



COLORADO
Department of Education

Retaining Teachers Grant Program Report

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Colorado Joint Budget Committee
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Table of Contents

Executive Summary	3
Background	3
Cohort 1	3
Cohort 2	3
Introduction	4
Rule Development and Adoption	4
Allowable Grant Initiatives	4
Available Funding	4
Cohort 1	5
Overview	5
Year One Progress	7
Aurora Public Schools	8
Denver Public Schools	9
Garfield Re-16	10
Garfield Re-2	10
Hayden School District	11
Montezuma Cortez School District	12
Northeast BOCES	13
San Luis Valley BOCES	13
West Grand School District	14
Grant Funding for Year Two	15
Cohort 2	16
Applicants and Grantees	16
Initiatives and Grant Awards	17
Conclusion	20



Executive Summary

The Retaining Teachers Grant Program (RTGP) was created in 2018 (C.R.S. 22-98-101, et seq.) to decrease the teacher shortage in Colorado by increasing teacher retention through the implementation of research-based retention strategies. The purpose of RTGP is to provide districts, schools, and boards of cooperative services (BOCES) funding for up to three years to implement one or more research-based teacher retention initiatives suited to their local context.

In the first year of the grant, one cohort received funding for three years, utilizing all \$3 million allocated in legislation. During the 2019 legislative session, and the second year of the grant, the Colorado state legislature approved an additional \$3 million in program funding for fiscal years 2019-2020 and 2020-2021. As a result, a second cohort was formed to receive a two-year grant. This report details the year one outcomes of the first cohort as well as information regarding the creation of the second cohort.

Background

During the summer and fall of 2017, the Colorado Department of Education (CDE) and the Colorado Department of Higher Education (CDHE) conducted an in-depth study of teacher shortages throughout the state. In response to documented teacher shortages throughout the state of Colorado, the legislature passed multiple initiatives aimed at alleviating these shortages. One such initiative is the RTGP, which provides districts, BOCES, and/or charter schools funding to implement teacher retention strategies that will best meet their unique needs.

Cohort 1

In response to the first request for proposals (RFPs), the department received twenty-seven applications in January 2019, eighteen of which met the minimum requirements for funding. To remain within authorized funding levels, the top nine RFPs were funded at approximately 87% of their requested budgets.

In the 2018-2019 fiscal year, CDE allocated \$915,882.00 in grant funds for year one of Cohort 1. Grant funds were used to implement a wide range of allowable retention initiatives. The nine grant recipients represent thirty-three school districts employing 3,765 teachers and serving 61,150 students. Funding for year one, or 2018-2019, was dispersed for Cohort 1 grant awardees in May 2019 due to the processes required for implementing this new legislation, including promulgating rules, releasing the request for proposals, reviewing the proposals, and gaining state board approval of grantees and their awards. Awardees were given until December 31, 2019 to expend year one funds. As a result, implementation is still in its early stages. Awardees that were unable to reach their retention goals for year one indicated that their inability stemmed from this timeline for implementing their retention initiatives. However, awardees expressed the belief that this will not impede their ability to reach their year two and three retention goals.

Due to the additional allocated funding for the 2019-2020 and 2020-2021 fiscal years, the year two and three budgets for Cohort 1 were restored to their original requested amounts. In November 2019, the State Board approved an additional \$1,088,255.00 in funding for Cohort 1 in year two, for a total of \$2,004,137.00 in funding for Cohort 1 grant awardees in years one and two.

Cohort 2

After restoring the original requested funds among Cohort 1 awardees, the additional \$3 million the Colorado state legislature approved in program funding for fiscal years 2019-2020 and 2020-2021 were used to issue a



second RFP process in the summer of 2019. The department received thirty-eight proposals from nineteen school districts, four BOCES, and fifteen charter schools. Twenty-three proposals met the minimum requirements for funding. In order to maximize the number of proposals funded while maintaining the amount of funds requested, the top twelve proposals were funded. These twelve were funded at over 89% of their requested amounts.

Introduction

In response to documented teacher shortages throughout the state of Colorado, the Retaining Teachers Grant Program was created in 2018, which provides districts, BOCES, and/or charter schools funding to implement teacher retention strategies based on their individual context. Each grant is awarded for up to three years, subject to state board review and contingent upon annual appropriations by the state legislature. Grant funding must be used to supplement, not supplant, existing resources that grantees apply to their teacher retention initiatives.

Rule Development and Adoption

During the September 2018 Colorado State Board of Education meeting, the board announced the Notice of Rulemaking for the Retaining Teachers Grant Program. The proposed rules were then opened for public comment until mid-November. After incorporating stakeholder feedback as appropriate, the revised rules were presented to and approved by the board during the November 15, 2018 meeting. The Request for Proposals was subsequently released with proposals for Cohort 1 due on January 11, 2019.

Allowable Grant Initiatives

To assist in retaining teachers, local education providers may implement one or more of the following allowable services and/or activities:

- Job sharing for teachers;
- Providing on-site early childhood care services for family members of educators;
- Robust teacher induction programs for new teachers;
- Peer review and mentorship programs and other career development and advancement strategies;
- Programs to provide professional development for the creation and implementation of career advancement pathways for master teacher and teacher leadership positions for effective teachers;
- Incentive programs to recognize and retain highly effective teachers;
- Reduced teacher-student contact hours and increased planning, mentoring, and collaboration time for new teachers and mentor teachers; and
- Increased use of technology in blended learning initiatives to create opportunities and financial incentives for teacher development and career advancement and cost savings to support salary increases.

Retaining Teachers Grant Program Overview

- Provides districts, BOCES, and/or charter schools funding to implement teacher retention strategies based on their individual context
- Two Cohorts of grant awardees
- Cohort 1 grantees awarded for three years starting with the 2018-2019 school year
- Cohort 2 grantees awarded for two years starting with the 2019-2020 school year



Available Funding

With its passage during the 2018 legislative session, \$3 million was appropriated in total towards this grant program for fiscal years 2018-2019, 2019-2020, and 2020-2021. This appropriation allowed the department to fund half of eligible proposals, and the funded proposals were required to reduce their budgets by approximately thirteen percent for all three years of the grant. As a result of this high demand, an additional \$3 million was appropriated towards this grant program during the 2019 legislative session for the 2019-2020 and 2020-2021 fiscal years. This additional funding allowed for the initiatives being pursued by Cohort 1 to be fully funded in years two and three. Once the funding for Cohort 1 initiatives was restored, approximately \$2.87 million was available to be awarded to a second cohort to implement two-year initiatives. Table 1 provides the implementation timeline for both cohorts of grantees.

