Colorado Department of Education Quality Teacher Recruitment Grant Program

Year 3 Report,
2017-20 funding cycle

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Executive Summary

Section 22-94-101, C.R.S. (Senate Bill 13-260), created the Quality Teacher Recruitment (QTR) Grant Program. The program authorizes the Colorado Department of Education (CDE) to fund programs to coordinate recruitment, preparation, and placement of highly qualified teachers in school districts that have had difficulty attracting and retaining high-quality teachers. CDE has awarded grant funds to the Public Education & Business Coalition (PEBC) and Teach for America (TFA)-Colorado since 2014-15, and to Ft. Lewis College (FLC) since 2019-20, to place teachers in historically hard-to-serve school districts in Colorado.

Since the 2014-15 academic year, OMNI Institute has conducted a formative and summative evaluation of the program. This document summarizes findings from the 2019-20 academic year for six cohorts of teachers placed through the QTR Grant Program. Evaluation data come from: (a) program-provided teacher recruitment, placement, and retention data; (b) qualitative feedback from school leaders via key Informant interviews; (c) qualitative feedback from program staff via virtual focus groups; and (d) district/charter school-provided educator effectiveness ratings (as available in the 2019-20 academic year and submitted to CDE in August 2020).

Program Approach

PEBC's Teacher Residency (PTR) program (formally known as Boettcher Teacher Residency), TFA Colorado, and FLC's alternative licensure program, each seek to place highly qualified teachers in high-needs districts to promote effective teaching and increase student achievement. **Each program implements a unique model** to achieve these goals.

Exhibit A. Program Overview		
PTR	TFA - Colorado	FLC
Overview: Initiative to improve effectiveness of school systems by increasing teacher quality and retention state-wide, supporting ongoing development of residents and mentor teachers, and enhancing capacity and collaborative leadership in partner schools and districts.	**Overview:** Teach for America finds, develops, and supports a diverse network of leaders who expand opportunity for children from classrooms, schools, and every sector and field that shapes the broader systems in which schools operate. These leaders begin their commitment to educational equity by serving at least two years teaching in high-needs classrooms.	**Overview:** FLC's SEED (Southwest Excellent Educator Development) Program is designed as a pipeline to increase the number of highly qualified teachers in high needs districts in Southwestern Colorado through a targeted, relationships-based, 'homegrown' recruitment strategy.
Service area: Colorado Only	**Service area:** Colorado is one of 51 TFA regions	**Service area:** Southwestern Colorado region
Commitment: Candidates agree to a 3-year commitment in the field of education (PEBC supports candidates for up to 5 years, including the residency year).	**Commitment:** Corps members agree to a 2-year commitment, and program alumni are supported throughout their careers.	**Commitment:** Candidates do not make a formal commitment.
Admission process: Program admission is generally contingent on successful placement (i.e., matched to a mentor teacher or principal request to fill an open position in a rural district).	**Admission process:** Corps members are admitted to the program, assigned to Colorado, and then apply for open teaching positions in partner districts.	**Admission process:** Candidates who may benefit from the SEED program are identified and assessed for program eligibility and fit.

Exhibit A. Program Overview (Continued)		
PTR	**TFA - Colorado**	**FLC**
Placement: In the first year, most candidates serve as residents in the classrooms of mentor teachers, although some serve as teachers of record in rural districts with a provisional license leading up to the receipt of an alternative license at the end of the first year.	**Placement:** In the first year, most candidates are corps members and are placed as teachers of record. Beginning in 2017-18, TFA CO began the Launch Fellowship, where candidates serve as residents in the classrooms of mentor teachers in the first year while working towards licensure. After the residency year, candidates can apply to join TFA and begin an additional two-year commitment.	**Placement:** In the first year, candidates serve as teachers of record with a provisional license leading up to the receipt of an alternative license at the end of the first year.
Institute of Higher Education Partners: Metro State University of Denver, University of Colorado at Denver, Colorado State University Global Campus, Fort Lewis College, the University of Denver, the University of Northern Colorado, and Western State Colorado University (for optional Master's degree)	**Institute of Higher Education Partners:** University of Colorado-Denver's ASPIRE to Teach Alternative Licensure Program and Relay Graduate School of Education Master's Degree program (optional for corps members and required for Launch Fellows)	**Institute of Higher Education Partners:** N/A, FLC is an institute of higher education.
Designated agency for licensing: PEBC	**Designated agency for licensing:** University of Colorado-Denver's ASPIRE to Teach Program and Relay Graduate School of Education	**Designated agency for licensing:** Fort Lewis College
QTR Grant Program Funding **FY2019-20:** $1,062,600 **In total: 2013-2020:** $7,002,600	**QTR Grant Program Funding** **FY2019-20:** $1,717,400 **In total: 2013-2020:** $10,497,400	**QTR Grant Program Funding** **FY 2019-20:** $180,000 **In total: 2019-2020:** $180,000

Teacher Reach and Retention

In 2019-20, **619 teachers** (334 from PTR, 280 from TFA CO, and five from FLC) served in **48 districts** and **four charter school systems** as part of the QTR Grant Program. They served an estimated **44,571 students** in schools that have had difficulty attracting and retaining teachers. The most commonly taught subjects were elementary education, science, English Language Arts, math, social studies, and special education. They taught students in all grades, from pre-K to 12th grade.

Since the QTR Program began, six cohorts of teachers have been placed by PTR and TFA Colorado.
Across cohorts, on average:

- **93%** of PTR and **96%** of TFA Colorado teachers completed their **first yea**r in grant-partner classroom.
- **77%** of PTR and **86%** of TFA Colorado teachers completed a **second year** in a grant-partner classroom.
- **72%** of PTR and **53%** of TFA Colorado teachers completed a **third year** in a grant-partner classroom.
- **67%** of PTR and **36%** of TFA Colorado teachers completed a **fourth year** in a grant-partner classroom.
- **66%** of PTR and **28%** of TFA Colorado teachers completed a **fifth year** in a grant-partner classroom.
- **68%** of PTR and **22%** of TFA Colorado teachers completed a **sixth year** in a grant-partner classroom.

Common reasons for not remaining in a grant-partner classroom include: leaving the field of education/profession; obtaining employment in a school or district, but not as a teacher; pursuing further education; moving out of state; personal extenuating circumstances; and candidate was not a good fit for the program/teaching.

School and District Leader Perspectives

In spring 2020, school and district leaders from grant-partner districts were invited to participate in virtual focus groups or one-on-one interviews to share their feedback, experiences, and perspectives on their partnership and collaboration with PTR and TFA Colorado. In total, seven individuals provided feedback (three for PTR and four for TFA Colorado).[1] Across both programs, common themes included:

"We wouldn't be able, as a school or district, to fill some of the positions that we have if it weren't for the program...They provide an invaluable service to small rural districts, and without them we would not have positions filled for our school, for our kids."

- **Successfully filling hard-to-fill positions**. Although districts still experience challenges in hiring for hard-to-fill positions (e.g., math, science, special education), PTR and TFA Colorado play a key role in preparing candidates to fill those positions. District partners are appreciative of the programs responsiveness and flexibility to meet their specific hiring needs.
- **Strong teacher supports**: Both programs provide support for new teachers, including observations, coaching, and professional development opportunities. PTR was highlighted for the increased preparedness that new teachers receive from serving in a mentor teacher classroom; TFA Colorado was highlighted for its Collective Initiative for Teachers of Color to support diverse teachers.
- **Retention:** Partners indicated that teachers have remained in their schools after the formal commitments to the program were completed. Nonetheless, retaining teachers, regardless of the training program, remains a challenge for districts due to a variety of factors including stressors on teachers, low salaries and lack of affordable housing, and the low prestige associated with the teaching profession.

PTR & TFA Colorado Perspectives

In spring 2020, four PTR and nine TFA Colorado staff participated in virtual focus groups to discuss successes, challenges, and future directions of implementing the QTR Grant Program.

Program Representative

"A grant of this size and nature is such that it's like a rising tide that lifts all boats. So, I think that there's probably not a piece of ... our work that it doesn't positively impact. "

The grant has allowed both programs to expand, enhance, and strengthen programming. Both programs highlighted that the grant allowed them to be responsive and adaptive to meet changing community, district and teacher needs. PTR also highlighted that the grant allowed them to increase resident stipends so that many were able to quit second jobs; refine coursework to meet licensure needs for culturally and linguistically diverse learners; strengthen and expand partnerships to recruit candidates for STEM positions; and move to a hybrid structure that includes in-person and online coursework. TFA Colorado mentioned expansion of their Launch Fellowship's recruitment efforts focused on developing a pipeline of future teachers of color; increased efforts to build capacity for teachers to serve in high priority and turnaround schools in Pueblo; streamlining processes for determining whether charter schools have the supports for corps members; and increasing efforts to retain TFA alumni.

In 2019-20, the QTR Grant program supported the recruitment, preparation, and retention of teachers across Colorado. As the public education sector responds to the Covid-19 pandemic and resultant education budget cuts, it will be more important than ever to continue efforts to attract and retain high quality teachers in districts that have struggled to keep a high-quality educator workforce.

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[1] As a first-year CDEQTR grantee program, FLC's school/district partners were not interviewed in this year; instead FLC underwent a 'process flow for their program (see Section II of the report), like PTR and TFA Colorado did in the first year of this three-year evaluation grant cycle.

Introduction

Section 22-94-101, C. R. S. (Senate Bill 13-260), created the Quality Teacher Recruitment (QTR) Grant Program. The program authorizes the Colorado Department of Education (CDE) to fund programs in Colorado to coordinate recruitment, preparation, and placement of highly qualified teachers in school districts that have had difficulty attracting and retaining high-quality teachers. In fall 2013, two programs were selected as grant recipients, Public Education & Business Coalition (PEBC) and Teach For America (TFA)-Colorado. These programs demonstrated a history of recruiting, training, and retaining high-quality teachers in Colorado. For the grant, they partnered with high-needs districts to select and train a first cohort of teachers that began serving in classrooms in the fall of 2014. Both programs have continued to select and train teachers in partner districts as part of the QTR Grant Program. In 2019, Ft. Lewis College (FLC) was awarded a grant to begin placing teachers in the 2019-20 academic year. Between 2013-14 and 2019-20, a total of $17,500,000 has been awarded. PEBC has received $7,002,600 over the course of the grant, with an award of $1,062,600 in the 2019-20 academic year. TFA Colorado has received $10,497,400 over the course of the grant, with an award of $1,717,400 in the 2019-20 academic year. As a first-time grantee in 2019-20, FLC has received $180,000. A funding overview for the QTR Program can be found on CDE's website.[2]

The same legislation that authorized funding for the teacher preparation programs also allowed for a third-party evaluation of the program. The OMNI Institute (OMNI) was selected to serve as the evaluation contractor for all three evaluation cycles (2013-15, 2015-17, and 2017-20). Prior evaluation reports for the grant are available on CDE's website.[3] This report presents findings from the third year of the third evaluation period (2017-20) and examines six cohorts of teachers who served in classrooms during the 2019-20 academic year.

Table 1 describes the years in which teachers were in the classroom by cohort. In 2019-20, Cohort 1 teachers had been in the classroom for six years, Cohort 2 teachers had been in the classroom for five years, Cohort 3 teachers had been in the classroom for four years, Cohort 4 teachers had been in the classroom for three years, Cohort 5 teachers had been in the classroom for two years, and Cohort 6 teachers had been in the classroom for one year, as either teachers of record or as residents in the classroom of a mentor teacher, depending on the program model. Teachers who served as residents during the first year in the classroom move on to serve as teachers of record in the second year.

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[2] https://www.cde.state.co.us/educatoreffectiveness/qtrp_funding_history
[3] http://www.cde.state.co.us/educatortalent/qtrp

TABLE 1.0 TEACHER COHORT BY ACADEMIC YEAR IN THE CLASSROOM

Cohort	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
1	1st year in classroom*	2nd year in classroom	3rd year in classroom	4th year in classroom	5th year in classroom	6th year in classroom
2		1st year in classroom*	2nd year in classroom	3rd year in classroom	4th year in classroom	5th year in classroom
3			1st year in classroom*	2nd year in classroom	3rd year in classroom	4th year in classroom
4				1st year in classroom*	2nd year in classroom	3rd year in classroom
5					1st year in classroom*	2nd year in classroom
6						1st year in classroom*

*Note: *Depending on program model, in the first year, teachers may serve as teachers of record or as residents in the classroom of a mentor teacher.*

Report Structure

The information presented in this report is organized into the following sections:

- Background: Information on alternative teacher preparation programs in general and each funded program specifically.
- Section 1: Teacher recruitment, placement, and retention findings for each cohort of teachers placed since 2014 from program- and district/charter school-provided data sources. Educator effectiveness outcomes as available by districts will be provided in the updated August report to CDE.
- Section 2: Program flow charts and description for Fort Lewis College, delineating the program's processes around recruitment, placement, and supports to FLC teachers.
- Section 3: School and district leader feedback around collaboration successes and challenges with the PTR and TFA Colorado programs, collected through key informant interviews. Additional reflections around higher-level school- and district-level successes and challenges in recruiting, placing, and retaining high quality teachers were also shared.
- Section 4: PTR and TFA Colorado Program Staff participated in separate virtual focus groups to share their successes and challenges around implementing programs, as well as ways in which evaluation findings support implementation.
- Appendix: In Appendix A, information includes a description of the Methods, teachers' school placement, subject matter taught by program, and teacher survey demographic information. In Appendix B, interview and focus group guides are included.

Background

Alternative Teacher Preparation Programs

Alternative teacher preparation programs allow individuals to teach in a classroom while completing the program and working toward an initial teaching license. Alternative teacher preparation programs are provided by a designated agency that is approved by the Colorado State Board of Education. Candidates obtain an alternative teaching license at the start of the preparation program, and the alternative license provides a pathway to initial licensure upon completion of program requirements. To obtain an alternative license in Colorado, candidates must be enrolled in an approved alternative teacher preparation program and meet the following requirements:

- Have a bachelor's degree from an accepted, regionally accredited college or university,
- Have demonstrated professional competence in one of the approved endorsement areas for alternative licensure, and
- Have obtained employment in an elementary or secondary school.[4]

Alternative teacher preparation programs are "required to provide 225 contact hours of instruction related to the Colorado Teacher Quality Standards" and candidates must demonstrate proficiency in these standards to complete the program.[5] Colorado Teacher Quality Standards focus on ensuring teachers have strong content knowledge and pedagogy, can facilitate learning, will provide a respectful learning environment for a diverse student population, are reflective, demonstrate leadership, and take responsibility for student growth.[6] An initial teaching license is awarded to teacher candidates who have completed an approved teacher preparation program and meet Colorado licensing requirements.

Public Education & Business Coalition's Teacher Residency

The PEBC Teacher Residency (PTR), formerly known as the Boettcher Teacher Residency, is an alternative-licensure program that partners with school districts to increase teacher recruitment, quality and retention district-wide; support the ongoing professional development and growth of teachers; and increase student achievement. Core philosophies of the program are the integration of theory and practice, job-embedded coaching, ongoing training and support, and a quality improvement model that advances the effectiveness of entire school systems. PEBC is the designated agency for participants' initial license and partners with higher education institutions

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[4] For more information on alternative licensure through the Colorado Department of Education, please visit: https://www.cde.state.co.us/cdeprof/path2alternative. For more information on how candidates demonstrate professional and content competency, please visit: https://www.cde.state.co.us/cdeprof/licensure_authorization_landing and review the Education checklist.
[5] Colorado Department of Education. Designated Agencies for Alternative Teacher Preparation. Retrieved from: https://www.cde.state.co.us/cdeprof/educator-preparation-institution-search?field_endorsement_area_tid=All&field_ed_prep_grade_level_tid=All&field_region_served_tid=All&field_traditional_or_alternative_value=Alternative
[6] For more information on the Colorado Teacher Quality Standards, please visit: https://www.cde.state.co.us/educatoreffectiveness/teacherqualitystandardsreferenceguide

that provide credit for the residency experience as part of an optional Master's degree that residents can pursue. From 2013 to 2017, Adams State University was PEBC's higher education partner and collaborated with PEBC in providing initial licensure and Master's degree program coursework to all candidates. In 2017, PEBC shifted to a licensure-only model with multiple institutions of higher education partnering to offer credits or scholarships for the residency experience as part of the optional Master's degree. This new model allows for greater scalability and flexibility for resident teachers. Currently, PEBC partners with Metropolitan State University of Denver, University of Colorado at Denver, Colorado State University Global Campus, Fort Lewis College, the University of Denver, the University of Northern Colorado, and Western State Colorado University.

Program participants agree to remain in education for a three-year commitment during which they work toward earning an initial teaching license and an optional Master's degree. In exchange, PEBC commits to providing support for up to five years. PEBC primarily employs a residency model. Participants spend a year in a mentor teacher classroom before becoming teachers of record in their own classrooms. Residents may be placed in either urban or rural school districts. After the residency year, candidates apply for open teaching positions and can be hired in PEBC partner districts.

PEBC developed a model to be responsive to schools in rural districts with immediate needs for teachers of record. In this model, which parallels a typical alternative licensure program, in the first year, candidates become teachers of record and lead teachers in the classroom. These teachers complete the same pre-service preparation as residents and are paired with mentor teachers from other classrooms who provide support during the academic year. Teachers are also provided increased support from field coaches since these teachers do not first teach in a classroom with a mentor teacher. Otherwise, the teacher-of-record model has the same supports from PEBC that the residency model has. PEBC uses the teacher-of-record model only in rural school districts with immediate needs for teachers of record.

Teach For America Colorado

Teach For America (TFA) is a national education leadership development organization that was founded to reduce systemic inequities in the education sector. TFA's primary goal is to eliminate inequities through a two-pronged approach:

- Recruiting high-quality candidates with strong academic or leadership backgrounds to become teachers in high-needs/hard-to-serve schools.
- Creating alumni who will serve as leaders and advocates for change in educational policy and ideology, regardless of their professions after their TFA experiences.

Corps members make a two-year commitment to teach in a Title I or similar school. TFA partners with districts in Colorado that agree to hire corps members for open positions. Corps members must complete the district's hiring process to obtain a position for final placement in a school.

TFA Colorado coordinates teacher preparation for initial licensure in two phases: first, through a pre-service summer training institute offered in collaboration with the TFA national organization; and second, through its higher education partnerships with the University of Colorado Denver's ASPIRE to Teach Alternative Licensure Program (ASPIRE) and Relay Graduate School of Education (Relay GSE). As the designated agencies for TFA Colorado, the programs provide the required

instruction for the alternative teacher preparation program requirements during the first year. ASPIRE and Relay GSE also offer an optional Master's degree in the second year to corps members. Corps members may continue to teach beyond their initial two-year commitment, and while a number do continue to teach, many also go on to work in other fields, where TFA has demonstrated they continue to advocate for educational equity.

