



OMNI INSTITUTE REPORT

Quality Teacher Recruitment Grant Program

2023-2024 Funding Cycle, Year 2
Evaluation Report



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Submitted to:

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Executive Summary

Section 22-94-101, C.R.S. (Senate Bill 13-260), created the Quality Teacher Recruitment (QTR) Grant Program. The program authorizes the Colorado Department of Education (CDE) to fund programs to coordinate recruitment, preparation, and placement of licensed teachers in school districts that have had difficulty attracting and retaining high-quality teachers. To achieve these objectives, CDE has awarded grant funds to:

- Public Education & Business Coalition’s Teacher Residency program (PEBCTR), placing teachers each year under the QTR program since fall 2014
- Teach for America (TFA)-Colorado, placing teachers each year under the QTR program since fall 2014
- Ft. Lewis College (FLC), placing teachers each year under the QTR program since fall 2019

OMNI Institute (OMNI) serves as the current contractor for the evaluation, and this document summarizes findings from the 2023-2024 school year for the most recent five cohorts of teachers placed through the QTR Grant Program. All data for this evaluation were provided to OMNI by CDE, by PEBCTR, TFA, and FLC, and by school leader and teacher survey respondents. Evaluation data came from: (a) program-provided teacher recruitment, placement, and retention files, (b) CDE licensure and educator effectiveness data systems, and (c) interviews/information exchanges with program staff. More details on Methodology can be found in Appendix B.

Program Approach

PEBCTR’s, TFA Colorado’s, and FLC’s alternative licensure programs each seek to place licensed teachers in high-needs districts to promote effective teaching and increase student achievement. **Each program implements a unique model** to achieve these goals.

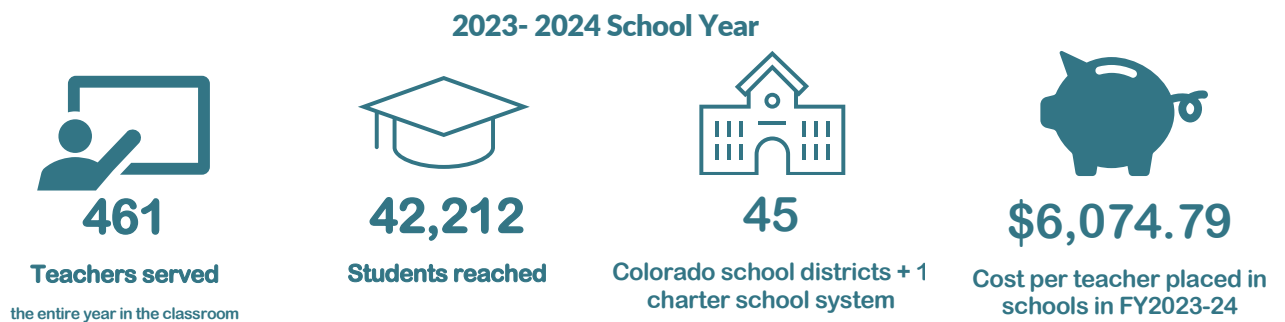
EXECUTIVE SUMMARY TABLE 1: PROGRAM OVERVIEW

PEBCTR	TFA - Colorado	FLC
Overview: Initiative to improve effectiveness of school systems by increasing teacher quality and retention state-wide, supporting ongoing development of residents and mentor teachers, and enhancing capacity and collaborative leadership in partner schools and districts.	Overview: Teach for America finds, develops, and supports a diverse network of leaders who expand opportunity for children from classrooms, schools, and every sector and field that shapes the broader systems in which schools operate. These leaders begin their commitment to educational equity by serving at least two years teaching in high-needs classrooms.	Overview: FLC’s SEED (Southwest Excellent Educator Development) Program is designed as a pipeline to increase the number of licensed teachers in high needs districts in Southwestern Colorado through a targeted, relationships-based, “homegrown” recruitment strategy.
Service area: Colorado Only	Service area: Colorado	Service area: Southwestern Colorado region
Commitment: Candidates agree to a 3-year commitment (PEBCTR supports candidates for up to 5	Commitment: Corps members agree to a 2-year commitment, and program alumni are	Commitment: Candidates do not make a formal commitment.

PEBCTR	TFA - Colorado	FLC
years, including the residency year).	supported throughout their careers.	
Admission process: Program admission is generally contingent on successful placement (i.e., matched to a mentor teacher or principal request to fill an open position in a rural district).	Admission process: Corps members are admitted to the program, assigned to Colorado, and then apply for open teaching positions in partner districts.	Admission process: Candidates who may benefit from the SEED program are identified and assessed for program eligibility and fit.
Funding amount <ul style="list-style-type: none"> FY2023-24: \$1,902,750 FY2024-25: \$1,917,500 	Funding amount <ul style="list-style-type: none"> FY2023-24: \$951,375 FY2024-25: \$958,750 	Funding amount <ul style="list-style-type: none"> FY2023-24: \$80,000 FY2024-25: \$80,000
Cost per teacher in FY2023-24: \$7,550.60 ¹	Cost per teacher in FY2023-24: \$4,663.60 ¹	Cost per teacher in FY2023-24: \$2,962.96 ¹

Participation and Retention

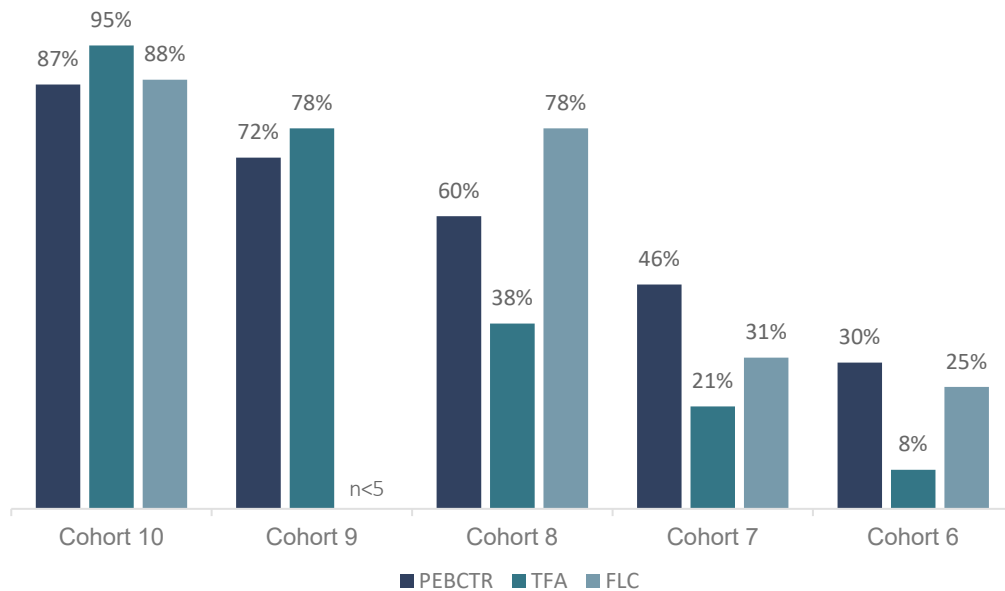
QTR Grant Program teachers continue to support Colorado students and districts.



The figure below shows the percentage of teachers **who completed the 2023-24 school year in a grant partner district** by program and **by cohort**. Retention patterns vary by program, although most candidates completed their first year in the classroom (i.e., Cohort 10 in the figure below) in a grant partner district (either as residents or teachers of record depending on the program and situation).

¹ Cost per teacher is calculated by taking the funding awarded in FY2023 for each grantee and dividing by the number of teachers newly placed or retained by that grantee through September 2023.

Executive Summary Figure 1: Percent of Teachers Remaining in Grant-Partner Districts since First Year



It is worth noting that **many teachers who left grant-partner districts remain in the profession and continue to serve in the education field**, whether it be as a teacher in a non-grant-partner district or in a different role within schools and districts. For this evaluation, we calculate retention as serving as a teacher in grant-partner districts to better understand the proportion of teachers supported by the QTR Grant program who continue to serve in historically hard-to-serve Colorado districts over time. Please see the Recruitment, Placement, and Retention section on pages 11 – 17 below for more detailed information on retention.

