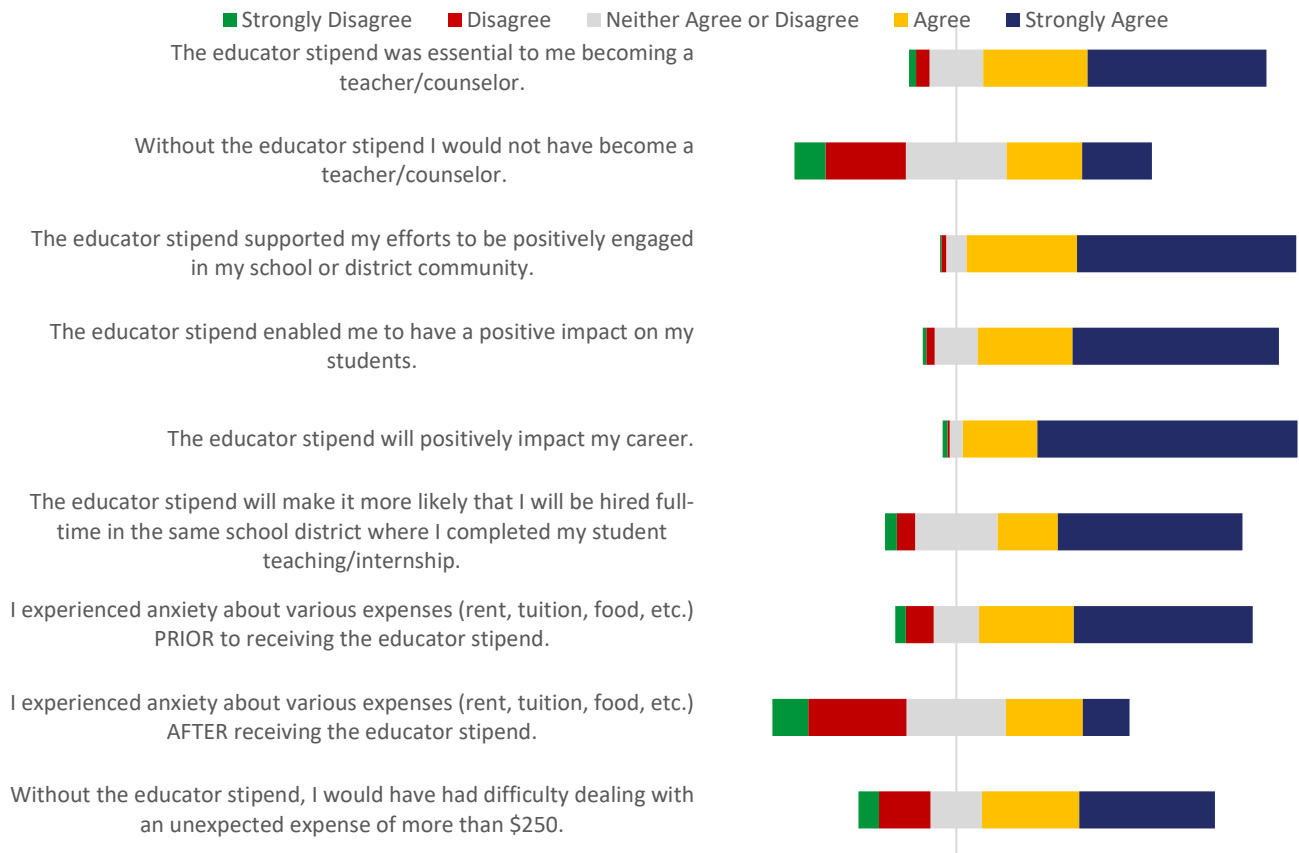
79% of respondents reported that the program was essential to them becoming a teacher or counselor.

94% of respondents reported that the financial assistance will positively impact their career.

93% of respondents reported that the financial assistance supported their efforts to be positively engaged in their school or district community.