In 2017-18, TFA Colorado introduced the Launch Fellowship, a teacher-in-training program developed by TFA Colorado in response to a growing body of research in support of the importance of diverse and homegrown candidates that have a stake in local Colorado communities. Launch Fellows complete a one-year pre-corps fellowship, serving as resident teachers in the classroom of a veteran mentor teacher, while they build the prerequisite knowledge and skill to apply to the TFA corps in the following year. Relay GSE is the higher education partner for the Launch Fellowship, and candidates are required to enroll in a two-year Master's degree program, through which they obtain initial licensure in the first year.

Fort Lewis College

Fort Lewis College (FLC) is a four-year college located in Durango, Colorado that provides both undergraduate and graduate degrees in various majors. Through the College of Education, FLC provides a traditional teacher preparation program at both the graduate, post-baccalaureate, and undergraduate levels. In addition, FLC provides an Alternative Licensure Program for Special Education, and in the 2019-20 academic year as part of the QTR Grant Program, the college also began an Alternative Licensure Program for Elementary Education, English/Language Arts 7-12, Mathematics 7-12, Science 7-12, Social Studies 7-12, and several K-12 licensure areas including Art, Drama, Spanish, Physical Education and Music.

FLC's SEED (*Southwest Excellent Educator Development*) Program is designed as a pipeline to increase the number of highly qualified teachers in high needs districts in Southwestern Colorado through a targeted, relationships-based, 'homegrown' recruitment strategy. Teacher candidates who are part of this program have at least a bachelor's degree and are working towards an initial license. In some cases, candidates may be teachers already who are seeking out an endorsement in Special Education, while other candidates may have been enrolled in a traditional teacher preparation program but may be missing a few remaining requirements for licensure. As the program grows, in future years, FLC would also like to recruit career changers into its SEED Program.

Once teachers in the SEED Program complete the necessary coursework and/or classroom hours, teachers take their certification exam and are awarded with an initial teaching license in their area of endorsement.

Section 1: Teacher Recruitment, Placement, Retention, and Effectiveness Outcomes

This section provides information on teacher recruitment, placement, retention and effectiveness. The goal of the QTR Grant Program is to fund recruitment, placement, and retention of effective teachers in historically hard-to-serve Colorado districts. As such, the evaluation examines data on teacher placement and retention in the context of the QTR Grant Program; specifically, we count teachers as placed and retained when they are teaching in a QTR grant-partner district.

Number of Teachers Recruited, Placed, and Retained

Table 1.1 provides information on Cohort 1 teachers who were in their **sixth year in a classroom** in 2019-20.

PTR. Cohort 1 PTR teachers (placed in 2014-15) completed their three-year commitment with PTR in 2016-17. As Table 1.1 shows, of the 66 teachers initially placed in 2014-15, 45 (68%) completed teaching a sixth year in a grant-partner district in 2019-20.

TFA Colorado. Cohort 1 TFA teachers were fourth-year TFA alumni, having completed their two-year commitment in 2015-16. As Table 1.1 shows, of the 111 teachers initially placed in 2014-15, 24 (22%) completed a sixth year of teaching in a grant-partner district in 2019-20.

TABLE 1.1. RETAINED COHORT 1 TEACHERS (INITIALLY PLACED IN 2014-15) IN GRANT-PARTNER DISTRICTS IN 2018-19

	PTR	TFA CO
Initially placed in a grant-partner district in 2014-15	66	111
Completed 1st year of in grant-partner district (2014-15)	62 (94%)	106 (96%)
Completed 2nd year in a grant-partner district (2015-16)	58 (88%)	95 (86%)
Completed 3rd year in a grant-partner district (2016-17)	53 (80%)	59 (53%)
Completed 4th year in a grant-partner district (2017-18)	50 (76%)	40 (36%)
Completed 5th year in a grant-partner district (2018-19)	48 (73%)	31 (28%)
Left teaching over the summer of 2018	0	-4
Transferred to a non-grant partner district	-1	-3
Unknown status*	-2	0
Began 6th year of teaching in 2019-20	45 (68%)	24 (22%)
Completed 6th year in a grant-partner district (2019-20)	45 (68%)	24 (22%)

*Note: *We use a conservative approach to teacher retention. When teachers had an unknown status, we treated them as not retained in a grant-partner district. Should the program learn of the status of these teachers prior to final reporting, the 2019-20 Annual report submitted to CDE In August will be updated.*

Table 1.2 provides information on Cohort 2 teachers who were in their **fifth year in a classroom** in 2019-20.

PTR. Cohort 2 PTR teachers (placed in 2015-16) completed their three-year commitment with PTR in 2017-18. As Table 1.2 shows, of the 71 teachers initially placed in 2015-16, 42 (59%) completed a fifth year of teaching in a grant-partner district in 2019-20.

TFA Colorado. Cohort 2 TFA teachers (placed in 2015-16) were third-year TFA alumni, having completed their two-year commitment with TFA in 2016-17. As Table 1.2 shows, of the 92 teachers who were initially placed in 2015-16, 26 (28%) completed a fifth year of teaching in a grant-partner district in 2019-20.

TABLE 1.2. RETAINED COHORT 2 TEACHERS (INITIALLY PLACED IN 2015-16) IN GRANT-PARTNER DISTRICTS IN 2019-20

	PTR	TFA CO
Initially placed in a grant-partner district in 2015-16	71	92
Completed 1st year in a grant-partner district (2015-16)	65 (92%)	84 (91%)
Completed 2nd year in a grant-partner district (2016-17)	55 (78%)	75 (82%)
Completed 3rd year in a grant-partner district (2017-18)	50 (70%)	43 (47%)
Completed 4th year in a grant-partner district (2018-19)	48 (68%)	38 (41%)
Left program/teaching over the summer of 2018	-1	-6
Transferred to a non-grant partner district	0	-4
Unknown status*	-5	-2
Began 5th year of teaching in 2019-20	42 (59%)	26 (28%)
Completed 5th year in a grant-partner district (2019-20)	42 (59%)	26 (28%)

*Note: *We use a conservative approach to teacher retention. When teachers had an unknown status, we treated them as not retained in a grant-partner district. Should the program learn of the status of these teachers prior to final reporting, the 2019-20 Annual report submitted to CDE In August will be updated.*

Table 1.3 provides information on Cohort 3 teachers who were in their **fourth year in a classroom** in 2019-20.

PTR. Cohort 3 PTR teachers (placed in 2016-17) completed their three-year commitment with PTR in 2018-19. As Table 1.3 shows, of the 98 teachers who were initially placed in 2016-17, 56 (57%) completed a fourth year of teaching in a grant-partner district in 2019-20. It should be noted that in eleven cases, PTR was unable to determine if the individuals were still teaching.

TFA Colorado. Cohort 3 TFA teachers (placed in 2016-17) were second-year TFA alumni, having completed their two-year commitment in 2017-18. As Table 1.3 shows, of the 78 teachers initially placed in 2016-17, 33 (42%) completed a fourth year of teaching in a grant-partner district in 2019-20.

TABLE 1.3. RETAINED COHORT 3 TEACHERS (INITIALLY PLACED IN 2016-17) IN GRANT-PARTNER DISTRICTS 2019-20

	PTR	TFA CO
Initially placed in a grant-partner district in 2016-17	98	78
Completed 1st year in a grant-partner district (2016-17)	93 (95%)	75 (96%)
Completed 2nd year in a grant-partner district (2017-18)	85 (87%)	64 (82%)
Completed 3rd year in a grant-partner district (2018-19)	76 (78%)	42 (54%)
Left profession/teaching over the summer of 2018	-5	-5
Transferred to a non-grant partner district	-3	-4
Unknown status*	-11	0
Began 4th year of teaching in 2019-20	57 (58%)	33 (42%)
Left profession/teaching	-1	--
Completed 4th year in a grant-partner district (2019-20)	56 (57%)	33 (42%)

*Note: *We use a conservative approach to teacher retention. When teachers had an unknown status, we treated them as not retained in a grant-partner district. Should the program learn of the status of these teachers prior to final reporting, the 2019-20 Annual report submitted to CDE In August will be updated.*

Table 1.4 provides information on Cohort 4 teachers who were in their **third year in a classroom** in 2019-20.

PTR. Cohort 4 PTR teachers (placed in 2017-18) were in the third year of a three-year commitment with PTR. As Table 1.4 shows, of the 100 teachers who were initially placed in 2017-18, 58 (58%) completed a third year of teaching in a grant-partner district in 2019-20.

TFA Colorado. Cohort 4 TFA teachers (placed in 2017-18) were first-year TFA alumni, having completed their two-year commitment in 2018-19. As Table 1.4 shows, of the 81 teachers initially placed in 2017-18, 41 (51%) completed a third year of teaching in a grant-partner district in 2019-20.

TABLE 1.4. RETAINED COHORT 4 TEACHERS (INITIALLY PLACED IN 2017-18) IN GRANT-PARTNER DISTRICTS 2019-20

	PTR	TFA CO
Initially placed in a grant-partner district in 2017-18	100	81
Completed 1st in a grant-partner district (2017-18)	89 (89%)	74 (91%)
Completed 2nd year in a grant-partner district (2018-19)	63 (63%)	62 (77%)
Left program over the summer of 2018	-1	-11
Transferred to a non-grant partner district	-2	-9
Other	--	-1*
Began 3rd year of teaching in 2019-20	60 (60%)	41 (51%)
Left profession/teaching	-2	--
Completed 3rd year in a grant-partner district (2019-20)	58 (58%)	41 (51%)

Note: One teacher remained in a grant-partner district as a substitute teacher and CDE does not consider this teacher as retained in the QTR Grant Program.*

Table 1.5 below provides information on Cohort 5 teachers who were in their **second year in a classroom** in 2019-20.

PTR. Cohort 5 PTR teachers (placed in 2018-19) were in the second year of a three-year commitment with PTR. As Table 1.5 shows, of the 89 teachers who were initially placed in 2018-19, 61 (69%) completed a second year of teaching in a grant-partner district in 2019-20.

TFA Colorado. In 2019-20, Cohort 5 TFA corps members (placed in 2018-19) were beginning the second year of a two-year commitment with TFA. As Table 1.5 shows, of the 82 teachers who were initially placed in 2018-19, 69 (84%) completed a second year of teaching in a grant-partner district in 2019-20.

TABLE 1.5. RETAINED COHORT 5 TEACHERS (INITIALLY PLACED IN 2018-19) IN GRANT-PARTNER DISTRICTS 2019-20

	PTR	TFA CO
Initially placed in a grant-partner district in 2018-19	89	82**
Completed 1st year in a grant-partner district (2018-19)	82 (92%)	76** (93%)
Left program over the summer of 2018	-6	-5
Transferred to a non-grant partner district	-12	0
'Other'*	-3	0
Began 2nd year of teaching in 2019-20	61 (69%)	71 (87%)
Left profession/teaching	--	-2
Completed 2nd year in a grant-partner district (2019-20)	61 (69%)	69 (84%)

*Note: *One teacher remained in a grant-partner district as a substitute teacher and CDE does not consider this teacher as retained in the QTR Grant Program; two teachers were on leave for the year. **The number of teachers initially placed and retained in the table does not match the 2018-19 Annual Report, as six teachers who were in early childhood education centers were deemed to not count as part of CDEQTR Grant Program.*

Table 1.6. below provides information on Cohort 6 teachers who were in their **first year in a classroom** in 2019-20. This is FLC's first cohort of teachers placed through the QTR Grant Program.

TABLE 1.6. RETAINED COHORT 6 TEACHERS (INITIALLY PLACED IN 2019-20) IN GRANT-PARTNER DISTRICTS 2019-20

	PTR	TFA CO	FLC
Target numbers*	--	93	5
Recruited	79	87	5
Placed in a non-grant-partner district	-5	0	0
Placed in a grant-partner district	74	87	5
Placed as teachers of record	29	75	5
Placed as resident teachers	45	12	0
Did not complete first year in program	-2	--	--
Completed 1st year in a grant-partner district (2019-20)	72 (97%)	87 (100%)	5 (100%)

*Note: *Target numbers were ascertained through program applications as available. Retention rates are calculated using placement numbers.*

Reasons for Leaving

Across programs and cohorts, a total of 50 teachers left programs/the profession over the summer of 2019 (18 from PTR, and 32 from TFA Colorado). An additional seven teachers left the program/profession during the 2019-20 academic year (five from PTR, and two from TFA Colorado). Due to small sample sizes between cohorts and programs, information on reasons for leaving is presented in aggregate. Teachers who transferred to non-grant partner districts are not included in this summary (n=38).

Summer of 2019: Reasons for not returning included[7]:
- Left the profession/field of education, though further information was not provided
- Obtained employment in a district or school but not as a teacher
- Pursuing further education
- Candidate decided program was not a good fit
- Obtained education-related employment but not with a district or school
- Moved out of state
- Personal extenuating circumstances

Spring of 2019: Reasons for leaving included[8]:
- Status unknown but assumed to have left the profession
- Resigned but no further information was provided
- Candidate decided program was not a good fit
- Personal extenuating circumstances

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[7] 43 candidates left teaching; reasons for leaving are listed in order of prevalence with most indicated items at the top of the bulleted list.
[8] 7 candidates left teaching; reasons for leaving are listed in order of prevalence with most indicated items at the top of the bulleted list.

Summary

Summing across programs and cohorts, **619 individuals** (334 from PTR, 280 from TFA, and five from FLC) served in Colorado classrooms throughout the 2019-20 academic year as part of the QTR Grant Program.

FIGURE 1.1. TEACHER RETENTION BY COHORT AND BY PROGRAM

Number and percent of teachers that have remained in
grant-partner classrooms since their initial year
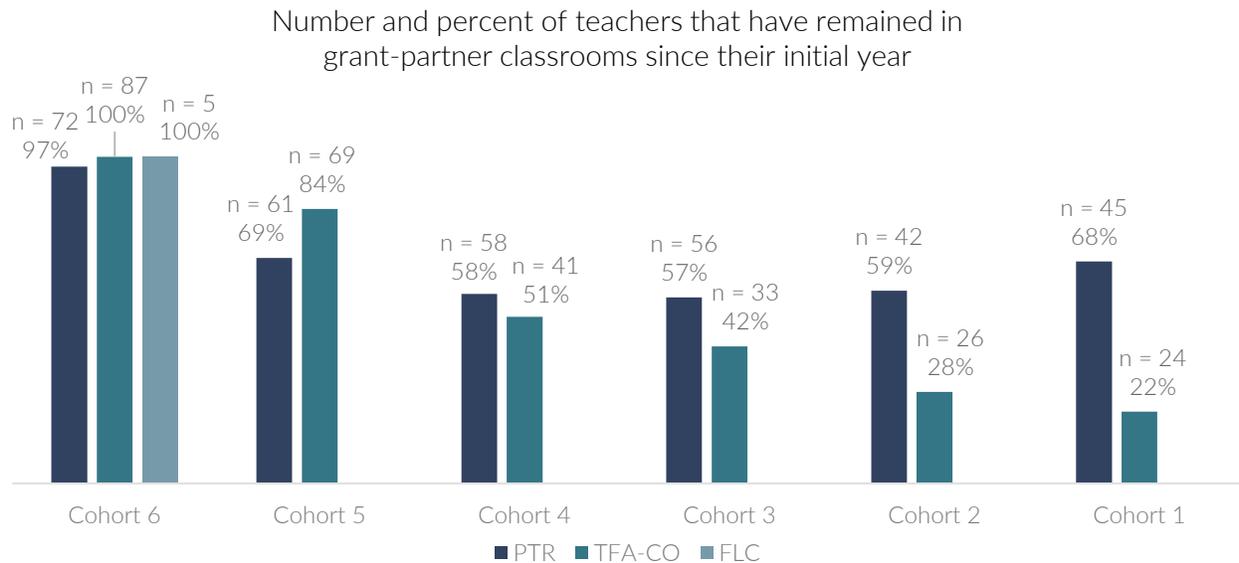
Table 1.7 presents the average retention rate across cohorts by number of years in the classroom for PTR and TFA CO[9] (e.g., Across six cohorts, on average, 93% and 96% of PTR and TFA CO-trained teachers, respectively, completed their first year teaching in a grant-partner district). Programs generally have a high proportion of teachers who serve in grant-partner districts in years 1 and 2, with rates more varied by program in year 3 and beyond.

TABLE 1.7. AVERAGE RETENTION RATE BY NUMBER OF YEARS IN CLASSROOM AND PROGRAM

Average Retention* Rate	PTR	TFA CO	# of cohorts in calculations
First year in classroom	93%	96%	6
Second year in classroom	77%	86%	5
Third year in classroom	72%	53%	4
Fourth year in classroom	67%	36%	3
Fifth year in classroom	66%	28%	2
Sixth year in classroom	68%	22%	1

Note: *Defined as serving in a grant-partner district

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[9] FLC is not included in the table. There were five FLC-trained teachers who started and completed the program (100%).

Grant-Partner District Positions in 2019-20

Tables 1.8 - 1.10 provide information on the number of individuals who were in teaching positions in 2019-20, by grant-partner district and cohort, for PTR, TFA, and FLC respectively. Note the numbers in the tables below are derived from teachers' fall placement and are slightly higher than the number of teachers who were retained through the spring.

- In 2019-20, 339 PTR Cohort 1-6 teachers were initially placed in 46 grant-partner districts and two charter school systems.
- In 2019-20, 281 TFA Cohort 1-6 teachers were initially placed in three grant-partner districts and four charter school systems.
- In 2019-20, 5 FLC Cohort 6 teachers were initially placed in three grant-partner districts.

