



COLORADO
Department of Education

2020-2021 Retaining Teachers Grant Program Report

Submitted to:

**Colorado State Board of Education
Colorado Joint Budget Committee
Colorado House Education Committee
Colorado Senate Education Committee**

By:

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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 (2018-2019), Cohort 1 received funding for year one, with all \$3 million appropriated in legislation obligated to years one, two, and three for Cohort 1 grantees. During the 2019 legislative session, and the second year of the grant, the Colorado General Assembly originally appropriated an additional \$3 million in program funding for fiscal years 2019-2020 and 2020-2021. As a result, a second cohort was awarded two-year grants. However, the program became one of many that was defunded to stabilize the state's budget as a result of the COVID-19 pandemic. Funds that had been awarded but not yet issued to grantees were returned to the state. This affected year three funds for Cohort 1 and year two funds for Cohort 2. Due to the difficulty of implementing certain aspects of retention initiatives as a result of COVID-19, all grantees were given a no-cost extension to use any remaining unallocated funds from the 2019-2020 fiscal year during the 2020-2021 fiscal year. No new funds were allocated for 2021-22.

This report details the outcomes of the no-cost extension for both Cohort 1 and Cohort 2 and provides recommendations regarding legislative changes and continuation of the Retaining Teachers Grant Program. The no-cost extension represents year three for the first cohort and year two for the second cohort. Prior year outcomes for Cohort 1 and Cohort 2 can be found [here](#).

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 27 applications in January 2019, 18 of which met the minimum requirements for funding. To remain within authorized funding levels, the top nine applications were funded at approximately 87 percent of their requested budgets. Funding for year one, or 2018-2019, was dispersed for Cohort 1 grant awardees in May 2019. The extended timeline resulted from 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. This provided awardees with eight months (until December 31, 2019) to expend year one funds. After the first year of implementation, grantees that were unable to reach their retention goals for year one indicated their inability stemmed from the shortened May to December implementation window as opposed to the complete 12-month cycle they had anticipated.

Additional allocated funding for the 2019-2020 and 2020-2021 fiscal years allowed the year two and three budgets for Cohort 1 to be funded at their original requested amounts. After the second year of implementation, eight of the nine grantees met at least one of their retention goals. Half of those eight grantees



met all of their goals, while the other half met some, but not all, of their goals. Those unable to reach all their retention goals indicated that external circumstances, most commonly the COVID-19 pandemic, impeded their ability to reach their goals. Grantees set their own retention goals and had the opportunity to update or modify their goals after the first and second year of implementation based on the progress made, funding changes, and impact of the global pandemic.

Funds awarded for the 2020-2021 fiscal year were returned to the state in an effort to stabilize the state’s budget as a result of the COVID-19 pandemic. Given the difficulties many grantees faced in implementing their initiatives during the 2019-2020 school year, no-cost extensions were granted, allowing grantees to use unexpended funds from the 2019-2020 fiscal year in the 2020-2021 fiscal year. Eight of the nine Cohort 1 grant awardees had unexpended funds that they rolled over to the 2020-2021 fiscal year, totaling \$455,915. Of those, all eight met or partially met at least one of their goals for teacher retention for 2020-2021.

TABLE 1: Grant Award Details for Cohort 1 for Years One, Two, and Three

Year	Original Percentage Funded	Final Percentage Funded	Amount Allocated	Funding Rationale
Year 1 2018-2019	87%	87%	\$915,882	Although 18 of 27 applications met the minimum requirements for funding, the top 9 applications were funded at approximately 87% of their requested budgets in order to remain within authorized funding levels.
Year 2 2019-2020	87%	100%	\$1,088,255	Additional allocated funding for the 2019-2020 and 2020-2021 fiscal years allowed the year two and three budgets for Cohort 1 to be restored to their original requested amounts.
Year 3 2020-2021	87%	0%	No-cost extension funds only	Funds awarded for the 2020-2021 fiscal year were returned to the state in an effort to stabilize the state’s budget as a result of the COVID-19 pandemic.

Cohort 2

After fulfilling the original requested funds among Cohort 1 awardees, the additional \$3 million the Colorado General Assembly 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 38 proposals from 19 school districts, four BOCES, and 15 charter schools. Twenty-three proposals met the minimum requirements for funding. To maximize the number of proposals funded while maintaining the amount of funds requested, the top 12 proposals were funded. These 12 were funded at approximately 89% of their requested amounts. Following the first year of implementation, two thirds of the 12 Cohort 2 grantees were able to meet some or all of their retention goals, one third of which met all of their goals. The remaining third of grantees were unable to meet any of their goals. Those grantees who were not able to meet some or all of their retention goals indicated that challenges resulting from COVID-19 prevented them from achieving their goals. Grantees had the opportunity to update or modify the retention goals they set after the first year of implementation based on the progress made, funding changes, and impact of the global pandemic.

Fiscal year 2020-2021 funds were returned to the state due to budget restraints because of the COVID-19 pandemic. Because of the difficulties in implementing retention initiatives in 2019-2020 as a result of the COVID-



19 restrictions, Cohort 2 grantees were allowed no-cost extensions so they could use unexpended funds from 2019-2020 in the 2020-2021 fiscal year. Ten of the 12 Cohort 2 grantees had unexpended funds that they carried over to the 2020-2021 fiscal year, for a total of \$723,817. Of those ten, 8 met or partially met at least one of their teacher retention goals for 2020-2021.

TABLE 2: Grant Award Details for Cohort 2 for Years One and Two

Year	Original Percentage Funded	Final Percentage Funded	Amount Allocated	Funding Rationale
Year 1 2019-2020	89%	89%	\$1,445,867	Although 23 of 38 applications met the minimum requirements for funding, the top 12 applications were funded at approximately 89% of their requested budgets in order to remain within authorized funding levels.
Year 2 2020-2021	89%	0%	No-cost extension funds only	Funds awarded for the 2020-2021 fiscal year were returned to the state in an effort to stabilize the state’s budget as a result of the COVID-19 pandemic.

Contributions of the Grant Program

Cohort 1 grantees’ average turnover rate decreased by 1.83 percentage points after three years of the grant and reported shortages decreased by approximately 4.1 FTE on average from year one to year three of the grant. For Cohort 2, grantees’ average turnover rate increased by 0.90 percentage points and their reported shortages increased by approximately 1.1 FTE. Although data from Cohort 1 is more suggestive of a correlation between the Retaining Teachers Grant and improved retention outcomes than the data from Cohort 2, it is important to note that Cohort 2 primarily engaged in planning activities in this first year of implementation (2019-2020) and only had access to funds rolled over through the no cost extension for the second year of implementation (2020-2021). Additionally, grantees from both cohorts indicated making substantive changes to their implementation plans for 2019-2020 and 2020-2021 due to COVID-19 restrictions, changes to the teaching and learning landscape resulting from the pandemic, and funding limitations resulting from the 2020-2021 fiscal year funds being returned to the state.

Recommendations for Legislative Changes and Continuation of Grant Opportunities

Grantees recommendations for legislative changes primarily focused on expanding the list of allowable activities under the Retaining Teachers Grant Program to include additional types of retention initiatives, such as housing stipends and professional development opportunities for all staff. The majority of grantees also shared their gratitude for this grant opportunity, with some indicating it was one of the most impactful grants they have received.

Based on the evaluation of the data on grant outcomes and local education provider responses to the grant, it is recommended that the opportunities afforded by this grant program continue to be supported and possibly consolidated with other educator recruitment and retention programs.



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 annual review by the department and renewal by the state board. 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.

Funding, COVID-19 and No-Cost Extensions

With its passage during the 2018 legislative session, \$3 million was appropriated in total toward 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 13 percent for all three years of the grant. As a result of this high demand, an additional \$3 million was appropriated toward this grant program during the 2019 legislative session for the 2019-2020 and

Retaining Teachers Grant Program Overview

- Grant provides districts, BOCES, and/or charter schools funding to implement teacher retention strategies based on their individual context.
- 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.
- Due to budget shortfalls caused by COVID-19, funding for 2020-2021 for this grant was eliminated.
- Grantees were given a no-cost extension to roll-over unexpended funds from 2019-2020 to 2020-2021.



2020-2021 fiscal years. This additional funding allowed for 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.

However, the program became one of many that was defunded to stabilize the state’s budget because of the COVID-19 pandemic. Funds that had been awarded but not yet issued to grantees were returned to the state. Additionally, the pandemic and the ensuing uncertainty created substantial challenges for grantees in implementing their initiatives. Although some were able to implement all or most of their initiatives, others were unable to implement the majority of their planned retention initiatives. Because of this unprecedented and unexpected difficulty, grantees were given a no-cost extension to roll-over any unexpended funds from the 2019-2020 fiscal year to the 2020-2021 fiscal year. Of the 21 Retaining Teachers Grant Program grantees, 18 had unexpended funds that they used the no-cost extension to roll-over to the 2020-2021 fiscal year. In total, \$1,179,732 was carried over from the 2019-2020 fiscal year to the 2020-2021 fiscal year.

Table 3 provides the implementation timeline for both cohorts of grantees.

TABLE 3: 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.

**No-cost extension funding only. Originally allocated funding was returned to the state to stabilize the budget.

The subsequent sections of this report will detail the outcomes of Cohort 1 in year three, the outcomes of Cohort 2 in year two, recommendations for legislative changes to improve the effectiveness of the grant program, and a recommendation to continue the grant program.

Cohort 1

Overview

Directly following the passage of the rules for the Retaining Teachers Grant Program by the Colorado State Board of Education, the RFP for Cohort 1 was released on November 16, 2018. Proposals were due January 11, 2019; the department received 27 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, 18 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.² With the exception of Aurora 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 impacted³ 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 the following 12 districts:

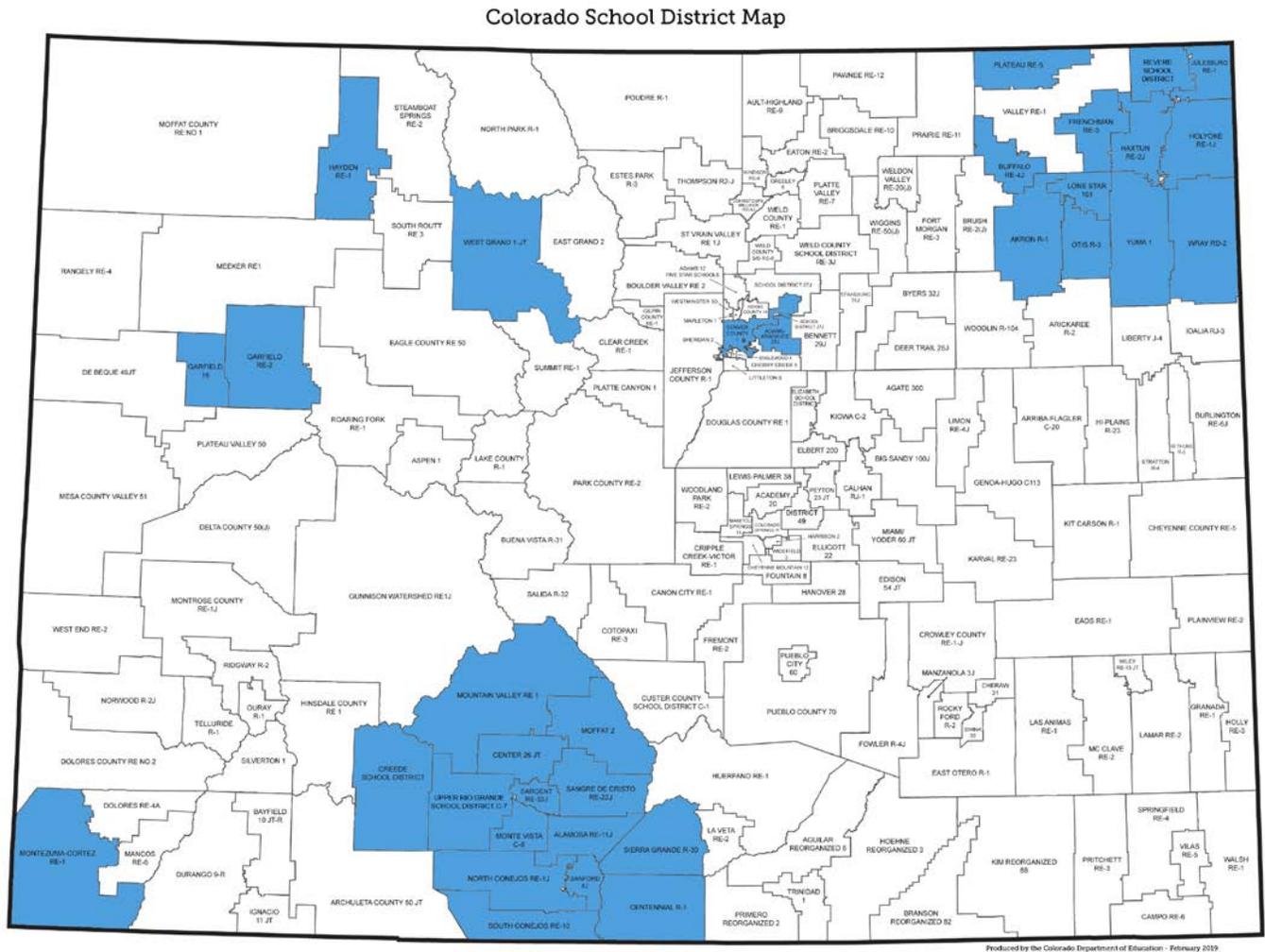
- Akron R-1,
- Buffalo RE-4J,
- Frenchman RE-3,
- Haxtun RE-2J,
- Holyoke RE-1J,
- Julesburg RE-1,
- Lone Star 101,
- Otis R-3,
- Plateau RE-5,
- Revere,
- Wray RE-2, and
- Yuma R-1.

