



COLORADO
Department of Education

Retaining Teachers Grant Program Report

Submitted to:

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

By:

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January 2021



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Executive Summary

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

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

This report details the year two outcomes of the first cohort and the year one outcomes of the second cohort. Outcomes from year one of Cohort 1 can be found [here](#).

Background

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

Cohort 1

In response to the first request for proposals (RFPs), the department received 27 applications in January 2019, 18 of which met the minimum requirements for funding. To remain within authorized funding levels, the top nine RFPs were funded at approximately 87% of their requested budgets. Funding for year one, or 2018-2019, was dispersed for Cohort 1 grant awardees in May 2019. The extended timeline resulted from processes required for implementing this new legislation, including promulgating rules, releasing the request for proposals, reviewing the proposals, and gaining state board approval of grantees and their awards. This provided awardees with eight months (until December 31, 2019) to expend year one funds. After the first year of implementation, grantees that were unable to reach their retention goals for year one indicated their inability stemmed from the shortened May to December implementation window as opposed to the complete 12-month cycle they had anticipated.

Additional allocated funding for the 2019-2020 and 2020-2021 fiscal years allowed the year two and three budgets for Cohort 1 to be funded at their original requested amounts. After the second year of implementation, eight of the nine grantees met at least one of their retention goals. Half of those eight grantees met all of their goals, while the other half met some, but not all, of their goals. Those unable to reach all their retention goals indicated that external circumstances, most commonly the COVID-19 pandemic, impeded their ability to reach their goals.



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

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

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

Cohort 2

After restoring the original requested funds among Cohort 1 awardees, the additional \$3 million the Colorado General Assembly approved in program funding for fiscal years 2019-2020 and 2020-2021 were used to issue a second RFP process in the summer of 2019. The department received 38 proposals from 19 school districts, four BOCES, and 15 charter schools. Twenty-three proposals met the minimum requirements for funding. To maximize the number of proposals funded while maintaining the amount of funds requested, the top 12 proposals were funded. These 12 were funded at approximately 89% of their requested amounts. Following the first year of implementation, two thirds of the 12 Cohort 2 grantees were able to meet some or all of their retention goals, one third of which met all of their goals. The remaining third of grantees were unable to meet any of their goals. Those grantees who were not able to meet some or all of their retention goals indicated that challenges resulting from COVID-19 prevented them from achieving their goals.

Fiscal year 2020-2021 funds were returned to the state due to budget restraints because of the COVID-19 pandemic. Because of the difficulties in implementing retention initiatives in 2019-2020 as a result of the COVID-19 restrictions, Cohort 2 grantees were allowed no-cost extensions so they can use unexpended funds from 2019-2020 in the 2020-2021 fiscal year. Ten of the 12 Cohort 2 grantees had unexpended funds that they carried over to the 2020-2021 fiscal year, for a total of \$723,817.

Contributions of the Grant Program

Cohort 1 grantees' average turnover rate decreased by 1.35 percentage points after the first two years of the grant and reported shortages decreased by approximately 3.5 FTE on average from year one to year two of the



grant. For Cohort 2, grantees' average turnover rate increased by 2.04 percentage points while their reported shortages remained at approximately five FTE. Although data from Cohort 1 is more suggestive of a correlation between the Retaining Teachers Grant and improved retention outcomes than the data from Cohort 2, it is important to note that Cohort 2 primarily engaged in planning activities in this first year of implementation (2019-2020). Additionally, grantees from both cohorts indicated making substantive changes to their implementation plan for 2019-2020 due to COVID-19 restrictions, changes to the teaching and learning landscape resulting from the pandemic, and knowledge that funds awarded for the 2020-2021 fiscal year were returned to the state.



Introduction

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

Rule Development and Adoption

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

Allowable Grant Initiatives

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

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

Retaining Teachers Grant Program Overview

- Grant provides districts, BOCES, and/or charter schools funding to implement teacher retention strategies based on their individual context.
- Cohort 1 grantees awarded for three years starting with the 2018-2019 school year.
- Cohort 2 grantees awarded for two years starting with the 2019-2020 school year.
- Due to budget shortfalls caused by COVID-19, funding for 2020-2021 for this grant was eliminated.
- Grantees were given a no-cost extension to roll-over unexpended funds from 2019-2020 to 2020-2021.

Funding, COVID-19, and No-Cost Extensions

With its passage during the 2018 legislative session, \$3 million was appropriated in total toward this grant program for fiscal years 2018-2019, 2019-2020, and 2020-2021. This appropriation allowed the department to fund half of eligible proposals, and the funded proposals were required to reduce their budgets by approximately 13 percent for all three years of the grant. As a result of this high demand, an additional \$3 million was appropriated toward this grant program during the 2019 legislative session for the 2019-2020 and



2020-2021 fiscal years. This additional funding allowed for Cohort 1 to be fully funded in years two and three. Once the funding for Cohort 1 initiatives was restored, approximately \$2.87 million was available to be awarded to a second cohort to implement two-year initiatives.

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

Table 2 provides the implementation timeline for both cohorts of grantees.

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

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

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

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

The subsequent sections of this report will detail the outcomes of Cohort 1 in year two and the outcomes of Cohort 2 in year one.

Cohort 1

Overview

Directly following the passage of the rules for the Retaining Teachers Grant Program by the State Board of Education, the RFP for Cohort 1 was released on November 16, 2018. Proposals were due January 11, 2019; the department received 27 proposals, which were then reviewed by teams of content experts. Reviews were based on the applicant's capacity to successfully implement the proposed initiative(s), the likelihood the initiative(s) will result in increased retention, the cost-effectiveness of the proposal, and the plan for sustainability of the initiative(s) beyond the life of the grant. Additionally, priority was given to applicants with high teacher turnover rates and those serving low-performing schools.¹ Based on reviews, 18 applications met the minimum requirements for funding. Due to funding limitations, the top nine applicants were selected. During their May 2019 meeting, the State Board of Education approved the reviewer recommended nine grant recipients and award amounts.

The Cohort 1 grantees are Aurora Public Schools, Denver Public Schools, Garfield School District No. 16, Garfield School District No. 2, Hayden School District, Montezuma-Cortez School District, Northeast BOCES, San Luis



Valley BOCES, and West Grand School District. With the exception of Aurora and Denver Public Schools, awarded districts targeted all of their schools with their retention initiatives. Aurora Public schools targeted their traditional (non-charter) public schools in their initiatives, and Denver Public Schools targeted seven of their highly impacted² schools:

- Trevista at Horace Mann,
- Center for Talent Development at Greenlee,
- Goldrick Elementary School,
- Gust Elementary School,
- North High School,
- McAuliffe at Manual Middle School, and
- Dr. Martin Luther King Early College.

Northeast BOCES targeted the following 12 districts:

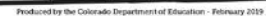
- Akron R-1,
- Buffalo RE-4J,
- Frenchman RE-3,
- Haxtun RE-2J,
- Holyoke RE-1J,
- Julesburg RE-1,
- Lone Star 101,
- Otis R-3,
- Plateau RE-5,
- Revere,
- Wray RE-2, and
- Yuma R-1.

San Luis Valley BOCES targeted 14 districts:

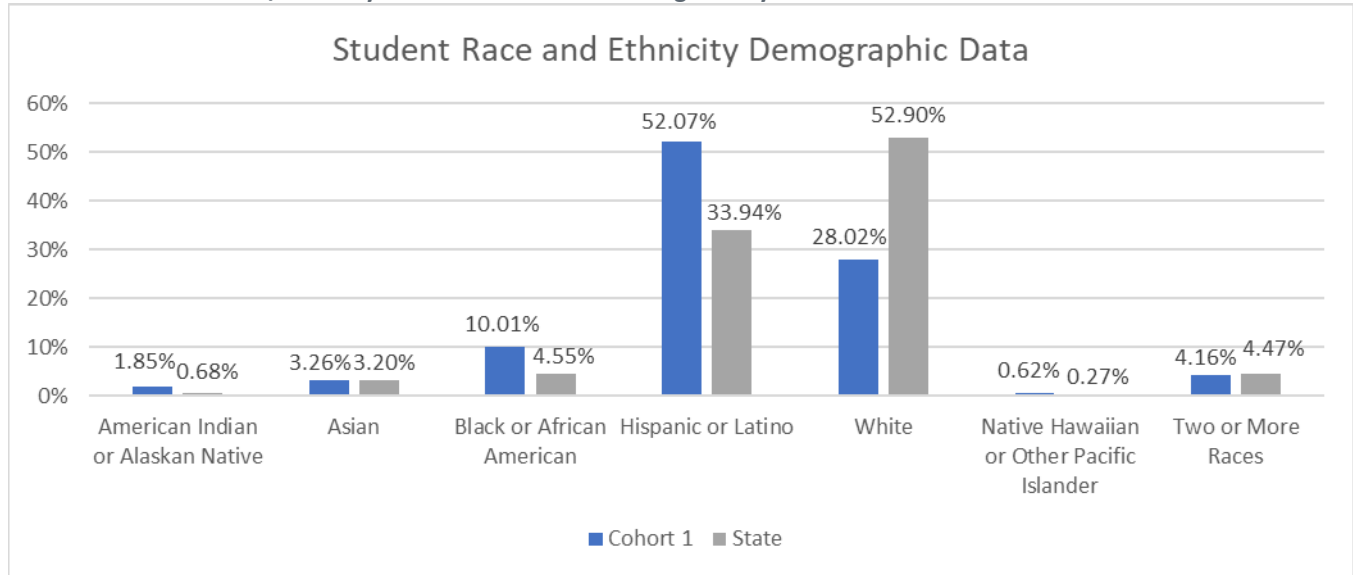
- Alamosa RE-11J,
- Centennial R-1,
- Center 26JT,
- Creede,
- Upper Rio Grande C-7,
- Moffat 2,
- Monte Vista C-8,
- Mountain Valley RE-1,
- North Conejos RE-1J,
- Sanford 6J,
- Sangre de Cristo RE-22J,
- Sargent RE-33J,
- Sierra Grande R-30, and
- South Conejos RE-10.

Northeast BOCES and San Luis Valley BOCES targeted all schools in their targeted districts with their retention initiatives. Figure 1 maps the districts participating in Cohort 1 of the Retaining Teachers Grant Program.

Colorado School District Map



For the 2019-2020 school year, the districts and schools targeted by Cohort 1 grantees employed 3,791 teachers and served 61,197 students.³ This represents approximately seven percent of teachers and students in the state. Of the students served by Cohort 1 grantees, 68% were eligible for free- or reduced-price lunch compared to 41% of students statewide. Additionally, 72% of students were identified as a minority compared to approximately 47% statewide. Figure 2 shows the breakdown of student racial/ethnic composition for districts and schools targeted by Cohort 1 grantees in comparison to the statewide student racial/ethnic composition.

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


Year Two Progress for Cohort 1

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

Of the nine Cohort 1 grantees, eight were able to meet one or more of their teacher retention goals. Four grantees were able to meet all their retention goals by adapting their initiatives as needed due to the COVID-19 pandemic. Four grantees were able to meet some, but not all, of their retention goals; the majority of these grantees indicated that even though they experienced increases in retention, they were unable to meet all aspects of their goals because the pandemic either created implementation challenges or increased hiring needs. The remaining grantee who was unable to meet any of its goals indicated that factors unrelated to their retention initiative, such as lack of affordable housing and childcare, were the leading causes of teacher turnover. The following table presents a summary of the goals set and met for year two for Cohort 1 grantees.