TABLE 1.8. NUMBER OF TEACHERS IN PTR GRANT-PARTNER DISTRICTS IN 2019-20

District	Cohort						Total by district
	1	2	3	4	5	6	
Adams 12 Five Star Schools	5	5	2	2	3	3	20
Alamosa Re-11J School District	5	3	3	--	--	4	15
Archuleta County 50 JT School District	--	2	3	3	1	2	11
Aurora Public Schools	10	3	5	8	4	6	36
Bayfield School District	--	--	--	--	3	--	3
Boulder Valley School District	--	1	1	--	--	--	2
Brighton School District 27J	2	4	6	4	4	7	27
Buffalo School District RE-4J	--	--	--	1	--	--	1
Centennial School District	--	--	--	--	1	2	3
Center Consolidated School District 26-JT	1	1	--	--	--	2	4
Charter School Institute	--	--	--	--	--	1	1
Cherry Creek School District	--	1	--	1	2	--	4
Del Norte School District	--	1	--	--	--	--	1
Denver Public Schools	1	2	6	13	7	9	38
Denver Public Charter School	1	--	2	1	4	--	8
Dolores RE-4A School District	--	1	--	1	1	--	3
Dolores County School District RE-2J	1	2	--	--	3	2	8
Douglas County School District	--	--	--	--	1	--	1
Durango School District 9-R	1	3	5	2	3	10	24
Eagle County Schools	--	--	--	--	--	4	4
East Otero School District	--	--	1	--	--	--	1
Englewood 1 School District	--	--	2	--	--	--	2
Frenchman School District RE-3	--	--	--	1	--	--	1
Holyoke School District	--	--	--	3	--	--	3
Ignacio School District 11-JT	2	1	2	3	3	1	12
JEFFCO Public Schools	5	3	2	5	2	7	24
Lone Star 101 School District	--	--	1	3	--	--	4
Mancos School District Re-6	--	--	--	1	2	1	4
Mapleton Public Schools	1	3	3	--	1	2	10

TABLE 1.8. NUMBER OF TEACHERS IN PTR GRANT-PARTNER DISTRICTS in 2019-20 (CONTINUED)

District	Cohort						Total by district
	1	2	3	4	5	6	
Moffat School District	1	--	--	--	--	--	1
Monte Vista School District No. C-8	4	1	2	--	3	1	11
Montezuma-Cortez School District Re-1	1	2	3	2	8	9	25
Montrose County School District RE-1J	--	1	--	--	--	--	1
Mountain Valley Re 1 School District	--	--	1	--	1	1	3
North Conejos School District	2	1	1	--	1	--	5
RE-1 Valley School District	--	--	2	--	--	--	2
Rocky Ford School District R-2	1	--	3	--	--	--	4
Sanford School District 6J	--	--	--	--	--	1	1
Sangre de Cristo RE-22J School District	--	--	--	--	1	--	1
Sheridan School District No. 2	--	--	--	--	2	--	2
Sierra Grande R-30 School District	--	--	--	1	--	--	1
Silverton School District 1	--	--	--	1	--	1	2
South Conejos School District No. Re10	--	1	--	--	--	--	1
Trinidad School District 1	1	--	--	--	--	--	1
Wray School District RD-2	--	--	--	2	--	--	2
Yuma School District-1	--	--	1	--	--	--	1
Total	45	42	57	58*	61	74	337

*Note: *District placement Information was missing for two Cohort 4 teachers.*

TABLE 1.9. NUMBER OF TEACHERS IN TFA CO GRANT-PARTNER DISTRICTS IN 2019-20

	Cohort						Total by district
District	1	2	3	4	5	6	
Charter School Institute	--	--	--	2	2	1	5
Denver Public Schools	12	8	13	19	28	17	97
Denver Public School Charter Schools	8	11	11	14	25	43	112
Harrison School District 2	2	3	4	4	10	10	31
Harrison School District 2 Charter Schools	1	2	2	--	1	4	10
Pueblo City Schools	1	2	2	2	4	10	21
Pueblo City Charter Schools	--	--	--	--	1	2	3
Total	24	26	32*	41	71	87	281

*Note: *District placement information was missing on one Cohort 3 teacher.*

TABLE 1.10. NUMBER OF TEACHERS IN FLC GRANT-PARTNER DISTRICTS IN 2019-20

District	Cohort 6
Mancos School District Re-6	1
Montezuma-Cortez School District Re-1	3
Silverton School District 1	1
Total	5

First-year Teacher (Cohort 6) Demographics

Tables 1.11 presents information on the age of first-year teachers, and Figure 1.2 shows the gender, education level, and race/ethnicity of first-year teachers who served in classrooms in 2019-20. Please see prior QTR Grant Program reports for demographic information on Cohorts 1 through 5.

TABLE 1.11. AGE OF COHORT 6 TEACHERS PLACED IN 2019-20

	PTR (N=82)	TFA CO (N=73)
Range	22 - 53	22 - 62
Mean (SD)	32 (8.8)	25 (6.4)
Median	27	23

Note. Age for Cohort 1 through 5 teachers initially placed through the grant can be found in previous reports.
*Demographic Information for FLC teachers is omitted due to the small sample size (n=5).

FIGURE 1.2. GENDER, RACE/ETHNICITY, AND EDUCATION LEVEL OF COHORT 6 TEACHERS PLACED IN 2019-20

Gender

- PTR
- TFA

65% of PTR teachers identified as female.

80% of TFA CO teachers identified as female.

Education Level

85% Have Bachelors Degrees (PTR)
95% Have Bachelors Degrees (TFA)

15% Have Masters Degrees (PTR)
5% Have Masters Degrees (TFA)

The majority of teachers for both PTR and TFA-CO have no more than a Bachelor's Degrees and identify as white.

Race and Ethnicity

Race/Ethnicity	PTR	TFA
Asian	1%	9%
Black or African American	0%	5%
Hispanic / Latino	10%	11%
Natve American	1%	0%
Two or More races	1%	8%
White	86%	66%
Other	0%	1%

Teacher Highly Qualified Status

In 2015, the No Child Left Behind Act (NCLB) was reauthorized as the Every Student Succeeds Act (ESSA). Prior to ESSA, to be considered Highly Qualified (HQ) under NCLB, teachers had to have held a degree, be fully licensed (except when waivers have been granted in charter schools) and demonstrate subject matter competency. ESSA removed the NCLB requirement that teachers be highly qualified and instead requires that teachers meet applicable state licensure requirements. For this grant, teachers must still demonstrate subject matter competency in their assigned teaching subject area. When the QTR Grant Program was put into effect, programs were required to report on HQ Status. Despite the new ESSA requirements, programs still provided data on HQ status for teachers supported through the QTR Grant this year of the evaluation. Table 1.12 below presents the HQ status for all teachers in Cohorts 1 through 6 who were trained by PTR or TFA Colorado and who completed the 2019-20 academic year. Highly qualified status for FLC Cohort 6 teachers were omitted from the table due to the small sample size (n=5).

TABLE 1.12. NUMBER OF PTR TEACHERS WITH HQ STATUS, BY COHORT IN 2019-20

Cohort	PTR			TFA CO		
	# Required to Meet Qualification	# with HQ Status	# (%) Meeting Qualification	# Required to Meet Qualification	# with HQ Status	# (%) Meeting Qualification
1	45	45	44 (98%)	24	24	24 (100%)
2	41 of 42	36	36 (100%)	26	26	26 (100%)
3	55 of 56	54	54 (100%)	33	26	26 (100%)
4	58	57	57 (100%)	41	41	41 (100%)
5	61	60	60 (100%)	69	63	63 (100%)
6	72	72	72 (100%)	87	87	76 (87%)

*Note: *For PTR, HQ requirements did not apply to one Cohort 2 teacher who was serving as a Gifted & Talented Coordinator and for one Cohort 3 teacher who was teaching Welding.*

Subjects/Grade Levels Taught

Figure 1.3 and Tables 1.13, 1.14, and 1.15 provide information on the subjects and grade levels taught by teachers in 2019-20. Figure 1.3 on the number of teachers by primary subject area taught aggregates information across Cohorts 1 through 6 in order to visually display the subject areas taught (see Tables A.3 and A.4 in Appendix A for subject area taught by cohort). When interpreting Tables 1.13, 1.14, and 1.15, it should be noted that many teachers taught more than one grade level; thus, the number of teachers per grade level exceeds the total number of teachers who were retained.

FIGURE 1.3. PERCENT AND NUMBER OF TEACHERS BY PRIMARY SUBJECT AREA IN 2019-20

Legend: ■ TFA-CO ■ PTR

Subject	TFA-CO	PTR
Elementary	28%, 74	36%, 119
Science	14%, 39	16%, 51
English, Reading, or Language Arts	17%, 47	14%, 47
Math	13%, 35	10%, 33
Social Studies	3%, 7	8%, 27
Special Education	22%, 58	2%, 8
Art	1%, 2	2%, 8
Physical Education	0%, 0	2%, 7
Business	0%, 0	2%, 6
Spanish	<1%, 1	2%, 5
Early Childhood Education	0%, 0	2%, 5
Family and Consumer Studies	0%, 0	1%, 4
Music	<1%, 1	1%, 3
ESL	2%, 5	0%, 0
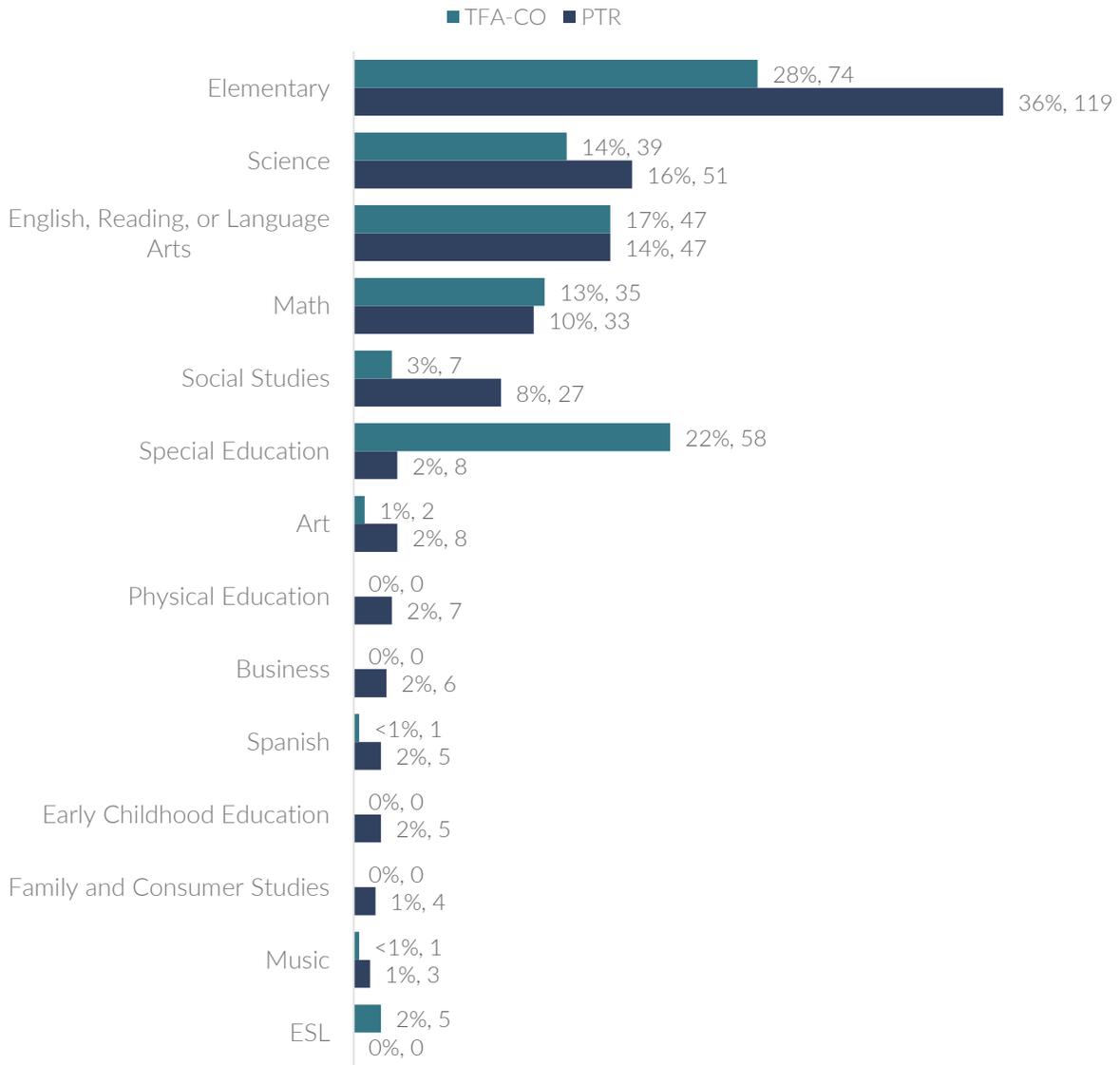
Note: For clearer visualization, subject matter was omitted where only one teacher was teaching the subject: Agriculture, Computer Science, Humanities, Welding, Gifted & Talented Coordinator. See Appendix A for further information on subject area taught by cohort. Percentages shown may not total to 100% due to rounding.

TABLE 1.13. NUMBER OF PTR TEACHERS BY GRADE LEVEL BY COHORT IN 2019-20

Grade Level	Cohort 1 n	Cohort 2 n	Cohort 3 n	Cohort 4 n	Cohort 5 n	Cohort 6 n
ECE	1	0	0	3	0	1
Kindergarten	3	1	2	7	8	8
1st	8	6	6	8	7	10
2nd	4	3	7	8	6	6
3rd	9	2	6	8	9	7
4th	10	4	2	7	9	6
5th	7	6	3	8	6	7
6th	7	13	18	22	13	21
7th	6	15	16	22	14	22
8th	9	14	17	20	13	21
9th	8	16	20	16	20	27
10th	8	16	20	16	19	27
11th	8	16	20	16	20	27
12th	7	16	20	15	20	27

TABLE 1.14. NUMBER OF TFA CO TEACHERS BY GRADE LEVEL BY COHORT IN 2019-20

Grade Level	Cohort 1 n	Cohort 2 n	Cohort 3 n	Cohort 4 n	Cohort 5 n	Cohort 6 n
ECE	0	0	0	0	0	0
Kindergarten	7	0	3	5	5	5
1st	7	2	2	6	12	19
2nd	4	2	2	4	11	16
3rd	4	1	4	5	14	20
4th	4	2	4	4	13	24
5th	4	4	4	7	16	21
6th	3	5	4	3	16	13
7th	3	4	5	6	15	17
8th	3	5	4	3	11	16
9th	5	7	3	8	15	16
10th	6	5	3	9	16	11
11th	5	7	3	7	15	11
12th	5	6	4	7	12	12

TABLE 1.15. NUMBER OF FLC TEACHERS BY GRADE LEVEL BY COHORT IN 2019-20

Grade Level	Cohort 6 n
ECE	0
Kindergarten	4
1st	4
2nd	4
3rd	3
4th	3
5th	3
6th	3
7th	3
8th	3
9th	1
10th	1
11th	1
12th	1

Students Served

The QTR Grant Program served an estimated **44,571** students enrolled in historically hard-to-serve schools in 2019-20. PTR teachers served an estimated 29,305 students, TFA CO served an estimated 15,120 students, and FLC teachers served an estimated 146 students. PTR and TFA CO provided estimates of the number of students taught by QTR Grant Program teachers. Each program has their own organizational formulas for calculating an average number of students taught by teachers.[10] FLC provided actual counts of students served. Tables 1.16, 1.17, and 1.18 present information on the estimated total number of students served by teachers' primary subject area.

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[10] In past years, TFA Colorado provided estimated counts on the number of students taught using their own algorithm. PTR used teacher-provided data on actual counts of students taught. In the last couple of years of the grant, the PTR program also started providing estimated counts using their own formula.

TABLE 1.16. TOTAL NUMBER OF STUDENTS SERVED BY PTR BY SUBJECT AREA BY COHORT IN 2019-20

Primary Subject Area	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6	Total # by Subject
	Estimated # of Students Served						
Agriculture	0	125	0	0	0	0	125
Art	30	125	125	250	0	280	810
Business	0	0	125	125	250	250	750
Computer Science	0	125	0	0	0	0	125
Early Childhood Education	30	0	0	90	0	30	150
Elementary	785	360	765	600	690	845	4045
English, Reading, or Language Arts	500	375	1,500	375	1,500	1,625	5875
Family and Consumer Studies	0	0	0	125	0	375	500
Gifted & Talented Coordinator	0	125	0	0	0	0	125
Humanities	0	0	0	0	125	0	125
Math	625	625	625	875	1,125	1,000	4875
Music	0	0	0	125	125	30	280
Physical Education	155	125	0	250	155	0	685
Science	655	1,125	1,375	1.375	750	1,000	6,280
Social Studies	375	625	500	500	500	875	3375
Spanish	0	125	125	250	0	125	625
Special Education	0	60	310	30	30	0	430
Welding	0	0	125	0	0	0	125
Total	3,155	3,920	5,575	4,970	5,250	6,435	29,305

Note: There was one teacher in Cohort 1 who taught in the 2019-20 academic year but for whom subject area was missing.

TABLE 1.17. TOTAL NUMBER OF STUDENTS SERVED BY TFA CO BY SUBJECT AREA BY COHORT IN 2019-20

Primary Subject Area	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6	Total # by subject
	Estimated # of students served						
Art	108	0	0	0	0	0	108
Elementary	162	162	540	432	1,188	1,512	3,996
English, Reading, or Language Arts		378	378	432	648	432	2,322
ESL	324	54	54	108	0	54	594
Math	108	162	216	162	378	864	1,890
Music	0	0	0	54	0	0	54
Science	216	270	162	108	378	972	2,106
Social Studies	54	54	0	54	108	108	378
Spanish	0	0	0	0	54		54
Special Education	324	216	324	594	918	756	3,132
Subject missing*	0	108	108	270	54	0	540
Total	1,296	1,404	1,782	2,214	3,726	4,698	15,120

Note: There was one teacher in Cohort 2 and one teacher in Cohort 5 who taught in the 2018-19 academic year but for whom subject area was missing. These teachers reached an estimated 108 students according to TFA CO.

TABLE 1.18. TOTAL NUMBER OF STUDENTS SERVED BY FLC BY SUBJECT AREA BY COHORT IN 2019-20

Primary Subject Area	Cohort 6
	# of students served
Special Education	146
Total	146

Educator Effectiveness

Per Senate Bill 10-191, Colorado school districts are required to conduct annual evaluations of educators based on professional practice and measures of student learning. A district has the choice of completing its evaluations using the State's Model Evaluation System or by developing its own system, provided it meets at a minimum all legislative requirements. Regardless of the system used, evaluation ratings eventually must be determined equally from 1) measures of professional practice, using the four quality standards, and 2) multiple measures of student learning. Final ratings of *Highly Effective*, *Effective*, *Partially Effective*, or *Ineffective* are assigned to each teacher.

The QTR Grant Program requires that programs report the effectiveness ratings of teachers placed each year through the grant. However, due to the COVID-19 pandemic that began in mid-March of 2020, Governor Polis suspended the requirements of the state law on performance evaluations for the 2019-2020 academic year. This allowed charter schools and districts to focus on providing alternative learning opportunities for students and gives local control to finalize none, some, or all educators' evaluations for the 2019-2020 academic year.[11]

With these new guidelines, PTR, TFA CO, and FLC requested educator effectiveness ratings from partner districts and charter systems that were moving forward with performance evaluations for the 2019-20 academic year. At the time of this report, each program was in the process of requesting effectiveness ratings from relevant partner districts and charter systems for teachers retained through the grant during the 2019-20 academic year. Programs will provide OMNI with ratings over the summer of 2020, and OMNI will update the report with these data and submit it to CDE in August of 2020.