San Luis Valley BOCES targeted 14 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.

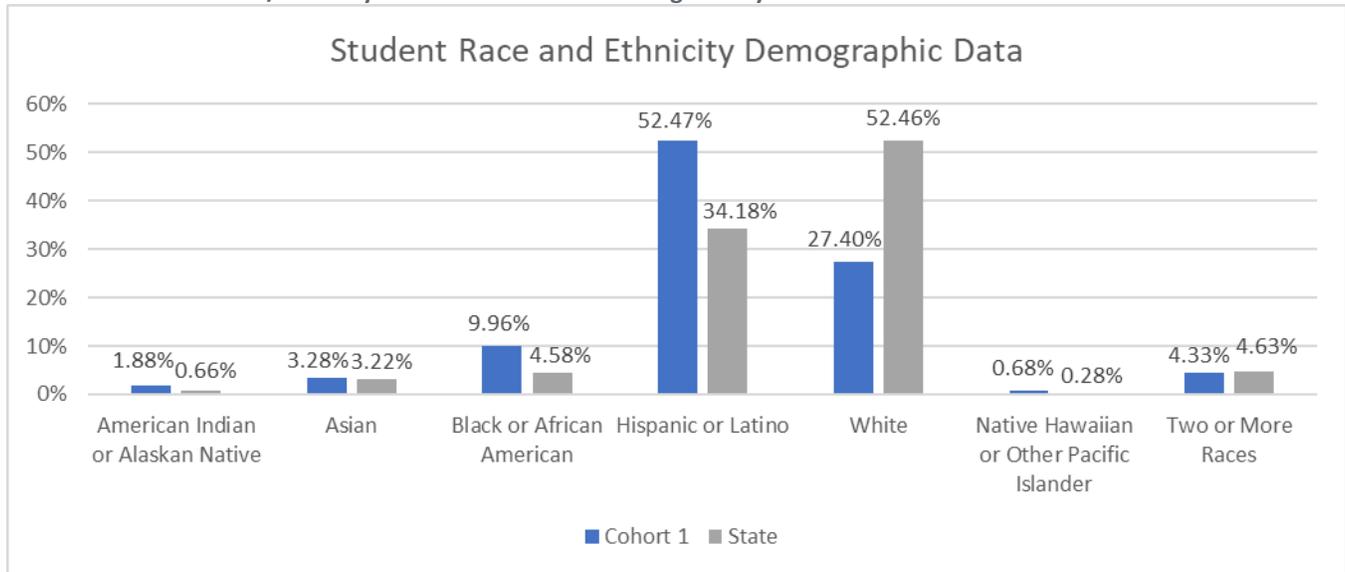
FIGURE 1: Map of Cohort 1 Grantees



For the 2020-2021 school year, the districts and schools targeted by Cohort 1 grantees employed 3,840 teachers and served 57,621 students.⁴ This represents approximately seven percent of teachers and students in the state. Of the students served by Cohort 1 grantees, 66% were eligible for free- or reduced-price lunch compared to 40% of students statewide. Additionally, 73% of students were identified as a minority compared to approximately 48% 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 Three Progress for Cohort 1

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. Additionally, some grantees set goals with multiple criteria, such as decreased turnover and reduction in number of unfilled positions, for each subject area and grade level targeted. Goals with multiple criteria are considered partially met if grantees meet or exceed at least half of the criteria identified in the goal.

Of the nine Cohort 1 grantees, eight had funds to roll over to the 2020-2021 school year using the no-cost extension. West Grand, the Cohort 1 grantee that did not have funds to roll over to the 2020-2021 school year, is excluded from the year three analysis. All eight Cohort 1 grantees that used the no-cost extension to roll over funds to the 2020-2021 fiscal year were able to meet or partially meet at least one of their teacher retention goals. However, none of the grantees were able to fully meet all of their retention goals. All but one of the grantees indicated that the COVID-19 pandemic negatively impacted their ability to reach their goals. Some experienced increased turnover due to the pandemic, while others were unable to implement all aspects of their initiatives due to the unique circumstances created by the pandemic. The following table presents a summary of the goals set and met for year three for Cohort 1 grantees.

TABLE 4: Summary of Cohort 1 Progress Towards Meeting Year Three Goals

Cohort 1 Grantee	Number of Goals Set	Number of Goals Met or Partially Met in Year Three	Outcome
Aurora Public Schools	3	2 Met 1 Partially Met	Met or Partially Met All Goals
Denver Public Schools	4	1 Met 0 Partially Met	Met Some Goals
Garfield Re-16	5	2 Met 0 Partially Met	Met Some Goals
Garfield Re-2	3	2 Met 0 Partially Met	Met Some Goals



Hayden School District	3	1 Met 0 Partially Met	Met Some Goals
Montezuma-Cortez School District	3	1 Met 0 Partially Met	Met Some Goals
Northeast BOCES	2	1 Met 0 Partially Met	Met Some Goals
San Luis Valley BOCES	2	0 Met 2 Partially Met	Partially Met All Goals

The following sections provide specific information on the type and description of the initiatives pursued,⁵ the initial retention (for the 2018-2019 school year), retention for year one (the 2019-2020 school year), retention for year two (the 2020-2021 school year), year three goals set by subject area and grade level, and the progress made towards year three goals for each Cohort 1 grantee.

Aurora Public Schools

Aurora Public Schools expanded 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 detailed in a prior year’s report, Aurora began implementing this initiative in the 2019-2020 school year because they were unable to spend grant funding in year one due to an error in the grant award letter. In response to the pandemic’s impact on the hiring process in year two, Aurora adjusted their induction to support late and mid-year hires through asynchronous online and in-person sessions, tightened communication protocols to ensure consistent implementation of induction programming and formalized the process for soliciting feedback to ensure the needs of teachers are being met. For the 2021-2022 school year, Aurora experienced increased retention and met all their goals for elementary and targeted secondary subject areas by decreasing the number of positions that were filled through a shortage mechanism or remained unfilled. However, the district experienced a decrease in retention for special education positions and no change in the number of unfilled special education positions from the prior year. To continue to improve the program, Aurora also built a teacher leadership pathway to develop a cadre of mentors while enhancing teacher efficacy to support and lead.

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. Develop teacher leaders to support new teachers as a part of the induction model. 				
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						
Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2018-2019 school year)	Retention for 2019-2020 school year	Retention for 2020-2021 school year	Goal for 2021-2022 school year	Progress towards Goal	Met Annual Goal?
Elementary Kindergarten - 5th Grade	<ul style="list-style-type: none"> 115 of 140 retained 10 positions filled by long-term substitutes 	<ul style="list-style-type: none"> 119 of 139 retained 16 positions filled by long-term substitutes 	<ul style="list-style-type: none"> 150 of 166 retained 4 positions filled by long-term substitutes 	<ul style="list-style-type: none"> 10% reduction in positions filled by long-term substitutes, alternative 	<ul style="list-style-type: none"> 64 of 79 retained 1 position filled by long-term substitutes 	Yes



	<ul style="list-style-type: none"> • 2 positions filled by alternative licensure candidates • 13 unfilled positions 	<ul style="list-style-type: none"> • 1 position filled by alternative licensure candidates • 3 unfilled positions 	<ul style="list-style-type: none"> • 6 positions filled by alternative licensure candidates • 22.5 unfilled positions 	<ul style="list-style-type: none"> • licensure candidates • 10% reduction in unfilled positions 	<ul style="list-style-type: none"> • 1 position filled by alternative licensure candidates • 9 unfilled positions 	
Special Education Kindergarten - 12th Grade	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 74 of 91 retained • 3 positions filled by long-term substitutes • 0 positions filled by alternative licensure candidates • 17 unfilled positions 	<ul style="list-style-type: none"> • 10% reduction in positions filled by long-term substitutes, alternative licensure candidates • 10% reduction in unfilled positions 	<ul style="list-style-type: none"> • 24 of 42 retained • 1 position filled by long-term substitutes • 1 position filled by alternative licensure candidates • 17 unfilled positions 	Partially
Mathematics, English Language Arts, and Science 6 th - 12 th Grade	<ul style="list-style-type: none"> • 93 of 132 retained • 6 positions filled with long-term substitutes • 6 positions filled by alternative licensure candidates • 27 unfilled positions 	<ul style="list-style-type: none"> • 77 of 131 retained • 9 positions filled by long-term substitutes • 14 positions filled by alternative licensure candidates • 31 unfilled positions 	<ul style="list-style-type: none"> • 90.5 of 113 retained • 4 positions filled by long-term substitutes • 6 positions filled by alternative licensure candidates • 22.5 unfilled positions 	<ul style="list-style-type: none"> • 10% reduction in positions filled by long-term substitutes, alternative licensure candidates • 10% reduction in unfilled positions 	<ul style="list-style-type: none"> • 48 of 70 retained • 0 positions filled by long-term substitutes • 2 positions filled by alternative licensure candidates • 20 unfilled positions 	Yes

Denver Public Schools

Denver Public Schools (DPS) targeted select novice 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 also 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 year one grant funds, the first Associate Teachers were hired for the 2019-2020 school year. DPS exceeded their goal by placing 17 new Associate Teachers in highly impacted schools in both the 2020-2021 and 2021-2022 school years. The district also exceeded its retention goal for Associate Teachers as 94% of the Associate Teachers placed in 2020-2021 were retained. However, DPS was unable to meet its hiring and retention goals for mathematics and special education or its retention goal for bilingual educators. Although DPS was unable to meet their goals, the overall percentage



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of hires filled using shortage mechanisms (i.e., emergency and alternative licensure candidates) was only 8% for mathematics positions and 6% for special education positions. The district attributes these challenges to the continued increase in hiring needs resulting from the COVID-19 pandemic.