Updates to Program’s Process Flows

The 2023-24 evaluation reexamined program strategies for teacher recruitment, selection, preparation and support that were first documented in 2015 for the QTR Grant Program evaluation, updated in 2017 (for PEBCTR and TFA) and in 2019 (to include FLC), and most recently updated in 2021 for all programs. All programs report structured recruitment and admissions processes involving multiple stages, with the goal of attracting diverse candidates. All programs have specific criteria for selecting candidates that meet their respective program standards. Furthermore, each program offers extensive support systems for their teachers, including mentorship, coaching, and professional development opportunities. These supports are designed to help teachers’ success in their roles and to continue their professional growth. In all programs, candidates obtain an alternative licensure while enrolled. However, each program is unique with regards to the pathways teachers take to completion, the partners and higher education institutes that they partner with, as well as their geographic focus:

- **PEBCTR** offers two pathways to initial licensure: a residency model and a teacher of record model. The residency model involves a year-long classroom residency with a mentor teacher, while the teacher of record model allows candidates to be full-time teachers in their first year with support from mentor teachers and coaches. They partner with multiple higher education institutions, allowing candidates to pursue licensure and, optionally, a master’s degree. These partnerships offer flexibility and scalability,

especially for rural areas. With regard to their geographic focus, PEBCTR has expanded its program to include both urban and rural districts, adapting its models to meet the unique needs of these areas.

- **TFA Colorado** recruits nationally and places teachers in alternative licensure pathways within its 40 regions, including Colorado. The program includes national and regional onboarding, with pre-service training provided by TFA national staff. Similarly to PEBCTR, TFA collaborates with higher education partners like the University of Colorado-Denver’s ASPIRE to Teach, Relay Graduate School of Education, and (beginning in Summer 2024) Metropolitan State University of Denver (MSU-D) for alternative licensure. They place corps members across various regions, including urban and rural districts, but primarily focus on high-need schools.
- **FLC** focuses on supporting prospective teachers through the process of becoming educators in Colorado, providing personalized coaching and guidance throughout the licensure process. Being an institute of higher learning itself, FLC works more as a resource hub connecting prospective teachers with necessary resources and supports as opposed to partnering with other institutions for licensure coursework. FLC is focused exclusively on the state of Colorado, offering resources tailored to the state’s specific licensure requirements and educational landscape.

Introduction

Section 22-94-101, C.R.S. (Senate Bill 13-260), created the Quality Teacher Recruitment (QTR) Grant Program. The program authorizes the Colorado Department of Education (CDE) to fund programs in Colorado to coordinate recruitment, preparation, and placement of licensed teachers in school districts that have had difficulty attracting and retaining high-quality teachers. In the fall of 2013, two programs were selected as grant recipients, Public Education & Business Coalition (PEBCTR) and Teach for America (TFA)-Colorado. These programs demonstrated a history of recruiting, training, and retaining high-quality teachers in Colorado. For the grant, they partnered with high-needs districts to select and train a first cohort of teachers that began serving in classrooms in the fall of 2014. Both programs have continued to select and train teachers in partner districts as part of the QTR Grant Program. In 2019, Fort Lewis College (FLC) was awarded a grant to begin placing teachers in the 2019-20 school year.

PEBC Teacher Residency and Teach for America Colorado have participated in the Quality Teacher Recruitment (QTR) Grant Program for eleven years. Fort Lewis College has participated for five years.

As a result of funding changes during the COVID-19 pandemic, the 2020-22 grant cycle was funded through the Governor’s Emergency Education Relief Fund (GEER Fund) and grant evaluation activities were conducted by CDE staff. The three prior grant cycles (2013-15, 2015-17, and 2017-20) were funded by legislative appropriation and required a third-party evaluation. In 2022, the funding source and evaluation activities reverted to legislatively appropriated funds and the requirement for an external evaluator was reinstated. Through a competitive process, OMNI Institute (OMNI) was selected to serve as the external evaluator for the 2022-25 grant cycle, as well as to conduct the year 2 evaluation from the 2020-22 funding cycle (submitted in the fall of 2022). OMNI also served as the external evaluator for the prior legislatively appropriated funding cycles.²

Prior evaluations examined all cohorts of teachers placed since the QTR Grant Program inception. To reduce the data collection and reporting burden for grantees and partner districts to track teachers who were initially placed five or more years ago, CDE decided that reports developed during the current contracted school year evaluations (2021-22 through 2024-25) will include only the most recent five cohorts of teachers placed each year. Table 1 describes the years in which teachers were in the classroom for the cohorts included in this year’s evaluation. Note that cohorts refer to the overall QTR Grant Program since its inception. As such, PEBCTR and TFA placed teachers beginning with Cohort 1. Fort Lewis College placed its first cohort of teachers with Cohort 6 teachers.

² Prior years’ reports and funding histories can be found here (<https://www.cde.state.co.us/educatortalent/qtrp>).

Table 1: Teacher Cohort by Academic Year in the Classroom

Cohort	2023-24	2022-23	2021-22	2020-21	2019-20
10	1 st year in classroom*				
9	2 nd year in classroom	1 st year in classroom*			
8	3 rd year in classroom	2 nd year in classroom	1 st year in classroom*		
7	4 th year in classroom	3 rd year in classroom	2 nd year in classroom	1 st year in classroom*	
6	5 th year in classroom	4 th year in classroom	3 rd year in classroom	2 nd year in classroom	1 st year in classroom*

*Depending on program model, in the first year, teachers may have served as teachers of record or as residents in the classroom of a mentor teacher. Note: Cohorts 1 – 5 are not included in this year’s evaluation.

Report Contents and Structure

This report presents findings from the 2023-24 school year. All data for the report was provided by CDE, TFA, PEBCTR, and/or FLC to OMNI for analysis and covers five cohorts of teachers initially placed between 2019-20 and 2023-24.

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

Background: Information on alternative teacher preparation programs in general and each funded program specifically.

Section 1: Teacher recruitment, placement, and retention findings for each cohort of teachers placed since fall 2019.

Section 2: Educator effectiveness outcomes for the 2022-23 school year. Educator effectiveness ratings for the 2023-24 school year will be reported in late fall 2024.

Section 3: Review of each grantee’s “process flow” describing recruitment, placement, program supports, and retention efforts.

Appendix A: Information includes a description of teachers' school placement and subject matter taught by program.

Appendix B: A description of data collection methods for all components of this evaluation.

Background

Alternative Teacher Preparation Programs

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

- Have a bachelor’s degree from an accepted, regionally accredited college or university,
- Have demonstrated professional competence in one of the approved endorsement areas for alternative licensure, and

- Have obtained employment in an elementary or secondary school.³

Alternative teacher preparation programs are required to provide 225 contact hours of instruction related to the Colorado Teacher Quality Standards, and candidates must demonstrate proficiency in these standards to complete the program. Colorado Teacher Quality Standards focus on ensuring teachers have strong content knowledge and pedagogy, can facilitate learning, will provide a respectful learning environment for a diverse student population, are reflective, demonstrate leadership, and take responsibility for student growth.⁴ An initial teaching license is awarded to teacher candidates who have completed an approved teacher preparation program and meet Colorado licensing requirements.

Public Education & Business Coalition’s Teacher Residency

The PEBCTR Teacher Residency (PEBCTR) is an alternative-licensure program that partners with school districts to increase teacher recruitment, quality, and retention district-wide; support the ongoing professional development and growth of teachers; and increase student achievement. Core philosophies of the program are the integration of theory and practice, job-embedded coaching, ongoing training and support, and a quality improvement model that advances the effectiveness of entire school systems. PEBCTR is the designated agency for participants’ initial license and partners with higher education institutions that provide credit for the residency experience as part of an optional master’s degree that residents can pursue. From 2013 to 2017, Adams State University was PEBCTR’s higher education partner and collaborated with PEBCTR in providing initial licensure and master’s degree program coursework to all candidates. In 2017, PEBCTR shifted to a licensure-only model with multiple institutions of higher education partnering to offer credits or scholarships for the residency experience as part of the optional master’s degree. This new model allows for greater scalability and flexibility for resident teachers. Currently, PEBCTR partners with Metropolitan State University of Denver, University of Colorado at Denver, Colorado State University Global Campus, Fort Lewis College, the University of Northern Colorado, and Western State Colorado University.