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[11] https://www.cde.state.co.us/educatortalent/educatortalentcovid19faq#EE

Section 2: Fort Lewis College Process Flow

This section focuses on the recruitment, placement, and programming provided by FLC for their Alternate Licensure Teacher Preparation Program. As an institute of higher education, FLC provides a traditional teacher preparation program at both the graduate, post-baccalaureate, and undergraduate levels. In addition, FLC provides an Alternative Licensure Program for Special Education and in the 2019-20 academic year as part of the QTR Grant Program, the college also began an Alternative Licensure Program for Elementary Education, English/Language Arts 7-12, Mathematics 7-12, Science 7-12, Social Studies 7-12, and several K-12 licensure areas including Art, Drama, Spanish, Physical Education and Music.

FLC's SEED (*Southwest Excellent Educator Development*) Program is designed as a pipeline to increase the number of highly qualified teachers in high needs districts in Southwestern Colorado. Teacher candidates who are part of this program have a bachelor's degree and are working towards an initial license. In some cases, candidates may be teachers already who are seeking out an endorsement in Special Education, while other candidates may have been enrolled in a traditional teacher preparation program but may be missing a few remaining requirements for licensure. As the program grows, in future years, FLC would also like to recruit career changers into its SEED Program. Below, the recruitment, placement, and program supports for the SEED Program are described in further detail.

## FLC Recruitment and Placement

Recruitment

As an institute of higher education, FLC recruits candidates into the College of Education from the Southwest Colorado region, statewide, and nationally through a variety of methods, including word-of-mouth, social media, events, conversations with districts, and job fair recruitment venues.

The SEED Program employs a targeted, relationships-based, 'homegrown' recruitment strategy. One recruitment pathway for the program is through strong relationships with school districts in the region, in part due to FLC's reputation for placing a large percentage of teachers in these districts. For example, school districts are encouraged to identify and refer paraprofessionals or long-term substitutes in their districts who may be potential candidates for the SEED Program. In addition, FLC staff attend many school district regional meetings and present about both their traditional teacher preparation program and their SEED program.

Further, teacher candidates from FLC or from nearby schools also reach out to FLC about completing an alternate pathway to attain licensure. In these cases, candidates have at least a bachelor's degree, have completed most of the requirements for a teacher preparation program, but may be missing a course or may have completed all coursework but are missing student teaching. If candidates are working towards a Special Education Alternative License, candidates may already have a teaching license and are working towards their endorsement in Special Education.

Figure 2.1. reflects the recruitment, admissions, and placement timeline for the SEED Program.

FIGURE 2.1. FT LEWIS COLLEGE RECRUITMENT, ADMISSIONS, AND PLACEMENT
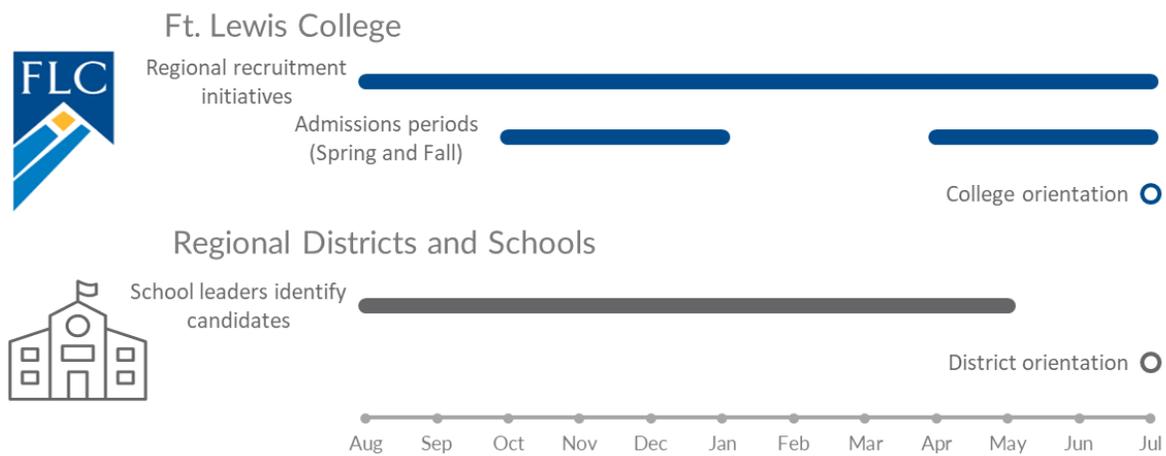
Finally, as a way to further support a 'homegrown' approach to teacher recruitment and placement in high needs districts in Southwestern Colorado, a select number of undergraduate and graduate program candidates are part of the SEED Program through comprehensive training and learning experiences in high needs districts.[12] These students participate in rural 'Model Classrooms', visit small rural districts, attend a Rural Teacher Networking Symposium, and obtain field experience either by observing teachers in small rural districts or by accompanying a mentor teacher throughout the course of a semester. These students are also encouraged to interview in these high-needs schools/districts following graduation. Should these students require alternative licensure, they can work with FLC for certification and be part of the QTR Grant Program.

<u>Candidates and Placement</u>

Candidates that have enrolled in FLC's SEED Program as part of the QTR Grant Program have a bachelor's degree, some teaching experience, and are working under an alternative license. All candidates are placed as teachers of record in grant-partner districts. In this first year of the grant, all teachers are working under a Special Education alternative license as part of a year-long program. The program has broadened areas of endorsement for future academic years.

Because candidates for the SEED Program are/have been part of a traditional teacher preparation program, pre-classroom training is attained via previous coursework and classroom hours. Thus, there is no additional pre-classroom preparation that takes place.

In the future FLC plans to recruit and enroll candidates that do not already have some experience in the teaching field. FLC is still building out this branch of their work.

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[12] These candidates are not counted as part of the evaluation.

Program Supports

For the SEED Program, Ft Lewis College provides individualized program supports on a case-by-case basis depending on the needs of teachers. For the Special Education alternative license, teachers are part of a year-long program where they complete eight credit hours over the course of the year. Teachers can join the year-long program either in the fall or spring semester depending on teacher and school needs.

For teachers who are part of the SEED Program in other subject areas that are not Special Education, the program may run from one semester up to two years depending on the needs of the teacher. Programming is highly tailored to the individual based on their completed coursework and what requirements are missing before licensure can be pursued. Thus far, programming for these candidates has been a semester long. However, as Ft Lewis College looks to recruit career changers in the future, training and supports for up to two years will be something the college considers.

<u>FLC Supports</u>

- **Coursework:** For the Special Education alternative licensure, teachers complete one online class each semester in the year-long program. The courses focus on the requirements provided by the State of Colorado for endorsement eligibility such as IEP development; teacher collaboration; family partnerships; high leverage teaching practices in reading, writing, and math; classroom management; assessment and identification of disabilities; behavior modification; special education law; and ensuring appropriate educational opportunities for students with disabilities. For teachers seeking an alternative license in a subject area other than Special Education, coursework is determined by what requirements are missing for the teacher to seek out licensure.
- **Classroom experience:** As teachers of record, teachers in the SEED Program are able to gain the necessary hours and classroom experience required for obtaining a license.
- **College mentor:** FLC provides a mentor to all teachers. Mentors in the year-long Special Education Alternative Licensure program conduct 3-4 observations of teachers per semester while in the classroom and provide targeted support and coaching to teachers over the course of the year. Mentors in the semester long non-SPED programs are observed 5-6 times, knowing they have also been observed in their previous undergraduate course placements as well.
- **School mentor:** In addition to their college mentor, teachers also have a mentor teacher within their school to provide additional hands-on mentorship and support. School mentors also conduct 4-5 observations over the course of the teacher's year in the classroom.
- **Bi-weekly seminars:** FLC hosts seminars every other week for students in the alternative licensure pathway as well as in the traditional teacher preparation program. These seminars focus on a variety of topics including hiring workshops, parent panels, principal panels, and more.
- **Monthly group meetings:** All teachers in the SEED Program come together remotely once a month with FLC staff to talk through any additional supports they may need or to troubleshoot any situations that students are experiencing.
- **Final Professional Exhibition:** Teachers complete a final portfolio-type presentation of their work at the end of their programming.

- **Stipend:** A $50 travel stipend is provided to students to explore rural districts and can be accessed once a semester. A $500 stipend is provided to students doing practicum hours in partner districts and can be earned over multiple semesters.

District and School Supports

Schools and districts provide their own support and professional learning throughout the academic year. These activities are also supported through the classwork being completed at FLC.

FIGURE 2.2. FT LEWIS COLLEGE PROGRAM SUPPORTS PER SEMESTER
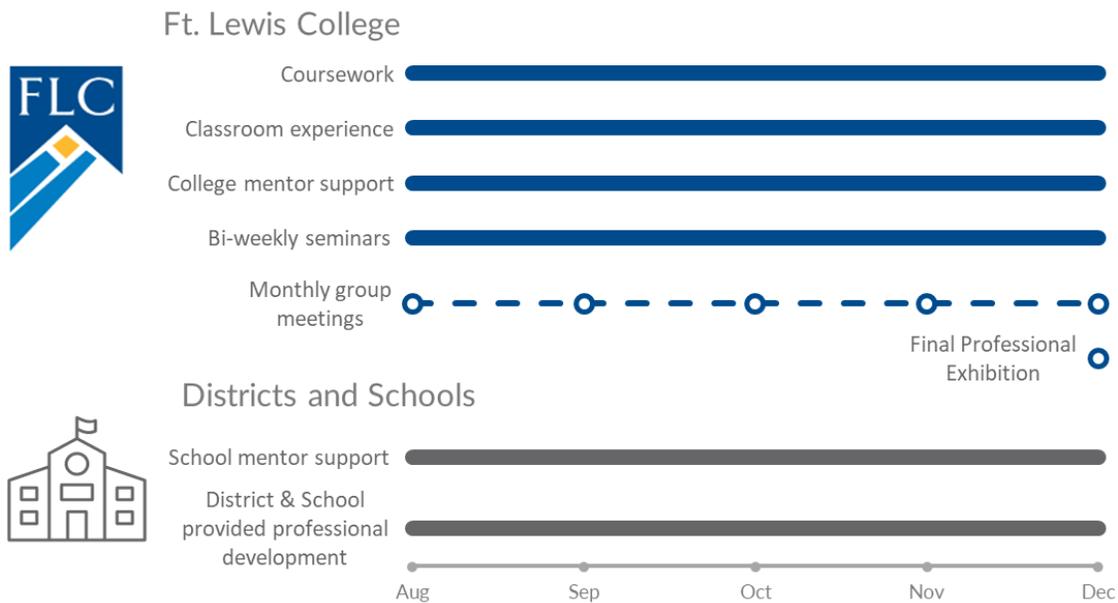
Retention

At the time of this report, Ft Lewis College did not have formal commitments in place from teachers to remain in grant-partner districts for a determined amount of time to better ensure retention to grant-partner districts (e.g., a two-to-three year commitment). This is largely due to the 'homegrown' approach for recruitment into the SEED Program that focuses on recruiting and placing teachers who already wish to teach in rural districts in the region.

Certification

Once teachers in the SEED Program complete the necessary coursework and/or classroom hours needed for their alternative license, teachers pass the content assessment exam and can apply for initial licensure in their area of endorsement.

Section 3: School and District Leader Perspectives

In the spring of 2020, school and district leaders from grant-partner districts were invited to participate in virtual focus groups or one-on-one interviews to share their feedback, experiences, and perspectives on their partnership and collaboration with PTR and TFA Colorado. The goal of the interviews/virtual focus groups was to better understand the perspectives and experiences of a sample of school and district leaders on collaboration successes and challenges on the grant, as well as larger school and district successes, challenges, and future directions for recruiting, placing, and retaining high quality teachers.

In total, three PTR school/district partners participated in one-on-one interviews, and four TFA Colorado school/district partners participated - one in a one-on-one interview and three in a virtual focus group. Due to the small sample size, the feedback shared reflects the experiences of those who participated and may not generalize to other grant-partner schools/districts.

We began discussions with questions about each partnership and we share this feedback separately by program. School and district leader feedback on larger issues, needs, and successes for recruitment, placement, and retention are presented afterwards. These latter findings are combined across PTR and TFA Colorado partners, as similar issues/themes surfaced and often reflected non-program-specific considerations.

PTR

Collaboration Successes and Strengths

Interviews began by asking school and district partners to describe what they liked best about partnering with the program. Participants identified the following strengths and successes to their partnership with PTR.

- **Collaborative approach to recruiting individuals:** Participants praised PTR for its screening and recruitment of candidates. *"I think the resident teachers are well-selected because they're very open to learning and being coached."* One participant, for example, attributed their retention of PTR teachers to this screening rigor. Further, participants appreciated the collaborative approach to identifying potential candidates, as in some cases, a school district will identify paraprofessionals or long-term substitute teachers who they think will make good teachers and who are missing certain requirements, and will direct these individuals to the PTR program.
- **Addressing districts' needs to place highly qualified teachers:** All participants voiced appreciation for PTR, as the program helps address the immediate needs districts have in recruiting and placing highly qualified teachers. Depending on the needs of rural districts, PTR also will work flexibly with schools and teachers to shift a teacher from serving as a resident to a teacher of record when needed.
- **Successfully filling hard-to-fill positions (e.g., math and science):** District partners indicated that the program is responsive to their needs for placing teachers in hard-to-fill positions (e.g., math and science), although needs remain in these areas.

- **Responsive and supportive to rural districts' unique and local needs:** In particular, participants indicated that not only did PTR provide candidates to fill immediate needs for teachers of record in rural districts, but that they also rightly understood the differences between rural districts across the state and the local conditions of the rural communities in which they work (e.g., needs of a rural-resort school district versus a rural-agricultural school district). Participants also discussed having good relationships with the PTR regional director and coaches.
- **Strong teacher supports:** In particular, the observations and coaching that PTR teachers receive from the program was a strength. One participant noted that PTR resident teachers in the classroom of a mentor teacher seem better prepared than student teachers through traditional teacher preparation programs. Another participant shared that PTR is the only alternative licensure program they recommend when asked what certification program to pursue due to the program's strong coaching, supports, and network.
- **Retention of PTR teachers:** Participants all noted that PTR teachers have remained in grant-partner districts beyond formal commitments with the program. Reasons why these teachers have remained were attributed in part to the strong selection and recruitment process (as indicated above) and to supportive school cultures and relationships that have been cultivated with teachers.

"We wouldn't be able, as a school or district, to fill some of the positions we have if it weren't for the program…They provide an invaluable service to small rural districts. Without we would not have positions filled for our school, for our kids."

-PTR School/District Partner

Suggestions to Improve Collaborations

Participants were also asked about any challenges or areas to improve in their collaboration with PTR. Below, we share suggestions that were raised by one or more participants as opportunities to improve the partnership.

- **Increase opportunities for connection between Denver leadership and rural schools/districts:** One participant noted that more connection to Denver leadership would be helpful as this participant no longer receives an annual visit from PEBC leadership. The participant went on to note that in-person opportunities to get to know and connect with PEBC leadership would be beneficial to enhance PEBC's understanding the diverse and unique needs of rural communities.
- **Bolster efforts to recruit diverse teachers that reflect student populations:** All participants noted that they had a need for diverse teachers who reflect the student body, recognizing that this is a larger, statewide issue.
- **Increase flexibility and timing around professional development and teaching requirements for first-year teachers of record:** As teachers of record balance observations and course requirements while working as full-time teachers, there can be challenges with sequencing activities. A formal observation schedule would help better time when observations take place and avoid too many/too little observations taking place in a given month. Also, balancing program requirements and demands so that teachers can effectively participate in important PTR meetings activities as well as internal staff meetings and school/district-provided professional development opportunities.

"I know the two teachers of record for me this year have come to ask, 'Can we work on this end-of-year project together, instead of doing this PLC, or this PD?' And, so I've had to make that choice, to give them that time, because a teacher under stress isn't going to do any good in the classroom with kids who are already under stress."

-PTR School/District Partner

TFA Colorado

Collaboration Successes and Strengths

Interviews began by asking school and district partners to describe what they liked best about partnering with the program. Participants identified the following strengths and successes to their partnership with TFA Colorado (TFA).

- **TFA's strong communication:** TFA Colorado leadership and staff were noted as being very communicative, open and responsive, connecting frequently with grant-partner districts and schools. *"They do school visits. They're always in communication with me. I invite them to different kinds of PD sessions and just try to keep a good dialogue going."*
- **Successfully filling hard-to-fill positions:** Although participants noted still having needs around placing teachers in hard-to-fill positions (e.g., special education, science), participants indicated they were satisfied with TFA's efforts in this area. One participant, for example, needed a bilingual special education teacher, and voiced appreciation for TFA's efforts and success in finding a teacher to fulfill this need. In this case, the candidate was geared towards general education but agreed to pursue a special education endorsement to help fill the need for the school.
- **TFA supports to teachers:** The supportive observations, coaching, professional development, and networking opportunities that TFA provides its teachers was noted as a strength. Further, the Collective Initiative for Teachers of Color was noted as supportive of diverse teachers, and the Summer Institute was noted as providing a good foundation for the classroom. One participant also voiced appreciation for the supports TFA teachers receive through the program as these learnings and support are often shared with other staff in the building.
- **TFA teachers' commitment:** TFA teachers were described as intelligent, eager to learn, and drawn to TFA's mission, meaning teachers come with *"a high level of commitment to being the very best teacher they can be for students, even though they may or may not have had exposure to classroom settings."* According to participants, TFA teachers also help model this commitment of *"going above and beyond"* to other staff in the building. Further, because TFA teachers are recruited specifically to be placed in high needs districts, they come with a *"mindset that prepares them to have a lot of grit throughout the challenges that they do face."* This was seen as an advantage compared to teachers who come from traditional preparation programs.
- **Retaining TFA alumni beyond the two-year commitment:** Three of the four participants discussed retaining some teachers in their school beyond the two-year commitment, including some Cohort 1 teachers who were initially placed in the 2014-15 academic year.

Participants viewed this as a success given the challenge of retaining teachers beyond the two-year commitment. Participants discussed that when alumni stay teaching it supports current TFA Corps members by building a supportive TFA community and network in the building and also supports schools' efforts to retain quality teachers.