TABLE 1: Grant Award Years for Cohort 1 and Cohort 2

	2018-2019	2019-2020	2020-2021
Cohort 1	Year 1*	Year 2	Year 3
Cohort 2	--	Year 1	Year 2

*Year 1 for Cohort 1 extended through December 31, 2019.

The subsequent sections of this report will detail the outcomes of Cohort 1 in year one and the grant awards process for Cohort 2.

Cohort 1

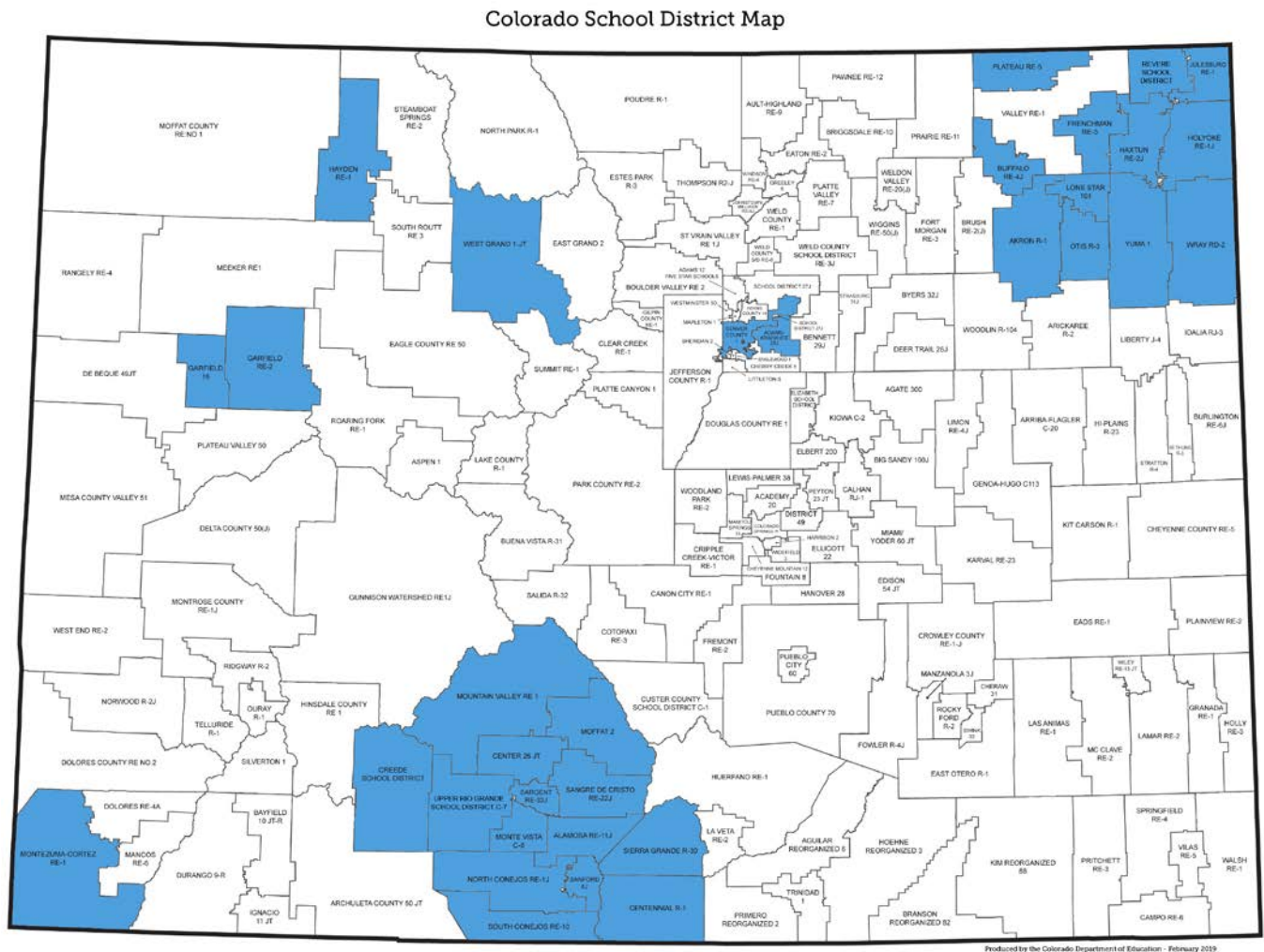
Overview

Directly following the passage of the rules for the Retaining Teachers Grant Program by the State Board of Education, the RFP for Cohort 1 was released on November 16, 2018. Proposals were due January 11, 2019; the department received twenty-seven proposals, which were then reviewed by teams of content experts. Reviews were based on the applicant’s capacity to successfully implement the proposed initiative(s), the likelihood the initiative(s) will result in increased retention, the cost-effectiveness of the proposal, and the plan for sustainability of the initiative(s) beyond the life of the grant. Additionally, priority was given to applicants with high teacher turnover rates and those serving low-performing schools.¹ Based on reviews, eighteen applications met the minimum requirements for funding. Due to funding limitations, the top nine applicants were selected. During their May 2019 meeting, the State Board of Education approved the reviewer recommended nine grant recipients and award amounts.

The Cohort 1 grantees are Aurora Public Schools, Denver Public Schools, Garfield School District No. 16, Garfield School District No. 2, Hayden School District, Montezuma-Cortez School District, Northeast BOCES, San Luis Valley BOCES, and West Grand School District. With the exception of Aurora Public Schools and Denver Public Schools, awarded districts targeted all of their schools with their retention initiatives. Aurora Public schools targeted their traditional (non-charter) public schools in their initiatives, and Denver Public Schools targeted seven of their highly impacted² schools (Trevista at Horace Mann, Center for Talent Development at Greenlee, Goldrick Elementary School, Gust Elementary School, North High School, McAuliffe at Manual Middle School, and Dr. Martin Luther King Early College). Northeast BOCES targeted twelve districts: Akron R-1, Buffalo RE-4J,

Frenchman RE-3, Haxtun RE-2J, Holyoke RE-1J, Julesburg RE-1, Lone Star 101, Otis R-3, Plateau RE-5, Revere, Wray RE-2, and Yuma R-1. San Luis Valley BOCES targeted fourteen districts: Alamosa RE-11J, Centennial R-1, Center 26JT, Creede, Upper Rio Grande C-7, Moffat 2, Monte Vista C-8, Mountain Valley RE-1, North Conejos RE-1J, Sanford 6J, Sangre de Cristo RE-22J, Sargent RE-33J, Sierra Grande R-30, and South Conejos RE-10. Northeast BOCES and San Luis Valley BOCES targeted all schools in their targeted districts with their retention initiatives. Figure 1 maps the districts participating in Cohort 1 of the Retaining Teachers Grant Program.