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

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

For the QTR grant program, PEBCTR largely partners with Colorado’s rural and small rural districts, which continue to be affected by educator shortages. PEBCTR also partners with urban districts with specific needs. PEBCTR indicates that they identify potential partner districts for the Residency program in various ways and includes the following considerations in their selection of partner districts: shared values about teaching and

³ For more information on alternative licensure through the Colorado Department of Education, please visit: <https://www.cde.state.co.us/cdeprof/path2alternative>.

⁴ For more information on the Colorado Teacher Quality Standards, please visit: <https://www.cde.state.co.us/educatoreffectiveness/ee-tqs-ref-guide>

learning, level of student poverty, teacher turnover rates, and availability of innovative community partnerships. They meet with district leadership and existing teachers to understand the district's staffing and professional development needs.

Teach for America Colorado

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

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

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

TFA Colorado coordinates teacher preparation for initial licensure in two phases: first, through pre-service training administered by TFA staff in a hybrid (online/in-person) format; and second, through its higher education partnerships with the University of Colorado Denver's ASPIRE to Teach Alternative Licensure Program (ASPIRE) and Relay Graduate School of Education (Relay GSE). As the designated agencies for TFA Colorado, the programs provide the required instruction for the alternative teacher preparation program requirements during the first year. ASPIRE and Relay GSE also offer a master's degree in the second year to corps members. Corps members may continue to teach beyond their initial two-year commitment, and while a number do continue to teach, many also go on to work in other areas in education or other fields, where TFA has demonstrated they continue to advocate for educational equity.

In 2017-18, TFA CO introduced the Launch Fellowship, a teacher-in-training program developed by TFA CO in response to a growing body of research in support of the importance of diverse and homegrown candidates that have a stake in local Colorado communities. Launch Fellows complete a two-year fellowship, serving as resident teachers in the first year under the mentorship of a veteran teacher, while working toward a lead teacher role by the second year. Relay GSE is the higher education partner for the Launch Fellowship, and candidates are required to enroll in a two-year master's degree program, through which they obtain initial licensure in the first year. Through ongoing assessment of the program, TFA found that the Launch Fellowship attracted and retained fewer candidates from diverse backgrounds than the core program placing teachers of record. Launch Fellows enrolled in 2022-23 and 2023-24 will continue to receive coaching and support as TFA Colorado focuses on growing recruitment and retention of diverse, homegrown teachers of record in the traditional program.

For the QTR grant program, TFA Colorado considers the following in the selection of grant-partner districts: alignment with TFA's mission of delivering excellent education in low-income communities; deep investment from school and community leadership; and TFA's ability to be responsive to the partner's needs. TFA asks itself (1) does the partner serve TFA's target population (based on indicators of density of low-income students and analysis of accountability and effectiveness data); (2) can TFA fill a need for the partner based on teacher turnover rates, content area vacancies, and capacity for recruitment; and (3) is the partner invested in TFA's mission and in developing TFA-trained teachers through an assessment of leadership buy-in and capacity for teacher support.

Fort Lewis College

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

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

Once teachers in the SEED Program attain an alternative license, they complete the necessary coursework and/or classroom hours needed for an initial teaching license and then apply for initial licensure in their area of endorsement.

For the QTR program grant, partner districts and schools are identified through a collaborative process between FLC and local school districts. For example, the FLC Dean of the School of Education will work with local superintendents to identify and support current needs as well as identify when school or district placements have stabilized and are experiencing less turnover, shifting efforts to adjust to current conditions.

Recruitment, Placement and Retention

This section provides information on teacher recruitment, placement, and retention. The goal of the QTR Grant Program is to fund recruitment, placement, and retention of effective teachers in historically hard-to-serve Colorado districts. As such, the evaluation examines data provided by partner districts (see Appendix B) on teacher placement and retention in the context of the QTR Grant Program; specifically, we count teachers as placed and retained when they are teaching in a QTR grant-partner district. As detailed in the "Reasons for Leaving" section below, there are many reasons why teachers may leave their placement district, including for additional opportunities in educational leadership, returning for advanced degrees, or changing careers, among others.

Number of Teachers Recruited, Placed, and Retained

Table 2 provides information on Cohort 6 teachers who were in their fifth year in a classroom in 2023-24.

PEBCTR. Cohort 6 PEBCTR teachers (placed in 2019-20) completed their three-year commitment with PEBCTR in 2021-2022. As Table 2 shows, of the 74 teachers who were initially placed in 2019-20, 22 (30%) completed a fifth year of teaching in a grant-partner district in 2023-24.

TFA Colorado. Cohort 6 TFA teachers (placed in 2019-20) were third-year TFA alumni, having completed their two-year commitment in 2020-21. As Table 2 shows, of the 86 teachers initially placed in 2019-20, 7 (8%) completed a fifth year of teaching in a grant-partner district in 2023-24.

FLC. Cohort 6 FLC teachers (placed in 2019-20) were in their fifth year of teaching. As Table 2 shows, of the 12 teachers initially placed in 2019-20, 3 (25%) completed a fifth year of teaching in a grant partner district in 2023-24.

Table 2: Cohort 6 Teachers (Initially Placed in 2019-20) in Grant-Partner Districts 2023-24

	PEBCTR	TFA	FLC
Initially placed in a grant-partner district in 2019-20	74	86	12
Completed 1st year in a grant-partner district (2019-20)	72 (97%)	85 (99%)	12 (100%)
Completed 2nd year in a grant-partner district (2020-21)	51 (69%)	68 (79%)	9 (75%)
Completed 3rd year in a grant-partner district (2021-22)	43 (58%)	34 (40%)	8 (67%)
Completed 4th year in a grant-partner district (2022-23)	29 (39%)	18 (21%)	4 (33%)
Left profession/teaching position over the summer of 2023 or before September 31st, 2023*	-7	-11	0
Left program for personal reasons	0	0	-1
Completed 4th year in a grant-partner district (2023-24)	22 (30%)	7 (8%)	3 (25%)

*As reported in *2023-24 Fall Retention of Cohorts 6 – 9 Teachers*.

Table 3 provides information on Cohort 7 teachers who were in their fourth year in a classroom in 2023-24.

PEBCTR. Cohort 7 PEBCTR teachers (placed in 2020-21) completed their three-year commitment with PEBCTR in 2022-23. As Table 3 shows, of the 65 teachers who were initially placed in 2020-21, 30 (46%) completed a fourth year of teaching in a grant-partner district in 2023-24.

TFA Colorado. Cohort 7 TFA teachers (placed in 2020-21) were second-year TFA alumni, having completed their two-year commitment in 2021-22. As Table 3 shows, of the 91 teachers initially placed in 2020-21, 19 (21%) completed a fourth year of teaching in a grant-partner district in 2023-24.

FLC. Cohort 7 FLC teachers (placed in 2020-21) were in their fourth year of teaching. As Table 3 shows, of the 16 teachers initially placed in 2020-21, 5 (31%) completed a fourth year of teaching in a grant partner district in 2023-24.

Table 3: Cohort 7 Teachers (Initially Placed in 2020-21) in Grant-Partner Districts 2023-24

	PEBCTR	TFA	FLC
Initially placed in a grant-partner district in 2020-21	65	91	16
Completed 1st year in a grant-partner district (2020-21)	60 (92%)	90 (99%)	15 (94%)
Completed 2nd year in a grant-partner district (2021-22)	48 (74%)	82 (90%)	10 (63%)

	PEBCTR	TFA	FLC
Completed 3rd year in a grant-partner district (2022-23)	36 (55%)	52 (57%)	6 (38%)
Left profession/teaching position over the summer of 2023 or before September 31st, 2023*	-6	-33	0
Left program for personal reasons	0	0	-1
Completed 4th year in a grant-partner district (2023-24)	30 (46%)	19 (21%)	5 (31%)

*As reported in 2023-24 Fall Retention of Cohorts 6 – 9 Teachers.