"Teach for America as an organization brings a lot of value. I really think that they do an excellent job of rallying people to a cause and helping them understand why that cause is so important. They create a pipeline of people who believe in public education and supporting the most vulnerable students and some of the most vulnerable places. They have created a group of people who care about that the most and are then willing to go to places that, again, a lot of people are not choosing as their first choice in a career or location, and the value of that to me is very high."

-TFA School/District Partner

Suggestions to Improve Collaborations

Participants were also asked about any challenges or areas to improve in their collaboration with TFA. Below, we share suggestions that were raised by one or more participants as opportunities to improve the partnership.

- **Consider regional Summer Institutes:** One participant also suggested holding the Summer Institute as regional meetings where teachers will be placed so that Corps members begin to learn about the issues and context of their communities as soon as possible.
- **Further enhance focus and supports around filling hard-to-fill positions**: One participant suggested TFA could further enhance its efforts and supports around placing teachers in hard-to-fill positions. *"I think there's hard to serve and there's truly hard to serve positions"* The participant suggested that during the recruitment and placement processes TFA could help Corps members further narrow or focus their path so that Corps members are helping to fill the most critical needs.
- **Bolster support to TFA alumni who remain in teaching:** One participant suggested that TFA do more around engaging and supporting TFA alumni who remain in education, such as informal check-ins and ways to show that TFA cares about its alumni teachers and school leaders (e.g., hosting a meeting with school leaders, bringing alumni lunch on occasion, facilitating relationships to funders or philanthropists, etc.).
- **Consider additional strategies to increase retention beyond the two-year commitment:** Participants discussed the difficulty of replacing teachers after two years, especially when they are filling hard-to-fill positions. Two suggestions offered were to 1) further increase TFA's local efforts to recruit and place Colorado teachers and 2) consider a three-year commitment so that teachers have more time to become comfortable with teaching in the classroom.

School and District Leaders' Larger Needs and Challenges, Successes, and Future Directions

School and District Challenges and Needs around Recruiting, Placing and Retaining Highly Qualified Teachers

School and district leaders were also asked what remaining or larger needs and challenges they had in recruiting, placing, and retaining highly qualified teachers, as well as 'wins' or approaches that have shown success in this area. Because themes were similar across school and district leaders regardless of who their program partners were, findings were combined below.

- **A shortage of teachers:** Despite the support from BTR and TFA Colorado in placing highly qualified teachers, needs remain as schools and districts continue to operate with open positions that need to be filled. Participants described small candidate pools, particularly among rural schools/districts. *"When I post something, I only get one or two or three applications. It makes it tough. Are those the best three in the area? I wish we had more candidates applying."*
- **Low salaries and little prestige:** Low salaries for teachers, particularly in rural Colorado schools and districts, was noted as a significant challenge in attracting individuals to teaching. Further, it can be challenging to compete for teachers when neighboring districts offer better pay. Local efforts to increase teacher salaries can also have varying success (e.g., a Mill Levy Override[13] not passing in a local community). Adding to the challenge is the lack of prestige or teaching not being viewed as a "high performing " or "respected" profession in society. This all leads to individuals not considering the teaching profession and/or leaving the field for more prestigious and better paying careers.
  - **Schools and districts need additional funds:** A related issue to low teacher pay was the need for more funding for schools and districts. *"We just don't have any money,"* noted a participant who went on to describe how their school does not have a playground. *"There's a cement slab."*
- **Lack of affordable housing:** Housing affordability is a larger statewide issue but because of low teacher pay, it is an issue that teachers acutely experience. Lack of affordable housing is also a challenge in resort communities or when neighboring resort communities drive up the cost of housing. Low-cost housing opportunities, or 'teacherages' as one participant called it, was surfaced as a need. One participant shared that their district is able to provide 10 housing units to teachers at a low cost, for example.
- **The Praxis can be a challenging requirement:** A few participants discussed that schools and districts can lose the opportunity for great teachers when the only obstacle is passing the Praxis. These participants suggested that more flexibility around the test is needed.
- **School districts competing for teachers and a need to incentivize teachers to remain in high-needs schools and districts:** Participants discussed that it can be challenging to recruit and retain teachers, as candidate pools are low and districts are often competing with one another for the same pool of teachers. Further, high-needs schools that do not have competitive salaries are at a disadvantage when competing for teachers, particularly those

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[13] A Mill Levy Override Is a ballot measure that asks voters living in a school district boundary to approve the collection of additional "mills' on property taxes, above what is allowed by the state of Colorado. That additional tax collection is then directly distributed to the local school district.

in rural areas. One participant suggested there was a need to incentivize remaining in high-needs districts (e.g., a bonus similar to what is offered to principals for remaining at their school).

- **Preparing first-year teachers classroom management:** A need for more preparation around classroom management was noted as a need, as first-year teachers (regardless of preparation program) need more support around this area. *"They're usually go-getters, they're very intelligent, so we don't have a lot of issues with them really getting up to speed on the instructional piece. It's more the classroom management piece that we struggle with. And, again, it's not even just with the alternative license or [the program] specifically. It's really all of our new teachers."*

- **Stressors on teachers:** Participants discussed teacher burnout, stress, and feelings of overwhelm, especially in the first year. One participant also noted an increase in teachers' use of mental health resources. *"There's more and more put on their plate and more and more testing the priorities. It really makes it difficult for them to enjoy their job a lot of the time."*

- **Retaining teachers:** Finally, several participants discussed that retaining teachers is a challenge, as they are finding that teachers are leaving schools, districts, and sometimes the profession after only a couple of years of teaching. This was attributed in part to younger teachers wishing to explore their options: *"I think there's this common trend of, 'I'm going to give a school two years and then I'm going to go find another school for two years.' I don't know what they're in search of, but it means they are never really staying committed to one place."*

School and District Successes and "Wins" around Recruiting, Placing and Retaining Highly Qualified Teachers

School and district leaders were asked about any "wins", successes, or learning lessons they had around recruiting, placing, and retaining highly qualified teachers.

- **Identifying candidates early**: A few participants indicated starting to recruit candidates early was an effective strategy. One approach that was discussed was funneling paraprofessionals to BTR and TFA Colorado for alternative licensure. Another approach is recruiting teachers while they are still student teaching as part of traditional college teacher preparation programs.

- **Finding ways to improve salaries:** Although challenging to accomplish, ways to improve teacher salaries is a key strategy to attracting and retaining teachers. One district was able to pass the Mill Levy Override to make teacher salaries more competitive to neighboring school districts. Another district was able to raise teacher salaries after working with the teachers' union. However, participants suggested a statewide solution was needed that did not require districts *"to take money from this pocket to give to that one."* Instead, participants indicated needing *"more proposals to get taxpayers to fund our system."*

- **Attracting mission- and purpose-driven teachers:** Some suggested hiring individuals who see teaching as a mission, purpose, or value can help offset the challenges of accepting a lower-paying career. One participant, for example, shared that the diversity of their student body was an attractor for a teacher, as they were interested in serving diverse students.

- **Fostering a supportive school culture and climate:** As some schools are not able to provide teachers with better salaries, social-emotional and professional support can help offset this challenge and support retention according to participants. "*I tend to go by the philosophy*

that you should show teachers that they're valued, and you should show them that there's a place for them. You should show them that they are wanted." Participants spoke at length about approaches to build this supportive and collaborative culture that makes teachers want to stay in their schools and in the teaching profession. Additional examples include:

- o **Developing a system of peer support among teachers:** One way participants noted this was achieved was through the relationship and personalized instructional coaching teachers receive throughout the year from mentor teachers. This peer support and coaching among teachers may increase comfort through a non-hierarchical system of support according to participants. Another participant shared a cohort model for new teachers in their school. Positive adult culture is also fostered through team and staff meetings.
- o **Reducing pressures on first-year teachers:** With the challenges of being a first-year teacher and learning how to be effective in the classroom, a couple of participants discussed the need to further support first-year teachers, so they do not experience too much stress, pressure, and eventual burnout. One participant, for example, shared additional efforts they are able to provide to support first-year teachers such as an in-depth orientation prior to the academic year starting and additional professional development in the first few months.
- **Attracting and retaining a diverse staff:** One participant shared success around attracting and retaining diverse staff at their school and noted their school was one of the more diverse in the district for teachers and school leaders. Asked why this was the case, word of mouth (from teachers and parents) that the school has diverse leadership was surfaced.
- **Technology:** Finally, one participant shared that additional perks can help keep teachers happy in their school and district. For example, the district is able to provide all teachers and students with their own laptops. *"We have the best technology in the whole area."*

School and District Partners' Future Strategies and Directions for Recruiting, Placing and Retaining Highly Qualified Teachers

Finally, school and district partners were asked what future strategies or goals they were considering for recruiting, placing, and retaining highly qualified teachers.

- **Selling the "whole package" of what a career in teaching can provide**: When salaries are lower and not a draw for would-be teachers, "selling" the other benefits of a career in teaching is helpful such as the pension and quality of life (e.g., summers off, the community). One district is taking this "holistic approach" of looking at components that lead to job satisfaction in how they recruit job seekers.
- **"Speaking to the heart and not just the head":** A couple of participants spoke to the need to attract individuals who are mission- or purpose-driven, as there is a better chance to retain these teachers. *"We speak to the heart of a teacher, not just the head. If they're mission-oriented, if they want their career to be purposeful, then this is the place to be. So, that's how we try and package things, and that's our vision for the future."*
- **Recruiting student teachers through college preparation programs:** Student teachers who are part of traditional college preparatory programs pose an opportunity to fill vacant positions as these teachers graduate and receive their credentials. *"Right now, we have three teachers that are in teacher preparation programs in our pipeline that we'll probably hire this year. That's exciting because I feel like as a school leader, I know these people. They already know my style. They already know what the kids are like."*

- **Continuing to partner with BTR and TFA Colorado:** Finally, participants indicated that both the BTR and TFA Colorado programs fit within their future strategies and directions around recruiting, placing, and retaining high quality teachers, especially for hard-to-fill positions (e.g., Special Education, bilingual instruction, math, science, etc.).

Section 4: PTR and TFA-CO Program Staff Perspectives

In the spring of 2020, four PTR and nine TFA Colorado staff participated in separate virtual focus groups. The purpose of the focus group was to better understand the successes, challenges, and future directions of implementing the QTR Grant Program, including how evaluation findings are utilized to support program implementation.

PTR

To start, staff were asked how the QTR Grant Program supported PTR's work to recruit, prepare, and place teachers in high-needs districts. Overall, staff voiced strong appreciation of the grant. *"Broadly, we wouldn't be able to run the program the way we run the program without this grant. It's hugely impactful on the way that we operate."* Grant funds support resident and mentor stipends, program staff salaries, statewide travel, and the development of the program's systems and processes for instructional and coaching support.

"This grant allows us to serve high needs' contexts, whether it's rural or urban. I think the financial support from the grant is a huge part of what allows us to do that in contexts where there might not be a lot of other funding available to support that work and support the staff that are necessary to support the new teachers in those contexts."

-PTR Program Staff

Successes around Implementing the CDE's QTR Grant Program

Participants were asked what was working well on the grant, what was successful, and/or areas of strength.

- **Increasing teachers' stipends:** Through additional grant funding, PTR was able to increase resident teachers' stipend this year. This made a significant impact on teachers' quality of life, as it enabled many to quit second jobs to focus on meeting the requirements of the program. Program staff noted this is a large portion of how grant funds are utilized, especially in the 2019-20 academic year.
- **Remaining flexible and adaptable to the changing needs of districts, schools, and candidates**: PTR staff discussed that flexibility in delivering the program is critical in order to address the diverse and changing educational needs across the state. For example, the instructional team has been able to refine coursework to meet licensure needs around culturally and linguistically diverse learners, as well as to address needs for consistent and standardized implementation in both urban and rural districts. PTR staff also work flexibly with their teachers around the Praxis, supporting teachers as they study for it, allowing teachers to take it multiple times, and even connecting with CDE to extend teachers' alternative license if they need more time to take the exam.

- **Developing data-driven processes and supports**: One recent change to PTR's coaching processes has been the development of the High-Priority Resident Practices. These are an internally designed set of standards that are aligned to Colorado standards for teachers, and incorporate standards from the Interstate New Teachers Assessment and Support Consortium (inTASC) and the Southern Poverty Law Center's critical practices for anti-biased education. Information is put into Edthena, an online coaching system, where a rubric is used to assign scores on resident teachers' progress (i.e., 'developing' to 'proficient'). This system replaced the program's prior rating system. With the new system, data-driven decisions around high-priority resident teacher practices are surfaced as well as the supports that are needed. The new set of standards also supports recruitment and interviewing processes, as what qualities to look for in teacher candidates is more clear/operationalized.
- **Increasing coaching and instruction around classroom management**: Coaching and instructional practice around classroom management has been bolstered over time due to teacher and school leader feedback on needed support in this area. Coaches discuss classroom management as part of one-on-one sessions; classroom management has also been incorporated into the Summer Institute and is revisited several times a year as part of instructional coursework.
- **Strengthening collaboration across PTR teams**: PTR has worked hard within the last two years to be more collaborative across teams in the areas of instruction, coaching, and recruitment. The program has moved to a distributed recruitment model where more staff support recruitment efforts, such as with information sessions and interviews.
- **Moving to a hybrid structure that includes in-person and online coursework:** The program has moved instruction so that half is delivered online and half is in-person. In this way, teachers engage in online coursework one week, followed by in-person practice and rehearsal of that content the following week. This approach has made coursework more accessible and is responsive to teachers' needs, as an additional day of the week is freed up and teachers can complete the online coursework to fit within their schedules.
- **Continuing to fill hard-to-fill positions**: Although supporting schools and districts in filling hard-to-fill positions remains a challenge for the program (e.g., math, science, special education), the program's partnership with the School of Mines has facilitated a pipeline of candidates for STEM positions. The program also continues to explore partnerships that can support future pipelines for hard-to-fill positions.

Challenges around Implementing the QTR Grant Program

Participants were also asked about any challenges to implementing the grant.

- **Diversity of the teacher candidate pool:** PTR has been working in partnership with Teach Colorado, Citier, and EnCorps to improve the diversity of their teacher candidate pipelines. As a pilot program for Teach Colorado, for example, the PTR program has been implementing several efforts to improve diversity such as embedding specific links on their website and sending out social media posts to encourage candidates to access Teach Colorado supports. *"[W]e're in the implementation stages of it, but we're really excited to be one of the pilot organizations to roll this out in Colorado and certainly diversity is one of their priorities."*

- **Data requirements:** Developing processes and systems to meet the data requirements of the grant was noted as both a challenge and opportunity, as the data requirements encourage robust data quality checks, better systems, and greater collaboration, all of which supports the organization. Challenges included the very specific data requirements, staff turnover, and the number of staff needed to pull together the data. Obtaining educator effectiveness ratings from a wide range of districts can be particularly difficult, and a participant questioned whether educator effectiveness ratings were the best method of assessing teacher quality if the ratings are not applied similarly across all districts.
- **Calibrating the program across the state:** Implementing the program consistently across the state in multiple urban and rural districts can be challenging. For example, while not a driving factor, staff noted that internet connectivity and a "desire for and ethos around interpersonal relationships" in rural settings can make a move towards online implementation challenging. *"That's been a real challenge for implementing these more efficient mechanisms within the program that would allow us to have consistency across the state."* Despite the challenge, staff discussed calibrating the program for statewide implementation as an opportunity to ensure teachers - whether in urban or rural placements - receive the same/similar experience.

How Evaluation Findings are Utilized, Areas of Success in the Data, and Areas for Improvement

As part of program staff interviews, participants were asked to review the evaluation report from 2018-19 to discuss how evaluation findings were utilized by the program, as well as what findings were viewed as a "success" and where improvements to the program based on the evaluation could be made.

- **How evaluation findings are utilized:** Findings from the evaluation are utilized to better understand program impact, for marketing and recruitment, and to calculate retention rates. Further, better utilization of data is a priority for PEBC as they undergo a strategic planning process where the use of data to inform programmatic decisions will be centered. Around the evaluation reports, one participant said, *"And, moving forward, the intention is to use this type of externally validated data to drive program improvement."*
- **Areas of success:** Of the various evaluation findings, participants discussed <u>high educator effectiveness ratings and high school leader and teacher satisfaction</u> as successes and areas of pride. Regarding high school leader satisfaction (via the School Leader survey that was part of last year's report), PTR's supports to teachers stood out, which a participant indicated "generally sells the program" to partners, particularly in rural areas. Finally, high teacher satisfaction (via the Teacher survey that was part of last year's report), particularly around field observations and feedback, was another evaluation finding that was viewed as a positive. *"I think that's something to celebrate because I know we've spent a lot of time thinking about just what those observation cycles should be and what types of feedback teachers should get."*
- **Areas of challenge:** Two main challenges arose around the data. First, <u>receiving data from districts</u> is a challenge for the program. This was attributed to various factors including internal staff turnover, limited staff capacity, who among staff are reaching out (i.e., whether district partners have relationships with these staff or not), "saturation" on the part of districts with various asks/touch points throughout the year for different needs, and that the program is partnering with many more districts than when they first joined the

grant. A second challenge that was noted was related to <u>engagement of teachers who have completed the program</u>. Staff have limited capacity to engage PTR alumni, which means that in some cases teachers may have remained in grant-partner districts, but the program is unable to verify. *"Our retention rate probably would go up if we knew more about our alumni and have ways to keep those alumni engaged. I think that would help, but our capacity as a staff to do that lookup of alumni is drastically reduced."*

Future Directions

Finally, participants were asked about future programmatic/organizational directions and goals for recruiting, placing, and retaining high quality teachers.

- **Statewide calibration** - PTR will continue to ensure consistency and collaboration for all cohorts of teachers to increase statewide calibration. This will include ensuring that instruction and coaching are implemented with fidelity and rigor across urban and rural settings.
- **Early childhood education** - Improving family engagement and being responsive to new licensing regulations around early childhood credentialing will be a continued priority for the program. This will include enhancing coursework to meet CDE's requirements.
- **Continuing with a distributed recruitment model:** PTR will continue to utilize a broad team-based or collaborative approach towards recruitment and will continue to cultivate partnerships for recruitment pipelines.
- **Continuous improvement through data utilization** - The PTR program, and PEBC more broadly, will continue to center continuous improvement through data both for programmatic improvements and for larger organizational work, as the organization undergoes a strategic planning process. *"We are thinking about the use of data and how we really integrate that in a meaningful way and use data for program improvement and more broadly for the organization."*

TFA Colorado

Staff discussed multiple ways that the QTR Grant Program supported TFA Colorado's work to recruit, prepare, and place teachers in high-needs districts. First, the grant supports TFA's financial sustainability. In addition to the grant dollars, the private match requirements help the organization build long-term, multi-year relationships with strategic funders. Further, TFA has greater capacity to focus on the Launch Fellowship's homegrown recruitment efforts, particularly a pipeline for teachers of color (discussed below under successes) because of the grant. Finally, the grant supports TFA Colorado's presence in Pueblo's highest needs schools (schools that would experience greater teacher shortages without TFA).