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)	Retention for 2019-2020 school year	Retention for 2020-2021 school year	Goal for 2021-2022 school year	Progress towards Goal	Met Annual Goal?
New teachers in highly impacted schools Kindergarten - 12 th Grade	<ul style="list-style-type: none"> 59% retention rate 	<ul style="list-style-type: none"> 13 Associate Teachers placed in highly impacted schools 100% retention during the school year 	<ul style="list-style-type: none"> 17 Associate Teachers placed in highly impacted schools 85% retention of Associate Teachers from 2019-2020 	<ul style="list-style-type: none"> 10 Associate Teachers placed in highly impacted schools 87% retention of Associate Teachers from 2020-2021 	<ul style="list-style-type: none"> 17 Associate Teachers placed in highly impacted schools 94% retention of Associate Teachers from 2020-2021 	Yes
Mathematics 6 th - 12 th Grade	<ul style="list-style-type: none"> 75% retention rate 4 vacancies at start of year 9 positions filled by alternative licensure and emergency candidates 	<ul style="list-style-type: none"> 0 positions filled by emergency candidates 4 positions filled by alternative licensure candidates 	<ul style="list-style-type: none"> 0 vacancies filled by emergency candidates 6 alternative licensure candidates hired 	<ul style="list-style-type: none"> 0 vacancies filled by emergency candidates 0 alternative licensure candidates hired 10% increase in retention of new teachers in highly impacted schools 	<ul style="list-style-type: none"> 0 vacancies filled by emergency candidates 9.6 alternative licensure candidates hired 65% retention rate 	No
Special Education Kindergarten - 12 th Grade	<ul style="list-style-type: none"> More than 200 vacancies annually 21 vacancies at start of year 18 positions filled by alternative licensure candidates 	<ul style="list-style-type: none"> 0 positions filled by emergency candidates 13 positions filled by alternative licensure candidates 	<ul style="list-style-type: none"> 0 vacancies filled by emergency candidates 10 alternative licensure candidates hired 	<ul style="list-style-type: none"> 0 vacancies filled by emergency candidates 0 alternative licensure candidates hired 10% increase in retention of new teachers 	<ul style="list-style-type: none"> 1 vacancy filled by an emergency candidate 20.4 positions filled by alternative licensure candidates 59% retention rate 	No



				in highly impacted schools		
Bilingual educators Kindergarten - 12 th Grade	<ul style="list-style-type: none"> • More than 100 bilingual vacancies annually 	<ul style="list-style-type: none"> • 89.55% retention rate for all bilingual teachers in highly impacted schools 	<ul style="list-style-type: none"> • 92% of bilingual educators in highly impacted schools retained (district retention rate: 91%) 	<ul style="list-style-type: none"> • Retention rate of bilingual educators in highly impacted schools will outpace the district's overall retention rate 	<ul style="list-style-type: none"> • 79% of bilingual educators in highly impacted schools retained (district retention rate: 89%) 	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. Three educators received this incentive starting in year one, although they were not able to start their programs until the fall of 2019 due to the timing of funding dispersal. Garfield 16 was able to meet its retention goals for high school English and high school social studies positions but was unable to meet its goals for high school mathematics, high school science, and elementary positions. Despite not meeting all of its retention goals, the district retained all three educators that began the incentive program in 2019. Additionally, Garfield 16 noted that two teachers who began a master's degree program did so without following the procedures in place for reimbursement and thus had to pay for their first semesters without grant support and other eligible teachers who were interested in the program were unable to pursue the opportunity due to financial and personal burdens resulting from the COVID-19 pandemic.

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)	Retention for 2019-2020 school year	Retention for 2020-2021 school year	Goal for 2021-2022 school year	Progress towards Goal	Met Annual Goal?
Mathematics 9 th - 12 th Grade	<ul style="list-style-type: none"> • 1 new educator hired 	<ul style="list-style-type: none"> • 1 new educator hired 	<ul style="list-style-type: none"> • 2 positions to hire 	<ul style="list-style-type: none"> • 0 positions to hire 	<ul style="list-style-type: none"> • 1 position to hire 	No
English Language Arts 9 th - 12 th Grade	<ul style="list-style-type: none"> • 1 new educator hired 	<ul style="list-style-type: none"> • 0 new educators hired 	<ul style="list-style-type: none"> • 2 positions to hire 	<ul style="list-style-type: none"> • 0 positions to hire 	<ul style="list-style-type: none"> • 0 positions to hire 	Yes
Science 9 th - 12 th Grade	<ul style="list-style-type: none"> • 2 new educators hired 	<ul style="list-style-type: none"> • 2 new educators hired 	<ul style="list-style-type: none"> • 2 positions to hire 	<ul style="list-style-type: none"> • 0 positions to hire 	<ul style="list-style-type: none"> • 1 position to hire 	No
Social Studies 9 th - 12 th Grade	<ul style="list-style-type: none"> • 0 new educators hired 	<ul style="list-style-type: none"> • 1 new educator hired 	<ul style="list-style-type: none"> • 1 position to hire 	<ul style="list-style-type: none"> • 0 positions to hire 	<ul style="list-style-type: none"> • 0 positions to hire 	Yes
Elementary Kindergarten - 5 th	<ul style="list-style-type: none"> • 4 new educators 	<ul style="list-style-type: none"> • 6 new educators 	<ul style="list-style-type: none"> • 8 positions to hire 	<ul style="list-style-type: none"> • Less than 3 positions to 	<ul style="list-style-type: none"> • 5 positions to hire 	No



Grade	hired	hired		hire		
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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. The expanded induction programming and mentorship initiatives were fully implemented in the 2019-2020 school year. However, during the 2020-2021 school year, the district was unable to provide mentor training and in-person induction meetings due to the COVID-19 pandemic. This was particularly impactful for special education teachers who were unable to meet directly with mentors as that would have required cross-building meetings, which was not allowed. In spite of this, Garfield 2 was able to meet 2 of their 3 retention goals. The district indicated that the stresses and challenges associated with teaching during a pandemic appeared to be at the root of why their teachers left this year. In support of this analysis, Garfield 2’s district exit survey results showed that 60% of respondents felt that the frequency and relevancy of training was above average compared to only 29% of respondents in the year prior to the implementation of these retention 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)	Retention for 2019-2020 school year	Retention for 2020-2021 school year	Goal for 2021-2022 school year	Progress towards Goal	Met Annual Goal?
Elementary Kindergarten - 5 th Grade	<ul style="list-style-type: none"> 23 new educators hired 3 positions filled by alternative licensure candidates 2 unfilled positions 	<ul style="list-style-type: none"> 23 new educators hired 0 unfilled positions 	<ul style="list-style-type: none"> 15 new educators hired (35% reduction) 1 unfilled position 4 positions filled with long-term substitutes 	<ul style="list-style-type: none"> Reduce number of new hires by 20% from baseline 	<ul style="list-style-type: none"> 21 new educators hired (9% reduction) 5 unfilled positions 	No



Special Education and Special Services Providers Kindergarten - 12 th Grade	<ul style="list-style-type: none"> • 16 new educators hired • 2 positions filled by alternative licensure candidates • 2 unfilled positions 	<ul style="list-style-type: none"> • 6 new educators hired • 1 unfilled position 	<ul style="list-style-type: none"> • 5 new educators hired (69% reduction from baseline) • 1 unfilled position 	<ul style="list-style-type: none"> • Reduce number of new hires by 25% from baseline 	<ul style="list-style-type: none"> • 12 new educators hired (25% reduction) • 1 unfilled position 	Yes
Art, Music, and Physical Education Kindergarten - 12 th Grade	<ul style="list-style-type: none"> • 11 new educators hired • 1 position filled by long-term substitute • 1 position filled by retired teacher • 2 alternative licensure candidates 	<ul style="list-style-type: none"> • 2 new educators hired • 0 positions filled by long-term substitutes • 0 unfilled positions 	<ul style="list-style-type: none"> • 5 new educators hired (54% reduction) • 0 unfilled positions • 0 positions filled by alternative licensure candidates or long-term substitutes 	<ul style="list-style-type: none"> • Reduce the number of new hires by 40% from baseline • 0 unfilled positions • 0 positions filled by alternative licensure candidates or long-term substitutes 	<ul style="list-style-type: none"> • 6 new educators hired (45% reduction) • 0 unfilled positions • 0 positions filled by alternative licensure candidates or long-term substitutes 	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. After implementation during the 2018-2019 school year, Hayden found that their initiatives resulted in an improved climate and culture throughout the district and allowed them to retain highly effective teachers who would have otherwise moved to a neighboring district with higher pay. The district continued implementation in year two, providing professional development opportunities for effective teachers and subsidizing early childhood care costs for highly effective teachers. However, due to losing key personnel responsible for implementing the expanded induction programming in the middle of the 2019-2020 school year, the district was unable to fully execute its induction initiative. Using the no-cost extension funding in 2020-2021, Hayden supported its induction programming and professional development opportunities as well as offered subsidies for highly effective teachers. Overall, although Hayden met only one of their three goals, only two targeted positions turned over and both were filled by the start of the school year.

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)	Retention for 2019-2020 school year	Retention for 2020-2021 school year	Goal for 2021-2022 school year	Progress towards Goal	Met Annual Goal?
World Languages 6 th - 12 th Grade	<ul style="list-style-type: none"> 1 vacancy at start of year 	<ul style="list-style-type: none"> 1 vacancy at start of year 	<ul style="list-style-type: none"> 1 vacancy at start of year 	<ul style="list-style-type: none"> Fill vacancy by start of school year 0 positions to hire 	<ul style="list-style-type: none"> Vacancy filled 0 positions to hire 	Yes
Social Studies 6 th - 12 th Grade	<ul style="list-style-type: none"> 1 vacancy at start of year 	<ul style="list-style-type: none"> 0 vacancies at start of year 	<ul style="list-style-type: none"> 1 vacancy at start of year 	<ul style="list-style-type: none"> 0 positions to hire 	<ul style="list-style-type: none"> 1 position to hire 	No
Mathematics 6 th - 12 th Grade	<ul style="list-style-type: none"> 1 vacancy at start of year 	<ul style="list-style-type: none"> 0 vacancies at start of year 	<ul style="list-style-type: none"> 0 vacancies at start of year 	<ul style="list-style-type: none"> 0 positions to hire 	<ul style="list-style-type: none"> 1 position to hire 	No

Montezuma Cortez School District

Montezuma Cortez implemented their expanded induction programming and related supports and incentives in the 2019-2020 and 2020-2021 school years. Prior to the beginning of each school year, mentors received training and new teachers were provided additional pre-service training. Tiered, job-embedded coaching based on teacher needs was provided to all new teachers throughout both school years. However, observation of lab classrooms, which was implemented during the 2019-2020 school year, was not possible during the 2020-2021 school year due to strict cohort groupings created to avoid cross campus contact in response to the pandemic. To compensate, the district offered virtual professional development during the year. Montezuma-Cortez was only able to meet its retention goal for secondary mathematics. Although the district did not meet its retention goals for secondary science and elementary, the number of new hires needed has decreased for both subject areas throughout the life of the grant.

Montezuma Cortez 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 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. 				
Reduced teacher-student contact hours and increased planning, mentoring, and collaboration time for new teachers and mentor teachers						
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)	Retention for 2019-2020 school year	Retention for 2020-2021 school year	Goal for 2021-2022 school year	Progress towards Goal	Met Annual Goal?
Science 6 th - 12 th Grade	<ul style="list-style-type: none"> 6 new educators hired 3 positions filled 	<ul style="list-style-type: none"> 100% retention rate among 	<ul style="list-style-type: none"> Retained 75% of new hires 	<ul style="list-style-type: none"> Retain 80% of new hires from 2018- 	<ul style="list-style-type: none"> Retained 58% of new hires from 2018- 	No



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	by alternative licensure candidates	new science teachers	<ul style="list-style-type: none"> • 1 new educator hired 	2019 to 2020-2021	2019 to 2020-2021	
Mathematics 6 th - 12 th Grade	<ul style="list-style-type: none"> • 3 new educators hired • 2 positions filled by alternative licensure candidates • 1 position filled by a retired teacher 	<ul style="list-style-type: none"> • 100% retention rate among new mathematics teachers 	<ul style="list-style-type: none"> • Retained 100% of new hires • No new educators hired 	<ul style="list-style-type: none"> • Retain 80% of new hires from 2018-2019 to 2020-2021 	<ul style="list-style-type: none"> • Retained 100% of new hires from 2018-2019 to 2020-2021 	Yes
Elementary Kindergarten - 5 th Grade	<ul style="list-style-type: none"> • 5 new educators hired • 4 positions filled by alternative licensure candidates • 1 position filled by long-term substitutes • 2 positions unfilled 	<ul style="list-style-type: none"> • 71% retention rate among new elementary teachers 	<ul style="list-style-type: none"> • Retained 70% of new hires • 5 new educators hired 	<ul style="list-style-type: none"> • Retain 70% of new hires from 2018-2019 to 2020-2021 	<ul style="list-style-type: none"> • Retained 43% of new hires from 2018-2019 to 2020-2021 	No

Northeast BOCES

To reduce isolation and enable subject-area collaboration among the teachers in their member districts, Northeast BOCES’s retention initiatives focus on establishing virtual professional learning communities (PLCs) and a scholarship incentive program for highly effective teachers. Through their partnership with Generation Schools Network, Northeast BOCES held monthly virtual PLCs throughout the 2019-2020 and 2020-2021 school years where participants built their capacity to serve as mentors and teacher leaders, hosted a virtual summer institute to support teacher leaders in developing content for PLCs for the next school year, and provided scholarships to highly effective teachers to earn their master’s degree. Although the BOCES was only able to meet one of its two retention goals, only two individuals were not retained in the program. Of the two individuals not retained, one ended their participation in the program due to a family need and the other ended their participation because they switched positions within the same school.