Figure 3 and Appendix B present detailed survey results.

**Figure 3. Perception Survey Results for ERR Recipients in the 2022-23 School Year**



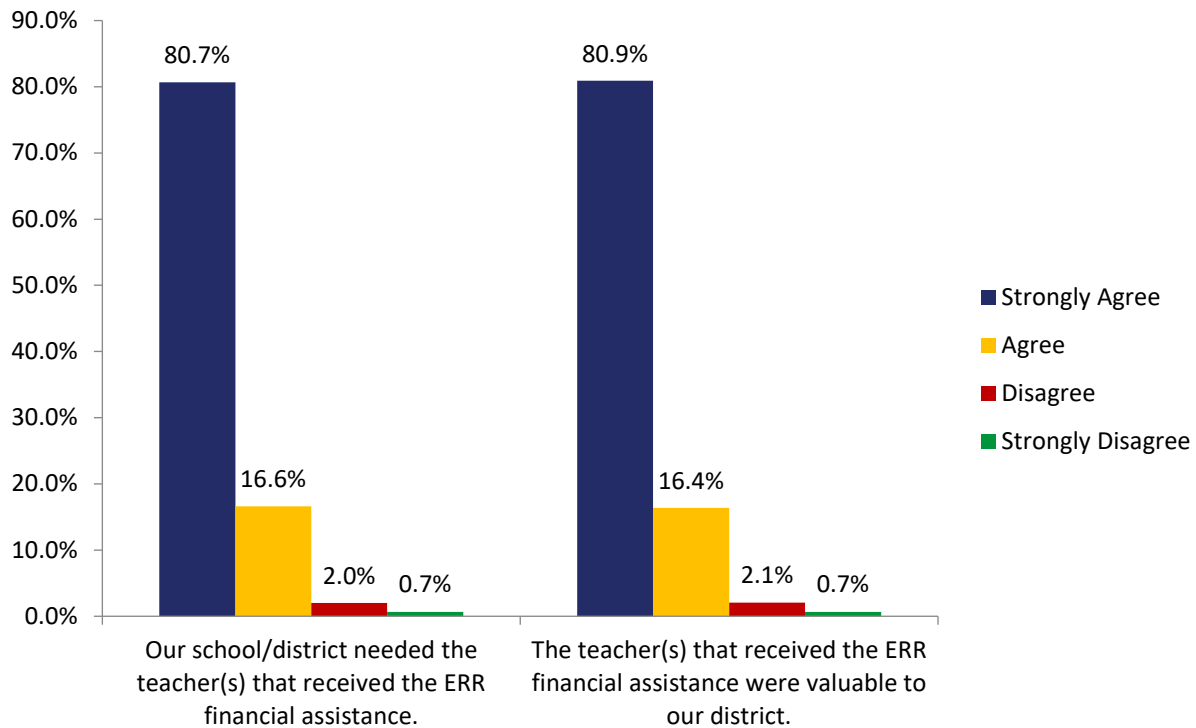
More than 25% of respondents shared additional thoughts about the ERR Program. The comments were overwhelmingly positive and included gratitude for the financial assistance. Select responses include:

- “It [the financial assistance] was really helpful. Before the stipend, my whole paycheck was going to pay for the alternative program, and I was racking up a lot of credit card debt.”
- “The ERR stipend was truly a Godsend. I wanted to become a teacher but thinking of how to pay or if I would even be able to afford it with all of the inflation going on now was causing a lot of stress and friction in my marriage and household. Everything is so much more expensive now. It is difficult to buy food and clothing at current prices. The ERR grant was a blessing from above! THANK YOU!”
- “I took an enormous pay cut to become a teacher from my previous job. The educator stipend made a huge difference in the amount of money that I was able to take home this year & made it possible not to decimate my savings. It was absolutely critical and crucial to my all aspects of my well-being this year.”
- “I very much appreciate the financial assistance. Paying for the licensing program myself was possible, but it would have made a big dent in my family's savings.”