"A grant of this size and nature is such that it's like a rising tide that lifts all boats. So, I think that there's probably not a piece of Teach for America Colorado in our work that it doesn't positively impact. It would be hard to fully capture the magnitude of that and just how grateful we are to be able to be in the mix."

-TFA Colorado Program Staff

Successes around Implementing the QTR Grant Program

Participants were asked what was working well on the grant, what was successful, and/or areas of strength.

- **Expansion of the Launch Fellowship's 'homegrown' recruitment efforts, including developing a pipeline of future teachers of color**: TFA Colorado has had capacity to continue cultivating its Launch Fellowship or 'homegrown' recruitment pipeline to recruit potential candidates from local communities. In particular, the program has expanded recruitment efforts to diversify the pipeline with more teachers of color and teachers from low-income backgrounds. This has included recruiting at colleges and universities that Teach for America nationally has not had presence at historically. *"This grant allows me to go to those schools and recruit, even though it might take a little longer. The trajectory looks a little different because Teach for America's new to those schools. And so, it frees up the time to put care and attention into building relationships with school partners."* Additionally, TFA staff work on early engagement efforts, such as presentations to students at grant-partner middle and high schools around skills and leadership development. *"We know that young folks decide at a very early age that they do not want to go into education [for a variety of reasons]. We help the students think about their leadership and to open the possibility, to open the door to teaching."*
- **Remaining responsive to changing needs on the grant**: TFA program staff have remained responsive to the changing needs within communities. For example, participants described streamlined processes for determining whether or not a potential new charter school partner has the supports in place that would be necessary for a new Corps Member.
- **Placing teachers in hard-to-fill positions:** Recruitment for STEM (science, technology, engineering, and math) and special education teachers is facilitated by TFA stressing to teachers where there are greatest needs and assessing on a case-by-case basis a teacher's comfort and ability to be well qualified to teach in a STEM-related subject or in special education. *"From our end, we really try to figure out whether or not we're setting Corps members up for success. We study transcripts. We talk to them about their aptitude in math and science in particular."*
- **Expanding capacity in Pueblo for high quality teachers:** Since 2014-15 when the grant began, the program has worked with the school district to place TFA teachers in classrooms. According to the TFA regional director in Pueblo, TFA teachers are serving in the highest-needs schools in Pueblo (e.g., high priority and turnaround schools) and filling a very high need for quality teachers.
- **Retaining TFA alumni:** Participants discussed that TFA alumni tend to have a high commitment to education. For example, of the 89 TFA alumni in Colorado Springs (a mix of national and TFA Colorado alumni), 74 had been retained to education-related positions according to TFA. TFA found that alumni in the region also had an average of seven years of teaching experience. In Denver Public Schools, participants noted that TFA Corps members and alumni make up one in five teachers and one in six school leaders. Similarly, in Harrison School District in Colorado Springs, TFA Corps members and alumni make up one in five teachers, according to TFA. It was also noted that TFA alumni from other regions often relocate to TFA Colorado sub-regions specifically because there is a TFA alumni presence in those communities, which also serves as an additional recruitment pipeline to grant-partner districts. Finally, conversations are held in the second year to gauge what Corps members will do beyond the two-year commitment and whether that

trajectory includes a continued "journey and leadership towards educational equity." At the time of the focus group, 50% of second-year alumni were considering a third year as teachers, according to TFA.

- **Expanding recruitment pipelines through grant-partner collaboration**: The program is collaborating with one of its grant partners to include Launch Fellows in the partner's apprenticeship teacher program. *"This year they want as many science and math Launch Fellows as we can give them because they're really looking to scale that up. They're seeing it as a really great internal talent pipeline strategy."*
- **A recruitment and resource pipeline through TFA National**: Participants also discussed how they are able to collaborate on recruitment efforts with TFA National and draw on the national organization's extensive resources. *"TFA National helps recruit in our region as well. They're ahead of the ball on national resources and try to make sure that our teams are supported in what we need to be able to do our job directly with Corps members."*

Challenges around Implementing the CDEQTR Grant Program

Participants were also asked about any challenges to implementing the grant.

- **'Selling' a career in teaching:** Candidates who are interested in TFA are typically drawn to the leadership experience for two years and are *"passionate about social justice and may not have ever seen themselves in the classroom."* Although the corps or Launch Fellowship experience can be deeply impactful and many stay on in careers in education, a challenge for the program is *"helping people to think about how classroom leadership is sustainable long-term."* Another challenge is around low salaries. *"It's hard to promote a career in teaching to talent of color when salaries aren't breaking any cycles of poverty. So, we're asking them to do this work, right? And to push the movement forward, but in a lot of ways as a sacrifice to themselves and their earning potential."* Low salaries were also raised as a challenge when recruiting 'homegrown' talent in smaller communities like Pueblo.
- **Recruiting for Colorado Springs and Pueblo:** Recruiting teachers for Colorado Springs and Pueblo can be challenging when prospective candidates are only familiar with or aware of Denver. To help address this challenge, Corps members who have been assigned to Colorado and who do not have a familial, physical, or financial need to be in Denver are asked to consider Colorado Springs and Pueblo placements. In Colorado Springs, the program also has a 'Colorado Springs in a Day' event that connects TFA Corps members to community partners and local leaders (e.g., elected officials, community organizers) to support engagement and retention in the community.

How Evaluation Findings are Utilized, Areas of Success in the Data, and Areas for Improvement

As part of program staff interviews, participants were asked to review the evaluation report from 2018-19 to discuss how the evaluation findings were utilized by the program, as well as what findings were viewed as a "success" and where improvements to the program based on the evaluation could be made.

- **How evaluation findings are utilized**: The report from 2018-19 showed that 77% of school leaders would continue to hire TFA Colorado-trained teachers. Since that report, the program has administrated a mid-year survey to school leaders and was poised to send out

an end-of-year survey at the time of the focus group. In TFA's mid-year survey, the program saw an increase in Denver school leaders indicating they would continue to hire TFA teachers (to 91 percent). According to staff, *"I think that just shows you how nimble this team is at taking things like the report and putting it into action."*

- **Areas of success**: The (relative) diversity of Corps members is an area of success (and also challenge) for the program. The program's diversity was attributed in part to the ability to recruit directly for talent of color in the Denver area and regional work done in Colorado Springs and Pueblo to develop homegrown pipelines. Partnerships with schools, districts and charter schools were also described as strong, relational, and communicative, which has supported high participation rates for the evaluation (e.g., high participation in the School Leader Survey).

- **Areas of challenge:** The main challenge that participants discussed was that retention calculations in grant reports do not fully reflect TFA's impact. *"Teach for America is a leadership development organization and we're playing a long game, right? We're preparing and positioning leaders in education and even beyond."* TFA alumni have in many cases remained in the classroom, moved into leadership roles within schools/districts, or have gone on to work on policy- and systems-level change around education, according to participants.
  - *Instead of having a focus on retention, we try to have a focus on taking great care of that individual and helping them access their own leadership ...[We] help them see their place in the fight for educational equity. And when they can see that, oftentimes it is in the classroom and they remain there for a while. And then oftentimes it is that they're really ready to grab that next rung of the ladder, whatever that is. And we try to just be alongside them to show up for them inside of that."*

Future Directions

Finally, participants were asked about future programmatic/organizational directions and goals around recruiting, placing, and retaining high quality teachers.

- **Expanding recruitment efforts:** TFA will continue to expand its homegrown recruitment efforts, with an emphasis on the Launch Fellowship, as pairing Fellows in the classroom of a mentor teacher while receiving supports from TFA and the alternative licensure program is gaining traction. Additionally, TFA Colorado staff will continue to collaborate with TFA National on a recruitment pipeline whereby recruits in Denver are provided with volunteering and observation in Corps members' classrooms to "see what it means to be doing the groundwork."

- **Continue to support schools and districts with teacher supports**: Participants discussed that TFA's aim is for TFA teachers to feel connected to and supported by their school first. *"That's top priority because their school is their employer and their school is actually ultimately going to retain them."*

Conclusion

In the 2019-20 academic year, CDE awarded grant funds to PTR, TFA–Colorado, and FLC to place teachers in historically hard-to-serve school districts in Colorado. Since funds first became available through the QTR Grant Program, six cohorts of teachers have been placed in grant-partner districts and efforts were underway in recruitment and placement for a seventh cohort to begin teaching in fall of 2020. OMNI conducted formative and summative evaluation activities to learn more about the number of teachers placed and retained from the six cohorts of teachers in 2019-20; the 'program flow' of FLC's recruitment, placement, and support processes for candidates; the experiences and feedback of school and district leaders via key informant interviews; and the experiences and feedback of PTR and TFA CO program staff with implementing the grant.

The QTR Grant Program was successful in placing high-quality teachers in schools and districts that have had historic difficulty retaining high-quality teachers. In 2019-20, **619 teachers** served the entire year in high-needs classrooms reaching an estimated **44,571 students** across 48 Colorado school districts and four charter school systems. Calculating retention rates of Cohort 1-6 teachers for the 2019-20 academic year shows that programs vary in the percentage of teachers that remain in a grant partner district over time.

- For Cohort 6 (first-year teachers), **97%** of PTR teachers, **100%** of TFA Colorado teachers, and **100%** of FLC teachers remained in grant-partner district classrooms for the full first year.
- For Cohort 5 (second-year teachers), **69%** of PTR teachers and **84%** of TFA Colorado teachers remained in grant-partner district classrooms for the full two years.
- For Cohort 4 (third-year teachers), **58%** of PTR teachers and **51%** of TFA Colorado teachers remained in grant-partner district classrooms for the full three years.
- For Cohort 3 (fourth-year teachers), **57%** of PTR teachers and **42%** of TFA Colorado teachers remained in grant-partner district classrooms for the full four years.
- For Cohort 2 (fifth-year teachers), **59%** of PTR teachers and **28%** of TFA Colorado teachers remained in grant-partner district classrooms for the full five years.
- For Cohort 1 (sixth-year teachers), **68%** of PTR teachers and **22%** of TFA Colorado teachers

It is worth noting that many teachers who left grant-partner districts remain in the profession and continue to serve in the education field, whether it be as a teacher in a non-grant-partner district or in a different role within schools and districts. For this evaluation, we calculate retention as serving as a teacher in grant-partner districts to better understand the proportion of teachers supported by the QTR program who continue to serve in high-needs Colorado districts over time. In addition, it is challenging for each program to continue to obtain data for teachers who have completed their programmatic commitments and have been fully integrated into their teaching positions. Nonetheless, tracking teachers who have been supported with QTR funds provides important data on the cumulative and long-term impact of the grant. Further, discussions with district partners and program staff highlight the important ways that grant funds have been used to meet programmatic and district needs in attracting and retaining a high quality educator workforce to serve in school districts that have had difficulty attracting and retaining high-quality teachers.

Appendix A

Methods

Program and District Provided Data

Section 1 of this report presents information on six cohorts of teachers (beginning in 2014-15 to 2019-20), including the number of teachers who were recruited, placed, and retained; the districts and schools reached through the program; highly qualified status; grades/subjects taught; the number of students taught by teachers placed through the grant; educator effectiveness; and demographic information of first-year teachers. This information comes from teacher-level spreadsheets that programs fill out and securely transfer to OMNI for reporting.

Fort Lewis College Process Flow

As part of the formative evaluation, OMNI gathered information from FLC program staff to document key timelines, activities, and supports provided to program candidates. Throughout the report, we use the term 'process flow' to describe the sequencing of events involved in recruiting, selecting, and supporting teachers. A process flow was developed for FLC as a first-time QTR Grant recipient in the 2019-20 academic year. Process flows were developed for PTR and TFA CO in 2015-16 and 2017-18 academic years. To develop FLC's process flow, OMNI staff facilitated two virtual meetings during which program staff provided information on recruitment, admissions and preparation and support processes and procedures. OMNI staff also reviewed documents that could help describe FLC's alternative licensure program when developing the program's process flow, and program staff reviewed and provided input the process flow that was drafted.

Qualitative Data Collection and Analysis

School and District Leader Key Qualitative Data Collection

In the spring of 2020, school and district leaders from PEBC Teacher Residency (PTR) and TFA Colorado grant-partner districts were invited to participate in virtual focus groups or one-on-one interviews to share their feedback, experiences, and perspectives around their partnership and collaboration with PTR and TFA Colorado. The goal of the interviews/virtual focus groups was to better understand the perspectives and experiences of a sample of school and district leaders around collaboration successes and challenges on the grant, as well as larger school and district successes, challenges, and future directions around recruiting, placing, and retaining high quality teachers (see Appendix B for the interview guide).

In total, seven school/district partners took part in qualitive efforts across programs (three for PTR, and four for TFA Colorado). For PTR, two superintendents and one school principal participated in key informant interviews. For TFA CO, three school principals and one district leader participated - one principal participated in a one-on-one key informant interview and three participants took part in a virtual focus group. Meetings were recorded for transcription and later analysis with participant consent. It should be noted that due to the small sample size, the feedback shared

reflects the experiences of those who participated and may not generalize to other grant-partner schools/districts.

COVID-19: It is worth pointing out that qualitative data collection efforts took place in mid-March just as schools closed for in-person classroom instruction due the COVID-19 pandemic. As a result, participation in qualitative data collection was lower than anticipated, as fewer participants took part in virtual discussions than had registered. Initially, two virtual focus groups were offered per program. However, as virtual focus groups began in mid-March, the evaluation team found the need to pivot to one-on-one interviews, as registered participants were working on their school and districts' response to the pandemic and were unable to attend the virtual focus groups.

PTR and TFA CO Program Staff Virtual Focus Groups

In the spring of 2020, four PTR and nine TFA Colorado staff participated in separate virtual focus groups. Participants were in a range of organizational roles to support implementation of the QTR Grant Program from Program Coordinator to Directors. The purpose of the focus group was to better understand the successes, challenges, and future directions of implementing the QTR Grant Program, including how evaluation findings are utilized to support program implementation (see Appendix B for the focus group guide). Virtual focus groups were conducted via Zoom technology and were transcribed for analysis with participant consent.

Qualitative Analysis

For analysis of both school/district leader and program staff qualitative feedback, both deductive and inductive strategies were employed. The team developed preliminary codes based on initial review of transcripts/data scan and key research priorities and questions. Coding structures were then refined to capture emerging themes. Data were then organized and coded to thematic categories.

Cohorts 1-6 Teacher Placement by School in 2019-20

TABLE A.1. NUMBER OF COHORT 1-6 PTR TEACHERS BY SCHOOL BY DISTRICT IN 2019-20

District	School	Cohort					
		1	2	3	4	5	6
Adams 12 Five Star Schools	Coronado Hills Elementary	2	0	0	0	0	0
	Coyote Ridge Elementary	0	1	0	0	0	0
	Federal Heights Elementary	0	1	0	0	0	0
	Horizon High School		1	0	0	0	1
	International School at Thornton Middle	1	0	1	1	1	0
	Leroy Drive Elementary	0	0	1	0	0	0
	McElwain Elementary	1	0	0	0	0	0
	Mountain Range High School	0	1	0	0	0	1
	North Mor Elementary	1	0	0	0	0	0
	Riverdale Elementary	0	1	0	0	0	0
	STEM Launch K-8	0	0	0	0	1	0
	Thornton Elementary	0	0	0	1	0	1
	Vantage Point High School	0	0	0	0	1	0
	Total	5	5	2	2	3	3
Alamosa Re-11J School District	Alamosa Elementary	4	2	1	0	0	4
	Alamosa High School	1	0	1	0	0	0
	Ortega Middle School	0	1	1	0	0	0
	Total	5	3	3	0	0	4
Archuleta County 50 Jt School District	Pagosa Springs Elementary School	0	0	1	1	0	0
	Pagosa Springs High School	0	1	1	1	1	0
	Pagosa Springs Middle School	0	1	1	1	0	2
	Total	0	2	3	3	1	2
Aurora Public Schools	Altura Elementary	2	0	0	0	0	0
	Aurora Central High School	0	1	1	0	1	0
	Aurora West College Prep	3	0	0	0	0	0
	Columbia Middle School	0	0	1	0	0	0
	Laredo Middle School	0	0	0	1	0	0
	Mrachek Middle School	0	0	0	1	0	0
	North Middle School	0	0	0	1	1	0
	Paris Elementary	0	0	1	1	0	0
	Rangeview High School	0	0	1	0	0	0
	Sixth Avenue Elementary	0	1	0	1	0	0
	Tollgate Elementary	1	0	0	0	0	2
	Vaughn Elementary	0	0	0	1	0	0
	Vangaurd Classical Academy East	0	0	0	0	1	0
	Vista Peak P-8 Exploratory	2	0	0	0	0	0

District	School						
	Vista Peak 9-12 Preparatory	1	0	1	0	0	0
	Wheeling Elementary	1	0	0	0	1	0
	William Smith High School	0	1	0	2	0	4
	Total	10	3	5	8	4	6
Bayfield 10 JT-R School District	Bayfield Intermediate School	0	0	0	0	1	0
	Bayfield Primary School	0	0	0	0	2	0
	Total	0	0	0	0	3	0
Boulder Valley School District	Nederland Middle/Senior High School	0	0	1	0	0	0
	Columbine Elementary School	0	1	0	0	0	0
	Total	0	1	1	0	0	0
Brighton School District 27J	Henderson Elementary	0	1	0	0	0	0
	Brighton High School	1	0	0	0	0	0
	Otho E Stuart Middle School	0	2	1	0	0	4
	Overland Trail Middle School	0	0	0	1	1	0
	Pennock Elementary	0	1	0	0	0	0
	Prairie View High School	1	0	3	1	1	1
	Prairie View Middle School	0	0	0	0	2	0
	Reunion Elementary	0	0	2	0	0	0
	Rodger Quist Middle School	0	0	0	2	0	2
	Total	2	4	6	4	4	7
Buffalo School District RE-4J	Merino Jr/Sr High School	0	0	0	1	0	0
	Total	0	0	0	1	0	0
Centennial School District	Centennial School	0	0	0	0	0	2
	Centennial High School	0	0	0	0	1	0
	Total	0	0	0	0	1	2
Center Consolidated School District 26JT	Haskin Elementary	1	0	0	0	0	0
	Skoglund Middle School	0	1	0	0	0	0
	Total	1	1	0	0	0	0
Charter School Institute	SOAR	0	0	0	0	0	1
	Total	0	0	0	0	0	1
Cherry Creek School District	Cherry Creek Academy	0	0	0	0	1	0
	Cimarron Elementary	0	0	0	0	1	0
	Overland High School	0	0	0	1	0	0
	Laredo Middle School	0	1	0	0	0	0
	Total	0	1	0	1	2	0
Del Norte School District	Del Norte JR/SR High	0	1	0	0	0	0
	Total	0	1	0	0	0	0
	Abraham Lincoln High School	0	0	0	1	0	0