TABLE 3: Summary of Cohort 1 Progress Towards Meeting Year Two Goals

Cohort 1 Grantee	Number of Goals Set	Number of Goals Met in Year Two	Outcome
Aurora Public Schools	3	1	Met Some Goals
Denver Public Schools	4	2	Met Some Goals
Garfield Re-16	5	0	Did Not Meet Goals
Garfield Re-2	3	1	Met Some Goals
Hayden School District	3	1	Met Some Goals
Montezuma-Cortez School District	3	3	Met All Goals
Northeast BOCES	2	2	Met All Goals



San Luis Valley BOCES	2	2	Met All Goals
West Grand School District	1	1	Met All Goals

The following sections provide specific information on the type and description of the initiatives pursued,⁴ the initial retention (for the 2018-2019 school year), retention for year one (the 2019-2020 school year), year two goals set by subject area and grade level, and the progress made towards year two goals for each Cohort 1 grantee.

Aurora Public Schools

Aurora Public Schools expanded their induction programming for new teachers by re-establishing a mentor-based induction model, providing targeted professional development based on the new teachers' context, and developing teacher leaders to support new teachers. As detailed in the prior year's report, Aurora began implementing this initiative in the 2019-2020 school year because they were unable to spend grant funding in year one due to an error in the grant award letter. Aurora experienced increased retention and met their goals for decreasing the number of positions filled by long-term substitutes and alternative licensure candidates for all targeted subject areas in 2020-2021. However, due to an increase in unfilled elementary and special education positions as a result of the COVID-19 pandemic, the district was only able to meet one of their three goals for 2020-2021. In response to the pandemic's impact on the hiring process, Aurora is adjusting their induction to support late and mid-year hires through asynchronous online and in-person sessions. The district also tightened communication protocols to ensure consistent implementation of induction programming and formalized the process for soliciting feedback to ensure the needs of teachers are being met.

Aurora Public Schools					
Type of Initiative		Description of Initiative			
Robust teacher induction programs for new teachers		<ul style="list-style-type: none">Implement a mentor-based induction model, including differentiated pathways for supporting first, second, and third year teachers as well as professionally licensed educators new to the district.			
Reduced teacher-student contact hours and increased planning, mentoring, and collaboration time for new teachers and mentor teachers					
Peer review and mentorship programs and other career development and advancement strategies		<ul style="list-style-type: none">Develop teacher leaders to support new teachers as a part of the induction model.			
Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2018-2019 school year)	Retention for 2019-2020 school year	Goal for 2020-2021 school year	Progress towards Goal	Met Annual Goal?
Elementary Kindergarten - 5th Grade	<ul style="list-style-type: none">115 of 140 retained10 positions filled by long-term substitutes2 positions filled by alternative licensure candidates13 unfilled positions	<ul style="list-style-type: none">119 of 139 retained16 positions filled by long-term substitutes1 position filled by alternative licensure candidates3 unfilled positions	<ul style="list-style-type: none">10% reduction in positions filled by long-term substitutes, alternative licensure candidates10% reduction in unfilled positions	<ul style="list-style-type: none">150 of 166 retained4 positions filled by long-term substitutes6 positions filled by alternative licensure candidates22.5 unfilled positions	No

Special Education Kindergarten - 12th Grade	<ul style="list-style-type: none"> • 13 of 75 retained • 4 positions filled by long-term substitutes • 2 positions filled by retired educators • 3 positions filled by alternative licensure candidates • 4 unfilled positions 	<ul style="list-style-type: none"> • 72 of 118 retained • 15 positions filled by long-term substitutes • 4 positions filled by retired educators • 9 positions filled by alternative licensure candidates • 18 unfilled positions 	<ul style="list-style-type: none"> • 10% reduction in positions filled by long-term substitutes, alternative licensure candidates • 10% reduction in unfilled positions 	<ul style="list-style-type: none"> • 74 of 91 retained • 3 positions filled by long-term substitutes • 0 positions filled by alternative licensure candidates • 17 unfilled positions 	No
Mathematics, English Language Arts, and Science 6 th - 12 th Grade	<ul style="list-style-type: none"> • 93 of 132 retained • 6 positions filled with long term substitutes • 6 positions filled by alternative licensure candidates • 27 unfilled positions 	<ul style="list-style-type: none"> • 77 of 131 retained • 9 positions filled by long-term substitutes • 14 positions filled by alternative licensure candidates • 31 unfilled positions 	<ul style="list-style-type: none"> • 10% reduction in positions filled by long-term substitutes, alternative licensure candidates • 10% reduction in unfilled positions 	<ul style="list-style-type: none"> • 90.5 of 113 retained • 4 positions filled by long-term substitutes • 6 positions filled by alternative licensure candidates • 22.5 unfilled positions 	Yes

Denver Public Schools

Denver Public Schools targeted their new teachers in their most highly impacted schools by providing a more robust teacher induction program, including reduced teacher-student contact hours to increase planning, instructional support, and collaboration time. Grant funding is being used to support the salaries of these new teachers, called Associate Teachers, in order to provide these experiences while ensuring that instructional time for students is not impacted. Due to the timing of the release of year one grant funds, the first Associate Teachers were hired for the 2019-2020 school year. For the 2020-2021 school year, DPS was able to increase the number of Associate Teachers to 17, exceeding their goal for the year. The district narrowly missed its retention goal for Associate Teachers as two of the 13 Associate Teachers placed in 2019-2020 moved out of state prior to the 2020-2021 school year for personal reasons. DPS met its retention goal for special education and bilingual educators by hiring fewer alternative licensure candidates and increasing retention, respectively. Due to increased hiring needs that resulted from COVID-19, the district was unable to meet its goal for reducing the number of alternative licensure candidates hired to teach mathematics.

Denver Public Schools	
Type of Initiative	Description of Initiative
Robust teacher induction programs for new teachers	<ul style="list-style-type: none"> • Expand Associate Teacher program in which newly licensed teachers spend 50% of their time leading a classroom with a mentor and 50% of their time receiving supports in instruction and delivery.
Reduced teacher-student contact hours and increased planning, mentoring, and collaboration time for new teachers and mentor teachers	



Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2018-2019 school year)	Retention for 2019-2020 school year	Goal for 2020-2021 school year	Progress towards Goal	Met Annual Goal?
New teachers in highly impacted schools Kindergarten - 12 th Grade	<ul style="list-style-type: none"> 59% retention rate 	<ul style="list-style-type: none"> 13 Associate Teachers placed in highly impacted schools 100% retention during the school year 	<ul style="list-style-type: none"> 8 Associate Teachers placed in highly impacted schools 87% retention of Associate Teachers from 2019-2020 	<ul style="list-style-type: none"> 17 Associate Teachers placed in highly impacted schools 85% retention of Associate Teachers from 2019-2020 	No
Mathematics 6 th - 12 th Grade	<ul style="list-style-type: none"> 75% retention rate 4 vacancies at start of year 9 positions filled by alternative licensure and emergency candidates 	<ul style="list-style-type: none"> 0 positions filled by emergency candidates 4 positions filled by alternative licensure candidates 	<ul style="list-style-type: none"> 0 vacancies filled by emergency candidates Fewer than 2 alternative candidates hired 	<ul style="list-style-type: none"> 0 vacancies filled by emergency candidates 6 alternative licensure candidates hired 	No
Special Education Kindergarten - 12 th Grade	<ul style="list-style-type: none"> More than 200 vacancies annually 21 vacancies at start of year 18 positions filled by alternative licensure candidates 	<ul style="list-style-type: none"> 0 positions filled by emergency candidates 13 positions filled by alternative licensure candidates 	<ul style="list-style-type: none"> 0 vacancies filled by emergency candidates Fewer than 15 alternative candidates hired 	<ul style="list-style-type: none"> 0 vacancies filled by emergency candidates 10 alternative licensure candidates hired 	Yes
Bilingual educators Kindergarten - 12 th Grade	<ul style="list-style-type: none"> More than 100 bilingual vacancies annually 	<ul style="list-style-type: none"> 89.55% retention rate for all bilingual teachers in highly impacted schools 	<ul style="list-style-type: none"> Retention rate of bilingual educators in highly impacted schools will outpace the district's overall retention rate 	<ul style="list-style-type: none"> 92% of bilingual educators in highly impacted schools retained (district retention rate: 91%) 	Yes

Garfield Re-16

Garfield Re-16 began implementing their incentive program to provide highly effective teachers with tuition assistance to pursue master's degrees. Three educators received this incentive in year one, although they were not able to start their programs until the fall of 2019 due to the timing of funding dispersal. Garfield-16 noted that although it was unable to meet its retention goals for 2020-2021, the leading reasons for teacher departure did not include a lack of opportunity for advancement, which was one of the most prevalent reasons cited for leaving the district prior to the implementation of their grant-funded initiative. Despite not meeting its retention goals, the district retained all three educators that began the incentive program in 2019. One of the three is now qualified to teach concurrent enrollment classes, allowing the district to save money and apply it to sustaining

their program. Additionally, the two new mathematics teachers and the two new English teachers expressed interest in the incentive program, and the district anticipates that it will help them retain these teachers.

Garfield Re-16					
Type of Initiative		Description of Initiative			
Incentive programs to recognize and retain highly effective teachers		<ul style="list-style-type: none"> Provide tuition assistance for highly effective teachers to pursue master's degrees. 			
Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2018-2019 school year)	Retention for 2019-2020 school year	Goal for 2020-21 school year	Progress towards Goal	Met Annual Goal?
Mathematics 9 th - 12 th Grade	• 1 new educator hired	• 1 new educator hired	• 0 positions to hire	• 2 positions to hire	No
English Language Arts 9 th - 12 th Grade	• 1 new educator hired	• 0 new educators hired	• 0 positions to hire	• 2 positions to hire	No
Science 9 th - 12 th Grade	• 2 new educators hired	• 2 new educators hired	• 0 positions to hire	• 2 positions to hire	No
Social Studies 9 th - 12 th Grade	• 0 new educators hired	• 1 new educator hired	• 0 positions to hire	• 1 position to hire	No
Elementary Kindergarten - 5 th Grade	• 4 new educators hired	• 6 new educators hired	• Less than 3 positions to hire	• 8 positions to hire	No

Garfield Re-2

Garfield Re-2 selected two retention initiatives to address their retention challenges: robust teacher induction programs for new teachers and peer review and mentorship programs and other career development and advancement strategies. They pursued these initiatives by expanding their induction program from one year to an optional three years, providing more release time for mentors and mentees for long-term planning and development of a peer review process, and developing a leadership pipeline through increased training opportunities. The expanded induction programming and mentorship initiatives were fully implemented in the 2019-2020 school year. Garfield 2's survey of their new teachers showed that the majority of new teachers felt positively about their induction and mentoring experience and that the professional development they received would be useful for their teaching practice. Additionally, survey data indicated that almost 90% of Garfield 2's certified staff felt that the district is a good place to work. However, the district noted that they were facing the challenge of adapting their induction program to a virtual setting due to COVID-19 for the 2020-2021 school year. Despite having two positions unfilled and four positions filled with long-term substitutes, preventing them from meeting two of their three goals, Garfield 2 successfully reduced the number of new educators hired across all targeted subject areas.