Table 4 provides information on Cohort 8 teachers who were in their third year in a classroom in 2023-24.

PEBCTR. Cohort 8 PEBCTR teachers (placed in 2021-22) completed their three-year commitment with PEBCTR in 2023-24. As Table 4 shows, of the 75 teachers who were initially placed in 2021-22, 45 (60%) completed a third year of teaching in a grant-partner district in 2023-24.

TFA Colorado. Cohort 8 TFA teachers (placed in 2021-22) were first-year TFA alumni, having completed their two-year commitment in 2022-23. As Table 4 shows, of the 89 teachers initially placed in 2021-22, 34 (38%) completed a third year of teaching in a grant-partner district in 2023-24.

FLC. Cohort 8 FLC teachers (placed in 2021-22) were in their third year of teaching. As Table 4 shows, of the 9 teachers initially placed in 2021-22, 7 (78%) completed a third year of teaching in a grant partner district in 2023-24.

Table 4: Cohort 8 Teachers (Initially Placed in 2021-22) in Grant-Partner Districts 2023-24

	PEBCTR	TFA	FLC
Initially placed in a grant-partner district in 2020-21	75	89	9
Completed 1st year in a grant-partner district (2020-21)	67 (89%)	82 (92%)	8 (89%)
Completed 2nd year in a grant-partner district (2022-23)	56 (75%)	67 (75%)	7 (78%)
Left profession/teaching position over the summer of 2023 or before September 31st, 2023*	-11	-32	0
Unknown status	0	-1	0
Completed 3rd year in a grant-partner district (2023-24)	45 (60%)	34 (38%)	7 (78%)

*As reported in 2023-24 Fall Retention of Cohorts 6 – 9 Teachers.

Note: We use a conservative approach to reporting teacher retention. When teachers had an unknown status, we treated them as not retained in a grant-partner district.

Table 5 provides information on Cohort 9 teachers who were in their second year in a classroom in 2023-24.

PEBCTR. Cohort 9 PEBCTR teachers (placed in 2022-23) will complete their three-year commitment with PEBCTR in 2024-25. As Table 5 shows, of the 76 teachers who were initially placed in 2022-23, 55 (72%) completed a second year of teaching in a grant-partner district in 2023-24.

TFA Colorado. Cohort 9 TFA teachers (placed in 2022-23) were beginning the second year of a two-year commitment with TFA. As Table 5 shows, of the 77 teachers initially placed in 2022-23, 60 (78%) completed a second year of teaching in a grant-partner district in 2023-24.

FLC. Cohort 9 FLC teachers (placed in 2022-23) were in their second year of teaching. Due to the small sample size, we are unable to report retention numbers for Cohort 9 FLC teachers.

Table 5: Cohort 9 Teachers (Initially Placed in 2022-23) in Grant-Partner Districts 2023-24

	PEBCTR	TFA	FLC
Initially placed in a grant-partner district in 2020-21	76	77	3
Completed 1st year in a grant-partner district (2022-23)	62 (82%)	70 (91%)	3 (100%)
Left profession/teaching position over the summer of 2023 or before September 31st, 2023*	-7	-9	n<5
Began 2nd year in a grant-partner district (2023-24)	55 (72%)	61 (79%)	n<5
Left program for personal reasons	0	-1	0
Completed 2nd year in a grant-partner district (2023-24)	55 (72%)	60 (78%)	n<5

*As reported in *2023-24 Fall Retention of Cohorts 6 – 9 Teachers*.

Table 6 provides information on Cohort 10 teachers who were in their first year in a classroom in 2023-24.

PEBCTR. Cohort 10 PEBCTR teachers (placed in 2023-24) were in the first year of a three-year commitment with PEBCTR. As Table 6 shows, of the 100 teachers placed in a grant partner district in 2023-24, 87 (87%) completed a first year of teaching in a grant-partner district in 2023-24.

TFA Colorado. Cohort 10 TFA teachers (placed in 2023-24) were in the first year of a two-year commitment with TFA. As Table 6 shows, of the 82 teachers placed in a grant partner district in 2023-24, 78 (95%) completed a first year of teaching in a grant-partner district in 2023-24.

FLC. Cohort 10 FLC teachers (placed in 2023-24) were in their first year of teaching. As Table 6 shows, of the 8 teachers placed in a grant partner district in 2023-24, 7 (88%) completed a first year of teaching in a grant partner district in 2023-24.

Table 6: Cohort 10 Teachers (Initially Placed in 2023-24) in Grant-Partner Districts 2023-24

	PEBCTR	TFA	FLC
Target Number	114	85	6
Recruited	107	88	8
Placed in a non-grant-partner district or in early childhood education center	5	6	0
Deferred placement until next year	2	0	0
Status of Teachers Placed in Grant-Partner Districts in 2023-24			
Placed in a grant-partner district	100	82	8
Placed as teachers of record	53	82	8
Placed as resident	47	0	0
Candidate determined program was no longer a good fit or was asked to leave by program	-11	0	0
Obtained employment in a district or school but not as a teacher	0	-1	0
Left program for personal reasons	-2	-3	-1
Completed 1st year in a grant-partner district (2023-24)	87 (87%)	78 (95%)	7 (88%)

Reasons for Leaving

Across programs and cohorts, a total of 117 teachers were not retained over the summer of 2023 (31 from PEBCTR, 85 from TFA Colorado, and 1 from FLC), while another 22 left grant supported positions during the spring of 2024 (13 from PEBCTR, 6 from TFA Colorado, and three from FLC).

Due to small sample sizes within cohorts and programs, information on reasons for leaving is presented in aggregate. Teachers who transferred to non-grant partner districts are not included in this summary (n=13), nor are teachers for whom there was an “unknown” or “other” status (n = 31). Of the remaining 95 teachers, 73 left over the summer and 22 left during the 2023-2024 school year.

In the summary below, reasons for leaving are listed in order of prevalence with the most frequently indicated items at the top of the bulleted list.

Summer of 2023: Of the 73 teachers who left teaching over the summer, reasons for not returning included:

- Moved out of state (n = 24)
- Took a job in another field (n = 21)
- Pursuing further education (n = 11)

- Candidate determined program was not/no longer a good fit, was asked to leave program, or was not re-hired (n=7)
- Obtained employment in a district or school but not as a teacher (n=5)
- Obtained education-related employment but not with a district or school (n = 5)

Spring 2024: Of the 22 teachers who left teaching during the school year, reasons for not returning included:

- Candidate determined program was not/no longer a good fit or was asked to leave by program (n=11)
- Personal extenuating circumstances (n=9)
- Obtained employment in a district or school but not as a teacher (n=1)
- Unknown (n = 1)

Compared to previous years (specifically, the 2019-20, 2020-21, 2021-22, and 2022-23 school years), we see an increase in the number of teachers leaving in the summer (73 this year, compared to 67 last year and 51 in 2021-2022). The reasons for leaving were generally the same, although in previous years “moved out of state” was less frequently given as a reason for leaving over the summer. Reasons for leaving in the spring were generally the same.

Retention Summary

Summing across programs and cohorts served in Colorado classrooms throughout the 2023-24 school year as part of the QTR Grant Program, **461** individuals (239 for PEBC, 198 for TFA, and 24 for FLC) served in Colorado classrooms throughout the 2023-24 school year as part of the QTR Grant Program. Figure 1 presents the average retention rate within cohorts, separately for each program.