Denver Public Schools Denver Public Schools (continued)	Centennial A School for Expeditionary Learning	0	0	0	0	3	2
	Charles M. Schenck Community School	0	0	0	1	0	0
	Cole Arts & Science Academy	0	0	1	0	0	0
	Creativity Challenge Community (C3)	0	0	0	0	0	1
	DCIS at Ford	0	0	0	0	1	0
	Denver Green School	0	0	0	3	0	1
	Denver Montessori Junior/Senior High School	0	0	0	0	1	0
	Doull Elementary School	0	0	0	1	0	0
	Eagleton Elementary	0	0	0	0	0	1
	Ferrell B. Howell School	0	0	1	0	0	0
	Florida Pitt Waller K-8 School	0	0	0	1	0	0
	Grant Beacon Middle School	0	0	1	0	0	0
	Goldrick Elementary	0	0	0	0	1	0
	Hill Campus of Arts and Sciences	1	0	1	0	0	2
	Joe Shoemaker Elementary	0	0	0	2	0	0
	John Amesse Elementary School	0	0	0	1	0	0
	Manual High School	0	1	0	0	0	0
	Noel Community Arts School	0	0	1	0	0	0
	Place Bridge Academy	0	0	1	1	0	0
	PREP Academy	0	0	0	0	1	0
	Slavens Schools	0	0	0	0	0	1
	Steele Elementary	0	0	0	0	0	1
	Swigert International School	0	0	0	2	0	0
	William Roberts Elementary	0	1	0	0	0	0
	Total	1	2	6	13	7	9
Denver Public Charter Schools	Downtown Denver Expeditionary School	0	0	1	0	1	0
	DSST: Conservatory Green Middle School	1	0	0	0	0	0
	DSST: Henry Middle School	0	0	0	1	0	0
	DSST Montview Middle School	0	0	0	0	1	0
	KIPP Sunshine Peak Academy	0	0	0	0	1	0
	STRIVE Prep – Ruby Hill	0	0	1	0	0	0
	The CUBE High School	0	0	0	0	1	0
	Total	1	0	2	1	4	0
Dolores County	Dove Creek High School/Middle School	0	2	0	0	1	0

District	School						
School District RE-2J	Seventh Street Elementary	1	0	0	0	2	2
	Total	1	2	0	0	3	2
Dolores County School District RE-4A	Dolores High School	0	0	0	0	1	0
	Teddy Bear Preschool	0	0	0	1	0	0
	Missing	0	1	0	0	0	0
	Total	0	1	0	1	1	0
Douglas County School Districts	STEM School Highlands Ranch	0	0	0	0	1	0
	Total	0	0	0	0	1	0
Durango School District 9-R	Animas Valley Elementary	0	0	1	0	0	0
	Durango High School	0	0	2	0	0	6
	Durango Shared School	0	0	0	0	1	0
	Escalante Middle School	0	0	0	1	0	0
	Florida Mesa Elementary	0	2	0	1	0	0
	The Juniper School	1	0	0	0	0	0
	Miller Middle School	0	1	1	0	1	1
	Park Elementary	0	0	1	0	1	0
	Riverview Elementary	0	0	0	0	0	2
	Sunnyside Elementary School	0	0	0	0	0	1
	Total	1	3	5	2	3	10
East Otero School District	La Junta Junior/Senior	0	0	1	0	0	0
	Total	0	0	1	0	0	0
Eagle County Schools	Battle Mountain High School	0	0	0	0	0	1
	Berry Creek Middle School	0	0	0	0	0	1
	Eagle County Charter Academy	0	0	0	0	0	1
	Gypsum Elementary School	0	0	0	0	0	1
	Total	0	0	0	0	0	4
Englewood 1 School District	Clayton Elementary	0	0	1	0	0	0
	Englewood Middle School	0	0	1	0	0	0
	Total	0	0	2	0	0	0
Frenchman School District RE-3	Fleming Elementary School	0	0	0	1	0	0
	Total	0	0	0	1	0	0
Holyoke School District	Holyoke Jr/Sr High School	0	0	0	3	0	0
	Total	0	0	0	3	0	0
Ignacio School District 11-JT	Ignacio Elementary	2	1	0	1	1	0
	Ignacio High School	0	0	2	1		0
	Ignacio Middle School	0	0	0	1	2	1
	Total	2	1	2	3	3	1

District	School						
JEFFCO Public Schools	Alameda International High School	1	0	0	0	0	4
	Arvada High School	0	0	0	0	0	1
	Bell Middle School	0	0	0	1	0	0
	Columbine High School	1	1	0	0	1	0
	Dunstan Middle School	0	0	0	1	0	0
	Everitt Middle School	0	1	0	0	0	0
	Foster Elementary School	1	0	1	0	0	0
	Lakewood High School	0	0	1	0	0	0
	Little Elementary School	1	0	0	0	0	0
	Moore Middle School	0	1	0	0	0	0
	Marshdale Elementary	1	0	0	0	0	0
	Mortensen Elementary	0	0	0	1	0	0
	Semper Elementary	0	0	0	1	0	0
	Swanson Elementary School	0	0	0	0	1	0
	Van Arsdale Elementary	0	0	0	1	0	0
	Wheat Ridge High School	0	0	0	0	0	2
	Total	5	3	2	5	2	7
Lone Star 101 School District	Lone Star High School	0	0	1	3	0	0
	Total	0	0	1	3	0	0
Mancos School District Re-6	Mancos Elementary	0	0	0	0	1	1
	Mancos High School	0	0	0	1	1	0
	Total	0	0	0	1	2	1
Mapleton Public Schools	Achieve Academy	1	0	1	0	1	0
	Big Picture College and Career Academy	0	0	1	0	0	0
	Global Leadership Academy	0	0	0	0	0	2
	Mapleton Early College	0	1	0	0	0	0
	North Valley School for Young Adults	0	1	0	0	0	0
	York International	0	1	1	0	0	0
	Total	1	3	3	0	1	2
Moffat School District	Moffat PK-12 School	1	0	0	0	0	0
	Total	1	0	0	0	0	0
Monte Vista School District No. C-8	Bill Metz Elementary	1	1	1	0	2	0
	Monte Vista High School	1	0	0	0	0	0
	Monte Vista Middle School	2	0	1	0	1	1
	Total	4	1	2	0	3	1
Montezuma-Cortez School District Re-1	Children's Kiva Preschool	0	0	0	0	0	1
	Cortez Middle School	0	1	1	1	3	2
	Kemper Elementary School	1	0	0	0	0	
	Lewis-Arriola Elementary School	0	0	0	0	0	1

	Manaugh Elementary	0	0	0	0	2	2
	Mesa Elementary	0	0	0	1	0	1
	Montezuma-Cortez High School	0	1	1	0	3	1
	Pleasant View Elementary	0	0	1	0	0	
	Southwest Open School	0	0	0	0	0	1
	Total	1	2	3	2	8	9
Montrose County School District RE-1J	Olathe Middle and High School	0	1	0	0	0	0
	Total	0	1	0	0	0	0
Mountain Valley Re 1 School District	Mountain Valley School	0	0	1	0	1	1
	Total	0	0	1	0	1	1
North Conejos School District	Centauri High School	1	1	1	0	1	0
	La Jara Elementary	1	0	0	0	0	0
	Total	2	1	1	0	1	0
RE-1 Valley School District	Merino Jr/Sr Senior School	0	0	1	0	0	0
	Sterling Middle School	0	0	1	0	0	0
	Total	0	0	2	0	0	0
Rocky Ford School District R-2	Jefferson Intermediate School	0	0	2	0	0	0
	Rocky Ford Jr/Sr High School	1	0	1	0	0	0
	Total	1	0	3	0	0	0
Sanford School District 6J	Sandford High School	0	0	0	0	0	1
	Total	0	0	0	0	0	1
Sangre de Cristo RE-22j School District	Sangre de Cristo School	0	0	0	0	1	0
	Total	0	0	0	0	1	0
Sheridan School District No. 2	Sheridan High School	0	0	0	0	2	0
	Total	0	0	0	0	2	0
Sierra Grande R-30 School District	Sierra Grande K-12 School	0	0	0	1	0	0
	Total	0	0	0	1	0	0
Silverton School District	Silverton High School	0	0	0	0	0	1
	Silverton School	0	0	0	1	0	0
	Total	0	0	0	1	0	1
South Conejos School	Antonito High School	0	1	0	0	0	0
	Total	0	1	0	0	0	0

District No. Re10							
Trinidad School District 1	Eckhart Elementary	1	0	0	0	0	0
	Total	1	0	0	0	0	0
Wray School District RD-2	Buchanan Middle School	0	0	0	1	0	0
	Wray Elementary	0	0	0	1	0	0
	Total	0	0		2	0	0
Yuma School District-1	Yuma High School	0	0	1	0	0	0
	Total	0	0	1	0	0	0
Missing		0	0		2	0	0
Total		45	42	57	60	61	74

TABLE A.2. NUMBER OF COHORT 1-6 TFA CO TEACHERS BY SCHOOL BY DISTRICT IN 2019-20

District	School	Cohort					
		1	2	3	4	5	6
Charter School Institute	Ricardo Flores Magon Academy	0	0	0	2	2	1
	Total	0	0	0	2	2	1
Denver Public Schools	Bear Valley International	0	0	0	1	0	0
	Bricker Elementary	0	0	0	0	1	0
	Bruce Randolph School	0	0	1	0	3	0
	Castro Elementary	0	0	0	1	1	0
	Centennial Elementary School	1	0	0	0	0	0
	Colfax Elementary	0	2	0	0	0	0
	Contemporary Learning Academy	1	0	0	0	0	0
	Cowell Elementary	0	0	0	0	0	1
	DCIS at Fairmont	0	0	0	1	0	0
	DCIS at Ford	0	1	0	2	1	0
	DCIS at Montbello	0	1	2	2	2	1
	George Washington HS	0	0	0	0	1	0
	Goldrick Elementary	0	0	0	0	1	0
	Grant Ranch	0	0	0	0	0	1
	Green Valley Elementary	0	0	2	0	1	0
	Gust Elementary	0	0	0	0	0	1
	High Tech Early College	1	0	0	0	0	0
	Hill Middle School	0	0	0	0	0	1
	Irving Elementary	0	0	0	0	2	0
	John Amesse Elementary	0	0	0	0	1	0
	John F Kennedy High School	0	0	0	0	2	0
	Johnson Elementary	0	0	0	0	1	0
	Kepner Beacon Middle School	0	0	0	0	0	1
	Kunsmiller Creative Arts Academy	1	0	0	0	0	1
	Lena Archuleta Elementary	0	0	0	0	1	0
	Manual High School	0	0	0	0	1	0
	Martin Luther King Jr. Early College	0	0	1	3	0	4
	McAuliffe Manual MS	0	0	0	0	2	0
	McGlone Academy	2	1	3	4	3	4
	McMeen Elementary	0	0	0	0	0	0
	Montebello Children's Network	0	1	0	0	0	0
	Noel Community Arts School	0	0	1	0	0	0

	North High School	2	0	0	0	1	2
	Oakland Elementary	0	1	0	1	1	0
	Odyssey School of Denver	0	0	0	1	0	0
	Place Bridge Academy	0	1	0	0	0	0
	Ruby Hill Elementary	2	0	0	0	0	0
	Sabin World Elementary	1	0	0	0	0	0
	Samuels Elementary	0	0	1	0	1	0
	Skinner Middle School	0	0	0	0	1	0
	Smith Elementary	1	0	0	1	0	0
	Stedman Elementary	0	0	0	1	0	0
	Uprep Steele Street	0	0	0	1	0	0
	Missing	0	0	1	0	0	0
	Total	12	8	13	19	28	17
Denver Public Charter Schools	Colorado High School Charter	0	0	0	2	1	1
	Colorado High School Charter- Osage	0	0	0	0	2	2
	Compass Academy	0	0	0	0	0	0
	DSST	0	0	1	0	0	2
	DSST: Byers	0	0	0	2	0	0
	DSST: Byers Middle School	1	0	0	0	0	0
	DSST: Cole High School	0	0	1	0	1	0
	DSST: Cole Middle School	1	0	0	1	0	2
	DSST: College View	0	1	0	0	0	0
	DSST: College View High School	0	0	1	0	0	0
	DSST: College View Middle School	0	0	1	0	1	0
	DSST: Conservatory Green High School	0	0	0	0	2	1
	DSST: Conservatory Green Middle School	0	0	0	0	0	1
	DSST: Green Valley Ranch High School	1	2	0	1	0	0
	DSST: Green Valley Ranch Middle School	0	0	0	0	0	1
	DSST: Henry Middle School	0	0	0	0	2	1
	DSST: Montview	1	0	0	0	0	0
	DSST: Noel MS	0	0	0	0	0	3
	DSST: Stapleton High School	0	0	0	1	0	0
	KIPP	0	1	0	0	0	0
	KIPP Montbello College Prep	1	0	0	0	0	0

	KIPP Northeast Denver Middle School	0	1	2	0	1	0
	KIPP Northeast Denver Leadership Academy	0	1	0	3	1	1
	KIPP Sunshine Peak	0	0	0	0	0	1
	KIPP Sunshine Peak Academy	0	1	0	1	1	0
	KIPP Denver Collegiate Prep	0	0	0	0	0	1
	Omar D. Blair Charter	0	0	0	0	0	2
	Rocky Mountain Prep	0	0	0	0	0	1
	Rocky Mountain Prep - Berkley	0	0	1	0	1	0
	Rocky Mountain Prep Creekside	0	0	1	0	1	2
	Rocky Mountain Prep Southwest	0	0	0	0	3	3
	Rocky Mountain Prep Fletcher	0	0	0	0	0	3
	SOAR Charter School	1	0	0	0	0	0
	STRIVE	0	0	1	0	0	0
	STRIVE Preparatory School	1	0	0	0	1	0
	STRIVE Prep - Ruby Hill	0	1	2	0	0	2
	STRIVE Prep - Federal	1	0	0	0	0	1
	STRIVE Prep – Excel High School	0	0	0	1	0	2
	Strive PREP – Green Valley Ranch	0	0	0	0	1	1
	STRIVE Prep – Kepner Middle School	0	0	0	0	0	1
	STRIVE Prep – Montbello Middle School	0	0	0	1	0	0
	STRIVE Prep - RISE	0	0	0	0	1	0
	STRIVE Prep - Smart Academy	0	3	0	0	0	0
	STRIVE Prep Sunnyside	0	0	0	0	0	1
	University Prep	0	0	0	0	0	0
	University Prep - Arapahoe	0	0	0	1	3	2
	University Prep at Steele Street	0	0	0	0	2	4
	Wyatt Academy	0	0	0	0	0	1
	Total	8	11	11	14	25	43
Harrison School District 2	Bricker Elementary	0	0	1	0	0	3
	Career Readiness Academy	1	0	0	0	0	0
	Fox Meadows MS	0	0	0	0	3	1

District	School						
	Harrison High School	1	2	2	2	3	2
	Mountain Vista	0	0	0	0	1	1
	Mountain Vista Community School	0	0	1	1	0	0
	Mountain Vista Middle School	0	1	0	0	0	0
	Otero Elementary	0	0	0	0	1	0
	Panorama Middle School	0	0	0	1	2	3
	Sierra High School	0	0	0	0	0	0
	Total	2	3	4	4	10	10
Harrison School District 2 Charter Schools	Atlas Preparatory Middle School	1	2	2	0	1	4
	Total	1	2	2	0	1	4
Pueblo City Schools	Bessemer STEM Academy	0	0	0	0	0	1
	Franklin Elementary School	0	0	0	0	0	2
	East High School	1	0	0	0	0	0
	Heroes Academy	0	0	1	0	0	0
	Irving Elementary	0	0	0	0	0	2
	Minnequa Elementary	0	0	0	0	1	0
	Pueblo Academy of Arts	0	0	1	0	2	1
	Pueblo Academy of Arts and Science	0	0	0	1	0	0
	Risley International Academy of Innovation	0	1	0	1	0	3
	Roncalli STEM Academy	0	1	0	0	1	1
	Total	1	2	2	2	4	10
Pueblo City Charter Schools	Cesar Chavez Huerta Preperatory Academy	0	0	0	0	1	2
	Total	0	0	0	0	1	2
Missing	Missing	0	0	1	0	0	0
Total	Totals	24	26	33	41	71	87

TABLE A.3. NUMBER OF COHORT 1 FLC TEACHERS BY SCHOOL BY DISTRICT IN 2019-20

District	School	Cohort 6
Mancos School District RE 6	Mancos Elementary	1
	Total	1
Montezuma Cortez RE 1	Children's Kiva Cortez	1
	Cortez Middle School	1
	Kemper Elementary	1
	Total	3
Silverton School District 1	Silverton Schools	1
	Total	1
	Total	5

Cohorts 1-6 Primary Subject Area Taught by Cohort in 2019-20

TABLE A.4. NUMBER OF PTR TEACHERS BY COHORT AND BY PRIMARY SUBJECT AREA IN 2019-20

Primary Subject Area	Cohort 1		Cohort 2		Cohort 3		Cohort 4		Cohort 5		Cohort 6	
	n	%	n	%	%	%	n	%	n	%	n	%
Agriculture	0	0%	1	2%	0	0%	0	0%	0	0%	0	0%
Art	1	2%	1	2%	1	2%	2	3%	0	0%	3	4%
Business	0	0%	0	0%	1	2%	1	2%	2	3%	2	3%
Computer Science	0	0%	1	2%	0	0%	0	0%	0	0%	0	0%
Early Childhood Education	1	2%	0	0%	0	0%	3	5%	0	0%	1	
Elementary	23	52%	12	29%	16	29%	20	35%	23	38%	25	35%
English, Reading, or Language Arts	4	9%	3	7%	12	21%	3	5%	12	20%	13	18%
Family and Consumer Studies	0	0%	0	0%	0	0%	1	2%	0	0%	3	4%
Gifted & Talented Coordinator	0	0%	1	2%	0	0%	0	0%	0	0%	0	0%
Humanities	0	0%	0	0%	0	0%	0	0%	1	2%		
Math	5	11%	5	12%	5	9%	7	12%	9	15%	8	11%
Music	0	0%	0	0%	0	0%	1	2%	1	2%	1	1%
Physical Education	2	4%	1	2%	0	0%	2	3%	2	3%		
Science	6	13%	9	21%	11	20%	11	19%	6	10%	8	11%
Social Studies	3	7%	5	12%	4	7%	4	7%	4	7%	7	10%
Spanish	0	0%	1	2%	1	2%	2	3%	0	0%	1	1%
Special Education	0	0%	2	5%	4	7%	1	2%	1	2%	0	0%
Welding	0	0%	0	0%	1	2%	0	0%			0	0%
Total	45	100%	42	100%	56	100%	58	100%	61	100%	72	100%

TABLE A.5. NUMBER OF TFA CO TEACHERS BY COHORT AND BY PRIMARY SUBJECT AREA IN 2019-20

Primary Subject Area	Cohort 1		Cohort 2		Cohort 3		Cohort 4		Cohort 5		Cohort 6	
	n	%	n	%	n	%	n	%	n	%	n	%
Art	2	4%	0	0%	0	0%	0	0%	0	0%	0	0%
Elementary	3	13%	3	12%	10	30%	8	20%	22	32%	28	32%
English, Reading, or Language Arts	5	22%	7	27%	7	21%	8	20%	12	17%	8	9%
ESL	0	0%	1	4%	1	3%	2	5%	0	0%	1	1%
Math	2	9%	3	12%	4	12%	3	7%	7	10%	16	18%
Music	0	0%	0	0%	0	0%	1	2%	0	0%	0	0%
Science	4	7%	5	19%	3	9%	2	5%	7	10%	18	21%
Social Studies	1	4%	1	4%	0	0%	1	2%	2	3%	2	2%
Spanish	0	0%	0	0%	0	0%	0	0%	1	1%	0	0%
Special Education	6	25%	4	15%	6	18%	11	27%	17	25%	14	16%
Total	23	100%	24	100%	31	100%	36	100%	68	100%	87	100%

Note: Valid percentages that omit missing data are utilized. Percentages shown may not total to 100% due to rounding.