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)	Retention for 2019-2020 school year	Retention for 2020-2021 school year	Goal for 2021-2022 school year	Progress towards Goal	Met Annual Goal?
Mathematics 6th - 12th Grade	<ul style="list-style-type: none"> 2 of 35 positions filled by newly hired educators across BOCES's districts 	<ul style="list-style-type: none"> 1 of 35 positions filled by newly hired educators 	<ul style="list-style-type: none"> 8 of 8 scholarship participants retained 8 of 9 PLC attendees retained 	<ul style="list-style-type: none"> Retain 6 of 7 scholarship participants Retain 7 of 8 PLC attendees 	<ul style="list-style-type: none"> 7 of 7 scholarship participants retained 8 of 8 PLC attendees retained 	Yes
Special Education Kindergarten – 12 th grade	<ul style="list-style-type: none"> 3 of 25 positions filled by newly hired educators across BOCES's districts 	<ul style="list-style-type: none"> 3 of 25 positions filled by newly hired educators 	<ul style="list-style-type: none"> 8 of 8 scholarship participants retained 8 of 8 PLC attendees retained 	<ul style="list-style-type: none"> Retain 8 of 8 scholarship participants Retain 8 of 8 PLC attendees 	<ul style="list-style-type: none"> 6 of 8 scholarship participants retained 6 of 8 PLC attendees retained 	No

San Luis Valley BOCES

To build 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 (PLCs). Through their partnership with Generation Schools Network, San Luis Valley BOCES hosted a summer institute to increase teacher leader capacity by preparing participants to be effective mentors and PLC leaders. The BOCES also provided scholarships to highly effective teachers to earn their master's degree. After the second year of grant implementation, San Luis Valley BOCES experienced a dramatic drop in turnover and hiring of alternative licensure candidates, exceeding their goals for 2020-2021 in both targeted areas. The retention initiatives themselves and COVID-19 led to the reduction in turnover as many of the targeted districts chose to continue to employ the staff they could in order to maintain their budget, and many teachers in the districts chose to stay due to the uncertainty caused by the pandemic. After the third year of grant implementation, the BOCES's member districts experienced a dramatic increase in turnover due to the changing conditions associated with the pandemic, including the virtual teaching environment, and administrative turnover. As a result, the BOCES was unable to meet either of its retention goals. However, San Luis Valley BOCES did meet their goals to maintain the hiring of alternative licensure candidates to under 5% for both targeted subject areas. In addition, the retention rate among program participants was 87%.

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.



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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)	Retention for 2019-2020 school year	Retention for 2020-2021 school year	Goal for 2021-2022 school year	Progress towards Goal	Met Annual Goal?
Elementary Kindergarten - 5th Grade	<ul style="list-style-type: none"> 22% average turnover rate across BOCES's districts 10% of positions filled by alternative licensure candidates 	<ul style="list-style-type: none"> 20.6% turnover rate 10% of positions filled by alternative licensure candidates 	<ul style="list-style-type: none"> 2% turnover rate <1% of positions filled by alternative licensure candidates 	<ul style="list-style-type: none"> Maintain turnover rate under 5% Maintain hiring of alternative licensure candidates to under 5% 	<ul style="list-style-type: none"> 27% turnover rate <1% of positions filled by alternative licensure candidates 	Partially
Mathematics and English Language Arts 6 th - 12 th Grade	<ul style="list-style-type: none"> 22% average turnover rate across BOCES's districts 35% of positions filled by alternative licensure candidates 	<ul style="list-style-type: none"> 19.7% turnover rate 32% of positions filled by alternative licensure candidates 	<ul style="list-style-type: none"> 4% turnover rate 1% of positions filled with alternative licensure candidates 	<ul style="list-style-type: none"> Maintain turnover rate under 5% Maintain hiring of alternative licensure candidates under 5% 	<ul style="list-style-type: none"> 14% turnover rate <1% of positions filled by alternative licensure candidates 	Partially

Grant Funding for Cohort 1

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 of Education approved the continued funding for all Cohort 1 grantees. Eight of the nine grantees carried over their remaining year two funding into year three using the no-cost extension. The table below contains the amount of funding each grantee received in year one, the amount of funding awarded for year two, the amount of funds, if any, the grantee carried over from year two into year three, and the total funding each grantee received.

TABLE 5: Cohort 1 Funding

Cohort 1 Grantee	Amount Awarded (Year 1)	Amount Awarded (Year 2)	No-Cost Extension (Year 2 funds rolled over to Year 3)	Total Funds Awarded
Aurora Public Schools	\$120,186	\$125,000	\$62,675	\$245,186
Denver Public Schools	\$104,984	\$109,189	\$23,514	\$214,173
Garfield School District No. 16	\$30,000	\$30,000	\$21,000	\$60,000
Garfield School District No. 2	\$24,588	\$37,486	\$26,069	\$62,074
Hayden School District	\$115,408	\$120,000	\$112,764	\$235,408



Montezuma-Cortez School District	\$19,223	\$125,000	\$47,722	\$144,223
Northeast BOCES	\$194,259	\$212,040	\$84,143	\$406,299
San Luis Valley BOCES	\$191,855	\$209,540	\$78,028	\$401,395
West Grand School District	\$115,379	\$120,000	--*	\$235,379
<i>Totals</i>	<i>\$915,882</i>	<i>\$1,088,255</i>	<i>\$455,915</i>	<i>\$2,004,137</i>

*West Grand expended all grant funding in year two and thus did not have any funds to roll over to year three.

Cohort 2

Overview

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 38 applications, including 19 school districts, four BOCES, and 15 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.⁶ Based on reviews, 23 applications met the minimum requirements for funding. Because it was not possible to fund all applicants who met the minimum requirements within the appropriation available, the top 12 applicants were selected in order to maximize the number of applicants funded while ensuring each grantee would be awarded adequate funding to implement their initiative(s). During their November 2019 board meeting, the Colorado State Board of Education approved and funded these 12 at approximately 89% of their requested amounts.

The 12 grantees 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.⁷ Colorado River BOCES and Rio Blanco BOCES targeted the following four districts:

- De Beque 49JT,
- Roaring Fork RE-1,
- Rangely RE-4, and
- Meeker RE-1.

East Central BOCES targeted the following 20 districts:

- Agate 300,
- Arickaree R-2,
- Arriba-Flagler C-20,
- Bennett 29J,
- Bethune R-5,
- Burlington RE-6J,
- Byers 32J,
- Cheyenne County RE-5,



- Deer Trail 26J,
- Genoa-Hugo C113,
- Hi-Plains R-23,
- Idalia RJ-3,
- Karval RE-23,
- Kiowa C-2,
- Kit Carson R-1,
- Liberty J-4,
- Limon RE-4J,
- Strasburg 31J,
- Stratton R-4, and
- Woodlin R-104.

South Central BOCES targeted ten districts:

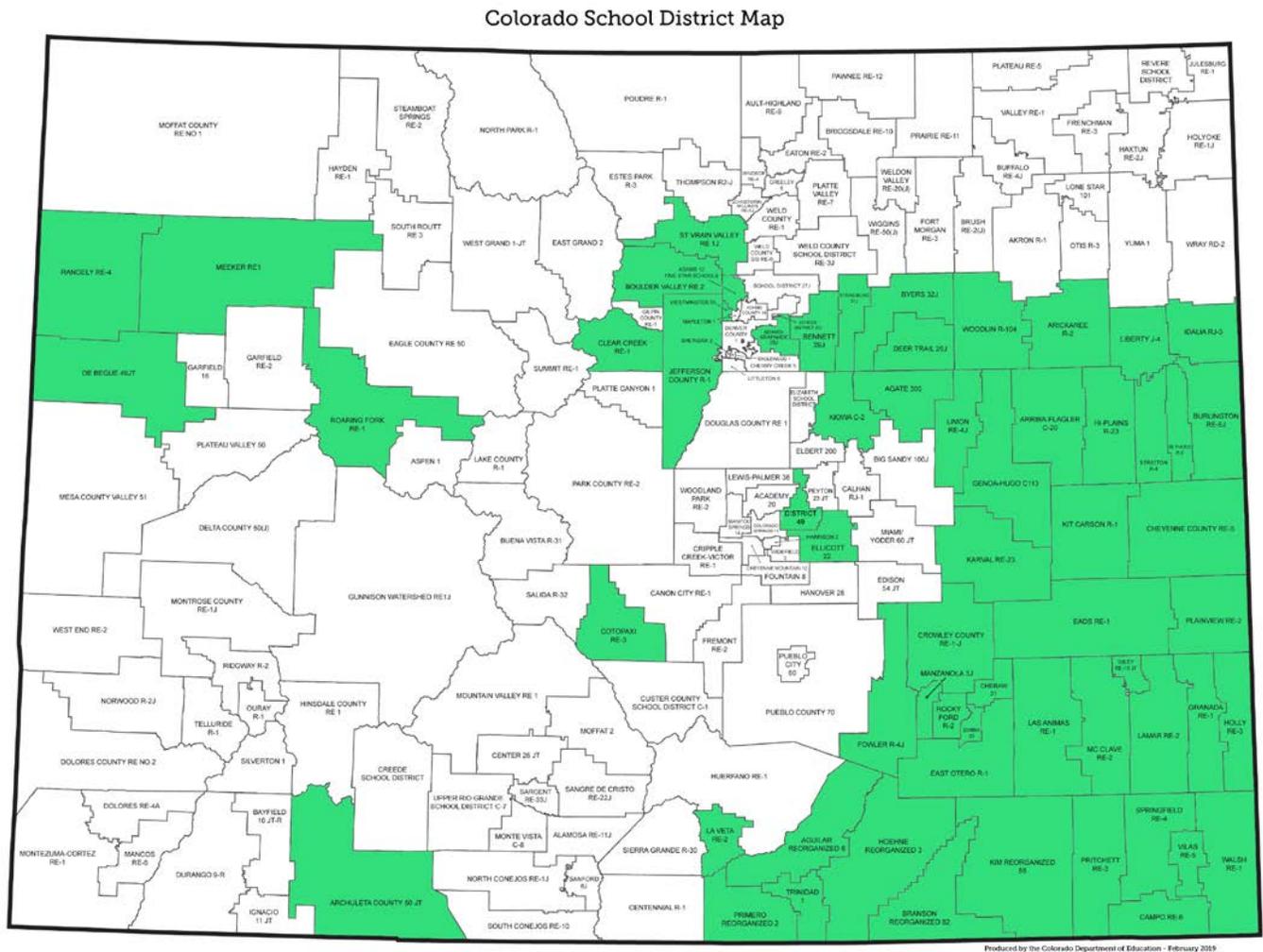
- Aguilar Reorganized 6,
- Branson Reorganized 82,
- Cotopaxi RE-3,
- Crowley County RE-1J,
- Fowler R-4J,
- Hoehne Reorganized 3,
- La Veta Re-2,
- Manzanola 3J,
- Primero Reorganized 2, and
- Trinidad 1.

Southeastern BOCES and Santa Fe Trail BOCES targeted 18 districts:

- Campo Re-6,
- Eads Re-1,
- Granada RE-1,
- Holly RE-3,
- Kim 88,
- Lamar RE-2,
- McClave RE-2,
- Plainview RE-2,
- Pritchett RE-3,
- Springfield RE-4,
- Vilas Re-5,
- Walsh RE-1,
- Cheraw 31,
- East Otero R-1,
- Las Animas RE-1,
- Rocky Ford R-2,
- Swink 33, and
- Wiley RE-13JT.