Garfield Re-2					
Type of Initiative		Description of Initiative			
Robust teacher induction programs for new teachers		<ul style="list-style-type: none"> Expand induction program from one year to optional three year. Provide more release time for mentors and mentees for long-term planning and development of a peer review process. 			
Peer review and mentorship programs and other career development and advancement strategies		<ul style="list-style-type: none"> Develop a leadership pipeline for mentors and mentees through increased training opportunities. 			
Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2018-2019 school year)	Retention for 2019-2020 school year	Goal for 2020-2021 school year	Progress towards Goal	Met Annual Goal?
Elementary Kindergarten - 5 th Grade	<ul style="list-style-type: none"> 23 new educators hired 3 positions filled by alternative licensure candidates 2 unfilled positions 	<ul style="list-style-type: none"> 23 new educators hired 0 unfilled positions 	<ul style="list-style-type: none"> Reduce number of new hires by 10% 0 unfilled positions 0 positions filled by alternative licensure candidates or long-term substitutes 	<ul style="list-style-type: none"> 15 new educators hired (35% reduction) 1 unfilled position 4 positions filled with long-term substitutes 	No
Special Education and Special Services Providers Kindergarten - 12 th Grade	<ul style="list-style-type: none"> 16 new educators hired 2 positions filled by alternative licensure candidates 2 unfilled positions 	<ul style="list-style-type: none"> 6 new educators hired 1 unfilled position 	<ul style="list-style-type: none"> Reduce number of new hires by 12% 0 unfilled positions 	<ul style="list-style-type: none"> 5 new educators hired (69% reduction from baseline) 1 unfilled position 	No
Art, Music, and Physical Education Kindergarten - 12 th Grade	<ul style="list-style-type: none"> 11 new educators hired 1 position filled by long-term substitute 1 position filled by retired teacher 2 alternative licensure candidates 	<ul style="list-style-type: none"> 2 new educators hired 0 positions filled by long-term substitutes 0 unfilled positions 	<ul style="list-style-type: none"> Reduce the number of new hires by 20% 0 unfilled positions 0 positions filled by alternative licensure candidates or long-term substitutes 	<ul style="list-style-type: none"> 5 new educators hired (54% reduction from baseline) 0 unfilled positions 0 positions filled by alternative licensure candidates or long-term substitutes 	Yes

Hayden School District

Using grant funding, Hayden expanded their induction programming, established professional development opportunities for effective teachers to develop teacher leaders, and subsidized early childhood care costs for highly effective teachers. After implementation during the 2018-2019 school year, Hayden found that their initiatives resulted in an improved climate and culture throughout the district and allowed them to retain highly effective teachers who would have otherwise moved to a neighboring district with higher pay. The district continued implementation in year two, providing professional development opportunities for effective teachers and subsidizing early childhood care costs for highly effective teachers. However, due to losing key personnel responsible for implementing the expanded induction programming in the middle of the 2019-2020 school year, the district was unable to fully execute its induction initiative. Overall, although Hayden met only one of their three goals, their retention rate has continued to increase during the grant period, going from 78% to 80.7%.

Hayden School District					
Type of Initiative		Description of Initiative			
Robust teacher induction programs for new teachers		<ul style="list-style-type: none"> Expand induction programming to include more instructional mentoring and coaching. 			
Programs to provide professional development for the creation and implementation of career advancement pathways for master teacher and teacher leadership positions for effective teachers		<ul style="list-style-type: none"> Provide professional development opportunities for effective teachers to pursue teacher leadership or instructional model positions. 			
Incentive programs to recognize and retain highly effective teachers		<ul style="list-style-type: none"> Subsidize early childhood care costs for teachers. 			
Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2018-2019 school year)	Retention for 2019-2020 school year	Goal for 2020-2021 school year	Progress towards Goal	Met Annual Goal?
World Languages 6 th - 12 th Grade	<ul style="list-style-type: none"> 1 vacancy at start of year 	<ul style="list-style-type: none"> 1 vacancy at start of year 	<ul style="list-style-type: none"> 0 positions unfilled or filled by emergency candidates, alternative candidates, long-term substitutes, or retired educators 	<ul style="list-style-type: none"> 1 vacancy at start of year 	No
Social Studies 6 th - 12 th Grade	<ul style="list-style-type: none"> 1 vacancy at start of year 	<ul style="list-style-type: none"> 0 vacancies at start of year 	<ul style="list-style-type: none"> 0 positions unfilled or filled by emergency candidates, alternative candidates, long-term substitutes, or retired educators 	<ul style="list-style-type: none"> 1 vacancy at start of year 	No
Mathematics 6 th - 12 th Grade	<ul style="list-style-type: none"> 1 vacancy at start of year 	<ul style="list-style-type: none"> 0 vacancies at start of year 	<ul style="list-style-type: none"> 0 positions unfilled or filled by emergency candidates, alternative candidates, long-term substitutes, or retired educators 	<ul style="list-style-type: none"> 0 vacancies at start of year 	Yes

Montezuma Cortez School District

Montezuma Cortez implemented their expanded induction programming and related supports and incentives in the 2019-2020 school year. Tiered, job-embedded coaching based on teacher needs was provided to all new teachers throughout the school year, lab classrooms were identified, and all new teachers observed a lab classroom at least once with a coach in order to reflect and apply demonstrated best practices in their own classrooms. Montezuma Cortez was able to continue its coaching model throughout the year, adapting the program in the spring to a virtual setting when all teaching was moved to an online platform due to COVID-19. As a result of providing this support, the district was able to meet all retention goals for the 2020-2021 school year. Additionally, based on exist surveys of the teachers who did leave the district, a lack of support or guidance was not a factor in their decision.

Montezuma Cortez School District					
Type of Initiative		Description of Initiative			
Robust teacher induction programs for new teachers		<ul style="list-style-type: none"> Expand induction programming to include pre-service professional development and job-embedded coaching for the first 60 days of employment. 			
Reduced teacher-student contact hours and increased planning, mentoring, and collaboration time for new teachers and mentor teachers		<ul style="list-style-type: none"> Create coaching cycles around “lab classrooms” that provide new teachers with increased planning, mentoring, and collaboration time. 			
Incentive programs to recognize and retain highly effective teachers		<ul style="list-style-type: none"> Publicly recognize and provide a stipend for highly effective teachers whose classrooms have been identified as “lab classrooms” 			
Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2018-2019 school year)	Retention for 2019-2020 school year	Goal for 2020-2021 school year	Progress towards Goal	Met Annual Goal?
Science 6 th - 12 th Grade	<ul style="list-style-type: none"> 6 new educators hired 3 positions filled by alternative licensure candidates 	<ul style="list-style-type: none"> 100% retention rate among new science teachers 	<ul style="list-style-type: none"> Retain 70% of new hires from 2018-2019 and 2019-2020 	<ul style="list-style-type: none"> Retained 75% of new hires 1 new educator hired 	Yes
Mathematics 6 th - 12 th Grade	<ul style="list-style-type: none"> 3 new educators hired 2 positions filled by alternative licensure candidates 1 position filled by a retired teacher 	<ul style="list-style-type: none"> 100% retention rate among new mathematics teachers 	<ul style="list-style-type: none"> Retain 70% of new hires from 2018-2019 and 2019-2020 	<ul style="list-style-type: none"> Retained 100% of new hires No new educators hired for 2020-2021 	Yes
Elementary Kindergarten - 5 th Grade	<ul style="list-style-type: none"> 5 new educators hired 4 positions filled by alternative licensure candidates 1 position filled by long-term substitutes 2 positions unfilled 	<ul style="list-style-type: none"> 71% retention rate among new elementary teachers 	<ul style="list-style-type: none"> Retain 70% of new hires from 2018-2019 and 2019-2020 	<ul style="list-style-type: none"> Retained 70% of new hires 5 new educators hired 	Yes

Northeast BOCES

To reduce isolation and enable subject-area collaboration among the teachers in their member districts, Northeast BOCES’s retention initiatives focus on establishing virtual professional learning communities (PLCs) and a scholarship incentive program for highly effective teachers. Through their partnership with Generation Schools Network, Northeast BOCES held monthly virtual PLCs throughout the 2019-2020 school year where participants built their capacity to serve as mentors and teacher leaders, hosted a virtual summer institute to support teacher leaders in developing content for PLCs for the next school year, and provided scholarships to highly effective teachers to earn their master’s degree. The BOCES was able to meet its retention goals for both targeted subject areas by retaining all scholarship participants and all but one PLC participants.



Northeast BOCES					
Type of Initiative		Description of Initiative			
Programs to provide professional development for the creation and implementation of career advancement pathways for master teacher and teacher leadership positions for effective teachers		<ul style="list-style-type: none"> Create a summer institute for professional development of effective or higher teachers to identify teacher leaders. 			
Peer review and mentorship programs and other career development and advancement strategies		<ul style="list-style-type: none"> Establish virtual professional learning communities (PLCs) to be led by teacher leaders. 			
Incentive programs to recognize and retain highly effective teachers		<ul style="list-style-type: none"> Provide incentives for highly effective teachers in the form of scholarships for advanced coursework leading to a master's in mathematics or certification to teach concurrent enrollment courses in mathematics. 			
Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2018-2019 school year)	Retention for 2019-2020 school year	Goal for 2020-2021 school year	Progress towards Goal	Met Annual Goal?
Mathematics 6th - 12th Grade	<ul style="list-style-type: none"> 2 of 35 positions filled by newly hired educators across BOCES's districts 	<ul style="list-style-type: none"> 1 of 35 positions filled by newly hired educators 	<ul style="list-style-type: none"> Retain 7 of 8 scholarship participants Retain 8 of 9 PLC attendees 	<ul style="list-style-type: none"> 8 of 8 scholarship participants retained 8 of 9 PLC attendees were retained 	Yes
Special Education Kindergarten – 12 th grade	<ul style="list-style-type: none"> 3 of 25 positions filled by newly hired educators across BOCES's districts 	<ul style="list-style-type: none"> 3 of 25 positions filled by newly hired educators 	<ul style="list-style-type: none"> Retain 8 of 8 scholarship participants Retain 8 of 8 PLC attendees 	<ul style="list-style-type: none"> 8 of 8 scholarship participants retained 8 of 8 PLC attendees were retained 	Yes

San Luis Valley BOCES

To build teacher leadership capacity and create community among the teachers in their member districts, San Luis Valley BOCES has established a scholarship incentive program for highly effective teachers and virtual professional learning communities (PLCs). Through their partnership with Generation Schools Network, San Luis Valley BOCES hosted a summer institute to increase teacher leader capacity by preparing participants to be effective mentors and PLC leaders. The BOCES also provided scholarships to highly effective teachers to earn their master's degree. After the second year of grant implementation, San Luis Valley BOCES experienced a dramatic drop in turnover and hiring of alternative licensure candidates, exceeding their goals for 2020-2021 in both targeted areas. The retention initiatives themselves and COVID-19 led to the reduction in turnover. All participants in the scholarship program were retained and have used the PLCs to provide support to other teachers throughout the districts targeted by the BOCES. In addition, many of the targeted districts chose to continue to employ the staff they could in order to maintain their budget, and many teachers in the districts chose to stay due to the uncertainty caused by the pandemic.