## Local Education Agencies Survey Results

More than 97% of LEAs strongly agree or agree that the teachers were needed and were valuable to the schools they were in.

**Figure 4. Perception Survey Results from LEAs for the 2022-23 School Year**



## Recommendations for ERR Program

Per C.R.S. 22-60.3-205(1)(h), this report must include any recommendations for legislative or regulatory changes to facilitate the effective implementation of the program. Below are CDE recommendations for the ERR Program:

- Continue to support new and future teachers through the ERR Program as an avenue to address the teacher shortage areas in the state and potentially increase the diversity of Colorado’s teachers. As a note, as of the time of this report, the 1<sup>st</sup> of 4 application windows for the 2023-24 school year has ended, and 81% of the funds available for 2023-24 have already been awarded to new educators.
- Consider increasing the capacity for the ERR Program to support increasing demand through existing and new pathways, such as [the apprenticeship pathway](#), and allow for additional focus on special services providers.



---

## Conclusion

---

In 2022-23, the ERR Financial Assistance Program, established pursuant to S.B. 21-185, provided tuition assistance for 749 educators in Colorado. To do this, \$5.1 million was awarded 749 educators for financial assistance for one or more years. In 2022-23, \$4.4 million was paid to 34 EPPs to support these educators. Twenty-four percent of recipients identify as educators of color, and 28% identified as male or non-binary, as compared to the makeup of Colorado's teachers in the 2022-23 school year, 15% and 22%, respectively. Of the first 80 educators who received the financial assistance in 2021-22, 78 (98%) were retained as educators in rural districts, as intended. Since 2021, the ERR Program has provided over \$5.5 million in financial support to 829 educators. Rural, urban and suburban school districts benefit from this financial assistance program, and it is increasing the diversity of educators in our Colorado schools.



## Appendix A: Perception Survey Questions

---

### Q1. What is your role?

Educator (stipend recipient)  
School Support Professional (school psychologist, school nurse, speech therapist, audiologist, occupational therapist, etc.)  
Paraprofessional  
District-level personnel  
School-level personnel  
BOCES personnel  
Charter School personnel

### [Questions for Financial Assistance Recipients]

### Q2. What educator preparation program did you attend?

Adams State University- Alternative Program  
Adams State University- Traditional Program  
Boulder Journey School  
Centennial BOCES  
Colorado Christian University- Alternative Program  
Colorado Christian University- Traditional Program  
Colorado College  
Colorado Mesa University  
Colorado Mountain College- Alternative Program  
Colorado Mountain College- Traditional Program  
Colorado River BOCES  
Colorado School of Mines  
Colorado State University  
Colorado State University- Global Campus  
Colorado State University- Pueblo - Alternative Program  
Colorado State University- Pueblo - Traditional Program  
Denver College of Nursing  
Denver Seminary  
Eagle Rock School & Professional Development  
East Central BOCES  
Emporia State University  
Fort Lewis College- Alternative Program  
Fort Lewis College- Traditional Program  
Fort Morgan School District RE-3  
Friends School  
Metropolitan State University of Denver- Alternative Program  
Metropolitan State University of Denver- Traditional Program  
Mountain BOCES  
Northeast BOCES  
Northwest BOCES  
Pikes Peak BOCES





Public Education Business Coalition  
Regis University  
Relay Graduate School of Education- Alternative Program  
Relay Graduate School of Education- Traditional Program  
Rocky Mountain College of Art + Design  
San Luis Valley BOCES  
South Central BOCES  
Southeastern BOCES  
Uncompahgre BOCES  
University of Colorado Boulder  
University of Colorado- Colorado Springs- Alternative Program  
University of Colorado- Colorado Springs- Traditional Program  
University of Colorado- Denver- Alternative Program  
University of Colorado- Denver- Traditional Program  
University of Denver  
University of Northern Colorado  
Western Colorado University- Alternative Program  
Western Colorado University- Traditional Program

**Q3. Regarding the educator stipend, which of the following statements are true: (check all that apply)**

- I was planning to continue my program regardless of the educator stipend.
- I was considering delaying my program due to financial issues.
- I was considering delaying my program due to non-financial reasons.
- I was considering dropping out of my program due to financial issues.
- I was considering dropping out of my program due to non-financial reasons.