Figure 3 maps the districts and charter schools in Cohort 2 of the Retaining Teachers Grant Program.⁸

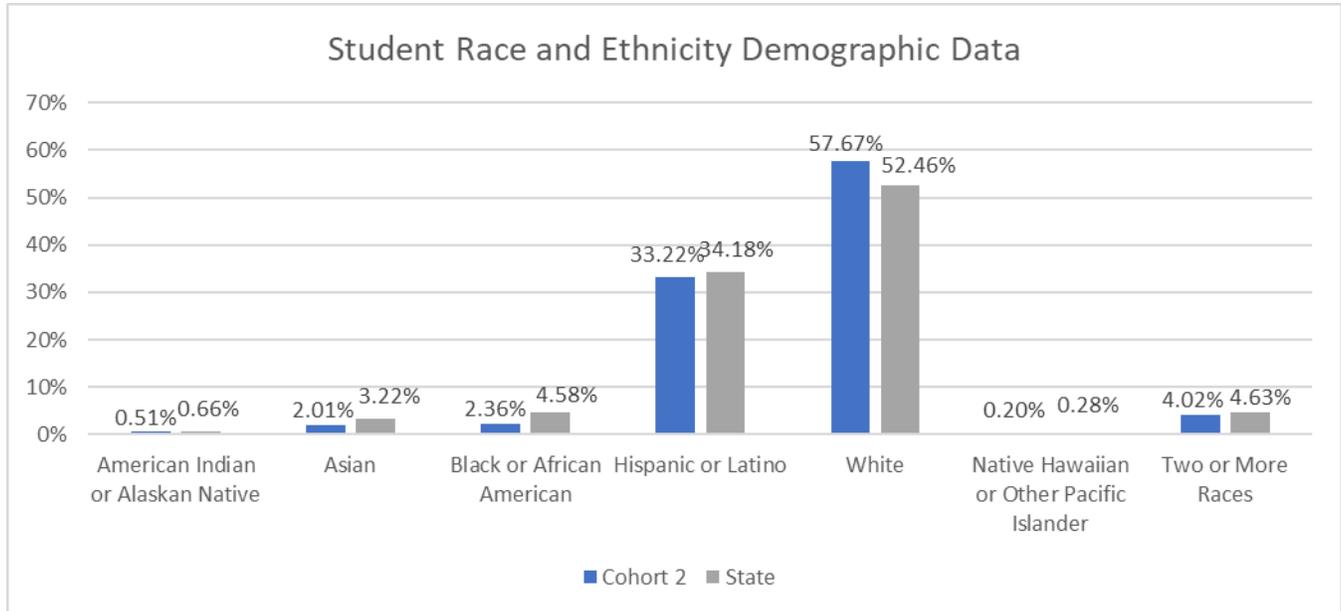
FIGURE 3: Map of Cohort 2 Grantees



The districts and schools targeted by Cohort 2 grantees employed 5,213 teachers and served 87,128 students, representing approximately 9 percent of teachers and students in the state for the 2020-2021 school year.⁹ Of the students served by Cohort 2 grantees, 37% were eligible for free- or reduced-price lunch compared to 40% of students statewide. Additionally, 42% of students were identified as a minority compared to approximately 48% statewide. Figure 4 shows the breakdown of student racial/ethnic composition for districts and schools targeted by Cohort 2 grantees in comparison to the statewide student racial/ethnic composition.



FIGURE 4: Student Race/Ethnicity Distribution in Schools Targeted by Cohort 2



Year Two Progress for Cohort 2

Each grantee set their own goals based on their initial shortages, targeted subject areas and grade levels, and specific retention initiatives. Grantees’ goals varied from increasing retention and decreasing turnover to reducing the number of unfilled positions and positions filled through shortage mechanisms such as hiring long-term substitutes, retired educators, emergency candidates, and alternative licensure candidates. Some grantees set goals with multiple criteria, such as increased retention and reduction in number of positions filled through a shortage mechanism, for each subject area and grade level targeted. When multiple criteria are included in a goal, that goal is considered partially met if grantees meet or exceed at least half of the criteria identified.

Ten of the 12 Cohort 2 grantees rolled-over grant funding for the 2020-2021 school year. Four of the 10 grantees were able to meet or partially meet all of their teacher retention goals, and an additional four grantees were able to meet or partially meet some, but not all, of their retention goals. The grantees that met or partially met all of their goals were able to implement the vast majority of their initiatives in year two, although some had to modify or postpone implementation due to COVID-19. Similarly, three of the four grantees that met or partially met only some of their retention goals indicated that the pandemic prevented implementation of certain aspects of their initiatives either due to the nature of the pandemic itself or the return of 2020-2021 grant funding to the state. Of the remaining two grantees who were unable to meet or partially meet any of their goals, both were able to decrease turnover rates from pre-grant levels in at least one of their targeted subject areas. Both also noted that the stress of virtual or hybrid learning environments, in addition to limited ability to implement their initiatives as a result of the pandemic, were the primary causes for their inability to meet their retention goals. Table 6 provides a high-level overview of the number of goals set and met by each grantee.

TABLE 6: Summary of Cohort 2 Progress Towards Meeting Year Two Goals

Cohort 2 Grantee	Number of Goals Set	Number of Goals Met or Partially Met in Year Two	Outcome
Clear Creek School District RE-1	7	6 Met 0 Partially Met	Met Some Goals



Colorado River and Rio Blanco BOCES	12	4 Met 7 Partially Met	Met or Partially Met Some Goals
East Central BOCES	1	0 Met 1 Partially Met	Partially Met All Goals
El Paso County Colorado School District 49	3	0 Met 1 Partially Met	Partially Met Some Goals
Ellicott School District 22	3	0 Met 0 Partially Met	Did Not Meet Goals
New America Schools	3	0 Met 0 Partially Met	Did Not Meet Goals
Pagosa Peak Open School	4	3 Met 0 Partially Met	Met Some Goals
South Central BOCES	2	2 Met 0 Partially Met	Met All Goals
Southeastern and Santa Fe Trail BOCES	1	1 Met 0 Partially Met	Met All Goals
St. Vrain Valley School District RE1J	2	2 Met 0 Partially Met	Met All Goals

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 2 grantee.

Clear Creek School District RE-1

Clear Creek’s retention initiatives focus on providing increased support for new teachers through enhancing their induction program and offering career advancement pathways for veteran teachers through blended learning and instructional leadership opportunities. The district acquired a variety of resources to support new staff, including curricular resources to aid with planning blended learning instructional units and professional development opportunities. These resources are also being employed to establish instructional leadership learning opportunities at each school in the district. Clear Creek’s blended learning initiative was used to provide tuition reimbursement. Although COVID-19 presented challenges in developing a career advancement pathway suited to the district’s context, Clear Creek has been able to use the opportunities for professional development through its induction and blended learning initiatives as pathways for advancement. Despite facing some challenges in implementing their retention initiatives due to COVID-19, Clear Creek was able to meet their goals for six of the seven targeted subject areas.

Clear Creek School District RE-1	
Type of Initiative	Description of Initiative
Robust teacher induction programs for new teachers	<ul style="list-style-type: none"> Enhance induction program by providing curricular and professional learning supports.
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"> Develop a career advancement pathway suited to the district’s context.
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	<ul style="list-style-type: none"> Establish a blended learning initiative in which tuition assistance is provided for teacher development.



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Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2019-2020 school year)	Retention for 2020-2021 school year	Goal for 2021-2022 school year	Progress towards Goal	Met Annual Goal?
Early Childhood	<ul style="list-style-type: none"> 50% turnover rate (over the past three years) 	<ul style="list-style-type: none"> 0 unfilled positions (100% retention) 	<ul style="list-style-type: none"> 0 unfilled or posted positions/ retain 100% of current staff 	<ul style="list-style-type: none"> 0 unfilled positions (100% retention) 	Yes
Early Childhood Special Education	<ul style="list-style-type: none"> Position currently filled by retiree on hourly contract 	<ul style="list-style-type: none"> Position currently filled by retiree on hourly contract 	<ul style="list-style-type: none"> Fill position with qualified candidate that is a salaried employee. 	<ul style="list-style-type: none"> Position filled with qualified candidate salaried through Mt. Evans BOCES 	Yes
Elementary Kindergarten – 6 th grade	<ul style="list-style-type: none"> 5* out of 23 are new 	<ul style="list-style-type: none"> FTE reduced to 2 due to declining enrollment; 2 of 2 positions filled by new hires from 2019-2020 	<ul style="list-style-type: none"> Retain 2 of 2 new hires from 2019-2020 	<ul style="list-style-type: none"> 2 of 2 new hires retained 2 positions to hire due to role change and late resignation among returning teachers 	Yes
Special Education Kindergarten – 6 th grade	<ul style="list-style-type: none"> 3 of 6 are new 	<ul style="list-style-type: none"> FTE reduced to 2 due to declining enrollment; 2 of 2 positions filled by returning teachers 	<ul style="list-style-type: none"> Retain 100% of current staff 	<ul style="list-style-type: none"> 50% retention rate 	No
Music Kindergarten – 12 th grade	<ul style="list-style-type: none"> 1 position filled by substitutes (elementary) 1 of 2 positions filled by a new teacher (secondary) 	<ul style="list-style-type: none"> Open position filled 1 of 2 positions retained 	<ul style="list-style-type: none"> Retain 100% of current staff 	<ul style="list-style-type: none"> 100% retention rate 	Yes
World Languages 7 th – 12 th grade	<ul style="list-style-type: none"> 1.5 FTE unfilled 	<ul style="list-style-type: none"> FTE reduced to 1 due to declining enrollment; 1 FTE filled 	<ul style="list-style-type: none"> Retain 100% of current staff 	<ul style="list-style-type: none"> 100% retention rate 	Yes
Mathematics, Science, Social Studies, and English Language Arts 7 th – 12 th grade	<ul style="list-style-type: none"> Math: 2 out of 3 new Science: 2 out of 3 new ELA: 2 of 3 new within last 3 years Social Studies: 2 of 3 new 	<ul style="list-style-type: none"> Math: retained 2 of 3 Science: retained 3 of 3 ELA: retained 2 of 3 Social Studies: retained 3 of 3 	<ul style="list-style-type: none"> Retain at least 10 of 12 current staff members 	<ul style="list-style-type: none"> 10 of 12 teachers retained Math: retained 3 of 3 Science: retained 2 of 3 ELA: retained 3 of 3 Social Studies: retained 2 of 3 	Yes

*One of the five positions represents 0.5 FTE, for a total of 4.5 FTE.



Colorado River BOCES and Rio Blanco BOCES

Colorado River BOCES, in conjunction with Rio Blanco BOCES, worked to develop a three-year induction program that, in addition to providing additional support for new teachers, also creates career development opportunities for experienced teachers to become mentors and teacher leaders. Due to COVID-19, the amount of time for mentors to meet and develop strong partnerships with each other and their mentees was limited. Consequently, Colorado River BOCES and Rio Blanco BOCES were only able to meet four of their twelve retention goals. However, of the twelve targeted subject areas, eleven experienced a decrease in turnover compared to their initial retention rates. Additionally, only two of the targeted subject areas had unfilled positions and positions filled by emergency licensure candidates.