San Luis Valley BOCES					
Type of Initiative		Description of Initiative			
Programs to provide professional development for the creation and implementation of career advancement pathways for master teacher and teacher leadership positions for effective teachers		<ul style="list-style-type: none"> Create a summer institute for professional development of effective or higher teachers to identify teacher leaders. 			
Peer review and mentorship programs and other career development and advancement strategies		<ul style="list-style-type: none"> Establish virtual professional learning communities (PLCs) to be led by teacher leaders. 			
Incentive programs to recognize and retain highly effective teachers		<ul style="list-style-type: none"> Provide incentives for highly effective teachers in the form of scholarships for advanced coursework leading to a master's in mathematics or certification to teach concurrent enrollment courses in mathematics. 			
Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2018-2019 school year)	Retention for 2019-2020 school year	Goal for 2020-2021 school year	Progress towards Goal	Met Annual Goal?
Elementary Kindergarten - 5th Grade	<ul style="list-style-type: none"> 22% average turnover rate across BOCES's districts 10% of positions filled by alternative licensure candidates 	<ul style="list-style-type: none"> 20.6% turnover rate 10% of positions filled by alternative licensure candidates 	<ul style="list-style-type: none"> Reduce turnover rate by 6% Reduce hiring of Alternative licensure candidates by 4% 	<ul style="list-style-type: none"> 2% turnover rate <1% of positions filled by alternative licensure candidates 	Yes
Mathematics and English Language Arts 6 th - 12 th Grade	<ul style="list-style-type: none"> 22% average turnover rate across BOCES's districts 35% of positions filled by alternative licensure candidates 	<ul style="list-style-type: none"> 19.7% turnover rate 32% of positions filled by alternative licensure candidates 	<ul style="list-style-type: none"> Reduce turnover rate by 6% Reduce hiring of Alternative licensure candidates by 6% 	<ul style="list-style-type: none"> 4% turnover rate 1% of positions filled with alternative licensure candidates 	Yes

West Grand School District

West Grand has been able to provide on-site early childhood care services for family members of educators by establishing an early childhood center for the children of all their employees through partnerships with local businesses. Having previously lost an educator due to lack of childcare availability and affordability in the area, West Grand set the goal of not losing any educators due to lack of childcare availability and affordability. The district has been successful in meeting this goal in both year one and year two of the grant as no teachers have left due to childcare concerns. In year one, three teachers utilized the childcare provided by the district, and in year two, six teachers utilized it, with an additional two teachers planning on using it by the end of the 2020-2021 school year. However, the district is very concerned that the loss of funding for the third year of the grant puts their early childhood center at risk because their sustainability plan necessitated another year of grant funding.



West Grand School District					
Type of Initiative		Description of Initiative			
Providing on-site early childhood care services for family members of educators		<ul style="list-style-type: none"> Establish an early childhood center for children of all employees through local partnerships. Create a high school training program, embedded in the early childhood center, for those interested in pursuing a career in early childhood care. 			
Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2018-2019 school year)	Retention for 2019-2020 school year	Goal for 2020-2021 school year	Progress towards Goal	Met Annual Goal?
All content areas All grade levels	<ul style="list-style-type: none"> Lost 1 educator at close of 17-18 due to lack of childcare availability and affordability 	<ul style="list-style-type: none"> 0 educators left due to lack of childcare availability and affordability 3 educators currently utilizing district provided childcare 	<ul style="list-style-type: none"> 0 educators leave due to lack of childcare availability and affordability 	<ul style="list-style-type: none"> 0 educators left due to lack of childcare availability and affordability 6 educators currently utilizing district provided childcare with two more planning to use it by the end of the school year 	Yes

Grant Funding for Cohort 1

Based on progress made toward retention goals, the department recommended all grantees for continued funding in year two. During the November 2019 board meeting, the State Board of Education approved the continued funding for all Cohort 1 grantees. Eight of the nine grantees are carrying over their remaining year two funding into year three using the no-cost extension. The table below contains the amount of funding each grantee received in year one, the amount of funding awarded for year two, the amount of funds, if any, the grantee is carrying over from year two into year three, and the total funding each grantee received.

TABLE 4: Cohort 1 Funding

Cohort 1 Grantee	Amount Awarded (Year 1)	Amount Awarded (Year 2)	No-Cost Extension (Year 2 funds rolled over to Year 3)	Total Funds Awarded
Aurora Public Schools	\$120,186	\$125,000	\$62,675	\$245,186
Denver Public Schools	\$104,984	\$109,189	\$23,514	\$214,173
Garfield School District No. 16	\$30,000	\$30,000	\$21,000	\$60,000
Garfield School District No. 2	\$24,588	\$37,486	\$26,069	\$62,074
Hayden School District	\$115,408	\$120,000	\$112,764	\$235,408
Montezuma-Cortez School District	\$19,223	\$125,000	\$47,722	\$144,223
Northeast BOCES	\$194,259	\$212,040	\$84,143	\$406,299
San Luis Valley BOCES	\$191,855	\$209,540	\$78,028	\$401,395



West Grand School District	\$115,379	\$120,000	--*	\$235,379
<i>Totals</i>	<i>\$915,882</i>	<i>\$1,088,255</i>	<i>\$455,915</i>	<i>\$2,004,137</i>

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

Cohort 2

Overview

The RFP for Cohort 2 of the Retaining Teachers Grant Program was released August 7, 2019, and applications were due September 12, 2019. The department received 38 applications, including 19 school districts, four BOCES, and 15 charter schools. Teams comprised of content experts then reviewed the proposals based on the applicant's capacity to successfully implement the proposed initiative(s), the likelihood the initiative(s) will result in increased retention, the cost-effectiveness of the proposal, and the plan for sustainability of the initiative(s) beyond the life of the grant. Priority was given to applicants with high teacher turnover rates and those serving low-performing schools.⁵ Based on reviews, 23 applications met the minimum requirements for funding. Because it was not possible to fund all applicants who met the minimum requirements within the appropriation available, the top 12 applicants were selected in order to maximize the number of applicants funded while ensuring each grantee would be awarded adequate funding to implement their initiative(s). During their November 2019 board meeting, the Colorado State Board of Education approved and funded these 12 at approximately 89% of their requested amounts.

The 12 grantees are Boulder Valley School District RE 2, Clear Creek School District RE-1, Colorado River BOCES and Rio Blanco BOCES, Early College of Arvada, El Paso County Colorado School District 49, East Central BOCES, Ellicott School District 22, New America Schools, Pagosa Peak Open School, South Central BOCES, Southeastern BOCES and Santa Fe Trail BOCES, and St. Vrain Valley School District RE1J. Colorado River BOCES and Rio Blanco BOCES targeted the following four districts:

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

East Central BOCES targeted the following 20 districts:

- Agate 300,
- Arickaree R-2,
- Arriba-Flagler C-20,
- Bennett 29J,
- Bethune R-5,
- Burlington RE-6J,
- Byers 32J,
- Cheyenne County RE-5,
- Deer Trail 26J,
- Genoa-Hugo C113,
- Hi-Plains R-23,
- Idalia RJ-3,



- Karval RE-23,
- Kiowa C-2,
- Kit Carson R-1,
- Liberty J-4,
- Limon RE-4J,
- Strasburg 31J,
- Stratton R-4, and
- Woodlin R-104.

South Central BOCES targeted ten districts:

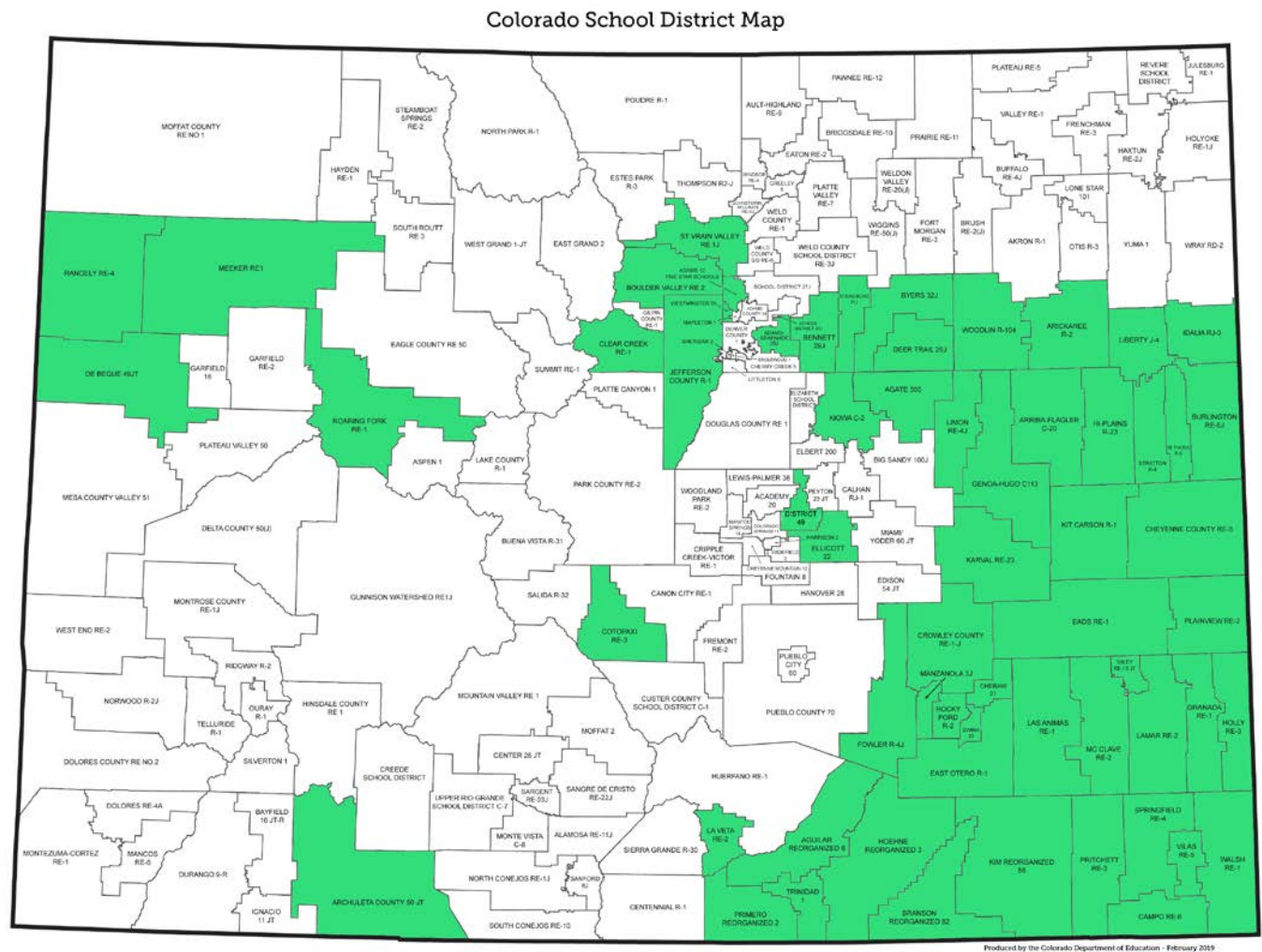
- Aguilar Reorganized 6,
- Branson Reorganized 82,
- Cotopaxi RE-3,
- Crowley County RE-1J,
- Fowler R-4J,
- Hoehne Reorganized 3,
- La Veta Re-2,
- Manzanola 3J,
- Primero Reorganized 2, and
- Trinidad 1.