**Q4. Rank the following ways the educator stipend was most impactful for you.**

- Helped pay for the rent or mortgage
- Allowed me to be more focused on coursework and student teaching experience
- Helped pay credit card or other loan payments
- Eliminated or reduced the number of hours worked at another job
- Helped pay for medical bills/health insurance
- Reduced student loans
- Helped pay for groceries/food
- Helped pay for other necessities (transportation, utilities)

**Q5. To what extent do you agree or disagree with the following statements:**

- The educator stipend was essential to me becoming a teacher/counselor.
- Without the educator stipend I would not have become a teacher/counselor.
- The educator stipend supported my efforts to be positively engaged in my school or district community.
- The educator stipend enabled me to have a positive impact on my students.
- The educator stipend will positively impact my career.
- The educator stipend will make it more likely that I will be hired full-time in the same school district where I completed my student teaching/internship.
- I experienced anxiety about various expenses (rent, tuition, food, etc...) PRIOR to receiving the educator stipend.



I experienced anxiety about various expenses (rent, tuition, food, etc...) AFTER receiving the educator stipend.

Without the educator stipend, I would have had difficulty dealing with an unexpected expense of more than \$250.

**Q6. Prior to receiving the educator stipend, what was your estimated take-home pay from all your jobs?**

Less than \$1,000 a month

\$1,000 to \$2,500 a month

More than \$2,500 a month

I did not have a wage earning job

**Q7. Did receiving the educator stipend affect or impact your financial aid award?**

Yes

No

I don't know

**Q8. How was your financial aid impacted? (Open-ended response)**

**Q9. Please share any additional thoughts about the educator stipend.**

**[District/School/BOCES/Charter School Personnel Questions]**

**Q10. Please share your thoughts on the following:**

Our school/district needed the teacher(s) that received the ERR financial assistance.

The teacher(s) that received the ERR financial assistance were valuable to our district.

Answer Options: Strongly Agree, Agree, Disagree, Strongly Disagree

**Q11. What was the impact, if any, of the teacher(s) that received the ERR financial assistance on class sizes?**

Had no impact

Allowed class sizes to remain stable

Allowed class sizes to decrease

**Q12. What was the impact, if any, of the teacher(s) that received the ERR financial assistance on student access to learning supports (e.g. small group instruction, 1-on-1 support)?**

Had no impact

Increased access to learning supports

Decreased access to learning supports

**Q13. What was the impact, if any, of the teacher(s) that received the ERR financial assistance on student access to before and/or after school activities?**

Had no impact

Increased access to before and/or after school activities

Decreased access to before and/or after school activities

**Q14. Please share any additional information on how the teacher and teacher stipend impacted your school district.**



## Appendix B: Survey Results for Teacher Perception Questions

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
The educator stipend was essential to me becoming a teacher/counselor.	50.00%	29.19%	15.10%	3.69%	2.01%
Without the educator stipend I would not have become a teacher/counselor.	19.46%	21.14%	28.19%	22.48%	8.72%
The educator stipend supported my efforts to be positively engaged in my school or district community.	61.62%	30.98%	5.72%	1.35%	0.34%
The educator stipend enabled me to have a positive impact on my students.	57.91%	26.60%	12.12%	2.36%	1.01%
The educator stipend will positively impact my career.	73.31%	20.95%	3.72%	0.68%	1.35%
The educator stipend will make it more likely that I will be hired full-time in the same school district where I completed my student teaching/internship.	51.68%	16.78%	23.15%	5.03%	3.36%
I experienced anxiety about various expenses (rent, tuition, food, etc.) PRIOR to receiving the educator stipend.	50.00%	26.51%	12.75%	7.72%	3.02%
I experienced anxiety about various expenses (rent, tuition, food, etc.) AFTER receiving the educator stipend.	13.09%	21.48%	27.85%	27.52%	10.07%
Without the educator stipend, I would have had difficulty dealing with an unexpected expense of more than \$250.	38.05%	27.27%	14.48%	14.48%	5.72%