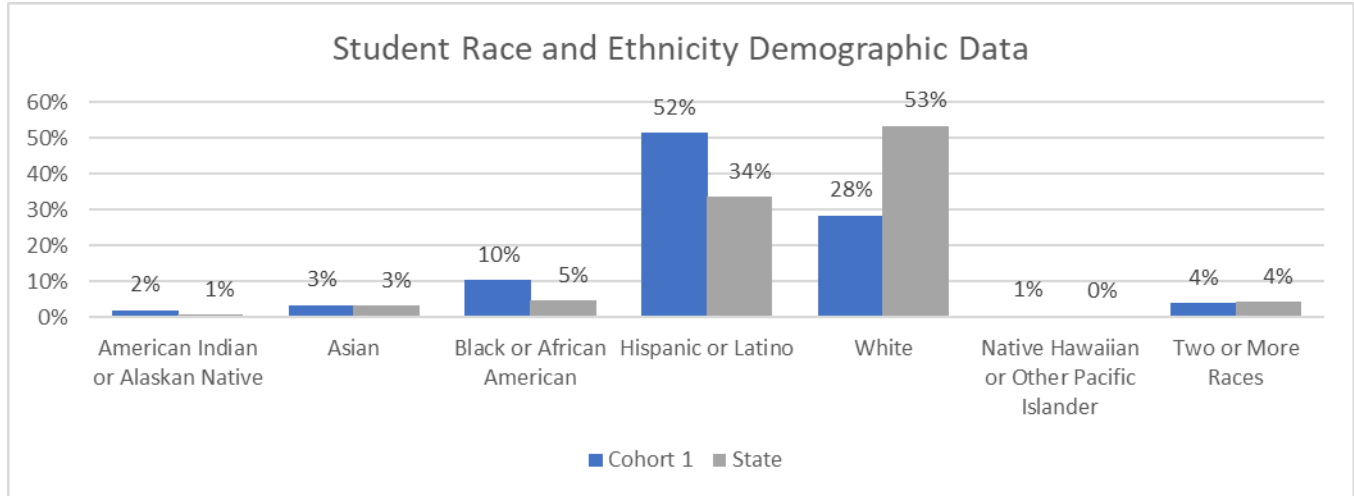
FIGURE 1: Map of Cohort 1 Grantees



The districts and schools targeted by Cohort 1 grantees employ 3,765 teachers and serve 61,150 students.³ This represents approximately seven percent of teachers and students in the state. Of the students served by Cohort 1 grantees, 64% are eligible for free and reduced lunch compared to 41% of students statewide. Twenty-nine percent of students served by targeted districts and schools are identified as English Language Learners (ELLs) compared to 14% of students statewide. Thirteen percent of students in districts and schools targeted by Cohort 1 are identified as special education students compared to 11% of students statewide. Additionally, 72% of students are identified as a minority compared to approximately 47% statewide. Figure 2 shows the breakdown

of student racial/ethnic composition for districts and schools targeted by Cohort 1 grantees in comparison to the statewide student racial/ethnic composition.

FIGURE 2: Student Race/Ethnicity Distribution in Schools Targeted by Cohort 1



Year One Progress

Grantees set their own goals based on their initial challenges with retention and their specific retention initiative. Some grantees set goals around increasing retention or decreasing turnover, while others set goals around reducing the number of unfilled positions or positions filled through shortage mechanisms such as hiring long-term substitutes, retired educators, emergency candidates, and alternative licensure candidates.

Due to the timeline associated with promulgating rules, releasing the request for proposals, reviewing the proposals, and gaining state board approval of grantees and their awards, year one funding for Cohort 1 grantees was not dispersed until May 2019.⁴ The progress grantees made towards their teacher retention goals should be interpreted with caution since many grantees did not have sufficient time to fully implement their retention initiatives as planned for the 2018-2019 school year. Additionally, one grantee, Aurora Public Schools, was unable to spend any funds during this first year due to an error in the grant award letter.⁵

Seven of the nine grantees were able to meet one or more of their teacher retention goals. Two grantees were able to meet all of their retention goals by sharing information with their staff at the end of the 2018-2019 school year about the initiatives they planned to implement in the 2019-2020 school year. Five grantees were able to meet some, but not all, of their retention goals; the majority of these grantees indicated they could only implement some of their initiatives in the 2018-2019 school year, while other initiatives could not be implemented until the 2019-2020 school year. The remaining two grantees who were unable to meet any of their goals indicated that implementation of their initiatives had to occur during the 2019-2020 school year instead of the 2018-2019 school year due to the grant disbursement time table.

The following sections provide specific information on the type and description of the initiatives pursued, the initial retention and goals set by subject area and grade level, and the progress made towards each goal for each Cohort 1 grantee. Please note that the number of each type of initiative funded that was reported in the prior year’s program report was based on the type of initiatives the applicants indicated in their RFPs.⁶



Aurora Public Schools

Aurora Public Schools seeks to use the Retaining Teachers Grant Program funding to expand their induction programming for new teachers by re-establishing a mentor-based induction model, providing targeted professional development based on the new teachers’ context, and developing teacher leaders to support new teachers. As noted above, Aurora was unable to implement their retention initiatives in year one due to an error in the grant award letter that prevented them from spending grant funding. Now that the error has been resolved, the initiative will be implemented starting in the 2019-2020 school year. Aurora’s progress towards their year 1 goals of reducing the number of positions filled by long-term substitutes and alternative licensure candidates by ten percent and reducing the number of unfilled positions by ten percent will be measured against their updated retention data collected at the start of the 2019-2020 school year.