Southeastern BOCES and Santa Fe Trail BOCES targeted 18 districts:

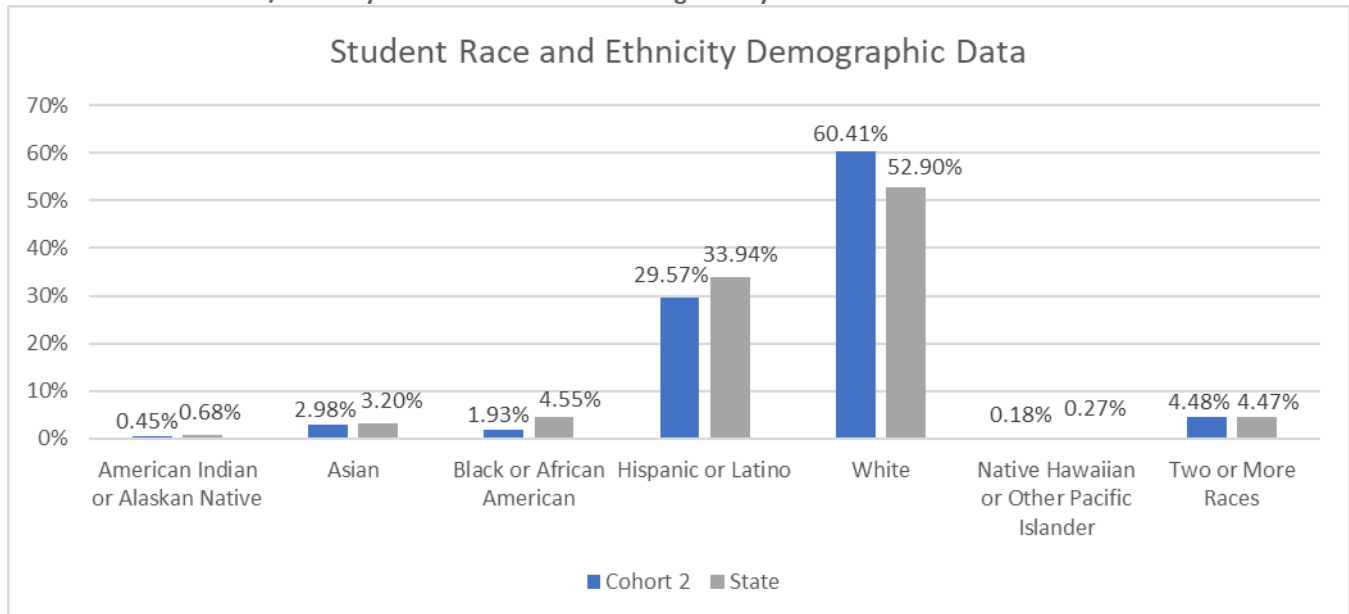
- Campo Re-6,
- Eads Re-1,
- Granada RE-1,
- Holly RE-3,
- Kim 88,
- Lamar RE-2,
- McClave RE-2,
- Plainview RE-2,
- Pritchett RE-3,
- Springfield RE-4,
- Vilas Re-5,
- Wash RE-1,
- Cheraw 31,
- East Otero R-1,
- Las Animas RE-1,
- Rocky Ford R-2,
- Swink 33, and
- Wiley RE-13JT.

Figure 3 maps the districts and charter schools in Cohort 2 of the Retaining Teachers Grant Program.⁶

FIGURE 3: Map of Cohort 2 Grantees



The districts and schools targeted by Cohort 2 grantees employed 7,082 teachers and served 117,949 students, representing approximately 13 percent of teachers and students in the state.⁷ Of the students served by Cohort 2 grantees, 33% were eligible for free- or reduced-price lunch compared to 41% of students statewide. Additionally, 40% of students were identified as a minority compared to approximately 47% statewide. Figure 4 shows the breakdown of student racial/ethnic composition for districts and schools targeted by Cohort 2 grantees in comparison to the statewide student racial/ethnic composition.

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


Year One Progress for Cohort 2

Each grantee set their own goals based on their initial shortages, targeted subject areas and grade levels, and specific retention initiatives. Grantees' goals varied from increasing retention and decreasing turnover to reducing the number of unfilled positions and positions filled through shortage mechanisms such as hiring long-term substitutes, retired educators, emergency candidates, and alternative licensure candidates.

Four of the 12 grantees were able to meet all of their teacher retention goals, and an additional four grantees were able to meet some, but not all, of their retention goals. The majority of grantees that met all of their goals were able to begin implementation their initiatives, although some had to modify or postpone implementation due to COVID-19. Similarly, most grantees that met only some of their retention goals indicated that they were able to implement at least parts of their initiatives but faced challenges in doing so due to COVID-19. Of the remaining four grantees who were unable to meet any of their goals, two noted that they experienced a decrease in turnover, but the decrease was short of their goals, while the other two expressed that they were unable to implement their initiatives in the 2019-2020 school year due to COVID-19. Table 5 provides a high-level overview of the number of goals set and met by each grantee.

TABLE 5: Summary of Cohort 2 Progress Towards Meeting Year One Goals

Cohort 2 Grantee	Number of Goals Set	Number of Goals Met in Year One	Outcome
Boulder Valley School District Re 2	1	1	Met All Goals
Clear Creek School District RE-1	7	5	Met Some Goals
Colorado River and Rio Blanco BOCES	12	11	Met Some Goals
Early College of Arvada	5	3	Met Some Goals
East Central BOCES	1	0	Did Not Meet Goals



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

The following sections provide specific information on the type and description of the initiatives pursued, the initial retention and goals set by subject area and grade level, and the progress made towards each goal for each Cohort 2 grantee.

Boulder Valley School District RE 2

Boulder Valley School District (BVSD) used grant funding to expand their induction program for special education teachers working in Intensive Learning Centers (ILCs) by extending the program for an additional year and adding an instructional coach to the program. The instructional coach provided mentoring and targeted support to first, second, and third year ILC teachers, developed workshops based on assessment of needs, and identified, trained, and paired master ILC teachers with new ILC teachers. When the district moved to online learning because of COVID-19 in the spring of 2020, the coach was able to continue to support ILC teachers through bi-weekly trainings. After this first year of implementation, Boulder Valley was able to meet its goal, reducing turnover of ILC teachers from 33% in 2019-2020 to 20.6% in 2020-2021.

Boulder Valley School District RE 2				
Type of Initiative	Description of Initiative			
Robust teacher induction programs for new teachers Increased planning, mentoring, and collaboration time for new teachers and mentor teachers that reduces teacher-student contact hours for teachers but does not result in reduced instruction time for students	<ul style="list-style-type: none"> Expand induction program by expanding mentoring to two years for special education teachers working in Intensive Learning Centers (ILCs). Add an Instructional Coach to the induction program to work with ILC teachers in their first, second, and third year of teaching. 			
Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2019-2020 school year)	Goal for 2020-2021 school year	Progress towards Goal	Met Annual Goal?
Special Education Intensive Learning Center (ILC) Teachers All grade levels	<ul style="list-style-type: none"> 33% turnover rate (12/40) 	<ul style="list-style-type: none"> Reduce turnover rate to 23% 	<ul style="list-style-type: none"> 20.6% turnover rate (7/34) 	Yes



Clear Creek School District RE-1

Clear Creek's retention initiatives focus on providing increased support for new teachers through enhancing their induction program and offering career advancement pathways for veteran teachers through blended learning and instructional leadership opportunities. The district acquired a variety of resources to support new staff, including curricular resources to aid with planning blended learning instructional units and professional development opportunities. These resources are also being employed to establish instructional leadership learning opportunities at each school in the district. Clear Creek's blended learning initiative was used to provide tuition reimbursement, but due to COVID-19, staff was limited in their ability to use these funds. The district had to alter its plans for determining career advancement pathways suited to their unique context because of COVID-19. Although that work is continuing, it is moving at a much slower pace as Clear Creek cannot dedicate significant resources to the process. Despite facing some challenges in implementing their retention initiatives due to COVID-19, Clear Creek was able to meet their goals for five of the seven targeted subject areas.

Clear Creek School District RE-1				
Type of Initiative		Description of Initiative		
Robust teacher induction programs for new teachers		<ul style="list-style-type: none"> Enhance induction program by providing curricular and professional learning supports. 		
Programs to provide professional development for the creation and implementation of career advancement pathways for master teacher and teacher leadership positions for effective teachers		<ul style="list-style-type: none"> Develop a career advancement pathway suited to the district's context. 		
Increased use of technology in blended learning initiatives to create opportunities and financial incentives for teacher development and career advancement and cost savings to support salary increases		<ul style="list-style-type: none"> Establish a blended learning initiative in which tuition assistance is provided for teacher development. 		
Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2019-2020 school year)	Goal for 2020-2021 school year	Progress towards Goal	Met Annual Goal?
Early Childhood	<ul style="list-style-type: none"> 50% turnover rate (over the past three years) 	<ul style="list-style-type: none"> 0 unfilled or posted positions/ retain 100% of current staff 	<ul style="list-style-type: none"> 0 unfilled positions (100% retention) 	Yes
Early Childhood Special Education	<ul style="list-style-type: none"> Position currently filled by retiree on hourly contract 	<ul style="list-style-type: none"> Fill position with qualified candidate that is a salaried employee. 	<ul style="list-style-type: none"> Position currently filled by retiree on hourly contract 	No
Elementary Kindergarten – 6 th grade	<ul style="list-style-type: none"> 5* out of 23 are new 	<ul style="list-style-type: none"> Retain at least 2 of 5 new hires 	<ul style="list-style-type: none"> FTE reduced to 2 due to declining enrollment; 2 of 2 positions filled by returning teachers 	Yes
Special Education Kindergarten – 6 th grade	<ul style="list-style-type: none"> 3 of 6 are new 	<ul style="list-style-type: none"> Retain at least 5 of 6 teachers 	<ul style="list-style-type: none"> FTE reduced to 2 due to declining enrollment; 2 of 2 positions filled by returning teachers 	Yes



Music Kindergarten – 12 th grade	<ul style="list-style-type: none"> • 1 position filled by substitutes (elementary) • 1 of 2 positions filled by a new teacher (secondary) 	<ul style="list-style-type: none"> • Fill open position • Retain 100% of current staff (2/2) 	<ul style="list-style-type: none"> • Open position filled • 1 of 2 positions retained 	No
World Languages 7 th – 12 th grade	<ul style="list-style-type: none"> • 1.5 FTE unfilled 	<ul style="list-style-type: none"> • Fill all open FTE 	<ul style="list-style-type: none"> • FTE reduced to 1 due to declining enrollment; 1 FTE filled 	Yes
Mathematics, Science, Social Studies, and English Language Arts 7 th – 12 th grade	<ul style="list-style-type: none"> • Math: 2 out of 3 new • Science: 2 out of 3 new • ELA: 2 of 3 new within last 3 years • Social Studies: 2 of 3 new 	<ul style="list-style-type: none"> • Retain at least 10 of 12 current staff members 	<ul style="list-style-type: none"> • Math: retained 2 of 3 • Science: retained 3 of 3 • ELA: retained 2 of 3 • Social Studies: retained 3 of 3 	Yes

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

Colorado River BOCES and Rio Blanco BOCES

Colorado River BOCES, in conjunction with Rio Blanco BOCES, planned to develop a three-year induction program that, in addition to providing additional support for new teachers, also creates career development opportunities for experienced teachers to become mentors and teacher leaders. Due to COVID-19, the implementation of the expanded induction program, including increased mentor opportunities, was limited. In spite of this, Colorado River BOCES and Rio Blanco BOCES were able to meet all but one of their retention goals. However, discussions with district leaders indicated that the ability to meet the goals was likely influenced by limited job availability and other pandemic related changes to personnel processes.