Figure 1: Teacher Retention by Cohort and by Program

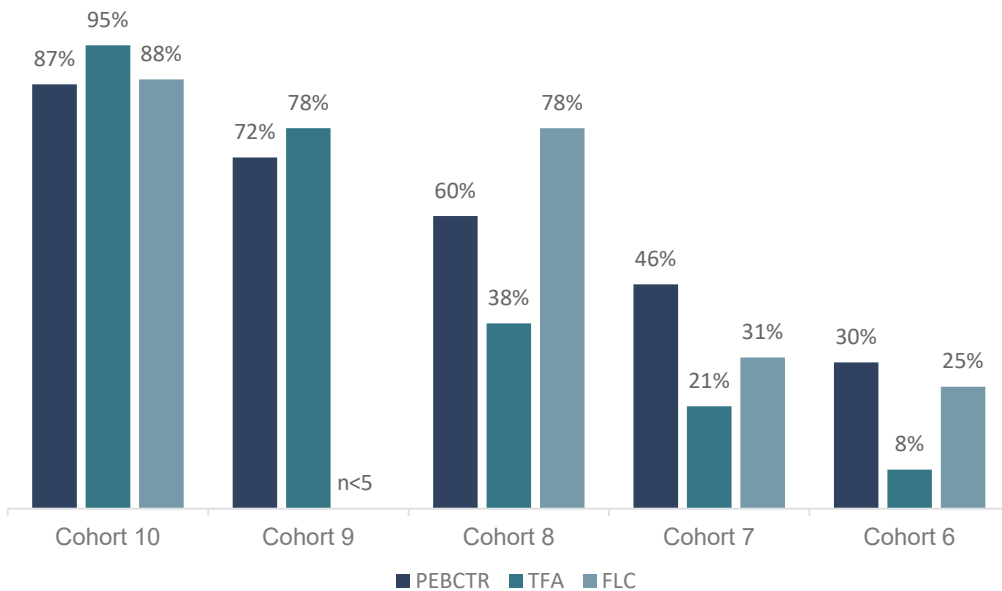
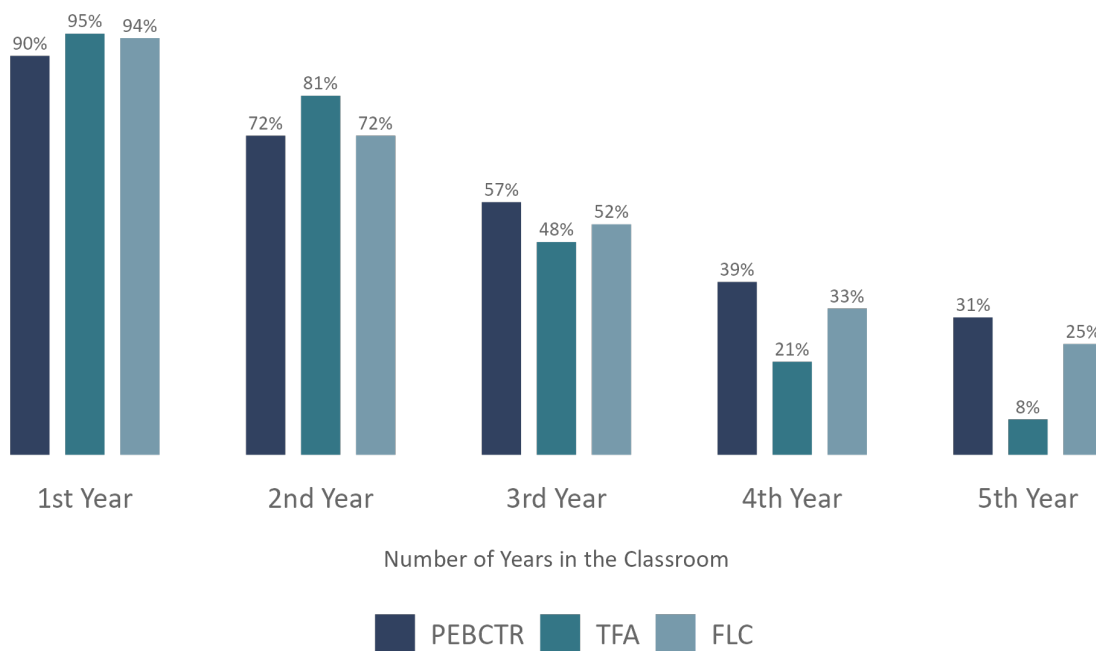


Figure 2 presents the average percentage of teacher retained across cohorts by number of years in the classroom (e.g., across Cohorts 6 through 10, an average of 90%, 95%, and 94% of teachers retained by

PEBCTR, TFA Colorado, and FLC completed their first year of teaching in a grant-partner district). These numbers demonstrate how many first year teachers are retained over all cohorts, compared to how many teachers are retained after their second, third, fourth, or fifth year.

Figure 2: Average Retention Rate by Number of Years in the Classroom and Program



Grant-Partner District Positions in 2023-2024

Tables 7 – 9 provide information on the number of individuals who were in teaching positions in 2023-24, by grant-partner district and cohort, for PEBCTR, TFA Colorado, and FLC, respectively. Note the numbers in the tables below are derived from teachers’ spring placement and are lower, compared to last fall, due to the number of teachers who were not retained through the spring.

In 2023-24, 239 PEBCTR Cohort 6-10 teachers were teaching in 38 grant-partner districts and one charter school system. In 2023-24, 198 TFA Colorado Cohort 6-10 teachers were teaching in 9 grant-partner districts and one charter school system. In 2023-24, 24 FLC Cohort 6-10 teachers were teaching in five grant-partner districts.

Table 7: Number of Teachers Placed in PEBCTR Grant-Partner Districts in 2023-24

District	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Cohort 10	Total number in district
Adams 12 Five Star Schools	1	1	0	2	1	5
Alamosa School District RE-11J	2	0	0	0	0	2
Archuleta County	0	2	1	2	1	6

District	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Cohort 10	Total number in district
Aspen School District	0	1	0	2	0	3
Aurora Public Schools	1	1	11	8	23	44
Bayfield 10 JT-R School District	0	1	1	1	0	3
Boulder Valley School District	0	1	2	0	1	4
Brighton School District 27J	1	2	4	3	2	12
Canon City Schools	0	0	0	0	1	1
Centennial School District	0	1	0	0	0	1
Charter School Institute	0	1	2	5	7	15
Cherry Creek School District	0	0	0	1	1	2
Colorado Springs School District 11	0	0	0	0	1	1
Del Norte School District	0	1	0	0	0	1
Denver Public Schools	3	5	3	11	10	32
Dolores County School District RE-2J	1	0	1	0	0	2
Dolores County School District RE-4A	0	0	1	0	1	2
Douglas County School District	0	0	4	2	0	6
DSST Public Schools	0	0	0	0	1	1
Durango School District 9-R	5	2	1	7	6	21
Eagle County Schools	3	3	3	2	2	13
Elizabeth School District	0	0	0	0	7	7
Ignacio School District 11-JT	1	1	0	3	0	5
Jefferson County Public Schools	1	1	2	1	5	10
Lewis-Palmer 38	0	0	1	0	0	1
Littleton Public Schools	1	0	0	0	0	1

District	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Cohort 10	Total number in district
Mancos School District RE 6	0	1	1	0	3	5
Mapleton Public Schools	0	1	0	0	0	1
Montezuma-Cortez School District Re-1	2	4	4	1	4	15
Mountain Valley RE 1 School District	0	0	0	0	1	1
Platte Valley School District	0	0	0	1	0	1
Roaring Fork School District	0	0	0	1	0	1
Sargent School District	0	0	1	0	0	1
South Conejos School District RE-10	0	0	0	1	0	1
St. Vrain Valley School District	0	0	1	0	0	1
Steamboat Springs School District RE-2	0	0	1	0	0	1
Thompson School District R2-J	0	0	0	0	7	7
Weld RE-3J School District	0	0	0	1	0	1
Widefield School District 3	0	0	0	0	2	2
Total	22	30	45	55	87	239

Table 8: Number of Teachers Placed in TFA Grant-Partner Districts in 2023-24

District	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Cohort 10	Total number in district
Atlas Preparatory	0	1	0	3	3	7
Aurora Public Schools	0	1	1	5	14	21
Cesar Chavez Huerta Preparato Academy (CHPA) – Cesar Chavez Academy	0	0	0	2	2	4
Charter School Institute	0	1	0	0	0	1