## Appendix C: List of Local Education Agencies (LEAs) with Number of ERR Program Recipients

Name of LEA	Rural Status (if applicable)	Number of ERR Recipients	Percent of Total ERR Recipients
Academy School District 20		23	3.1
Adams 12 Five Star Schools		16	2.1
Adams County School District 14		1	0.1
Adams-Arapahoe 28J (Aurora)		21	2.8
Agate 300	Small Rural	3	0.4
Aguilar Reorganized 6	Small Rural	1	0.1
Akron R-1	Small Rural	2	0.3
Alamosa RE-11J	Rural	3	0.4
Archuleta County 50 JT	Rural	5	0.7
Arickaree R-2	Small Rural	1	0.1
Aspen 1	Rural	4	0.5
Ault-Highland RE-9	Small Rural	2	0.3
Bennett 29J	Rural	9	1.2
Bethune R-5	Small Rural	2	0.3
Big Sandy 100J	Small Rural	2	0.3
Boulder Valley RE 2		9	1.2
Brush RE-2(J)	Rural	4	0.5
Buffalo RE-4	Small Rural	1	0.1
Burlington RE-6J	Small Rural	2	0.3
Calhan RJ-1	Small Rural	1	0.1
Canon City RE-1	Rural	12	1.6
Centennial R-1	Small Rural	1	0.1
Center 26 JT	Small Rural	3	0.4
Charter School		1	0.1
Charter School Institute (CSI)		12	1.6
Cherry Creek 5		6	0.8
Cheyenne County RE-5	Small Rural	1	0.1
Cheyenne Mountain 12		2	0.3
Colorado River BOCES		3	0.4
Colorado Springs 11		25	3.3
Cripple Creek-Victor RE-1	Small Rural	1	0.1
Custer County School District C-1	Small Rural	1	0.1
Deer Trail 26J	Small Rural	5	0.7
Delta County 50(J)	Rural	12	1.6
Denver County 1		62	8.3
District 49 (Falcon)		31	4.1
Dolores RE-4a	Small Rural	1	0.1
Douglas County RE 1		40	5.3
Durango 9-R	Rural	6	0.8
Eagle County RE 50	Rural	8	1.1



Name of LEA	Rural Status (if applicable)	Number of ERR Recipients	Percent of Total ERR Recipients
East Grand 2	Rural	4	0.5
Eaton RE-2	Rural	3	0.4
Elbert 200	Small Rural	3	0.4
Elizabeth School District	Rural	4	0.5
Ellicott 22	Small Rural	2	0.3
Estes Park R-3	Rural	2	0.3
Facility School		5	0.7
Fort Morgan RE-3	Rural	16	2.1
Fountain-Ft. Carson 8		7	0.9
Fremont RE-2	Rural	4	0.5
Garfield 16	Rural	2	0.3
Garfield RE-2	Rural	8	1.1
Genoa-Hugo C113	Small Rural	2	0.3
Greeley 6		10	1.3
Gunnison Watershed RE1J	Rural	4	0.5
Hanover 28	Small Rural	1	0.1
Harrison 2		29	3.9
Haxtun RE-2J	Small Rural	2	0.3
Hayden RE-1	Small Rural	2	0.3
Hi-Plains R-23	Small Rural	2	0.3
Hoehne Reorganized 3	Small Rural	1	0.1
Holyoke RE-1J	Small Rural	2	0.3
Idalia RJ-3	Small Rural	1	0.1
Ignacio 11 JT	Small Rural	6	0.8
Jefferson County R-1		9	1.2
Johnstown-Milliken RE-5J (Weld 5)	Rural	1	0.1
Karval RE-23	Small Rural	1	0.1
Kiowa C-2	Small Rural	2	0.3
Lake County R-1	Small Rural	8	1.1
Lamar RE-2	Rural	2	0.3
Las Animas RE-1	Small Rural	2	0.3
Lewis-Palmer 38		3	0.4
Liberty J-4	Small Rural	2	0.3
Limon RE-4J	Small Rural	2	0.3
Littleton 6		3	0.4
Mancos RE-6	Small Rural	1	0.1
Manzanola 3J	Small Rural	1	0.1
Mapleton 1		7	0.9
Meeker RE1	Small Rural	1	0.1
Mesa County Valley 51		15	2.0
Moffat 2	Small Rural	2	0.3
Moffat County RE: No 1	Rural	4	0.5
Monte Vista C-8	Small Rural	3	0.4