Colorado River BOCES and Rio Blanco BOCES				
Type of Initiative		Description of Initiative		
Robust teacher induction programs for new teachers Peer review and mentorship programs and other career development and advancement strategies Increased use of technology in blended learning initiatives to create opportunities and financial incentives for teacher development and career advancement and cost savings to support salary increases		<ul style="list-style-type: none"> • Develop and implement a mentor program that includes providing rigorous training for new mentors and the use of blended digital approaches to create common Professional Learning Communities (PLCs) for teachers. 		
Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2019-2020 school year)	Goal for 2020-2021 school year	Progress towards Goal	Met Annual Goal?
Elementary Kindergarten – 5 th grade	<ul style="list-style-type: none"> • 34% turnover rate (24 positions to hire) 	<ul style="list-style-type: none"> • Reduce turnover rate by 33-50% • 0 positions unfilled or filled with emergency licensure candidates 	<ul style="list-style-type: none"> • 10 position to hire • 0 positions unfilled or filled with emergency licensure candidates 	Yes



Mathematics 7 th – 12 th grade	<ul style="list-style-type: none"> • 29% turnover rate (14 positions to hire) 	<ul style="list-style-type: none"> • Reduce turnover rate by 33-50% • 0 positions unfilled or filled with emergency licensure candidates 	<ul style="list-style-type: none"> • 3 position to hire • 0 positions unfilled or filled with emergency licensure candidates 	Yes
Agriculture and Natural Resources 7 th – 12 th grade	<ul style="list-style-type: none"> • 100% turnover rate (2 positions to hire) 	<ul style="list-style-type: none"> • Reduce turnover rate by 100% • 0 positions unfilled or filled with emergency licensure candidates 	<ul style="list-style-type: none"> • 0 positions to hire • 0 positions unfilled or filled with emergency licensure candidates 	Yes
Science 7 th – 12 th grade	<ul style="list-style-type: none"> • 22% turnover rate (12 positions to hire) 	<ul style="list-style-type: none"> • Reduce turnover rate by 33% • 0 positions unfilled or filled with emergency licensure candidates 	<ul style="list-style-type: none"> • 4 positions to hire • 0 positions unfilled or filled with emergency licensure candidates 	Yes
Business/Marketing 7 th – 12 th grade	<ul style="list-style-type: none"> • 50% turnover rate (2 positions to hire) 	<ul style="list-style-type: none"> • Reduce turnover rate by 50-100% • 0 positions unfilled or filled with emergency licensure candidates 	<ul style="list-style-type: none"> • 0 positions to hire • 0 positions unfilled or filled with emergency licensure candidates 	Yes
English Language Arts 7 th – 12 th grade	<ul style="list-style-type: none"> • 23% turnover rate (9 positions to hire) 	<ul style="list-style-type: none"> • Reduce turnover rate by 33-50% • 0 positions unfilled or filled with emergency licensure candidates 	<ul style="list-style-type: none"> • 2 positions to hire • 0 positions unfilled or filled with emergency licensure candidates 	Yes
Visual Arts Kindergarten – 12 th grade	<ul style="list-style-type: none"> • 21% turnover rate (3 positions to hire) 	<ul style="list-style-type: none"> • Reduce turnover rate by 100% • 0 positions unfilled or filled with emergency licensure candidates 	<ul style="list-style-type: none"> • 0 positions to hire • 0 positions unfilled or filled with emergency licensure candidates 	Yes
Industrial Arts 7 th – 12 th grade	<ul style="list-style-type: none"> • 75% turnover rate (3 positions to hire) 	<ul style="list-style-type: none"> • Reduce turnover rate by 100% • 0 positions unfilled or filled with emergency licensure candidates 	<ul style="list-style-type: none"> • 0 positions to hire • 0 positions unfilled or filled with emergency licensure candidates 	Yes
Music Kindergarten – 12 th grade	<ul style="list-style-type: none"> • 25% turnover rate (2 positions to hire) 	<ul style="list-style-type: none"> • Reduce turnover rate by 50-100% • 0 positions unfilled or filled with emergency licensure candidates 	<ul style="list-style-type: none"> • 1 position to hire • 0 positions unfilled or filled with emergency licensure candidates 	Yes
Social Studies 9 th – 12 th grade	<ul style="list-style-type: none"> • 28% turnover rate (9 positions to hire) 	<ul style="list-style-type: none"> • Reduce turnover rate by 50% • 0 positions unfilled or filled with emergency licensure candidates 	<ul style="list-style-type: none"> • 3 positions to hire • 0 positions unfilled or filled with emergency licensure candidates 	Yes
Special Education Kindergarten – 12 th grade	<ul style="list-style-type: none"> • 35% turnover rate (9 positions to hire) 	<ul style="list-style-type: none"> • Reduce turnover rate by 25-50% • 0 positions unfilled or filled with emergency licensure candidates 	<ul style="list-style-type: none"> • 7 positions to hire • 0 positions unfilled or filled with emergency licensure candidates 	No
World Languages 7 th – 12 th grade	<ul style="list-style-type: none"> • 17% turnover rate (2 positions to hire) 	<ul style="list-style-type: none"> • Reduce turnover rate by 50-100% • 0 positions unfilled or filled with emergency licensure candidates 	<ul style="list-style-type: none"> • 0 positions to hire • 0 positions unfilled or filled with emergency licensure candidates 	Yes

Early College of Arvada

In order to increase retention, Early College of Arvada (ECA) used grant funds to develop and support the formation of two sets of professional learning communities (PLCs), one based on content area and one based on grade level. In implementing the PLCs, ECA administrators worked with external coaches to develop a formal leadership pathway to standardize the selection of PLC leaders. The school was able to meet its retention goals for three of the five targeted subject areas. All teachers in the targeted areas participated in the two sets of PLCs, benefitting from the informal mentoring that occurred. Three of the new teachers were selected to step into a leadership role by ECA administrators and external coaches. ECA noted that it did not meet its goal for retention among social studies teachers because the school released all three new social studies teachers due to performance issues related to inter-personal and organizational skills.

Early College of Arvada				
Type of Initiative		Description of Initiative		
Peer review and mentorship programs and other career development and advancement strategies		<ul style="list-style-type: none"> Create teacher leadership pathways through launching Professional Learning Communities (PLCs). Encourage dynamic and reciprocal mentoring relationships that will allow for collaborative review of current instructional practices. 		
Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2019-2020 school year)	Goal for 2020-2021 school year	Progress towards Goal	Met Annual Goal?
Special Education 7 th -12 th grade	<ul style="list-style-type: none"> 300% turnover rate (1 position turned over 3 times in the past 2 years) 	<ul style="list-style-type: none"> Retain new teacher, reducing turnover rate to 0% 	<ul style="list-style-type: none"> Retained new teacher 	Yes
Mathematics 7 th -12 th grade	<ul style="list-style-type: none"> 60% turnover (3 new out of 5 total) 	<ul style="list-style-type: none"> Retain at least 2 teachers, reducing turnover to 20% 	<ul style="list-style-type: none"> 2 teachers retained 	Yes
English Language Arts 7 th -12 th grade	<ul style="list-style-type: none"> 75% turnover (3 new out of 4 total) 	<ul style="list-style-type: none"> Retain at least 2 of the new teachers, reducing turnover to 25% 	<ul style="list-style-type: none"> 2 of 3 new teachers retained 	Yes
Science 7 th -12 th grade	<ul style="list-style-type: none"> 60% turnover (3 new out of 5 total) 	<ul style="list-style-type: none"> Retain at least 2 new teachers, reducing turnover to 20% 	<ul style="list-style-type: none"> 1 new teacher retained 	No
Social Studies 7 th -12 th grade	<ul style="list-style-type: none"> 60% turnover (3 new out of 5 total) 	<ul style="list-style-type: none"> Retain at least 2 new teachers, reducing turnover to 20% 	<ul style="list-style-type: none"> 0 new teachers retained 	No

East Central BOCES

East Central BOCES partnered with Generation Schools Network to offer a scholarship incentive program for highly effective teachers and establish virtual professional learning communities (PLCs). The BOCES provided scholarships for highly effective teachers to pursue a master's degree. Subsequently, a summer institute was hosted, providing both professional development for effective and highly effective teachers and an opportunity for East Central BOCES to identify teacher leaders. Using PLCs, the BOCES brought together the scholarship recipients and the summer institute participants on a monthly basis to solve on-going challenges around teaching mathematics. In the 2020-2021 school year, ownership of the PLCs will be transferred to five selected teacher leaders, creating a path to leadership for highly effective teachers. Although East Central BOCES was

unable to meet its retention goal for summer institute and PLC participants, it was able to retain all scholarship recipients as well as lower the overall turnover rate for secondary mathematics teachers across participating districts.

East Central BOCES				
Type of Initiative		Description of Initiative		
Peer review and mentorship programs and other career development and advancement strategies		<ul style="list-style-type: none"> Provide incentives for highly effective teachers in the form of scholarships for advanced coursework leading to a master's in mathematics or certification to teach concurrent enrollment courses in mathematics. 		
Programs to provide professional development for the creation and implementation of career advancement pathways for master teacher and teacher leadership positions for effective teachers		<ul style="list-style-type: none"> Create a summer institute for professional development of effective or higher teachers to identify teacher leaders. Establish virtual professional learning communities (PLCs) to be led by teacher leaders in year two. 		
Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2019-2020 school year)	Goal for 2020-2021 school year	Progress towards Goal	Met Annual Goal?
Mathematics 7th – 12 th grade	<ul style="list-style-type: none"> 42.8% turnover rate 	<ul style="list-style-type: none"> Retain 100% of scholarship participants Retain 90% of PLC and summer institute participants Decrease secondary mathematics turnover rate by 10% 	<ul style="list-style-type: none"> Retained 100% of scholarship participants Retained 84% of PLC and summer institute participants 19.05% turnover rate for secondary mathematics teachers 	No

El Paso County Colorado School District 49

District 49's retention initiatives centered around enhancing their induction program by focusing on self-care for new teachers and providing cognitive coaching training for mentor teachers. Due to COVID-19, much of these initiatives were either postponed or modified. Cognitive coaching training of mentors was started, but when the district moved to virtual learning, the sessions had to be postponed until the 2020-2021 school year. Similarly, the in-person self-care workshops developed for new teachers had to be postponed. In the interim, District 49 continued to meet with mentors to practice what was learned from the cognitive coaching training sessions that were completed and implemented a book study related to self-care for new teachers. Even though most of the retention initiatives were postponed or modified, the district was able to meet all its retention goals.

El Paso County Colorado School District 49	
Type of Initiative	Description of Initiative
Robust teacher induction programs for new teachers	<ul style="list-style-type: none"> Enhance induction program by including training for mentor teachers, supporting new teachers in developing healthy habits to sustain a long-term teaching career, and adding additional support for special educators.
Peer review and mentorship programs and other career development and advancement strategies	<ul style="list-style-type: none"> Expand cognitive coaching training to create a career pathway to becoming team leaders or instructional coaches.



Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2019-2020 school year)	Goal for 2020-2021 school year	Progress towards Goal	Met Annual Goal?
General Education Kindergarten – 12 th grade	<ul style="list-style-type: none"> 20% turnover rate Retained approximately 700 licensed staff 	<ul style="list-style-type: none"> Reduce turnover rate to 16% Retain 35 more positions than in the prior year 	<ul style="list-style-type: none"> Reduced turnover rate to 13.2% (734/845 retained) 	Yes
Special Education Kindergarten – 12 th grade	<ul style="list-style-type: none"> 25% turnover rate Retained 73 special education teachers 	<ul style="list-style-type: none"> Reduce turnover rate to 20% Retain 78 teachers 	<ul style="list-style-type: none"> Reduced turnover rate to 17.7% (94/113 retained) 	Yes
Early Childhood Special Education	<ul style="list-style-type: none"> 20% turnover rate (over past two years) Retained 12 teachers 	<ul style="list-style-type: none"> Reduce turnover rate to 18% Retain 13 teachers 	<ul style="list-style-type: none"> Reduced turnover rate to 6% (15 retained in early childhood special education positions; one new teacher was hired) 	Yes

Ellicott School District 22

Ellicott 22 enhanced its induction program by expanding the mentorship of new teachers from one year to three years. Due to COVID-19 restrictions, planning and implementation were delayed until the start of the 2020-2021 school year. Although Ellicott could not hold training throughout the summer of 2020 as intended, the district was able to begin their enhanced induction with additional training for teachers in their first three years, who were joined by their mentor teachers, at the end of summer 2020. Because the district was unable to implement their retention initiative in the 2019-2020 school year, they were unable to meet any of their retention goals. Ellicott believes that they will be able to meet their retention goals for year two as their expanded induction program will be in place during the 2020-2021 school year.

Ellicott School District 22				
Type of Initiative	Description of Initiative			
Robust teacher induction programs for new teachers Increased planning, mentoring, and collaboration time for new teachers and mentor teachers that reduces teacher-student contact hours for teachers but does not result in reduced instruction time for students	<ul style="list-style-type: none"> Strengthen current induction program by allowing for increased planning, mentoring, and training based on teacher need, and providing increased collaboration time for new teachers, mentor teachers, and building leaders. 			
Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2019-2020 school year)	Goal for 2020-2021 school year	Progress towards Goal	Met Annual Goal?
Elementary Kindergarten – 6 th grade	<ul style="list-style-type: none"> 25% turnover rate 	<ul style="list-style-type: none"> Reduce turnover rate to 15% 	<ul style="list-style-type: none"> 29% turnover rate 	No
Special Education 7 th – 12 th grade	<ul style="list-style-type: none"> 25% turnover rate 	<ul style="list-style-type: none"> Reduce turnover rate to 15% 	<ul style="list-style-type: none"> 25% turnover rate 	No
English Language Arts 7 th – 12 th grade	<ul style="list-style-type: none"> 25% turnover rate 	<ul style="list-style-type: none"> Reduce turnover rate to 15% 	<ul style="list-style-type: none"> 33% turnover rate 	No

New America Schools

New America Schools (NAS) simultaneously enhanced their induction program and created a teacher leader pipeline through the development of mentor and master teachers. By January 2020, NAS delivered additional support for new hires, assigned a mentor to each new teacher, and purchased additional technology to facilitate the creation of an NAS best practices video library. Master teachers were also identified and trained to partner with the instructional coach in providing feedback. Unfortunately, both the work on the NAS best practices video library and master teacher co-planning and co-teaching with newer teachers had to be paused based on the move to remote learning in the spring of 2020 that resulted from COVID-19. Although NAS met their goals to reduce turnover rates for English Language Arts and overall, they failed to meet their respective goals for retention of new hires. Additionally, despite decreases in turnover for mathematics educators, NAS was unable to meet their turnover or retention goals in this area. Because of COVID-19, many of the mathematics specific trainings had to be paused and teachers did not have sufficient time to practice what was learned in early parts of the training. New America Schools plans to provide more support to mathematics teachers in the 2020-2021 school year based on this first year in order to reach future retention and turnover goals.

New America Schools				
Type of Initiative		Description of Initiative		
Robust teacher induction programs for new teachers Peer review and mentorship programs and other career development and advancement strategies Programs to provide professional development for the creation and implementation of career advancement pathways for master teacher and teacher leadership positions for effective teachers		<ul style="list-style-type: none"> Enhance induction programming by expanding orientation, restructuring the mentorship program, and establishing a co-teaching process for new teachers to work with master teachers. 		
Increased planning, mentoring, and collaboration time for new teachers and mentor teachers that reduces teacher-student contact hours for teachers but does not result in reduced instruction time for students Increased use of technology in blended learning initiatives to create opportunities and financial incentives for teacher development and career advancement and cost savings to support salary increases		<ul style="list-style-type: none"> Increase peer-to-peer coaching through professional learning communities (PLCs) and creation of best practices video library. 		
Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2019-2020 school year)	Goal for 2020-2021 school year	Progress towards Goal	Met Annual Goal?
All Subject Areas 9 th – 12 th grade	<ul style="list-style-type: none"> 62.96% two-year turnover rate (34/54 teachers) 	<ul style="list-style-type: none"> Reduce turnover rate to less than 50% Retain greater than 70% of new hires 	<ul style="list-style-type: none"> Reduced turnover rate to 29% Retained 54% of new hires 	No

English Language Arts 9 th – 12 th grade	<ul style="list-style-type: none"> • 57.14% two-year turnover rate (4/7 teachers) 	<ul style="list-style-type: none"> • Reduce turnover rate to less than 50% • Retain greater than 70% of new hires 	<ul style="list-style-type: none"> • Reduced turnover rate to 21% • Retained 66% of new hires 	No
Mathematics 9 th – 12 th grade	<ul style="list-style-type: none"> • 87.5% two-year turnover rate (7/8 teachers) 	<ul style="list-style-type: none"> • Reduce turnover rate to less than 50% • Retain greater than 70% of new hires 	<ul style="list-style-type: none"> • Reduced turnover rate to 56% • Retained 0% of new hires 	No

Pagosa Peak Open School

To address their retention challenges associated with being in a small, resort town, Pagosa Peak Open School (PPOS) created a bonus fund for highly effective teachers and provided professional development for effective teachers to become master teachers. Although PPOS's second initiative intended to expand their mentorship program by moving their part-time assistant teacher to full-time in order to pair her with a mentor, the assistant teacher did not want to expand her hours to full-time. The school was able to meet its goals for elementary and secondary science, mathematics, English, and social studies because they experienced significant decreases in turnover. For special education, music, and art, PPOS continued to have a high turnover rate, but was able to meet their goals as the teachers who left did not do so out of dissatisfaction with the school but because of personal or family circumstances.

Pagosa Peak Open School				
Type of Initiative	Description of Initiative			
Incentive programs to recognize and retain highly effective teachers	<ul style="list-style-type: none"> • Create an incentive program to provide bonuses to highly effective teachers. 			
Increased planning, mentoring, and collaboration time for new teachers and mentor teachers that reduces teacher-student contact hours for teachers but does not result in reduced instruction time for students	<ul style="list-style-type: none"> • Expand mentorship program for assistant teachers by increasing their working hours to establish dedicated time to work with mentor teachers. 			
Programs to provide professional development for the creation and implementation of career advancement pathways for master teacher and teacher leadership positions for effective teachers	<ul style="list-style-type: none"> • Fund professional development to create master teachers who can then provide in-house training and professional development. 			
Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2019-2020 school year)	Goal for 2020-2021 school year	Progress towards Goal	Met Annual Goal?
Elementary Kindergarten – 5 th grade	<ul style="list-style-type: none"> • 71% turnover rate (5/7 teachers) 	<ul style="list-style-type: none"> • Reduce turnover rate to 20% • Retain 4 of the new hires from 2019-2020 	<ul style="list-style-type: none"> • Reduced turnover rate to 14% (1/7 teachers) • Retained 4 of the new hires from 2019-2020 	Yes



Science, Mathematics, English Language Arts, Social Studies 6 th – 8 th grade*	<ul style="list-style-type: none"> 100% turnover (1/1 teacher; will expand to 2 teachers when the school expands to serve up to 8th grade) 	<ul style="list-style-type: none"> Reduce turnover rate due to dissatisfaction to 0% 	<ul style="list-style-type: none"> Reduced turnover rate to 0% 	Yes
Special Education Kindergarten – 8 th grade*	<ul style="list-style-type: none"> 100% turnover (1/1 teacher) 	<ul style="list-style-type: none"> Reduce turnover rate due to dissatisfaction to 0% 	<ul style="list-style-type: none"> 100% turnover (1/1 teacher), but not due to dissatisfaction 	Yes
Music and Visual Arts Kindergarten – 8 th grade*	<ul style="list-style-type: none"> 100% turnover (1/1 teacher; position now filled by 2 teachers) 	<ul style="list-style-type: none"> Reduce turnover rate due to dissatisfaction to 0% 	<ul style="list-style-type: none"> 50% turnover (1/2 teachers), but not due to dissatisfaction 	Yes

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

South Central BOCES

South Central BOCES worked to establish virtual professional learning communities (PLCs) and offer scholarships leading to career advancement for mathematics and science teachers. Due to shifts in personnel, objectives for professional learning, and teacher needs, the BOCES refined their initiatives in spring 2020 prior to implementation. Then, because of COVID-19, the majority of their initiatives were postponed until summer and fall of 2020, including the establishment of virtual PLCs for new teachers and for mathematics and science teachers. In spite of this postponement, South Central BOCES was able to meet both of their retention goals for year one.

South Central BOCES				
Type of Initiative		Description of Initiative		
Programs to provide professional development for the creation and implementation of career advancement pathways for master teacher and teacher leadership positions for effective teachers		<ul style="list-style-type: none"> Provide professional development with graduate credits in math and science and scholarships to pursue a master's degree or concurrent enrollment certification. 		
Increased planning, mentoring, and collaboration time for new teachers and mentor teachers that reduces teacher-student contact hours for teachers but does not result in reduced instruction time for students		<ul style="list-style-type: none"> Create virtual professional learning communities (PLCs) for new teachers. 		
Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2019-2020 school year)	Goal for 2020-2021 school year	Progress towards Goal	Met Annual Goal?
Science and Mathematics 7 th -12 th grade	<ul style="list-style-type: none"> 36% combined turnover rate for math and science teachers 	<ul style="list-style-type: none"> Math and Science teacher turnover rate will be reduced to 33% excluding teachers lost to retirement 	<ul style="list-style-type: none"> 12.5% turnover among reporting districts* 	Yes
All Subject Areas All grade levels	<ul style="list-style-type: none"> 15% turnover rate for all teachers 	<ul style="list-style-type: none"> Overall teacher turnover rate will be reduced to 13% 	<ul style="list-style-type: none"> 12% turnover among reporting districts* 	Yes

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

Southeastern BOCES and Santa Fe Trail BOCES

Southeastern BOCES, in conjunction with Santa Fe Trail BOCES, partnered with Generation Schools Network to offer a scholarship program for career advancement and establish virtual professional learning communities (PLCs). The BOCES provided professional development through a summer institute for scholarship recipients, which allowed them to identify master teachers who will function as PLC leaders in year two. Through PLCs, scholarship recipients, summer institute participants, and other special education teachers came together on a monthly basis to solve on-going challenges around teaching special education. Southeastern BOCES and Santa Fe Trail BOCES were able to meet their retention goal for summer institute and PLC participants but were unable to meet their goal of retaining all scholarship recipients. Although, the BOCES did experience a lower turnover rate for special education teachers across participating districts, the decrease in turnover fell slightly short of their goal.