District	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Cohort 10	Total number in district
Denver Public Schools	6	9	23	35	37	110
Harrison School District No. 2	0	3	2	8	13	26
KIPP Colorado	0	2	0	0	0	2
Mile High Early Learning	0	0	0	0	1	1
Pueblo City Schools	0	1	8	7	8	24
Rocky Mountain Prep Schools	1	1	0	0	0	2
Total	7	19	34	60	78	198

Table 9: Number of Teachers Placed in FLC Grant-Partner Districts in 2023-24

District	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Cohort 10	Total number in district
Bayfield 10 JT-R School District	0	0	0	1	0	1
Durango School District 9-R	0	3	3	0	6	12
Ignacio School District 11-JT	0	1	2	0	0	3
Mancos School District RE 6	1	0	1	0	0	2
Montezuma-Cortez School District Re-1	2	1	1	1	1	6
Total	3	5	7	2	7	24

First Year Teacher (Cohort 10) Demographics

Table 10 presents information on the age of first-year teachers for PEBCTR and TFA Colorado, Figure 3 shows the race/ethnicity of first-year teachers who were placed in classrooms in 2023-24, and Figure 4 shows the percentage of first-year teachers identifying as females who were placed in classrooms in 2023-24. Please see prior QTR Grant Program reports for demographic information on Cohorts 6 through 9. Also note that these are based on fall placement, not spring retention, so the number of teachers represented here will not equal the number of teachers retained at the end of 2024.

Table 10: Age of Cohort 10 Teachers Placed in 2023-24

	PEBCTR (n = 100)	TFA (n = 82)	FLC (n = 8)
range	23 - 72	21 - 50	24 - 52

	PEBCTR (n = 100)	TFA (n = 82)	FLC (n = 8)
mean	37.8	25.6	38.2
median	36.0	23.0	38.5

Figure 3: Race/Ethnicity of Cohort 10 Teachers Placed in 2023-24

Race and Ethnicity

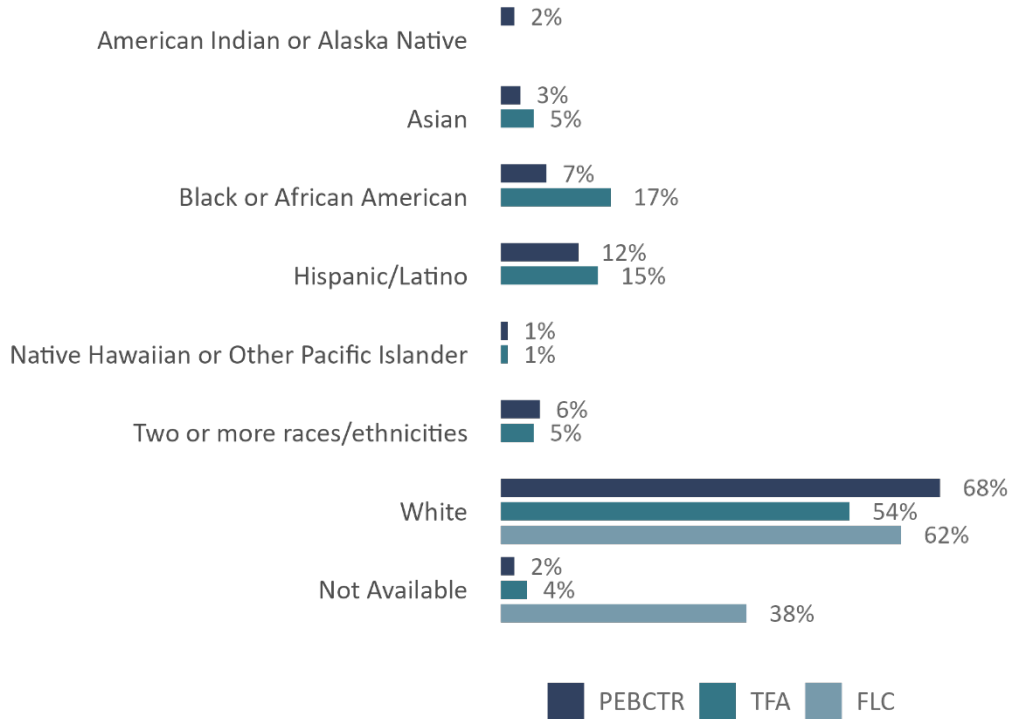
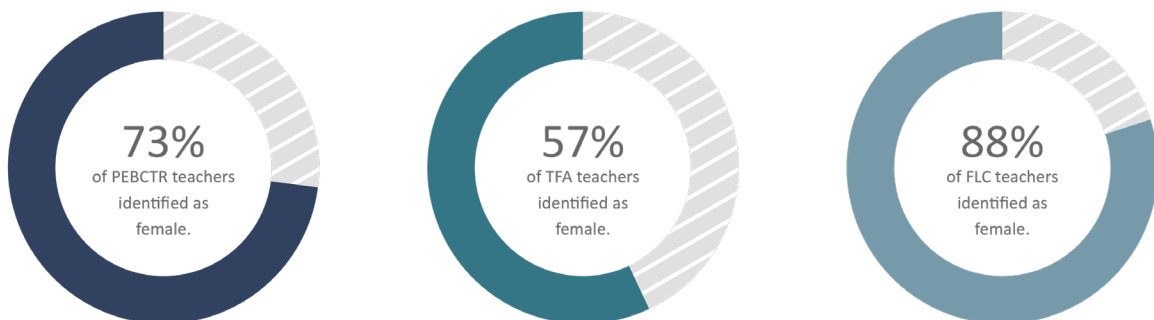


Figure 4: Percent of Teachers Placed in 2023-24 Who Identify as Female in Cohort 10



Teacher Licensure

To understand the licensure status of teachers placed by the QTR Grant program, CDE accessed credential and endorsement information on retained teachers who had an active license on December 1, 2023. Data were pulled for teachers placed in Cohorts 6 (2019-20) through 10 (2023-24). Credential and endorsement information was taken from the teachers' most recently awarded credentials. Information was obtained on the teachers' credentials (e.g., Alternative Teacher License) as well as endorsements (e.g., Elementary Education [K-6]) associated with each credential. For more information on licensing, please see the Educator Talent Licensing Office website at <https://www.cde.state.co.us/cdeprof>

Across cohorts and programs, 80 teachers who were recorded as being retained in the fall of 2023-24 were not included in the licensure data.⁵ Table 11 shows the number of teachers who were retained in 2023-24 by program for which licensure information was available.

Table 11: Number and Percentage of Retained Teachers with Licensure Information

	PEBCTR	TFA	FLC	Total
# Retained in the fall of 2023-24	252	204	26	482
# with licensure data	225	152	25	402
% with licensure data	89%	75%	96%	83%

Teacher Credentials in 2023-2024

Table 12 below shows the number of teachers by primary credential type by program. About 26% of PEBCTR, 55% of TFA teachers, and 20% of FLC teachers had an alternative license in the 2023-24 school year.

Table 12: Number and Percentage of Retained Teachers by Credential Status in 2023-24

Teacher Credentials at Placement	PEBCTR (n = 225)	TFA (n = 152)	FLC (n = 25)
Alternative Teacher License	26%	55%	20%
Emergency Authorization	<1%	0%	0%
Initial Teacher License	43%	26%	44%
Interim Authorization - Teacher	13%	10%	12%
Professional Teacher License	15%	8%	24%
Substitute Authorization	2%	1%	0%
Temporary Educator Eligibility Authorization	0%	1%	0%

⁵ Missing data could be due to teachers not having a credential or having a credential that was inactive as of December 1, 2023, or could be due to the identification number provided by programs being incorrect.

Teacher Credentials at Placement	PEBCTR (n = 225)	TFA (n = 152)	FLC (n = 25)
Total	100%	101%	100%

Note: Percentages are based on number of teachers who were retained as of the fall of 2023 school year who had licensure information (i.e., calculations do not include the 80 retained teachers with missing data).

Percentages may not add to 100% due to rounding.

Teacher Endorsements in 2023 – 2024

In this section we provide information on the endorsements of teachers during 2023–2024, separately by program. Endorsement areas highlighted as a “shortage area” in the 2023-2024 Colorado Public School Educator Shortage Survey are marked with an asterisk.