TABLE A.6. NUMBER OF FLC TEACHERS BY COHORT AND BY PRIMARY SUBJECT AREA IN 2019-20

Primary Subject Area	Cohort 6	
	n	%
Special Education	5	100%
Total	5	100%

Cohort 6 Teacher Demographics by Program

TABLE A.7. COHORT 6 TEACHER DEMOGRAPHIC INFORMATION BY COHORT

	PTR		TFA	
Key Demographics	n	%	n	%
Gender				
Male	25	35%	17	20%
Female	47	65%	70	80%
Nonbinary	0	0%	0	0%
Total	72	100%	87	100%
Race/Ethnicity				
American Indian or Alaska Native	1	1%	0	0%
Asian	1	1%	8	9%
Black or African American	0	0%	4	5%
Hispanic / Latino	7	10%	9	11%
Native Hawaiian or Other Pacific Islander	0	0%	0	0%
White	62	86%	56	66%
Two or more races / ethnicities	1	1%	7	8%
Other	0	0%	1	1%
Total	72	100%	85	100%
Level of Education				
Bachelor's Degree	61	85%	83	95%
Master's Degree	11	15%	4	5%
Professional Degree	0	0%	0	0%
Other	0	0%	0	0%
Total	72	100%	87	100%

Note: Demographic Information for FLC teachers is omitted due to the small sample size (n=5).

Appendix B

School and District Leader Interview Guide

March 2020

ZOOM LOGISTICS (5 minutes)

Start Zoom meeting 10 minutes prior to FG starting time. Welcome participants as they join early.

Welcome to the Colorado Department of Education Quality Teacher Recruitment Grant Program group discussion! My name is Paola, and I'll be today's facilitator. This is Kate who will be helping with notetaking and any technical issues you may have during out time together. We're going to take a few minutes to assure all participants have joined the meeting.

Wait a few minutes or until all are present.

Before we start the group discussion, let's take a moment to ensure that everyone is ready and familiar with the Zoom teleconferencing software.

Let's take a moment to make sure everyone has connected properly and is able to see and hear.

- **Video and Gallery view:** Please turn on your video. There is an icon at the bottom of your screen for this. You also have a gallery or speaker view. These are different ways to view the other participants on the call. You can change the view by clicking on the gallery or speaker icon at the top-right of your screen.

- **Chat:** You may also use the chat function to send a message, though we prefer your responses be audible. The chat function will also be recorded, so you are welcome to write something at the end if you would like for us to read after this group discussion has ended. We will also be monitoring the chat for any questions or comments during today's discussion.

- **Muting:** We also ask that you mute yourself when you are not talking to help reduce noise/interference. If you are joining from a computer, in the lower left corner of the Zoom meeting screen you will see a microphone icon that you can click to mute and unmute yourself. Everyone is currently muted now as we give out these instructions.

  Are there any participants joining only by phone? *IF YES*: If you are joining by phone, during the group discussion please indicate your response to prompts by saying your name.

  In just a moment, we will unmute you on our end. When you wish to speak, please take yourself off mute, and remute yourself when you are finished. If joining by phone please say your name to indicate you have a response. Please keep in mind that there may be a delay in responses due to technology. We ask that you be respectful of others and speak one at a time. There will be plenty of time to hear everyone's answers. I'm hoping

everyone can hear me okay; if you are having trouble hearing me, try moving your speakers and microphone away from each other, or taking yourself off speaker phone.

Please let us know now if you are having audio or video issues or with anything we just covered.

Respond to any issues. Make sure everyone can hear the moderator by doing a roll call with participants who have joined.

INTRODUCTION & PURPOSE (5 minutes)

Welcome again everyone! OMNI Institute is contracted by CDE to conduct an evaluation of the Quality Teacher Recruitment Grant Program. The QTR Grant program provides funding to [TFA/PEBC] to recruit, place, and help retain highly qualified teachers in high needs districts across

OMNI Institute is working with [TFA Colorado/PEBC] and the Colorado Department of Education on an evaluation of how [TFA/PEBC] recruits and selects, prepares, places, and supports teachers in Colorado districts. My name is [Paola], and I work at OMNI as an evaluator of this program. I will be facilitating this discussion to learn more about your experience working with [PEBC/TFA].

The purpose of this group discussion today is to gain an understanding, on behalf of the Colorado Department of Education (CDE), about the effectiveness of the Quality Teacher Recruitment (QTR) Grant Program from your perspectives and experiences as school and district leaders. We are conducting two of these virtual meetings per teacher prep program to learn more about your:

- **Collaboration experience with [TFA/PEBC]** or what has been working well about your partnership, what could be improved, and any impacts of partnering with [PEBC/TFA] on your schools and districts;
- **Local challenges and successes** around recruiting, placing, and retaining quality teachers; and
- **Future Directions** or what school and district leaders are strategizing for the recruitment, placement, and retention of highly qualified teachers and how [PEBC/TFA] fits within these larger strategies.

Your feedback will help CDE improve and refine the implementation of the Quality Teacher Recruitment Grant Program so that highly qualified teachers are successfully placed in high-needs districts.

➢ Do you have any questions before we talk about participation?

PARTICIPATION & CONFIDENTIALITY:

We want to let you know how the information that you share will be used and who to contact if you have questions or concerns.

Your participation in this group discussion is <u>voluntary</u>. You are not required to answer any question you don't feel comfortable answering, and you may choose to discontinue this discussion at any time. You are also welcomed to ask questions at any time during this discussion.

Per our contract with the Colorado Department of Education, we are required to provide a full copy of all discussion notes and recordings to them at the end of the project. During the Zoom meeting, I may call on you by name. Please change the name on Zoom to a nick name if you have concerns about your name being attached to your comments. You may also choose to not be on video if you have concerns about privacy.

All feedback shared during this discussion will be incorporated into a summary report for the Colorado Department of Education. We will not list any names or identifying information in this report that can link responses back to you. However, depending on your answers, it could be possible that you may be identified. We will make sure that any quotes or information we use that may identify you is shared ahead with you for permission. The final report may be made publicly available. Do you understand the purpose of this discussion and give your consent to participate?

Finally, I would like to record our conversation, as it will allow me to focus on the conversation while making sure we capture your comments fully and accurately. The transcription of this recording will be provided to CDE.

➢ Do you consent to be recorded?

THE ROLE OF THE FACILITATOR:

You are the experts here today, and I am here to learn from you. Our goal is to gather information that accurately reflects your experience. That means there are no right or wrong answers. To make this discussion the most meaningful, your honest answers and input are essential.

➢ Do you have any questions before we begin?

TURN ON RECORDING

SECTION I: COLLABORATION EXPERIENCE (20-25 minutes)

I'd like to start by asking you some questions about your district's collaboration with [PEBC/TFA], what is working well, what could be improved, and what have been some impacts if any to your schools and district.

1. What would you say are the greatest successes of partnering with [PEBC/TFA]? In what way(s) is your district benefitting from this collaboration?

    Probe:

    a. What is working around:

        i.   Filling hard-to-fill positions such as math, science)?
        ii. Teacher preparedness and supports to teachers provided by PEBC/TFA?
        iii. Placing diverse teachers that reflect the student body?
        iv. Retaining quality teachers?
        v.   Communication/collaboration with [PEBC/TFA]?
        vi. [for PEBC] Meeting rural-specific needs?

2. How can your collaboration with [PEBC/TFA] be improved? What are the challenges, if any, to your partnership?

    Probe:

    a. What can be improved around:

        i.   Filling hard-to-fill positions (e.g., math, science,)?
        ii. Teacher preparedness and supports to teachers provided by PEBC/TFA?
        iii. Placing diverse teachers that reflect the student body?
        iv. Retaining quality teachers?
        v.   Communication/collaboration with [PEBC/TFA]?
        vi. (for PEBC] Meeting rural-specific needs?

3. How responsive is [PEBC/TFA] to your district needs?

    Probe:

    a. What changes, if any, has [PEBC/TFA] made to their programs to meet the needs of your district?
    b. What work, if any, has [PEBC/TFA] done to overcome challenges?
    c. Ideally, how would you like to collaborate with [PEBC/TFA]?

        i.   How do we get there?

4. Describe how partnering with [PEBC/TFA] has changed, if at all, how you recruit, select, prepare or place teachers in your district?
   Probe:
   a. How has your district changed, if at all, because of your partnership with [PEBC/TFA]?
   b. What is the 'value added'/biggest impact of partnering with the program?

SECTION II: SCHOOL AND DISCTRICT SUCCESSES AND CHALLENGES IN RECRUITING, PLACING, AND RETAINING TEACHERS (10 minutes)

5. What needs remain for your district around recruiting, hiring, and retaining highly qualified teachers?
   Probe:
   a. What have been the challenges of finding candidates who are a good fit for your district's teaching needs?
      i. Are these challenges local to your district or broader? In what ways?
   b. What is needed to address these challenges?
      i. [If the need for more funding towards teachers' salaries is surfaced solely] What else is needed, in addition to more funding and/or what's needed to get more funding (e.g., political will)?

6. What has been a win you've had locally that you'd like to share around recruiting, placing, and/or retaining teachers? What is working?
   Probe:
   a. What is a key lesson(s) you have found to be helpful around recruiting and retaining highly qualified teachers (e.g., informal supports, fostering new teachers' ties to the community, etc.)?

SECTION III: FUTURE DIRECTIONS (5-10 minutes)

Finally, I'd like to ask you what future directions and strategies your district is considering and how [PEBC/TFA] fits within those larger strategies.

7. What future strategies, initiatives and/or goals around recruiting and placing highly qualified teachers is your district considering or working towards? These can be at the school and/or district-level.

   Probe:

   a. [If not surfaced above] What is your school and/or district planning/considering around how to address:

      i. Placing and retaining teachers in hard-to-fill positions (e.g., math, science, Special Education, etc.)

      ii. Placing diverse teachers that reflect the student body;

      iii. Retaining quality teachers; and

      iv. [For PEBC] Attracting more teachers to rural communities?

8. How does [PEBC/TFA] fit within your ongoing strategy or strategies to recruit, hire, and retain highly qualified teachers?

   Probe:

   a. [As needed/relevant] In an ideal world, how could [PEBC/TFA] come better equipped to meet your larger strategic needs? Is there anything you would enhance if you could?

SECTION IV: SUMMARY (5 minutes)

9. Are there any other issues related to the recruiting, preparing, and retention of high-quality teachers that you think are important that we have not covered? If so, what are they?

10. Of the various things we discussed today, what do you want to underscore or make sure gets into the report to CDE?

THANK YOU for your time and valuable feedback!

Program Staff Focus Group Guide

March 2020

ZOOM LOGISTICS (5 minutes)

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INTRODUCTION & PURPOSE (5 minutes)

Welcome again everyone! As you know, OMNI Institute works with [TFA Colorado/PEBC] and the Colorado Department of Education on an evaluation of the Quality Teacher Recruitment Grant Program. My name is [Paola], and I work at OMNI as an evaluator for this program. I will be facilitating this discussion to learn more about your experience implementing the QTR grant, such as the successes, challenges, and lessons learned, including around the evaluation findings and/or processes.

The purpose of this group discussion today is to gain an understanding, on behalf of the Colorado Department of Education (CDE), about the effectiveness of the Quality Teacher Recruitment (QTR) Grant Program from your perspectives and experiences as program staff. We are conducting a virtual meeting like this also for [PEBC/TFA], while Fort Lewis College will undertake the process flow work that we did in partnership with you in Year 1 of this evaluation grant cycle.

Your feedback will help CDE improve and refine the implementation of the Quality Teacher Recruitment Grant Program so that highly qualified teachers are successfully placed in high-needs districts.

➢ Do you have any questions before we talk about participation?

PARTICIPATION:

We want to let you know how the information that you share will be used. Your participation in this group discussion is **voluntary**. You are not required to answer any question you don't feel comfortable answering, and you may choose to discontinue this discussion at any time. You are also welcome to ask questions at any time during this discussion.

All feedback shared during this discussion will be incorporated into the annual report for the Colorado Department of Education. The final report may be made publicly available. Do you understand the purpose of this discussion and give your consent to participate?

Finally, I would like to record our conversation, as it will allow me to focus on the conversation while making sure we capture your comments fully and accurately. The transcription of this recording will not be provided to CDE.

➢ Do you consent to be recorded?

THE ROLE OF THE FACILITATOR:

You are the expert here today, and I am here to learn from you. Our goal is to gather information that accurately reflects your experience. That means there are no right or wrong answers. To make this discussion the most meaningful, your honest answers and input are essential.

➢ Do you have any questions before we begin?

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TURN ON RECORDING

SECTION I: IMPLEMENTATION EXPERIENCE (20-25 minutes)

I'd like to start by asking you some questions around your implementation of the CDEQTR Grant Program, what is working well, what could be improved, and what have been some impacts if any on your organization from being part of the grant program.

11. Please tell us about how the grant has affected your work to recruit, prepare, and place teachers in high-needs districts.
    a. What are the positive aspects of having this grant? What has been working well?
    b. What are the challenges of implementing the grant? What would you like to improve?
        i. What work, if any, has been done or can be done to address these challenges?

12. Now, I'd like to ask how your program is working to meet school and district needs. In your responses, you can indicate successes, challenges, and learning lessons. Please tell me how your program works to:
    a. Effectively communicate and collaborate with school and district partners?
    b. Recruit and prepare teachers for hard-to-fill positions (e.g., math, science, language arts)?
    c. Ensure teachers are prepared for the challenges of the classroom and are provided with ongoing supports?
    d. Effectively recruit, prepare, and keep diverse teachers?
    e. (for PEBC] Address rural-specific challenges?

13. What is the impact of CDEQTR grant funding on your organization?
    a. Describe how your organization has changed, if at all, how you recruit, select, prepare or place teachers in your district as a result of being part of the CDEQTR Grant Program?

SECTION II: DATA UTILIZATION AND EVALUATION

For this next section, we would to hear more about how you utilize evaluation findings to enhance your programming. Ahead of this interview, you were asked to review the last evaluation report. Let's talk about a bit about the findings.

14. How does your program utilize evaluation findings from the CDEQTR Grant Program annual reports, if at all?
    a. How are evaluation findings utilized to improve:
        i. Program/services implementation?
        ii. Data processes to get timely, complete, and accurate data to OMNI?
        iii. Communications/engagement of school and district partners?

15. When you look at the findings from the last evaluation report, what were some key areas that marked success for your program?
    a. What were proud/happy to see in the findings (e.g., educator effectiveness ratings, teacher diversity, filling hard-to-fill positions, etc.)?
    b. What positive findings/trends would you like to continue to build upon?
        i. What can OMNI do, if anything, to support? What can CDE do, if anything, to support?

16. When you look at the findings from the last evaluation report, what is an area(s) you would like to improve?
    a. What did you not like seeing/what would you like to improve/change?
    b. What steps are you taking as a program to address some of these issues/challenges?
        i. What can OMNI do, if anything, to support? What can CDE do, if anything, to support?

17. What findings surprised you, if anything, from the last report?

SECTION III: LEARNING LESSONS AND FUTURE DIRECTIONS (5-10 minutes)

Finally, I'd like to ask about any learning lessons you would share from implementing the CDEQTR Grant, as well as your what future directions your organization is considering around your teacher recruitment, placement, and retention strategies.

18. What have been some learning lessons from implementing the CDEQTR Grant Program?
    a. What internal organizational capacity is needed to implement a program like this effectively?

19. What is needed to successfully recruit, place, and retain highly qualified teachers in high needs districts? What learnings do you have specifically around:
    a. Effectively communicating and collaborating with school and district partners?
    b. Recruiting and preparing teachers for hard-to-fill positions (e.g., math, science, language arts)?
    c. Ensuring teachers are prepared for the challenges of the classroom and are provided with ongoing supports?
    d. Effectively recruiting, preparing, and keeping diverse teachers?
    e. (for PEBC] Addressing rural-specific challenges?

20. What future strategies, initiatives and/or goals around recruiting and placing highly qualified teachers is your program/organization working towards?
    a. [If not surfaced above] What is [BTR/TFA Colorado] considering around how to address:
        i. Placing and retaining teachers in hard-to-fill positions (e.g., math, science, Special Education, etc.)?

    ii.   Placing diverse teachers that reflect the student body?

    iii.   Retaining highly qualified teachers?

    iv.   Addressing internal capacity issues [if raised]?

    v.   [For PEBC] Attracting more teachers to rural communities?

SECTION IV: SUMMARY (5 minutes)

21. Are there any other issues that you think are important that we have not covered? If so, what are they?

22. Of the various things we discussed today, what do you want to underscore or make sure gets into the report to CDE?

<div align="center">THANK YOU for your time and valuable feedback!</div>