Aurora Public Schools				
Type of Initiative		Description of Initiative		
Robust teacher induction programs for new teachers		<ul style="list-style-type: none"> Implement a mentor-based induction model, including differentiated pathways for supporting first, second, and third year teachers as well as professionally licensed educators new to the district. 		
Reduced teacher-student contact hours and increased planning, mentoring, and collaboration time for new teachers and mentor teachers				
Peer review and mentorship programs and other career development and advancement strategies		<ul style="list-style-type: none"> Develop teacher leaders to support new teachers as a part of the induction model. 		
Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2018-2019 school year)	Goal for 2019-2020 school year	Progress towards Goal	Met Annual Goal?
Elementary Kindergarten - 5th Grade	115 of 140 retained 10 positions filled by long-term substitutes 2 positions filled by alternative licensure candidates 13 unfilled positions	10% reduction in positions filled by long-term substitutes and alternative licensure candidates 10% reduction in unfilled positions	119 of 139 retained 16 positions filled by long-term substitutes 1 position filled by alternative licensure candidates 3 unfilled positions	No
Special Education Kindergarten - 12th Grade	13 of 75 retained 4 positions filled by long-term substitutes 2 positions filled by retired educators 3 positions filled by alternative licensure candidates 4 unfilled positions	10% reduction in positions filled by long-term substitutes and alternative licensure candidates 10% reduction in unfilled positions	72 of 118 retained 15 positions filled by long-term substitutes 4 positions filled by retired educators 9 positions filled by alternative licensure candidates 18 unfilled positions	No
Mathematics, English Language Arts, and Science 6 th - 12 th Grade	93 of 132 retained 6 positions filled with long term substitutes 6 positions filled by alternative licensure candidates 27 unfilled positions	10% reduction in positions filled by long-term substitutes and alternative licensure candidates 10% reduction in unfilled positions	77 of 131 retained 9 positions filled by long-term substitutes 14 positions filled by alternative licensure candidates 31 unfilled positions	No



Denver Public Schools

Denver Public Schools targeted their new teachers in their most highly impacted schools by providing a more robust teacher induction program, including reduced teacher-student contact hours to increase planning, instructional support, and collaboration time. Grant funding is being used to support the salaries of these new teachers, called Associate Teachers, in order to provide these experiences while ensuring that instructional time for students is not impacted. Due to the timing of the release of grant funds, the first Associate Teachers were hired for the 2019-2020 school year. As such, although Denver was unable to meet certain goals around the hiring of alternative licensure candidates, no changes were made to their year two and three goals because their program is too early in the implementation stages to gauge whether adjustments are needed.

Denver Public Schools				
Type of Initiative		Description of Initiative		
Robust teacher induction programs for new teachers Reduced teacher-student contact hours and increased planning, mentoring, and collaboration time for new teachers and mentor teachers		<ul style="list-style-type: none"> Expand Associate Teacher program in which newly licensed teachers spend 50% of their time leading a classroom with a mentor and 50% of their time receiving supports in instruction and delivery. 		
Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2018-2019 school year)	Goal for 2019-2020 school year	Progress towards Goal	Met Annual Goal?
New teachers in highly impacted schools Kindergarten - 12 th Grade	59% retention rate	87% retention rate among Associate Teachers placed in highly impacted schools	100% retention rate among Associate Teachers	Yes
Mathematics 6 th - 12 th Grade	75% retention rate 4 vacancies at start of year 9 positions filled by alternative licensure and emergency candidates	0 positions filled by emergency candidates Fewer than 4 alternative licensure candidates hired	0 positions filled by emergency candidates 4 positions filled by alternative licensure candidates	Yes
Special Education Kindergarten - 12 th Grade	More than 200 vacancies annually 21 vacancies at start of year 18 positions filled by alternative licensure candidates	0 positions filled by emergency candidates Fewer than 8 alternative licensure candidates hired	0 positions filled by emergency candidates 13 positions filled by alternative licensure candidates	No
Bilingual educators Kindergarten - 12 th Grade	More than 100 bilingual vacancies annually	Increase retention of new bilingual teachers in highly impacted schools by 5%	89.55% retention rate for all bilingual teachers in highly impacted schools	No



Garfield Re-16

Garfield Re-16 began implementing their incentive program to provide highly effective teachers with tuition assistance to pursue master’s degrees. Due to the timing of funding dispersal, the three educators who have received this incentive were not able to start their programs until the fall of 2019. Because this incentive was not truly available until the start of the 2019-2020 school year, Garfield Re-16 was largely unable to meet its retention goals.

Garfield Re-16				
Type of Initiative		Description of Initiative		
Incentive programs to recognize and retain highly effective teachers		<ul style="list-style-type: none"> Provide tuition assistance for highly effective teachers to pursue master’s degrees. 		
Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2018-2019 school year)	Goal for 2019-2020 school year	Progress towards Goal	Met Annual Goal?
Mathematics 9 th - 12 th Grade	1 new educator hired	0 new educators hired	1 new educator hired	No
English Language Arts 9 th - 12 th Grade	1 new educator hired	0 new educators hired	0 new educators hired	Yes
Science 9 th - 12 th Grade	2 new educators hired	1 new educator hired	2 new educators hired	No
Social Studies 9 th - 12 th Grade	0 new educators hired	0 new educators hired	1 new educator hired	No
Elementary Kindergarten - 5 th Grade	4 new educators hired	3 or fewer new educators hired	6 new educators hired	No

Garfield Re-2

Garfield Re-2 selected two retention initiatives to address their retention challenges: robust teacher induction programs for new teachers and peer review and mentorship programs and other career development and advancement strategies. They pursued these initiatives by expanding their induction program from one year to an optional three years, providing more release time for mentors and mentees for long-term planning and development of a peer review process, and developing a leadership pipeline through increased training opportunities. Due to the timing of funding dispersal, the expanded induction programming and mentorship initiatives could not be fully implemented until the 2019-2020 school year. Garfield Re-2 met two of their three teacher retention goals by having zero unfilled elementary teacher and music, art, and physical education positions for the 2019-2020 school year and zero positions filled by long-term substitutes. The district expressed they were unable to meet all their retention goals because of the delayed implementation of their initiatives.

Garfield Re-2	
Type of Initiative	Description of Initiative
Robust teacher induction programs for new teachers	<ul style="list-style-type: none"> Expand induction program from one year to optional three year. Provide more release time for mentors and mentees for long-term planning and development of a peer review process.
Peer review and mentorship programs and other career development and advancement strategies	<ul style="list-style-type: none"> Develop a leadership pipeline for mentors and mentees through increased training opportunities.



Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2018-2019 school year)	Goal for 2019-2020 school year	Progress towards Goal	Met Annual Goal?
Elementary Kindergarten - 5 th Grade	23 new educators hired 3 positions filled by alternative licensure candidates 2 unfilled positions	0 unfilled positions 0 positions filled by long term substitutes	23 new educators hired 0 unfilled positions	Yes
Special Education and Special Services Providers Kindergarten - 12 th Grade	16 new educators hired 2 positions filled by alternative licensure candidates 2 unfilled positions	0 unfilled positions	6 new educators hired 1 unfilled position	No
Art, Music, and Physical Education Kindergarten - 12 th Grade	11 new educators hired 1 position filled by long-term substitute 1 position filled by retired teacher 2 alternative licensure candidates	0 unfilled positions 0 positions filled by long term substitutes	2 new educators hired 0 positions filled by long-term substitutes 0 unfilled positions	Yes

Hayden School District

Using grant funding, Hayden expanded their induction programming, established professional development opportunities for effective teachers to develop teacher leaders, and subsidized early childhood care costs for highly effective teachers. The district was able to meet two of their three retention goals by starting the year with only one vacancy across the subject areas and grade levels targeted by their retention initiatives. As a result of providing their teachers with additional support through induction and professional development, Hayden reports an improved climate and culture throughout the district. Additionally, through conversations with their teaching staff, Hayden found that providing the incentive of subsidized childcare has allowed them to retain highly effective teachers who would have otherwise moved to a neighboring district with higher pay.