PEBCTR

Table 13 shows the number of PEBCTR teachers and the content areas in which they were endorsed. Endorsement areas highlighted as a “shortage area” in the 2023-2024 Colorado Public School Educator Shortage Survey are marked with an asterisk.

Table 13: PEBCTR Teacher Residency

PEBCTR - Endorsement Areas	Number	Percent
Elementary Education (K-6)*	76	34%
Early Childhood Education (0-8)*	31	14%
English Language Arts (7-12)*	29	13%
Science Education (7-12)*	22	10%
Social Studies Education (7-12)*	17	8%
Mathematics Education (7-12)*	14	6%
Visual Arts (K-12)*	8	4%
Middle School Mathematics Education (6-8)*	8	4%
Family and Consumer Sciences Education (7-12)*	4	2%
Spanish (K-12)	4	2%
Substitute Teacher (K-12)	4	2%
Business/Marketing (7-12)*	2	1%
Music (K-12)*	2	1%
Computer Science (K-12)	1	<1%
Physical Education (K-12)*	1	<1%

PEBCTR - Endorsement Areas	Number	Percent
Special Education Generalist (5-21)*	1	<1%
No Endorsement Area Listed	1	<1%
Total	225	100%

*2023-2024 Colorado Public School Educator Shortage Area (source: [Colorado’s Educator Shortage Survey Results](#)).

Note: Percentages are based on number of teachers who were retained as of the fall of 2023 school year who had licensure information.

Teach for America-Colorado

Table 14 shows the number of TFA Colorado teachers and the content areas in which they were endorsed. Endorsement areas highlighted as a “shortage area” in the 2023-2024 Colorado Public School Educator Shortage Survey are marked with an asterisk.

Table 14: TFA Teacher Primary Education

TFA Teacher - Endorsement Areas	Number	percent
Elementary Education (K-6)*	35	23%
Special Education Generalist (5-21)*	34	22%
English Language Arts (7-12)*	27	18%
Science Education (7-12)*	21	14%
Middle School Mathematics Education (6-8)*	12	8%
Mathematics Education (7-12)*	8	5%
Social Studies Education (7-12)*	5	3%
Early Childhood Education (0-8)*	5	3%
Culturally and Linguistically Diverse Education (K-12)*	3	2%
Substitute Teacher (K-12)	2	1%
Total	152	100%

*2023-2024 Colorado Public School Educator Shortage Area (source: [Colorado’s Educator Shortage Survey Results](#)).

Note: Percentages are based on number of teachers who were retained as of the fall of 2023 school year who had licensure information.

Fort Lewis College

Due to the small number of teachers in the FLC sample, we refrain from reporting specific numbers by endorsement areas. The 25 teachers in our sample were endorsed in the following content areas (sorted by areas with the most teacher endorsements to least):

- Special Education Generalist (5-21)*
- Elementary Education (K-6) *
- Science Education (7-12)*
- Mathematics Education (7-12)*
- Visual Arts (K-12)*
- Physical Education (K-12)*
- English Language Arts (7-12) *
- Early Childhood Education (0-8) *
- Culturally and Linguistically Diverse Education (K-12)*

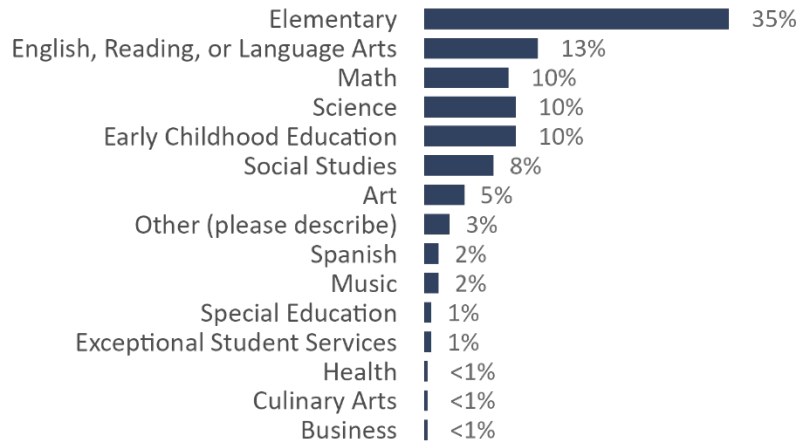
*2023-2024 Colorado Public School Educator Shortage Area (source: [Colorado's Educator Shortage Survey Results](#))

Subjects/Grade Levels Taught

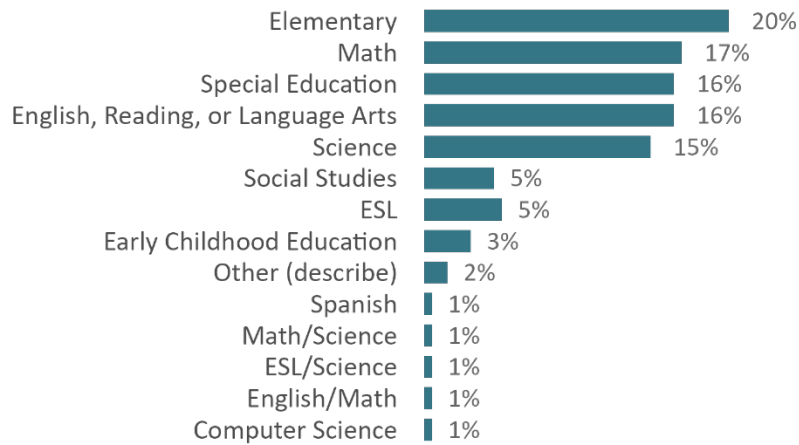
Figure 5 and Tables 15, 16, and 17 provide information on the subjects and grade levels taught by teachers in 2023-24. Figure 5 on the number of teachers by primary subject area taught presents information for each vendor separately across Cohorts 6 through 10 in order to visually display the subject areas taught (see Tables A.4, A.5, and A.6 in Appendix for subject area taught by cohort). When interpreting Tables 15, 16, and 17, it should be noted that many teachers taught more than one grade level; thus, the number of teachers per grade level exceeds the total number of teachers who were retained.

Figure 5: Subjects Taught by Teachers in 2023-24

PEBCTR (n = 239)



TFA (n = 198)



FLC (n = 24)

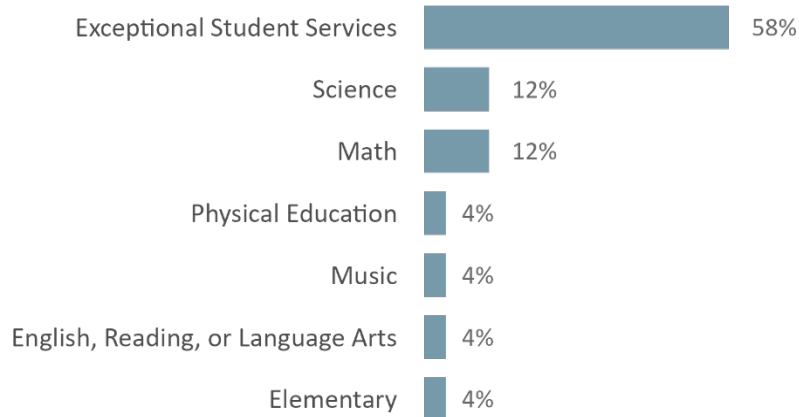


Table 15: Number of PEBCTR Teachers by Grade Level by Cohort in 2023-24

Grade Level	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Cohort 10	Total
ECE	0	1	2	4	4	11
Kindergarten	3	5	5	6	14	33
1st	4	3	4	6	7	24
2nd	2	3	8	7	9	29
3rd	5	5	3	5	13	31
4th	2	4	5	6	11	28
5th	2	5	4	6	7	24
6th	5	6	15	12	19	57
7th	6	6	15	13	17	57
8th	4	6	15	12	17	54
9th	7	9	5	17	24	62
10th	7	9	5	17	24	62
11th	7	9	5	17	24	62
12th	7	9	5	17	24	62

Note: Many teachers taught more than one grade level; thus, the number of teachers per grade level exceeds the total number of teachers who were retained.