Colorado River BOCES and Rio Blanco BOCES					
Type of Initiative		Description of Initiative			
Robust teacher induction programs for new teachers Peer review and mentorship programs and other career development and advancement strategies 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		<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. 			
Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2019-2020 school year)	Retention for 2020-2021 school year	Goal for 2021-2022 school year	Progress towards Goal	Met Annual Goal?
Elementary Kindergarten – 5 th grade	<ul style="list-style-type: none"> 34% turnover rate (24 positions to hire) 	<ul style="list-style-type: none"> 10 position to hire 0 positions unfilled or filled with emergency licensure candidates 	<ul style="list-style-type: none"> Reduce turnover rate by 50-75% from baseline 0 positions unfilled or filled with emergency licensure candidates 	<ul style="list-style-type: none"> 9% turnover rate (74% reduction of turnover rate) 3 unfilled positions 5 positions filled by emergency licensure candidates 	Partially
Mathematics 7 th – 12 th grade	<ul style="list-style-type: none"> 29% turnover rate (14 positions to hire) 	<ul style="list-style-type: none"> 3 position to hire 0 positions unfilled or filled with emergency licensure candidates 	<ul style="list-style-type: none"> Reduce turnover rate by 50-75% from baseline 0 positions unfilled or filled with emergency licensure candidates 	<ul style="list-style-type: none"> 16% turnover rate (45% reduction of turnover rate) 1 unfilled position 1 position filled by emergency licensure candidate 	No
Agriculture and Natural Resources 7 th – 12 th grade	<ul style="list-style-type: none"> 100% turnover rate (2 positions to hire) 	<ul style="list-style-type: none"> 0 positions to hire 0 positions unfilled or filled with emergency licensure candidates 	<ul style="list-style-type: none"> Maintain 0% turnover 0 positions unfilled or filled with emergency licensure candidates 	<ul style="list-style-type: none"> 100% turnover rate 0 positions unfilled or filled with emergency licensure candidates 	Partially



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Science 7 th – 12 th grade	<ul style="list-style-type: none"> • 22% turnover rate (12 positions to hire) 	<ul style="list-style-type: none"> • 4 positions to hire • 0 positions unfilled or filled with emergency licensure candidates 	<ul style="list-style-type: none"> • Reduce turnover rate by 50-100% • 0 positions unfilled or filled with emergency licensure candidates 	<ul style="list-style-type: none"> • 17% turnover rate (24% reduction in turnover rate) • 0 positions unfilled or filled with emergency licensure candidates 	Partially
Business/Marketing 7 th – 12 th grade	<ul style="list-style-type: none"> • 50% turnover rate (2 positions to hire) 	<ul style="list-style-type: none"> • 0 positions to hire • 0 positions unfilled or filled with emergency licensure candidates 	<ul style="list-style-type: none"> • Maintain 0% turnover rate • 0 positions unfilled or filled with emergency licensure candidates 	<ul style="list-style-type: none"> • 0% turnover rate • 0 positions unfilled or filled with emergency licensure candidates 	Yes
English Language Arts 7 th – 12 th grade	<ul style="list-style-type: none"> • 23% turnover rate (9 positions to hire) 	<ul style="list-style-type: none"> • 2 positions to hire • 0 positions unfilled or filled with emergency licensure candidates 	<ul style="list-style-type: none"> • Reduce turnover rate by 50-100% • 0 positions unfilled or filled with emergency licensure candidates 	<ul style="list-style-type: none"> • 8% turnover rate (63% reduction in turnover rate) • 0 positions unfilled or filled with emergency licensure candidates 	Yes
Visual Arts Kindergarten – 12 th grade	<ul style="list-style-type: none"> • 21% turnover rate (3 positions to hire) 	<ul style="list-style-type: none"> • 0 positions to hire • 0 positions unfilled or filled with emergency licensure candidates 	<ul style="list-style-type: none"> • Maintain 0% turnover rate • 0 positions unfilled or filled with emergency licensure candidates 	<ul style="list-style-type: none"> • 19% turnover rate • 0 positions unfilled or filled with emergency licensure candidates 	Partially
Industrial Arts 7 th – 12 th grade	<ul style="list-style-type: none"> • 75% turnover rate (3 positions to hire) 	<ul style="list-style-type: none"> • 0 positions to hire • 0 positions unfilled or filled with emergency licensure candidates 	<ul style="list-style-type: none"> • Maintain 0% turnover rate • 0 positions unfilled or filled with emergency licensure candidates 	<ul style="list-style-type: none"> • 0% turnover rate • 0 positions unfilled or filled with emergency licensure candidates 	Yes
Music Kindergarten – 12 th grade	<ul style="list-style-type: none"> • 25% turnover rate (2 positions to hire) 	<ul style="list-style-type: none"> • 1 position to hire • 0 positions unfilled or filled with emergency licensure candidates 	<ul style="list-style-type: none"> • Reduce turnover rate by 100% • 0 positions unfilled or filled with emergency licensure candidates 	<ul style="list-style-type: none"> • 7% turnover rate (72% reduction in turnover rate) • 0 positions unfilled or filled with emergency licensure candidates 	Partially
Social Studies 9 th – 12 th grade	<ul style="list-style-type: none"> • 28% turnover rate (9 positions to hire) 	<ul style="list-style-type: none"> • 3 positions to hire • 0 positions unfilled or filled with emergency licensure 	<ul style="list-style-type: none"> • Reduce turnover rate by 75-100% • 0 positions unfilled or filled with emergency licensure candidates 	<ul style="list-style-type: none"> • 32% turnover rate (14% increase in turnover) • 0 positions unfilled or filled with emergency 	Partially



		candidates		licensure candidates	
Special Education Kindergarten – 12 th grade	<ul style="list-style-type: none"> 35% turnover rate (9 positions to hire) 	<ul style="list-style-type: none"> 7 positions to hire 0 positions unfilled or filled with emergency licensure candidates 	<ul style="list-style-type: none"> Reduce turnover rate by 50-100% 0 positions unfilled or filled with emergency licensure candidates 	<ul style="list-style-type: none"> 0% turnover rate (100% reduction in turnover rate) 0 positions unfilled or filled with emergency licensure candidates 	Yes
World Languages 7 th – 12 th grade	<ul style="list-style-type: none"> 17% turnover rate (2 positions to hire) 	<ul style="list-style-type: none"> 0 positions to hire 0 positions unfilled or filled with emergency licensure candidates 	<ul style="list-style-type: none"> Maintain 0% turnover 0 positions unfilled or filled with emergency licensure candidates 	<ul style="list-style-type: none"> 6% turnover rate 0 positions unfilled or filled with emergency licensure candidates 	Partially

East Central BOCES

East Central BOCES partnered with Generation Schools Network to offer a scholarship incentive program for highly effective teachers and establish virtual professional learning communities (PLCs). The BOCES provided scholarships for highly effective teachers to pursue a master’s degree. Subsequently, a summer institute was hosted, providing both professional development for effective and highly effective teachers and an opportunity for East Central BOCES to identify teacher leaders. Using PLCs, the BOCES brought together the scholarship recipients and the summer institute participants on a monthly basis to solve on-going challenges around teaching mathematics throughout the 2019-2020 and 2020-2021 school years. In the 2020-2021 school year, ownership of the PLCs was transferred to selected teacher leaders, creating a path to leadership for highly effective teachers. Although East Central BOCES was unable to meet its retention goal for scholarship recipients because one of the seven individuals left to pursue teaching in a different subject area, it was able to meet its retention target for summer institute and PLC participants as well as its goal to lower the turnover rate for secondary mathematics teachers across participating districts by 10%.

East Central BOCES					
Type of Initiative		Description of Initiative			
Peer review and mentorship programs and other career development and advancement strategies		<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. 			
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. Establish virtual professional learning communities (PLCs) to be led by teacher leaders in year two. 			
Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2019-2020 school year)	Retention for 2020-2021 school year	Goal for 2021-2022 school year	Progress towards Goal	Met Annual Goal?
Mathematics	<ul style="list-style-type: none"> 42.8% turnover 	<ul style="list-style-type: none"> Retained 100% 	<ul style="list-style-type: none"> Retain 90% of 	<ul style="list-style-type: none"> 85% of scholarship 	Partially



7th – 12 th grade	rate	of scholarship participants <ul style="list-style-type: none"> Retained 84% of PLC and summer institute participants 19% turnover rate 	scholarship participants <ul style="list-style-type: none"> Retain 80% of PLC and summer institute participants Decrease secondary mathematics turnover rate by 10% 	participants retained <ul style="list-style-type: none"> 90% of PLC and summer institute participants retained 16% turnover rate 	
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El Paso County Colorado School District 49

District 49’s retention initiatives centered around enhancing their induction program by focusing on self-care for new teachers and providing cognitive coaching training for mentor teachers. Due to COVID-19, much of these initiatives were either postponed or modified. Cognitive coaching training of mentors was started in 2019-2020, but when the district moved to virtual learning, the last six sessions had to be postponed until June 2021. Between the initial sessions and those completed in June 2021, the district hosted numerous virtual sessions to practice skills learned in the initial sessions. Additionally, in order to maintain the sustainability of this initiative, two district employees are working to become certified cognitive coaching trainers. The self-care workshops were postponed until the 2020-2021 school year and had to be delivered virtually instead of in-person as a result of the pandemic. Although District 49 was unable to meet any of its retention goals, they received very positive feedback from participants in their initiatives. Furthermore, district exit survey data revealed that the stress of teaching in a hybrid learning environment and COVID-19 related health concerns were leading causes of the increase in resignations.

El Paso County Colorado School District 49					
Type of Initiative		Description of Initiative			
Robust teacher induction programs for new teachers		<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. 			
Peer review and mentorship programs and other career development and advancement strategies		<ul style="list-style-type: none"> Expand cognitive coaching training to create a career pathway to becoming team leaders or instructional coaches. 			
Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2019-2020 school year)	Retention for 2020-2021 school year	Goal for 2021-2022 school year	Progress towards Goal	Met Annual Goal?
General Education Kindergarten – 12 th grade	<ul style="list-style-type: none"> 20% turnover rate Retained approximately 700 licensed staff 	<ul style="list-style-type: none"> Reduced turnover rate to 13.2% (734/845 retained) 	<ul style="list-style-type: none"> Reduce turnover rate to 12% Retain 70 more positions than in the initial year 	<ul style="list-style-type: none"> 17.8% turnover rate (655/797 retained) 	No
Special Education Kindergarten – 12 th grade	<ul style="list-style-type: none"> 25% turnover rate Retained 73 special education 	<ul style="list-style-type: none"> Reduced turnover rate to 17.7% (94/113) 	<ul style="list-style-type: none"> Reduce turnover rate to 15% Retain 82 teachers 	<ul style="list-style-type: none"> 19% turnover rate (94/124 retained) 	Partially



	teachers	retained)			
Early Childhood Special Education	<ul style="list-style-type: none"> • 20% turnover rate (over past two years) • Retained 12 teachers 	<ul style="list-style-type: none"> • Reduced turnover rate to 6% (15 retained; one new teacher was hired) 	<ul style="list-style-type: none"> • Maintain 6% turnover rate 	<ul style="list-style-type: none"> • 12.5% turnover rate (14/16 retained) 	No

Ellicott School District 22

Ellicott 22 enhanced its induction program by expanding the mentorship of new teachers from one year to three years. Due to COVID-19 restrictions, planning and implementation were delayed until the start of the 2020-2021 school year. Although Ellicott was able to strengthen the mentoring aspect of their induction program during the 2020-2021 school year, the district was unable to increase in-person collaboration between mentors and mentees as originally intended due to the pandemic. The district was also able to provide training for administrators as part of their increased involvement in Ellicott’s induction programming. The district was unable to meet any of its retention goals, but it did see a decrease in elementary turnover compared to prior years. Ellicott indicated that the pandemic and the shift to remote learning environments impacted both their ability to implement their retention initiative as planned and teacher retention in the district.

Ellicott School District 22					
Type of Initiative		Description of Initiative			
Robust teacher induction programs for new teachers		<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. 			
Increased planning, mentoring, and collaboration time for new teachers and mentor teachers that reduces teacher-student contact hours for teachers but does not result in reduced instruction time for students					
Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2019-2020 school year)	Retention for 2020-2021 school year	Goal for 2020-2021 school year	Progress towards Goal	Met Annual Goal?
Elementary Kindergarten – 6 th grade	• 25% turnover rate	• 29% turnover rate	• Reduce turnover rate to 10%	• 18% turnover rate (31/38 retained)	No
Special Education 7 th – 12 th grade	• 25% turnover rate	• 25% turnover rate	• Reduce turnover rate to 10%	• 25% turnover rate (3/4 retained)	No
English Language Arts 7 th – 12 th grade	• 25% turnover rate	• 33% turnover rate	• Reduce turnover rate to 10%	• 50% turnover rate (3/6 retained)	No

New America Schools

New America Schools (NAS) simultaneously enhanced their induction program and created a teacher leader pipeline through the development of a mentor and master teacher career pathway. Mentor and master teachers provided support to teachers new to NAS in lesson planning, logistics, pedagogy, and data-driven instruction. For the 2021-2022 school year, the mentor and master teacher pathways will be combined into one mentor teacher pathway for advancement. Although NAS experienced a reduction in turnover after the first



year of the grant, turnover rates returned to pre-grant levels across targeted subject areas. NAS attributes this change to the pandemic, as their schools had to switch to one hundred percent remote learning, and their teachers experienced increased stress and uncertainty. In fact, NAS believes that their turnover rates would likely have been higher if the supports implemented through this grant were not in place.