Name of LEA	Rural Status (if applicable)	Number of ERR Recipients	Percent of Total ERR Recipients
Montezuma-Cortez RE-1	Rural	6	0.8
Montrose County RE-1J	Rural	14	1.9
Mountain Valley RE 1	Small Rural	1	0.1
North Conejos RE-1J	Small Rural	2	0.3
North Park R-1	Small Rural	1	0.1
Northeast BOCES		1	0.1
Norwood R-2J	Small Rural	1	0.1
Otis R-3	Small Rural	4	0.5
Park County RE-2	Small Rural	3	0.4
Pawnee RE-12	Small Rural	1	0.1
Peyton 23 JT	Small Rural	1	0.1
Pikes Peak BOCES		2	0.3
Plateau RE-5	Small Rural	1	0.1
Plateau Valley 50	Small Rural	2	0.3
Platte Canyon 1	Small Rural	4	0.5
Platte Valley RE-7	Rural	1	0.1
Poudre R-1		12	1.6
Prairie RE-11	Small Rural	1	0.1
Pueblo City 60		5	0.7
Pueblo County 70		6	0.8
Rangely RE-4	Small Rural	2	0.3
Revere School District	Small Rural	1	0.1
Roaring Fork RE-1	Rural	8	1.1
Rocky Ford R-2	Small Rural	2	0.3
Salida R-32	Rural	5	0.7
San Luis Valley BOCES		1	0.1
Sanford 6J	Small Rural	1	0.1
Sangre De Cristo RE-22J	Small Rural	1	0.1
Sargent RE-33J	Small Rural	1	0.1
School District 27J (Brighton)		16	2.1
Sheridan 2		2	0.3
Sierra Grande R-30	Small Rural	3	0.4
South Central BOCES		1	0.1
South Conejos RE-10	Small Rural	1	0.1
Springfield RE-4	Small Rural	1	0.1
St Vrain Valley RE 1J		19	2.5
Steamboat Springs RE-2	Rural	8	1.1
Strasburg 31J	Rural	1	0.1
Stratton R-4	Small Rural	2	0.3
Summit RE-1	Rural	5	0.7
Swink 33	Small Rural	1	0.1
Telluride R-1	Small Rural	3	0.4
Thompson R-2J		11	1.5



<b>Name of LEA</b>	<b>Rural Status (if applicable)</b>	<b>Number of ERR Recipients</b>	<b>Percent of Total ERR Recipients</b>
Upper Rio Grande C-7 (Del Norte)	Small Rural	1	0.1
Valley RE-1	Rural	3	0.4
Weld County RE-1	Rural	4	0.5
Weld County School District RE-3J	Rural	5	0.7
Weld RE-8 Schools	Rural	6	0.8
West Grand 1-JT	Small Rural	2	0.3
Widefield 3		6	0.8
Wiggins RE-50(J)	Small Rural	2	0.3
Windsor RE-4		10	1.3
Woodland Park RE-2	Rural	3	0.4
Wray RD-2	Small Rural	4	0.5
Yuma 1	Small Rural	2	0.3
<b>Total</b>		<b>749</b>	<b>100.0</b>