Hayden School District				
Type of Initiative	Description of Initiative			
Robust teacher induction programs for new teachers	<ul style="list-style-type: none"> Expand induction programming to include more instructional mentoring and coaching. 			
Programs to provide professional development for the creation and implementation of career advancement pathways for master teacher and teacher leadership positions for effective teachers	<ul style="list-style-type: none"> Provide professional development opportunities for effective teachers to pursue teacher leadership or instructional model positions. 			
Incentive programs to recognize and retain highly effective teachers	<ul style="list-style-type: none"> Subsidize early childhood care costs for teachers. 			
Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2018-2019 school year)	Goal for 2019-2020 school year	Progress towards Goal	Met Annual Goal?
World Languages 6 th - 12 th Grade	1 vacancy at start of year	0 vacancies at start of year	1 vacancy at start of year	No



Social Studies 6 th - 12 th Grade	1 vacancy at start of year	0 vacancies at start of year	0 vacancies at start of year	Yes
Mathematics 6 th - 12 th Grade	1 vacancy at start of year	0 vacancies at start of year	0 vacancies at start of year	Yes

Montezuma Cortez School District

Montezuma Cortez was able to discuss the future implementation of ongoing support and coaching for new teachers when conversing with staff regarding reissuance of contracts and began implementation of their expanded induction programming and related supports and incentives in the 2019-2020 school year. The district was able to meet all of its goals by retaining 100% of new secondary math and science teachers and 71% of new elementary teachers into the 2019-2020 school year. Additionally, the overall retention rate for new teachers was five out of seven or 71% at the middle school and was four out of five or 80% at the high school.

Montezuma Cortez School District				
Type of Initiative	Description of Initiative			
Robust teacher induction programs for new teachers Reduced teacher-student contact hours and increased planning, mentoring, and collaboration time for new teachers and mentor teachers	<ul style="list-style-type: none"> Expand induction programming to include pre-service professional development and job-embedded coaching for the first 60 days of employment. Create coaching cycles around “lab classrooms” that provide new teachers with increased planning, mentoring, and collaboration time. 			
Incentive programs to recognize and retain highly effective teachers	<ul style="list-style-type: none"> Publicly recognize and provide a stipend for highly effective teachers whose classrooms have been identified as “lab classrooms” 			
Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2018-2019 school year)	Goal for 2019-2020 school year	Progress towards Goal	Met Annual Goal?
Science 6 th - 12 th Grade	6 new educators hired 3 positions filled by alternative licensure candidates	70% retention rate among teachers hired to start in the 18-19 school year	100% retention rate among new science teachers	Yes
Mathematics 6 th - 12 th Grade	3 new educators hired 2 positions filled by alternative licensure candidates 1 position filled by a retired teacher	70% retention rate among teachers hired to start in the 18-19 school year	100% retention rate among new mathematics teachers	Yes
Elementary Kindergarten - 5 th Grade	5 new educators hired 4 positions filled by alternative licensure candidates 1 position filled by long-term substitutes 2 positions unfilled	70% retention rate among teachers hired to start in the 18-19 school year	71% retention rate among new elementary teachers	Yes



Northeast BOCES

To reduce isolation and enable subject-area collaboration among the teachers in their member districts, Northeast BOCES is working to establish virtual professional learning communities and a scholarship incentive program for highly effective teachers. The monthly virtual professional learning communities began in October of the 2019-2020 school year. Through their partnership with Generation Schools Network, Northeast BOCES was able to issue all available scholarships for highly effective teachers; the teachers receiving this incentive began coursework in November 2019. Because the initiatives could not be fully implemented during the 2018-2019 school year due to the timing of grant funding dispersal, the BOCES was unable to meet its two of the three goals for the 2019-2020 school year. The BOCES attributes meeting their goal for secondary mathematics to presenting the opportunity for the scholarship incentives during the 2018-2019 school year to eligible teachers who were considering leaving.

Northeast BOCES				
Type of Initiative		Description of Initiative		
Programs to provide professional development for the creation and implementation of career advancement pathways for master teacher and teacher leadership positions for effective teachers		<ul style="list-style-type: none"> Create a summer institute for professional development of effective or higher teachers to identify teacher leaders. 		
Peer review and mentorship programs and other career development and advancement strategies		<ul style="list-style-type: none"> Establish virtual professional learning communities (PLCs) to be led by teacher leaders. 		
Incentive programs to recognize and retain highly effective teachers		<ul style="list-style-type: none"> Provide incentives for highly effective teachers in the form of scholarships for advanced coursework leading to a master's in mathematics or certification to teach concurrent enrollment courses in mathematics. 		
Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2018-2019 school year)	Goal for 2019-2020 school year	Progress towards Goal	Met Annual Goal?
Elementary Kindergarten - 5th Grade	12 of 156 positions filled by newly hired educators across BOCES's districts	9 positions filled by newly hired educators	17 of 156 positions filled by newly hired educators	No
Mathematics 6th - 12th Grade	2 of 35 positions filled by newly hired educators across BOCES's districts	1 position filled by newly hired educators	1 of 35 positions filled by newly hired educators	Yes
Special Education Kindergarten – 12 th grade	3 of 25 positions filled by newly hired educators across BOCES's districts	1 position filled by newly hired educators	3 of 25 positions filled by newly hired educators	No

San Luis Valley BOCES

To increase teacher leadership capacity and create community among the teachers in their member districts, San Luis Valley BOCES has established a scholarship incentive program for highly effective teachers and virtual professional learning communities. Through their partnership with Generation Schools Network, San Luis Valley BOCES has been able to issue all available scholarships for highly effective teachers as well as gain full enrollment of all program spots for the professional development summer institute that will be used to identify teacher leaders. The monthly virtual professional learning communities began in October of the 2019-2020 school year. As not all initiatives could be fully implemented due to the timing of grant funding dispersal, the



BOCES was unable to meet its retention goals for the 2019-2020 school year. However, the targeted subject areas and grade levels did see a small reduction in turnover rates across the BOCES's districts.