New America Schools					
Type of Initiative		Description of Initiative			
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		<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. 			
Increased planning, mentoring, and collaboration time for new teachers and mentor teachers that reduces teacher-student contact hours for teachers but does not result in reduced instruction time for students 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		<ul style="list-style-type: none"> Increase peer-to-peer coaching through professional learning communities (PLCs) and creation of best practices video library. 			
Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2019-2020 school year)	Retention for 2020-2021 school year	Goal for 2021-2022 school year	Progress towards Goal	Met Annual Goal?
All Subject Areas 9 th – 12 th grade	<ul style="list-style-type: none"> 62.96% two-year turnover rate (34/54 teachers) 	<ul style="list-style-type: none"> Reduced turnover rate to 29% Retained 54% of new hires 	<ul style="list-style-type: none"> Reduce turnover rate to less than 25% Retain greater than 80% of new hires 	<ul style="list-style-type: none"> 65% turnover rate (19/55 retained) Retained 42% of new hires 	No
English Language Arts 9 th – 12 th grade	<ul style="list-style-type: none"> 57.14% two-year turnover rate (4/7 teachers) 	<ul style="list-style-type: none"> Reduced turnover rate to 21% Retained 66% of new hires 	<ul style="list-style-type: none"> Reduce turnover rate to less than 25% Retain greater than 80% of new hires 	<ul style="list-style-type: none"> 70% turnover rate (3/10 retained) Retained 25% of new hires 	No
Mathematics 9 th – 12 th grade	<ul style="list-style-type: none"> 87.5% two-year turnover rate (7/8 teachers) 	<ul style="list-style-type: none"> Reduced turnover rate to 56% Retained 0% of new hires 	<ul style="list-style-type: none"> Reduce turnover rate to less than 25% Retain greater than 80% of new hires 	<ul style="list-style-type: none"> 66% turnover rate (4/12 retained) Retained 50% of new hires 	No

Pagosa Peak Open School

To address their retention challenges associated with being in a small, resort town, Pagosa Peak Open School (PPOS) created a bonus fund for highly effective teachers and provided professional development for effective teachers to become master teachers. Bonuses were provided to 11 highly effective teachers in 2019-2020; all



but 2 of those teachers returned to PPOS in 2020-21 (the 2 teachers left due to COVID-19 related concerns), and one of the two who left came back to the school for the 2021-2022 school year. Bonuses could not be provided for the 2020-2021 year as the school did not have sufficient funds available through the no-cost extension. PPOS was able to provide professional development for effective teachers for both years of the grant. The school was able to meet its goals for secondary science, mathematics, English, and social studies, special education, and music and visual arts as a result of their retention initiatives. For elementary, PPOS was unable to reach its goal, which the school believes corresponds to its inability to provide the performance bonuses in the second year of the grant.

Pagosa Peak Open School					
Type of Initiative		Description of Initiative			
Incentive programs to recognize and retain highly effective teachers		<ul style="list-style-type: none"> Create an incentive program to provide bonuses to highly effective teachers. 			
Increased planning, mentoring, and collaboration time for new teachers and mentor teachers that reduces teacher-student contact hours for teachers but does not result in reduced instruction time for students		<ul style="list-style-type: none"> Expand mentorship program for assistant teachers by increasing their working hours to establish dedicated time to work with mentor teachers. 			
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"> Fund professional development to create master teachers who can then provide in-house training and professional development. 			
Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2019-2020 school year)	Retention for 2020-2021 school year	Goal for 2021-2022 school year	Progress towards Goal	Met Annual Goal?
Elementary Kindergarten – 5 th grade	<ul style="list-style-type: none"> 71% turnover rate (2/7 retained) 	<ul style="list-style-type: none"> Reduced turnover rate to 14% (6/7 retained) Retained 4 of the new hires from 2019-2020 	<ul style="list-style-type: none"> Reduce turnover rate to 15% Retain all of the new hires from 2019-2020 and 2020-2021 	<ul style="list-style-type: none"> 17% turnover rate (10/12 retained) 2 new hires left the school 	No
Science, Mathematics, English Language Arts, Social Studies 6 th – 8 th grade*	<ul style="list-style-type: none"> 100% turnover (1/1 teacher; will expand to 2 teachers when the school expands to serve up to 8th grade) 	<ul style="list-style-type: none"> Reduced turnover rate to 0% 	<ul style="list-style-type: none"> Reduce turnover rate due to dissatisfaction to 0% 	<ul style="list-style-type: none"> 0% turnover rate 1 new position added 	Yes
Special Education Kindergarten – 8 th grade*	<ul style="list-style-type: none"> 100% turnover (1/1 teacher) 	<ul style="list-style-type: none"> 100% turnover (1/1 teacher), but not due to dissatisfaction 	<ul style="list-style-type: none"> Reduce turnover rate due to dissatisfaction to 0% 	<ul style="list-style-type: none"> 0% turnover rate 	Yes
Music and Visual Arts Kindergarten – 8 th grade*	<ul style="list-style-type: none"> 100% turnover (1/1 teacher; position now filled by 2 teachers) 	<ul style="list-style-type: none"> 50% turnover (1/2 teachers), but not due to dissatisfaction 	<ul style="list-style-type: none"> Reduce turnover rate due to dissatisfaction to 0% 	<ul style="list-style-type: none"> 0% turnover 2 positions combined into 1 	Yes

*PPOS expanded from a K-6 to a K-7 in 2020-2021 and expanded to a K-8 school for 2021-2022.



South Central BOCES

South Central BOCES established virtual professional learning communities (PLCs) and offered scholarships leading to career advancement for mathematics and science teachers. Due to shifts in personnel, objectives for professional learning, teacher needs and COVID-19, the majority of their initiatives were postponed until summer and fall of 2020. During the 2020-2021 school year, the BOCES implemented PLCs for new teachers and for mathematics and science teachers and professional development opportunities through CSU Global. As a result of these initiatives, teachers felt less isolated and more satisfied with their job responsibilities, and South Central BOCES was able to meet both of its retention goals.

South Central 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"> Provide professional development with graduate credits in math and science and scholarships to pursue a master's degree or concurrent enrollment certification. 			
Increased planning, mentoring, and collaboration time for new teachers and mentor teachers that reduces teacher-student contact hours for teachers but does not result in reduced instruction time for students		<ul style="list-style-type: none"> Create virtual professional learning communities (PLCs) for new teachers. 			
Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2019-2020 school year)	Retention for 2020-2021 school year	Goal for 2021-2022 school year	Progress towards Goal	Met Annual Goal?
Science and Mathematics 7 th -12 th grade	<ul style="list-style-type: none"> 36% combined turnover rate for math and science teachers 	<ul style="list-style-type: none"> 12.5% turnover among reporting districts* 	<ul style="list-style-type: none"> Math and Science teacher turnover rate will be reduced to 30% excluding teachers lost to retirement 	<ul style="list-style-type: none"> 10.5% turnover rate among BOCES districts 	Yes
All Subject Areas All grade levels	<ul style="list-style-type: none"> 15% turnover rate for all teachers 	<ul style="list-style-type: none"> 12% turnover among reporting districts* 	<ul style="list-style-type: none"> Overall teacher turnover rate will be reduced to 12% 	<ul style="list-style-type: none"> 12% turnover rate among BOCES districts 	Yes

* Branson Reorganized 82 and Crowley County RE-1J did not provide updated turnover data to South Central BOCES, so they are excluded from this calculation.

Southeastern BOCES and Santa Fe Trail BOCES

Southeastern BOCES, in conjunction with Santa Fe Trail BOCES, partnered with Generation Schools Network to offer a scholarship program for career advancement and establish virtual professional learning communities (PLCs). The BOCES provided professional development through a virtual summer institute for the first year of the grant, which also allowed the BOCES to identify master teachers among scholarship recipients. These master teachers then served as PLC leaders in year two. The summer institute for year 2 was not held due to COVID-19 concerns. Through PLCs, scholarship recipients, summer institute participants, and other special education teachers came together on a monthly basis to solve on-going challenges around teaching special education during both years of the grant. Southeastern BOCES and Santa Fe Trail BOCES were able to meet all their retention goals, including retention of scholarship, summer institute, and PLC participants and decreasing the overall turnover rate among special education teachers across the BOCES.



Southeastern BOCES and Santa Fe Trail BOCES					
Type of Initiative			Description of Initiative		
Peer review and mentorship programs and other career development and advancement strategies			<ul style="list-style-type: none"> Provide incentives in the form of scholarships for advanced coursework leading to a master's in special education or certification to teach concurrent enrollment courses. 		
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. Establish virtual professional learning communities (PLCs) to be led by teacher leaders in year two. 		
Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2019-2020 school year)	Retention for 2020-2021 school year	Goal for 2021-2022 school year	Progress towards Goal	Met Annual Goal?
Special Education Kindergarten – 12 th grade	<ul style="list-style-type: none"> 29.2% turnover rate 	<ul style="list-style-type: none"> 72% of the scholarship participants were retained 100% of the PLC and summer institute participants were retained 20% turnover rate for special education teachers 	<ul style="list-style-type: none"> Retain 90% of scholarship participants after they receive their credentials Retain 80% of PLC and Summer Institute participants Reduce turnover rate for special education teachers by 10 percentage points from baseline (excluding teachers who leave due to retirement) 	<ul style="list-style-type: none"> 100% of scholarship participants retained after receiving credentials 100% of PLC and summer institute participants retained. 15% turnover rate 	Yes

St. Vrain Valley School District RE1J

St. Vrain created two new career advancement pathways and established mentor training for the subject areas experiencing the highest levels of turnover: special education and culturally and linguistically diverse education (CLD). The career advancement pathways allow the district's teachers to attain a reading teacher or culturally and linguistically diverse endorsement through custom coursework developed collaboratively by St. Vrain and the University of Colorado, Denver while working for the district full-time. Due to the pandemic, professional learning was delivered in an online format. The district met its goals for decreasing the turnover rate among special education teachers and the number of special education positions filled by alternative licensure candidates and long-term substitutes. Additionally, St. Vrain met its goal for retaining newly endorsed CLD teachers.

St. Vrain Valley School District RE1J	
Type of Initiative	Description of Initiative
Peer review and mentorship programs and other career development and advancement strategies	<ul style="list-style-type: none"> Create a micro-credentialing and graduate degree program that leads 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.			
Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2019-2020 school year)	Retention for 2020-2021 school year	Goal for 2020-2021 school year	Progress towards Goal	Met Annual Goal?
Special Education Kindergarten – 12 th grade	<ul style="list-style-type: none"> • 24% turnover rate • 11 positions filled by alternative licensure candidates or long-term substitutes 	<ul style="list-style-type: none"> • Turnover rate reduced by 5.6% to 17% • 11 positions filled by alternative licensure candidates, Temporary Educator Eligibility candidates, and long-term substitutes. 	<ul style="list-style-type: none"> • Reduce turnover rate by 2.5% to 16.1% • Reduce positions filled by alternative licensure candidates and long-term substitutes by 25% from baseline 	<ul style="list-style-type: none"> • Turnover rate reduced by 3.2% to 13.8% • 8 positions filled by alternative licensure candidates and long-term substitutes (27% reduction from baseline) 	Yes
Culturally and Linguistically Diverse Kindergarten – 12 th grade	<ul style="list-style-type: none"> • Student-CLD teacher ratio of 65:1 	<ul style="list-style-type: none"> • Student-CLD teacher ratio 40:1 	<ul style="list-style-type: none"> • Retain newly endorsed CLD teachers to create a student-teacher ratio of 40:1 	<ul style="list-style-type: none"> • Student-CLD teacher ratio 32.7:1 	Yes

Grant Funding for Cohort 2

As funding for year two of Cohort 2 was returned to the state to stabilize the budget as a result of COVID-19, the total funds Cohort 2 awardees received through this grant is the same as their year one award amount. Of the approximately \$1,445,867 awarded to Cohort 2 in year one, \$723,817 was rolled-over to year two through the no-cost extension. Table 7 provides the amount of funding awarded for year one of the grant for Cohort 2 as well as the amount of funds rolled-over to the 2020-2021 fiscal year using the no-cost extension.