Southeastern BOCES and Santa Fe Trail BOCES				
Type of Initiative		Description of Initiative		
Peer review and mentorship programs and other career development and advancement strategies		<ul style="list-style-type: none"> Provide incentives in the form of scholarships for advanced coursework leading to a master's in special education or certification to teach concurrent enrollment courses. 		
Programs to provide professional development for the creation and implementation of career advancement pathways for master teacher and teacher leadership positions for effective teachers		<ul style="list-style-type: none"> Create a summer institute for professional development of effective or higher teachers to identify teacher leaders. Establish virtual professional learning communities (PLCs) to be led by teacher leaders in year two. 		
Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2019-2020 school year)	Goal for 2020-2021 school year	Progress towards Goal	Met Annual Goal?
Special Education Kindergarten – 12 th grade	<ul style="list-style-type: none"> 29.2% turnover rate 	<ul style="list-style-type: none"> Retain 100% of scholarship participants Retain 90% of PLC and Summer Institute participants Reduce turnover rate for special education teachers by 10 percentage points (excluding teachers who leave due to retirement) 	<ul style="list-style-type: none"> 72% of the scholarship participants were retained 100% of the PLC and summer institute participants were retained 20% turnover rate for special education teachers 	No

St. Vrain Valley School District RE1J

St. Vrain created two new career advancement pathways and established mentor training for the subject areas experiencing the highest levels of turnover: special education and culturally and linguistically diverse education (CLD). The career advancement pathways allow the district's teachers to attain a reading teacher or culturally and linguistically diverse endorsement through custom coursework developed collaboratively by St. Vrain and the University of Colorado, Denver while working for the district full-time. Despite facing difficulties in implementation due to COVID-19, the district met its goals for decreasing the turnover rate among special education teachers and for retaining newly endorsed CLD teachers. St. Vrain was unable to meet its goal in decreasing the positions filled by alternative licensure candidates, Temporary Educator Eligibility candidates, and long-term substitutes, but the number of positions filled by long-term substitutes decreased from five in 2019-2020 to one in 2020-2021.



St. Vrain Valley School District RE1J				
Type of Initiative		Description of Initiative		
Peer review and mentorship programs and other career development and advancement strategies		<ul style="list-style-type: none"> Create a micro-credentialing and graduate degree program that leads to attainment of a reading teacher or culturally and linguistically diverse endorsement. Establish mentor training for special education and English as a second language teachers and provide stipends and professional development credit for those called upon to mentor a new teacher. 		
Subject Area and Grade Level Targeted by Retention Initiative	Initial Retention (for 2019-2020 school year)	Goal for 2020-2021 school year	Progress towards Goal	Met Annual Goal?
Special Education Kindergarten – 12 th grade	<ul style="list-style-type: none"> 24% turnover rate 11 positions filled by alternative licensure candidates or long-term substitutes 	<ul style="list-style-type: none"> Reduce turnover rate by 4% to 18.6% Reduce positions filled by alternative licensure candidates and long-term substitutes by 25% 	<ul style="list-style-type: none"> Turnover rate reduced by 5.6% to 17% 11 positions filled by alternative licensure candidates, Temporary Educator Eligibility candidates, and long-term substitutes. The number of long-term substitutes decreased from 5 to 1. 	No
Culturally and Linguistically Diverse Kindergarten – 12 th grade	<ul style="list-style-type: none"> Student-CLD teacher ratio of 65:1 	<ul style="list-style-type: none"> Retain newly endorsed CLD teachers to create a student-teacher ratio of 60:1 	<ul style="list-style-type: none"> Student-CLD teacher ratio 40:1 	Yes

Grant Funding for Cohort 2

As funding for year two of Cohort 2 was returned to the state to stabilize the budget as a result of COVID-19, the total funds Cohort 2 awardees received through this grant is the same as their year one award amount. Of the approximately \$1,445,867 awarded to Cohort 2 in year one, \$723,817 was rolled-over to year two through the no-cost extension. Table 6 provides the amount of funding awarded for year one of the grant for Cohort 2 as well as the amount of funds rolled-over to the 2020-2021 fiscal year using the no-cost extension.

TABLE 6: Cohort 2 Funding

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



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

*Award amounts rounded to the nearest dollar.

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

Contributions of the Grant Program

Improving Retention and Reducing Statewide Shortages

In order to consider the contributions that the Retaining Teachers Grant Program has made in improving teacher retention and reducing statewide teacher shortages, it is important to first discuss the context in which the grant was implemented. Due to the timeline associated with promulgating rules, releasing the request for proposals, reviewing the proposals, and gaining state board approval of grantees and their awards, year one (2018-2019) funding for Cohort 1 grantees was not dispersed until May 2019.⁸ As a result, most Cohort 1 grantees could not fully implement their retention initiatives until the 2019-2020 school year despite needing to report on progress towards their retention goals for the 2018-2019 year. Then, during the 2019-2020 school year, year two of the grant for Cohort 1 and year one of the grant for Cohort 2, COVID-19 lead districts and schools to move to a remote learning environment. As mentioned throughout this report, the Retaining Teachers Grant Program was one of many programs that was defunded to stabilize the state's budget. Many grantees in both cohorts indicated that they made substantive changes to their implementation plan for 2019-2020 due to both the unique circumstances created by COVID-19 and knowledge that funds awarded for the 2020-2021 fiscal year were returned to the state. It was also noted that the pandemic may have impacted teacher turnover and retention, obscuring the impact of initiatives implemented by grantees.

Because the two cohorts of grantees are in different stages of implementation, turnover⁹ and shortage¹⁰ information is presented separately for each cohort. Prior to the start of the grant, Cohort 1 grantees experienced an average turnover rate of 18.24%. After the first year of the grant, Cohort 1's average turnover rate decreased by 0.18 percentage points, and after the second year of the grant, Cohort 1's average turnover rate decreased by an additional 1.17 percentage points. In addition, Cohort 1 grantees experienced a decrease in reported shortages by approximately 3.5 FTE on average from year one to year two of the grant. These data suggest that there is a correlation between the Retaining Teachers Grant Program and improved retention and decreased shortages for grantees in Cohort 1. For Cohort 2, prior to the start of the grant, they had an average turnover rate of 17.53% and an average of approximately five FTE in reported shortages. After year one for Cohort 2, grantees' average turnover rate increased by 2.04 percentage points while their reported shortages



remained at approximately five FTE.¹¹ The data for Cohort 2 are less suggestive of a positive correlation between the Retaining Teachers Grant and improved retention outcomes as the average turnover rate increased and reported shortages remained the same. However, it is important to note that Cohort 2 primarily engaged in planning activities in this first year of implementation. Additionally, due to the circumstances discussed above, results for both cohorts should be interpreted with caution as external factors influenced grantees' ability to implement their retention initiatives as planned.

Recommendations for Legislative Changes

The recommended change for the Retaining Teachers Grant Program included below stems from feedback from applicants and grantees. Should this grant program be continued after the 2020-2021 year, the recommendation would apply to new cohorts of grantees.

Recommendation: Add housing stipends and other housing solutions to the list of allowable initiatives.

Both in grant applications and grantee reports on implementation of retention initiatives, the issue of available and affordable housing was mentioned as a factor contributing to teacher turnover, particularly among rural districts. In rural and resort towns, available and affordable housing is often limited. As a result, schools, districts, and BOCES expressed that many of their teachers not only have to commute into the community, decreasing their attachment to the school and increasing the likelihood they will look for employment closer to home, but also have left their position as a direct consequence of housing issues. Rural Colorado districts that have pursued policies to provide housing for teachers have expressed that doing so has made a significant positive difference in their ability to retain teachers.¹²

District-led initiatives can range from district-owned housing, where the district owns the property and rents to teachers, to the sale or lease of district property to developers with a requirement that a certain percentage be developed as affordable housing for teachers.¹³

Conclusion

Cohort 1 of the Retaining Teachers Grant Program was awarded for three years and began implementing their retention initiatives at the end of the 2018-2019 school year. Cohort 2, awarded for two years, started implementing their teacher retention initiatives in the 2019-2020 school year. Although both cohorts were to be funded through the 2020-2021 school year, this program was de-funded for the 2020-2021 fiscal year to stabilize the state's budget as a result of the global pandemic. As a result, grantees were offered a no-cost extension to roll-over funds from 2019-2020 to 2020-2021. Eight of the nine Cohort 1 grantees and 10 of the 12 Cohort 2 grantees rolled-over funding using the no-cost extension.

Of the nine Cohort 1 grantees, representing 33 districts, eight were able to meet all or some of their teacher retention goals in year two. Cohort 1 grantees were awarded a total of \$2,004,137 for the first two years of their three-year grant, \$455,915 of which was rolled over to the third year using the no-cost extension. Cohort 2, comprised of four BOCES or consortiums of BOCES, five districts, and three charter schools or charter consortiums, was able to meet a majority of the teacher retention goals set. Those unable to meet some or all of their goals largely expressed that they faced implementation challenges due to the global pandemic. A total of \$1,445,867 was awarded for Cohort 2's first year, and grantees used the no-cost extension to roll-over \$723,817 of those funds to year two of the grant.



Cohort 1 grantees have experienced a decrease in average turnover and reported shortages over their two years of grant implementation, while Cohort 2 grantees experienced an increase in average turnover and no change to reported shortages. Due to the changes to the teaching and learning landscape resulting from the global pandemic, it is difficult to ascertain the potential contributions this grant may have had on reducing statewide teacher shortages. Because these changes were unanticipated and unprecedented, many grantees faced significant challenges in implementing their retention initiatives.

The next report will detail the progress made towards retention goals for Cohort 1 and 2 based on funds spent through the no-cost extension. As specified in statute, next year's report will provide a recommendation regarding whether this grant program should be continued along with further discussion around contributions of the grant program to improving teacher retention and reducing statewide teacher shortages and recommendations for legislative changes to improve the effectiveness of the grant program.

Endnotes

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

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

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

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

5 See Endnote 1.

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

7 See Endnote 3.

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

9 Turnover data are based the 2019-2020 data collected through the Human Resources Collection, which provides a snapshots of staff employment. Note that the count of teachers includes teachers, special educators, Title I teachers, teacher librarians, interventionists, and long-term substitutes.

10 Shortage data are based the Educator Shortage Survey, in which districts and BOCES indicate shortages by identifying the FTE (full-time equivalent) for unfilled positions (at the beginning of the year and throughout the year) and positions filled through shortage mechanisms such as hiring long-term substitutes, retired educators, emergency candidates, and alternative licensure candidates. Note



that the survey was first administered statewide for the 2018-2019 school year. As such, prior year shortage data is not available. For more information, please see: <https://www.cde.state.co.us/educatortalent/edshortage-surveyresults>.

11 One district targeted by a Cohort 2 grantee, Pritchett RE-3, did not complete the 2019-2020 Educator Shortage Survey. As a result, they are excluded from the shortage data.

12 Schimke, A. (2016). To hire and keep good teachers as housing costs rise, Colorado school districts take on new role: landlord. Chalkbeat Colorado. Retrieved from <https://co.chalkbeat.org/2016/12/20/21099495/to-hire-and-keep-good-teachers-as-housing-costs-rise-colorado-school-districts-take-on-new-role-land>.

13 Davis, P. (2017). Affordable Housing Solutions for Educators. Denver, CO: The Donnell-Kay Foundation. Retrieved from http://dkfoundation.org/assets/img/DK-021-Affordable-Housing-Solutions-for-Educators_FA.pdf.