San Luis Valley BOCES				
Type of Initiative		Description of Initiative		
Programs to provide professional development for the creation and implementation of career advancement pathways for master teacher and teacher leadership positions for effective teachers		<ul style="list-style-type: none"> Create a summer institute for professional development of effective or higher teachers to identify teacher leaders. 		
Peer review and mentorship programs and other career development and advancement strategies		<ul style="list-style-type: none"> Establish virtual professional learning communities (PLCs) to be led by teacher leaders. 		
Incentive programs to recognize and retain highly effective teachers		<ul style="list-style-type: none"> Provide incentives for highly effective teachers in the form of scholarships for advanced coursework leading to a master's in mathematics or certification to teach concurrent enrollment courses in mathematics. 		
Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2018-2019 school year)	Goal for 2019-2020 school year	Progress towards Goal	Met Annual Goal?
Elementary Kindergarten - 5th Grade	22% average turnover rate across BOCES's districts 10% of positions filled by alternative licensure candidates	Turnover rate reduced by 5 percentage points A reduction in the hiring of alternative licensure candidates by 2%	20.6% turnover rate 10% of positions filled by alternative licensure candidates	No
Mathematics and English Language Arts 6 th - 12 th Grade	22% average turnover rate across BOCES's districts 35% of positions filled by alternative licensure candidates	Turnover rate reduced by 5 percentage points A reduction in the hiring of alternative licensure candidates by 5%	19.7% turnover rate 32% of positions filled by alternative licensure candidates	No

West Grand School District

West Grand pursued providing on-site early childhood care services for family members of educators by establishing an early childhood center for the children of all their employees through partnerships with local businesses. Having previously lost an educator due to lack of childcare availability and affordability in the area, West Grand set the goal of not losing any educators due to lack of childcare availability and affordability. They were able to meet their goal this year, as three educators in the district are currently utilizing the district provided childcare services and no educators left due to lack of availability or affordability of childcare services.

West Grand School District	
Type of Initiative	Description of Initiative
Providing on-site early childhood care services for family members of educators	<ul style="list-style-type: none"> Establish an early childhood center for children of all employees through local partnerships. Create a high school training program, embedded in the early childhood center, for those interested in pursuing a career in early childhood care.



Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2018-2019 school year)	Goal for 2019-2020 school year	Progress towards Goal	Met Annual Goal?
All content areas All grade levels	Lost 1 educator at close of 17-18 due to lack of childcare availability and affordability	Lose 0 educators due to lack of childcare availability and affordability	0 educators left due to lack of childcare availability and affordability 3 educators currently utilizing district provided childcare	Yes

Grant Funding for Year Two

Based on progress made toward retention goals, the department recommended all grantees for continued funding in year two. During the November 2019 board meeting, the State Board approved the continued funding for all Cohort 1 grantees. The table below reviews the amount of funding each grantee received in year one and provides the amount of funding awarded for year two and the total funding each grantee has received to date.

TABLE 2: Cohort 1 Funding in Years 1 and 2

Cohort 1 Grantee	Amount Awarded (Year 1)	Amount Awarded (Year 2)	Total Funds Awarded to Date
Aurora Public Schools	\$120,186.00	\$125,000.00	\$245,186.00
Denver Public Schools	\$104,984.00	\$109,189.00	\$214,173.00
Garfield School District No. 16	\$30,000.00	\$30,000.00	\$60,000.00
Garfield School District No. 2	\$24,588.00	\$37,486.00	\$62,074.00
Hayden School District	\$115,408.00	\$120,000.00	\$235,408.00
Montezuma-Cortez School District	\$19,223.00	\$125,000.00	\$144,223.00
Northeast BOCES	\$194,259.00	\$212,040.00	\$406,299.00
San Luis Valley BOCES	\$191,855.00	\$209,540.00	\$401,395.00
West Grand School District	\$115,379.00	\$120,000.00	\$235,379.00
<i>Totals</i>	<i>\$915,882.00</i>	<i>\$1,088,255.00</i>	<i>\$2,004,137.00</i>



Cohort 2

Applicants and Grantees

The RFP for Cohort 2 of the Retaining Teachers Grant Program was released August 7, 2019, and applications were due September 12, 2019. The department received thirty-eight applications, including nineteen school districts, four BOCES, and fifteen charter schools.