## Endnotes

---

<sup>i</sup> For information about the educator shortage areas, visit <https://www.cde.state.co.us/educatortalent/edshortage-surveyresults>

<sup>ii</sup> Due to multi-year awards, less than \$5 million was expended in the 2022-23 fiscal year; \$555,498 was encumbered but not paid out in 2022-23. CDE adjusted the application process, so this will not be an issue in future years.

<sup>iii</sup> See endnote ii.

<sup>iv</sup> Steven G. Rivkin & Eric A. Hanushek & John F. Kain, "Teachers, Schools, and Academic Achievement," *Econometrica*, 73 no.2 (2005): 417-458.

Chetty, Raj, John N. Friedman, and Jonah E. Rockoff, "Measuring the Impacts of Teachers I: Evaluating Bias in Teacher Value-Added Estimates." *American Economic Review*, 104 no. 9 (2014): 2593-2632.

<sup>v</sup> The "big five" personality traits were first defined by McCrae and Costa (1987). They include conscientiousness, openness to experience, neuroticism, extraversion and agreeableness. Grit was developed by Duckworth, et al. (2007).

C. Kirabo Jackson. "What Do Test Scores Miss? The Importance of Teacher Effects on Non-Test Score Outcomes." *Journal of Political Economy* 126, no. 5 (2018): 2072-2107

McCrae, R. R., & Costa, P. T. "Validation of the five-factor model of personality across instruments and observers." *Journal of Personality and Social Psychology*, 52, no. 1(1987): 81-90.

Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. "Grit: Perseverance and passion for long-term goals." *Journal of Personality and Social Psychology*, 92 no. 6 (2007): 1087-1101.

<sup>vi</sup> Emma Goldberg, "As Pandemic Upends Teaching, Fewer Students Want to Pursue It." *The New York Times*, March 27, 2021.

Liam Knox, "Teacher Education Programs Desperately Seek Students." *Inside Higher Education*, August 28, 2022.

<sup>vii</sup> Due to the State Board of Education's timing of rule promulgation, it is important to note that the 2021-22 ERR application was only open for three months in the spring 2022.

<sup>viii</sup> For information about the educator shortage areas, visit <https://www.cde.state.co.us/educatortalent/edshortage-surveyresults>

<sup>ix</sup> <https://www.cde.state.co.us/educatortalent/educatorrecruitmentandretention>

<sup>x</sup> Some reasons why applicants did not meet qualifications include: received assistance in the previous year, no shortage area selected on application, incorrect school district information and out of date cost forms.

<sup>xi</sup> Teacher of Color includes all individuals that choose any ethnicities other than White (including if they also selected White) and individuals who identified Hispanic (regardless of race). This differs from how CDE identifies two or more races.

<sup>xii</sup> TEE educators and current paraprofessionals are enrolled in traditional educator preparation programs.

<sup>xiii</sup> For a complete list of EPP programs, visit [https://www.cde.state.co.us/educatortalent/educator\\_preparation\\_search\\_engine](https://www.cde.state.co.us/educatortalent/educator_preparation_search_engine)

<sup>xiv</sup> Agriculture is only a content shortage area in rural school districts.

<sup>xv</sup> Family and Consumer Education is only a content shortage area in rural school districts.

<sup>xvi</sup> Nine teachers moved directly from having an alternative license to a professional license.

<sup>xvii</sup> The no teaching credential includes 18 current paraprofessionals and 18 recipients in an alternative teaching program.

<sup>xviii</sup> One of the 2022-23 paraprofessionals holds a Teacher of Record license and is enrolled in an alternative EPP as of July 31, 2023 (the date that licensure records were pulled for this report).