TABLE 7: Cohort 2 Funding

Grantee	Amount Awarded (Year 1)*	No-Cost Extension (Year 1 funds rolled over to Year 2)
Boulder Valley School District RE 2	\$110,625	--**
Clear Creek School District RE-1	\$101,332	\$76,601
Colorado River BOCES and Rio Blanco BOCES	\$151,522	\$102,626
Early College of Arvada	\$44,250	--**
El Paso County Colorado School District 49	\$108,575	\$92,925



East Central BOCES	\$175,796	\$14,083
Ellicott School District 22	\$107,726	\$102,227
New America Schools	\$74,219	\$39,651
Pagosa Peak Open School	\$44,250	\$10,374
South Central BOCES	\$177,000	\$173,712
Southeastern BOCES and Santa Fe Trail BOCES	\$219,569	\$25,000
St. Vrain Valley School District RE1J	\$131,003	\$86,618
<i>Totals</i>	<i>\$1,445,867</i>	<i>\$723,817</i>

*Award amounts rounded to the nearest dollar.

**These grantees were able to expend all funds awarded for year one and thus did not have any funds to roll over to year two.

Contributions of the Grant Program

Improving Retention and Reducing Statewide Shortages

In order to consider the contributions that the Retaining Teachers Grant Program has made in improving teacher retention and reducing statewide teacher shortages, it is important to first discuss the context in which the grant was implemented. 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 (2018-2019) funding for Cohort 1 grantees was not dispersed until May 2019.¹⁰ As a result, most Cohort 1 grantees could not fully implement their retention initiatives until the 2019-2020 school year despite needing to report on progress towards their retention goals for the 2018-2019 year. Then, during the 2019-2020 school year, year two of the grant for Cohort 1 and year one of the grant for Cohort 2, COVID-19 lead districts and schools to move to a remote learning environment. As mentioned throughout this report, the Retaining Teachers Grant Program was one of many programs that was defunded to stabilize the state’s budget. Many grantees in both cohorts indicated that they made substantive changes to their implementation plan for 2019-2020 and 2020-2021 due to both the unique circumstances created by COVID-19 and knowledge that funds awarded for the 2020-2021 fiscal year were returned to the state and only funds rolled over from 2019-2020 using the no-cost extension would be available for the 2020-2021 fiscal year. It was also noted that the pandemic may have impacted teacher turnover and retention, obscuring the impact of initiatives implemented by grantees.

Because the two cohorts of grantees are in different stages of implementation, turnover¹¹ and shortage¹² information is presented separately for each cohort. Prior to the start of the grant, Cohort 1 grantees experienced an average turnover rate of 18.24%. After the three years of grant implementation, Cohort 1’s average turnover rate decreased by 1.83 percentage points. In addition, Cohort 1 grantees experienced a decrease in reported shortages by approximately 4.1 FTE on average from year one to year three of the grant. These data suggest that there is a correlation between the Retaining Teachers Grant Program and improved retention and decreased shortages for grantees in Cohort 1. For Cohort 2, prior to the start of the grant, grantees had an average turnover rate of 19.24% and an average of approximately five FTE in reported



shortages.¹³ After two years of grant implementation for Cohort 2, grantees’ average turnover rate increased by 0.90 percentage points while their reported shortages increased slightly by approximately 1.1 FTE. The data for Cohort 2 are less suggestive of a positive correlation between the Retaining Teachers Grant and improved retention outcomes as the average turnover rate increased and reported shortages remained the same. However, it is important to note that Cohort 2 primarily engaged in planning activities in their first year of implementation and had to make significant changes to those plans for the second year of implementation due to the changing circumstances of the pandemic. Additionally, due to the circumstances discussed above, results for both cohorts should be interpreted with caution as external factors influenced grantees’ ability to implement their retention initiatives as planned.

Recommendations for Legislative Changes

All grantees that continued implementation of their retention initiatives in the 2020-2021 school year were asked to provide recommendations for legislative changes to improve the effectiveness of the grant program. The recommendations for legislative changes fell into two main categories: recommendations for the Retaining Teachers Grant Program itself and recommendations for other legislative initiatives around teacher retention. Because grantees implemented retention initiatives specific to their context, much of their feedback focused on the specific retention activities they engaged in, resulting in a wide range of recommendations.

Grantee recommendations for changes to the Retaining Teachers Grant Program included having a longer grant period and continuing, adding, or broadening the allowable activities under the grant. One grantee noted that a 5-year grant period would maximize the impact of the grant program by providing continued funding without gaps. The recommendations for continuing, adding, or broadening allowable activities under the grant are summarized in Table 8 below. The most commonly supported existing initiatives were tuition reimbursement and mentorship programs, while the most requested additions to grant supported initiatives included providing housing support, broader allowability for professional development initiatives, and support for competitive salaries.

“A program that would pay teachers’ loans while they taught would be best. Right now loan forgiveness still requires the teacher to pay while they are working the required years then what is left of the loan is forgiven/paid. This does not help a new teacher. Instead, loans should be paid as long as the teacher is employed with the District ”

TABLE 8: Recommended Activities to be Continued, Added, or Broadened in Retaining Teachers Grant Program

Initiative	Action Recommended			Recommendation Details
	Continue	Add	Broaden	
Mentor program	X			
Loan Forgiveness and Tuition Reimbursement	X		X	Broaden ability to provide tuition reimbursement to include loan forgiveness.
Supports for alternative teacher candidates		X		Add an allowable activity to increase supports for alternative teacher candidates.
Opportunities for residency and associate teacher programs	X		X	Broaden ability to provide residency, intern, and associate teacher programs to better support new teachers entering the classroom.
Professional development activities			X	Broaden ability to provide professional development for all teachers and administrators.
Competitive salaries		X		Add an allowable activity to use funding to enhance teacher salaries to be competitive with



Housing stipends or other housing solutions ¹⁴	X	local districts/schools. Add an allowable activity for providing housing stipends or other housing solutions.
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Grantee suggestions for other retention legislation included providing funding to be used to support non-educator staff members in improving themselves and requiring three-year induction programming for all new educators. To support retention of classified staff, one grantee suggested creating a program to fund classified staff efforts to improve themselves, such as custodians earning their HVAC certification, health clerks working toward a nursing degree, and paraprofessionals studying to become licensed educators. Beyond grant programs, another grantee recommended that the state require or fund multi-year induction programming to ensure sufficient time and support be given to new educators.

“[A] one year induction program is not enough time to support new teachers and until there is a legal reason or a financial support for a longer, more robust induction program, districts will continue to look for the cheapest option, and have a revolving door of open positions ”

Recommendation for Continuation of Grant Opportunities

In considering whether to recommend continuation of the Retaining Teachers Grant Program, the department looked at a number of different factors, including the level of interest in the grant program, the progress grantees made towards their own retention goals, the impact of the program on turnover and reported shortages, and grantee feedback.

This grant program has experienced a high level of interest among eligible local education providers. Eligible applications for Cohort 1 of this grant far exceeded the state’s ability to fund the proposed initiatives, meaning not all applicants with initiatives meeting the criteria of the grant could be funded, and those funded had to reduce their budgets. In response to this level of interest, the legislature allocated additional funds to this grant program, prompting the creation of a second cohort. As with Cohort 1, eligible applications for Cohort 2 exceeded the funding available, and so not all eligible applicants were funded. This high level of interest for the Retaining Teachers Grant suggests the value this grant offers.

Regarding the process grantees made towards improving teacher retention, 89-100% of Cohort 1 grantees met or partially met at least one of their retention goals each year and on average, Cohort 1 grantees experienced a decrease in teacher turnover and reported shortages during their three years of grant implementation. Eighty to 83% of Cohort 2 grantees met or partially met at least one of their retention goals each year and on average, teacher turnover and reported shortages slightly increased among Cohort 2 grantees during their two years of grant implementation. Despite this, the majority of Cohort 2 grantees reported a decrease in turnover in at least one of the specific subject areas and grade levels targeted by their retention initiatives. Because Cohort 1 had the opportunity to implement their initiatives prior to the global pandemic, they were able to make modifications to the initiatives they already had put in place. Cohort 2, however, had to modify the initial implementation of their retention initiatives as a result of the pandemic. This difference, along with the fact that Cohort 1 had two years of grant funding spread over three years while Cohort 2 had one year of grant funding spread over two years, may have contributed to the differences in results observed between cohorts. In addition, these results must be interpreted with caution because the unique circumstances created by the COVID-19 pandemic impacted the teaching environment and the resulting structure of the retention initiatives implemented.



Grantee feedback regarding the Retaining Teachers grant program was overwhelmingly positive. Of the 18 grantees asked for recommendations for legislative changes, 16 explicitly mentioned the positive impact this grant has had in their district, BOCES, or school. Two expressed that the Retaining Teachers Grant Program has been one of the most impactful programs in which they have participated. The critical feedback that grantees shared centered around increasing the allowable activities under the grant and disappointment regarding funding constraints; none of the feedback was critical of the opportunities provided by the grant or of the nature of the grant itself.

“[Our district] benefited significantly from this grant funding. In fact, it is one of the most valuable grant programs the District has ever received. We are currently looking for other funding sources to continue the initiatives made available through this grant as we recognize they are essential to our teacher retention goals ”

Given the overwhelming popularity of the grant opportunity, teacher retention and shortage data, and feedback from grantees, it is recommended that the opportunities afforded by this grant program continue to be supported and possibly consolidated with other educator recruitment and retention programs.

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 West Grand did not have roll-over funds and therefore is excluded from 2020-2021 reporting, although it did otherwise participate as part of Cohort 1.

3 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.

4 Data are based on the 2020-2021 data collected through the Human Resources Collection and Student October Count, which provide snapshots of staff employment and student enrollment. The 2020-2021 counts for Cohort 1 exclude West Grand as they did not have any grant funding to rollover to the 2020-2021 school year. Note that the count of teachers includes teachers, special educators, Title I teachers, teacher librarians, interventionists, and long-term substitutes. The teacher count also includes teachers reported by BOCES grantees under a school code that is within a targeted district. The 2018-2019 count of Cohort 1 teachers provided in the prior year’s report did not incorporate teachers in this specific situation; including these teachers in the 2018-2019 count would result in a 0.45 percentage point increase to the total count of teachers reported in the prior year.

5 Please note that the number of each type of initiative funded that was reported in the January 2019 program report was based on the type of initiatives the applicants indicated in their RFPs. Due to proposal revisions, the numbers included in prior reports may not reflect the exact number of each initiative pursued by grant awardees.

6 See Endnote 1.

7 Boulder Valley and Early College of Arvada did not have roll-over funds and therefore are excluded from 2020-2021 reporting, although they did otherwise participate as part of Cohort 2.

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 See Endnote 4. The 2020-2021 counts for Cohort 2 exclude Boulder Valley School District and Early College of Arvada as they did not have any grant funding to roll-over to the 2020-2021 school year.

10 Based on the grant disbursement timetable, Cohort 1 grantees had until December 30, 2019 to spend year one funds.

11 Turnover data are based the data collected through the Human Resources Collection, which provides a snapshots of staff employment. Note that the count of teachers includes teachers, special educators, Title I teachers, teacher librarians, interventionists, and long-term substitutes. All Cohort 1 and Cohort 2 grantees are included in the turnover calculations regardless of whether they had any grant funding to rollover to the 2020-2021 school year.

12 Shortage data are based the Educator Shortage Survey, in which districts and BOCES indicate shortages by identifying the FTE (full-time equivalent) for unfilled positions (at the beginning of the year and throughout the year) and positions filled through shortage mechanisms such as hiring long-term substitutes, retired educators, emergency candidates, and alternative licensure candidates. Note that the survey was first administered statewide for the 2018-2019 school year. As such, prior year shortage data is not available. For more information, please see: <https://www.cde.state.co.us/educatortalent/edshortage-surveyresults>.

13 In the prior year's report, the turnover rate for Cohort 2 was reported as 17.53%, which excluded the charter schools that are a part of the Cohort. Please note that the FTE shortage information continues to exclude those charter schools as the shortage data is collected only at the district level.

14 The recommendation to include housing solutions in the allowable activities under the Retaining Teachers Grant was discussed in greater detail in the January 2021 grant report. To access that report, please see: <https://www.cde.state.co.us/educatortalent/retainingteachersgrant>.