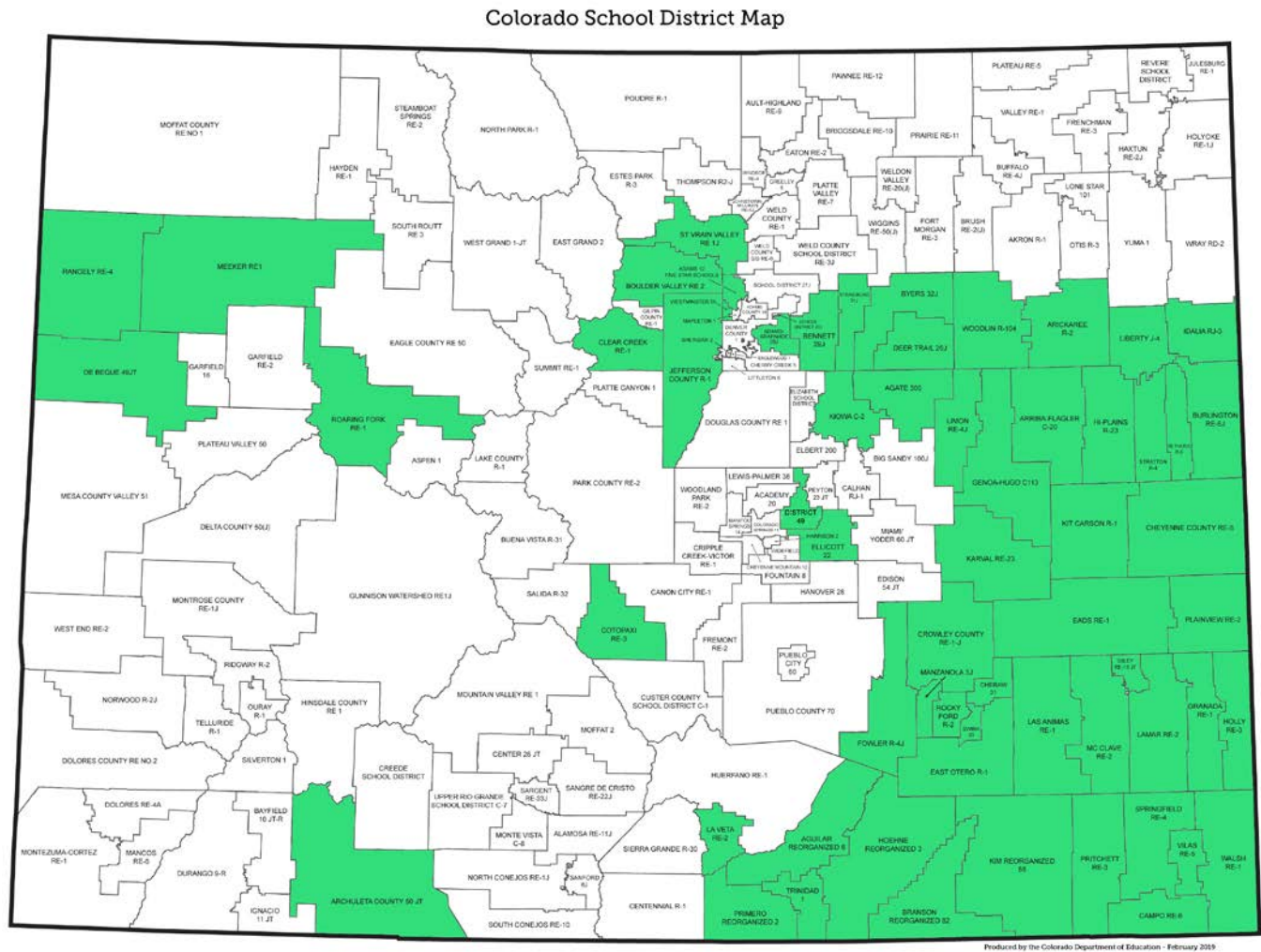
Teams comprised of content experts then reviewed the proposals based on the applicant’s capacity to successfully implement the proposed initiative(s), the likelihood the initiative(s) will result in increased retention, the cost-effectiveness of the proposal, and the plan for sustainability of the initiative(s) beyond the life of the grant. Priority was given to applicants with high teacher turnover rates and those serving low-performing schools.⁷ Based on reviews, twenty-three applications met the minimum requirements for funding. It was not possible to fund all applicants who met the minimum requirements within the appropriation available. In order to maximize the number of applicants funded while ensuring each grantee would be awarded adequate funding to implement their initiative(s), the top twelve applicants were selected. During their November 2019 board meeting, the Colorado State Board of Education approved and funded these twelve at approximately 89% of their requested amounts. The twelve grantee awardees are Boulder Valley School District RE 2, Clear Creek School District RE-1, Colorado River BOCES and Rio Blanco BOCES, Early College of Arvada, El Paso County Colorado School District 49, East Central BOCES, Ellicott School District 22, New America Schools, Pagosa Peak Open School, South Central BOCES, Southeastern BOCES and Santa Fe Trail BOCES, and St. Vrain Valley School District RE1J. Table 3 details the districts each BOCES grantee is targeting for their retention initiatives funded through the Retaining Teachers Grant Program.

TABLE 3: Districts Targeted by BOCES Grantees in Cohort 2

BOCES Grant Awardees	Number of Targeted Districts	Targeted Districts		
Colorado River BOCES and Rio Blanco BOCES	4	De Beque 49JT	Rangely RE-4	Meeker RE-1
		Roaring Fork RE-1		
East Central BOCES	20	Agate 300	Cheyenne County RE-5	Kit Carson R-1
		Arickaree R-2	Deer Trail 26J	Liberty J-4
		Arriba-Flagler C-20	Genoa-Hugo C113	Limon RE-4J
		Bennett 29J	Hi-Plains R-23	Strasburg 31J
		Bethune R-5	Idalia RJ-3	Stratton R-4
		Burlington RE-6J	Karval RE-23	Woodlin R-104
		Byers 32J	Kiowa C-2	
South Central BOCES	10	Aguilar Reorganized 6	Fowler R-4J	Manzanola 3J
		Branson Reorganized 82	Hoehne Reorganized 3	Primero
		Cotopaxi RE-3	La Veta Re-2	Reorganized 2
		Crowley County RE-1J		Trinidad 1
Southeastern BOCES and Santa Fe Trail BOCES	18	Campo Re-6	McClave RE-2	Cheraw 31
		Eads Re-1	Plainview RE-2	East Otero R-1
		Granada RE-1	Pritchett RE-3	Las Animas RE-1
		Holly RE-3	Springfield RE-4	Rocky Ford R-2
		Kim 88	Vilas Re-5	Swink 33
		Lamar RE-2	Wash RE-1	Wiley RE-13JT

Figure 3 maps the districts and charter schools in Cohort 2 of the Retaining Teachers Grant Program.⁸ Funding for year two is contingent on appropriated funds, meeting all reporting requirements, and State Board of Education renewal.

FIGURE 3: Map of Cohort 2 Grantees



Initiatives and Grant Awards

A majority of applicants and grantees proposed pursuing more than one of the allowable retention initiatives. The most commonly selected and funded initiatives were robust teacher induction programs for new teachers, peer review and mentorship programs and other career development and advancement strategies, programs to provide professional development for the creation and implementation of career advancement pathways for master teacher or teacher leadership positions for effective teachers, and reduced teacher-student contact hours and increased, planning, mentoring, and collaboration time for new teachers and mentor teachers. Table 4 details the initiative options selected by applicants and by grantees.⁹



TABLE 4: Retention Initiative Options Proposed and Funded for Cohort 2

Type of Initiative	Initiatives Proposed (All Applicants)	Initiatives Funded (Awarded Applicants)
Job sharing for teachers	0	0
Providing on-site early childhood care services for family members of educators	3	0
Robust teacher induction programs for new teachers	20	6
Peer review and mentorship programs and other career development and advancement strategies	20	7
Programs to provide professional development for the creation and implementation of career advancement pathways for master teacher and teacher leadership positions for effective teachers	21	6
Incentive programs to recognize and retain highly effective teachers	7	1
Reduced teacher-student contact hours and increased planning, mentoring, and collaboration time for new teachers and mentor teachers	17	5
Increased use of technology in blended learning initiatives to create opportunities and financial incentives for teacher development and career advancement and cost savings to support salary increases	7	3

Table 5 provides a description of initiatives proposed by each grantee as well as the amount of funding awarded for year one of the grant. In total, Cohort 2 grantees have been awarded \$1,445,866.99 in year one.

TABLE 5: Cohort 2 Retention Strategies and Grant Awards

Grantee	Teacher Retention Strategy Description	Amount Awarded (Year 1)
Boulder Valley School District RE 2	<ul style="list-style-type: none"> Expand induction program by expanding mentoring to two years for special education teachers working in Intensive Learning Centers (ILCs). Add an Instructional Coach to the induction program to work with ILC teachers in their first, second, and third year of teaching. 	\$110,625.00
Clear Creek School District RE-1	<ul style="list-style-type: none"> Enhance induction program by providing curricular and professional learning supports. Develop a career advancement pathway suited to the district's context. Establish a blended learning initiative in which tuition assistance is provided for teacher development. 	\$101,332.50



Grantee	Teacher Retention Strategy Description	Amount Awarded (Year 1)
Colorado River BOCES and Rio Blanco BOCES	<ul style="list-style-type: none"> Develop and implement a mentor program that includes providing rigorous training for new mentors and the use of blended digital approaches to create common Professional Learning Communities (PLCs) for teachers. 	\$151,521.74
Early College of Arvada	<ul style="list-style-type: none"> Create teacher leadership pathways through launching Professional Learning Communities (PLCs). Encourage dynamic and reciprocal mentoring relationships that will allow for collaborative review of current instructional practices. 	\$44,250.00
El Paso County Colorado School District 49	<ul style="list-style-type: none"> Enhance induction program by including training for mentor teachers, supporting new teachers in developing healthy habits to sustain a long-term teaching career, and adding additional support for special educators. Expand cognitive coaching training to create a career pathway to becoming team leaders or instructional coaches. 	\$108,575.34
East Central BOCES	<ul style="list-style-type: none"> Provide incentives for highly effective teachers in the form of scholarships for advanced coursework leading to a master's in mathematics or certification to teach concurrent enrollment courses in mathematics. Create a summer institute for professional development of effective or higher teachers to identify teacher leaders. Establish virtual professional learning communities (PLCs) to be led by teacher leaders in year two. 	\$175,796.40
Ellicott School District 22	<ul style="list-style-type: none"> Strengthen current induction program by allowing for increased planning, mentoring, and training based on teacher need, and providing increased collaboration time for new teachers, mentor teachers, and building leaders. 	\$107,725.74
New America Schools	<ul style="list-style-type: none"> Enhance induction programming by expanding orientation, restructuring the mentorship program, and establishing a co-teaching process for new teachers to work with master teachers. Increase peer-to-peer coaching through professional learning communities (PLCs) and creation of best practices video library. 	\$74,218.76
Pagosa Peak Open School	<ul style="list-style-type: none"> Create an incentive program to provide bonuses to highly effective teachers. Expand mentorship program for assistant teachers by increasing their working hours to establish dedicated time to work with mentor teachers. Fund professional development to create master teachers who can then provide in-house training and professional development. 	\$44,250.00



Grantee	Teacher Retention Strategy Description	Amount Awarded (Year 1)
South Central BOCES	<ul style="list-style-type: none"> • Create virtual professional learning communities (PLCs) for new teachers. • Provide incentives for highly effective teachers in the form of access to professional development with graduate credits in math and science and scholarships to pursue a master’s degree or concurrent enrollment certification. 	\$177,000.00
Southeastern BOCES and Santa Fe Trail BOCES	<ul style="list-style-type: none"> • Provide incentives for highly effective teachers in the form of scholarships for advanced coursework leading to a master’s in special education or certification to teach concurrent enrollment courses. • Create a summer institute for professional development of effective or higher teachers to identify teacher leaders. • Establish virtual professional learning communities (PLCs) to be led by teacher leaders in year two. 	\$219,568.50
St. Vrain Valley School District RE1J	<ul style="list-style-type: none"> • Provide incentives for highly effective teachers in the form of access to custom courses at a reduced cost that lead to attainment of a reading teacher or culturally and linguistically diverse endorsement. • Establish mentor training for special education and English as a second language teachers and provide stipends and professional development credit for those called upon to mentor a new teacher. 	\$131,003.01

Conclusion

The first cohort of the Retaining Teachers Grant Program grantees, awarded for three years, began implementing their retention initiatives at the end of the 2018-2019 school year. The nine grantees, representing thirty-three districts, implemented twenty-one initiatives, including five induction initiatives and five incentive initiatives. Even though their retention activities are in the early stages of implementation, many Cohort 1 grantees were able to meet one or more of their year one teacher retention goals. The state board approved the recommended year two funding for all nine grantees. In total, \$2,004,137 has been awarded to grantees in the first two years of their three-year grant.

Additional funding appropriated during the 2019 legislative session allowed for the creation of a second cohort of grant recipients, who were awarded two-year grants. Cohort 2 is comprised of twelve grantees, including four BOCES or consortiums of BOCES, five districts, and three charter schools or charter consortiums. A total of \$1,445,866.99 was awarded for Cohort 2’s first year.

Future reports will continue to detail funding awarded to both Cohort 1 and Cohort 2 as well as progress made towards their retention goals. Additionally, next year’s report will discuss the contributions of the grant program to improving teacher retention and reducing statewide teacher shortages as well as recommendations for legislative changes to improve the effectiveness of the grant program.



Endnotes

1 High rate of teacher turnover is defined as having a turnover rate of 20% or higher. Low performing schools are defined as those assigned a School Performance Framework rating of Priority Improvement or Turnaround or identified for Comprehensive or Targeted Improvement under ESSA.

2 In their proposal, Denver Public Schools employed the term highly impacted to explain how the seven schools in the district were identified as targets for this grant.

3 Data are based the 2018-2019 data collected through the Human Resources Collection and Student October Count, which provide snapshots of staff employment and student enrollment. Note that the count of teachers includes teachers, special educators, Title I teachers, teacher librarians, interventionists, and long-term substitutes.

4 Based on the grant disbursement time table, grantees had until December 30, 2019 to spend year one funds.

5 These funds have now been dispersed and are being spent.

6 Due to proposal revisions, the numbers included in prior reports may not reflect the exact number of each initiative pursued by grant awardees.

7 See Endnote 1

8 Jefferson County, Adams 12, and Adams-Arapahoe 28J (Aurora) are highlighted for the three locations of the New America Schools. Archuleta is highlighted for Pagosa Peak Open School, and Westminster is highlighted for Early College of Arvada. These districts also serve as the authorizers for the charter schools except for the New America School in Adams-Arapahoe 28J and Early College of Arvada, which are authorized by the Charter School Institute.

9 Table 4 represents the type of initiatives the applicants indicated in their RFPs. As with Cohort 1, due to proposal revisions, these numbers may not reflect the exact number of each initiative pursued by grant awardees.