Table 16: Number of TFA Teachers by Grade Level by Cohort in 2023-24

Grade Level	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Cohort 10	Total
ECE	1	0	1	3	2	3
Kindergarten	1	1	5	6	5	6
1st	0	2	5	6	5	5
2nd	1	2	5	6	7	8
3rd	1	1	5	5	13	14
4th	1	1	6	11	9	10
5th	1	1	6	7	5	6

Grade Level	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Cohort 10	Total
6th	1	4	4	10	17	18
7th	1	6	7	10	14	15
8th	3	6	7	13	17	20
9th	0	7	5	10	15	15
10th	0	7	7	7	14	14
11th	0	6	5	6	11	11
12th	0	6	5	5	12	12

Note: Many teachers taught more than one grade level; thus, the number of teachers per grade level exceeds the total number of teachers who were retained.

Table 17: Number of FLC Teachers by Grade Level by Cohort in 2023-24

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

Note: Many teachers taught more than one grade level; thus, the number of teachers per grade level exceeds the total number of teachers who were retained.

Students Served

Cohorts 6 – 10 in the QTR Grant Program served an estimated 42,212 students enrolled in historically hard-to-serve schools in 2023-24.

- PEBCTR teachers served an estimated 21,360 students
- TFA CO served an estimated 19,521 students
- FLC teachers served an estimated 1,331 students

PEBCTR and TFA CO provided estimates of the number of students taught by QTR Grant Program teachers. Each program has its own organizational formula for calculating the average number of students taught, generally using information on average class sizes at different levels and or regions. FLC follows up directly with teachers to obtain counts of students served.

Tables 18, 19, and 20 present information on the estimated total number of students served by teachers' primary subject area. Areas that were determined as shortage areas per the Educator Shortage Survey 2023-24 are shown with an asterisk. Note that the specific list of shortage areas can change from year to year, so a teacher from an early cohort may have been teaching in a shortage area in their first year and not be in a shortage area in 2023-24.

Table 18: Number of Students Served by PEBCTR by Subject Area by Cohort in 2023-24

Primary Subject Area	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Cohort 10	Total All Cohorts
Estimated # of Students Served						
Art	130	0	0	390	1,040	1,560
Business	0	0	0	0	260	260
Culinary Arts	130	0	0	0	0	130
Early Childhood Education*	0	30	60	120	630	840
Elementary*	180	360	510	540	990	2,580
English, Reading, or Language Arts*	390	910	780	780	1,430	4,290
Exceptional Student Services	0	0	0	260	0	260
Health	130	0	0	0	0	130
Music	130	0	130	0	260	520
Other (Describe)	390	130	0	390	130	1,040
Physical Education*	0	0	0	0	130	130
Science*	260	390	1,040	650	910	3,250

Primary Subject Area	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Cohort 10	Total All Cohorts
Estimated # of Students Served						
Social Studies*	130	130	520	780	1,040	2,600
Spanish	130	0	260	0	130	520
Special Education*	130	130	0	0	0	260
Math*	130	520	650	1,040	650	2,990
Total All Subjects	2,260	2,600	3,950	4,950	7,600	21,360

*2023-2024 Colorado Public School Educator Shortage Area (source: [Colorado's Educator Shortage Survey Results](#)).

Note: "Other (Describe)" subjects included: Computer Science, CTE, Family and Consumer Sciences, Library, Theatre.

Table 19: Number of Students Served by TFA by Subject Area by Cohort in 2023-24

Primary Subject Area	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Cohort 10	Total All Cohorts
Estimated # of Students Served						
Computer Science	0	144	0	0	0	144
ESL	0	23	0	720	576	1,319
ESL/Science	0	0	0	144	0	144
Early Childhood Education*	23	0	0	75	46	144
Elementary*	69	46	161	230	414	920
English, Reading, or Language Arts*	144	432	720	1,008	2,592	4,896
English/Math	0	0	0	0	144	144
Math/Science	0	0	0	144	0	144
Other (Describe)	0	144	144	0	144	432
Science*	0	432	1,008	1,440	1,296	4,176
Social Studies*	0	0	144	432	1,008	1,584
Spanish	0	0	144	0	0	144

Primary Subject Area	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Cohort 10	Total All Cohorts
Estimated # of Students Served						
Special Education*	14	56	214	126	168	578
Math*	144	576	864	1,728	1,440	4,752
Total All Subjects	394	1,853	3,399	6,047	7,828	19,521

*2023-2024 Colorado Public School Educator Shortage Area (source: [Colorado’s Educator Shortage Survey Results](#)).

Note: “Other (Describe)” subjects included: AP Capstone, Art, Bilingual.

Table 20: Number of Students Served by FLC by Subject Area by Cohort in 2023-24

Primary Subject Area	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Cohort 10	Total All Cohorts
Estimated # of Students Served						
Elementary*	0	0	19	0	0	19
English, Reading, or Language Arts*	80	0	127	0	0	207
Exceptional Student Services	54	46	45	38	128	311
Math*	115	0	85	30	0	230
Music*	0	97	0	0	0	97
Physical Education*	0	0	0	0	189	189
Science*	0	50	228	0	0	278
Total All Subjects	249	193	504	68	317	1,331

*2023-2024 Colorado Public School Educator Shortage Area (source: [Colorado’s Educator Shortage Survey Results](#)).

Educator Effectiveness Ratings

About Education Effectiveness Ratings

Per Senate Bill 10-191, Colorado school districts are required to conduct annual evaluations of educators. A district has the choice of completing its evaluations using the State's Model Evaluation System or by developing its own system, provided it meets at a minimum all legislative requirements. Final ratings of Highly Effective, Effective, Partially Effective, or Ineffective are assigned to each teacher.

Prior to 2019-2020, all evaluation ratings were determined equally from 1) measures of professional practice, using the four quality standards, and 2) multiple measures of student learning. During the 2019-2020 school year, in response to COVID-19, the Governor temporarily suspended the state laws requiring performance evaluations. In the years 2020-2021, with the pandemic ongoing, performance evaluations were reinstated without the inclusion of measures of student learning; therefore, ratings for that year are based exclusively on professional practices.

In the years since, the way that effectiveness ratings have been calculated have varied from year to year in the weight given to quality standard measures versus measures of student learning. For the 2021-22 and 2022-23 school years, full implementation was reinstated with 50% of the final effectiveness rating coming from professional practices and 50% coming from measures of student learning. However, beginning in the 2022-23 school year, state testing was not permitted to be used in performance evaluations. These significant shifts from year-to-year, due to the pandemic, make it difficult to compare prior years and led to the decision to only examine one year's worth of ratings. As a result, educator effectiveness ratings from 2022-2023, reported below, are difficult to compare to prior years and the decision was made to only examine one year's worth of ratings.

Educator effectiveness ratings from 2022-2023 are reported here (see Appendix B for the methods used in this section of the report). Ratings from the 2022-2023 school year are the most recently available data and are reported for teachers who were in their first, second, third, and fourth years in the classroom in 2022-23 (Cohorts 9, 8, 7, and 6, respectively).⁶ Based on the *2023-24 Fall Retention of Cohorts 6 – 9 Teachers* (which details how many teachers from Cohorts 6 – 9 remained in partner districts as of the fall of 2023), 292 teachers from cohorts 6-9 were retained in grant-partner districts through the entire 2022 - 2023 school year.

We calculated the proportion of teachers with ratings of *Effective* or *Highly Effective* out of the total number of teachers with valid ratings, which excludes those with missing data.⁷ Therefore, the following calculations only account for the 52% (n = 153) of teachers in Cohorts 6 through 9 for whom valid ratings could be identified.

⁶ Since Cohort 10 was first placed in 2023-2024, they are excluded from this section.

⁷ Of the 292 Cohort 6 – 9 teachers retained, 47% (n = 139) did not have evaluation ratings assigned to them for one of the following reasons: their unique identifiers could not be matched to human resources records; they were new to the district and therefore their ratings were not available; they were employed in a position that is not rated (e.g., contracted employees, preschool teachers); they were formally disputing the rating they received; or they did not have an evaluation conducted the previous year (e.g., due to a long-term absence or medical leave).

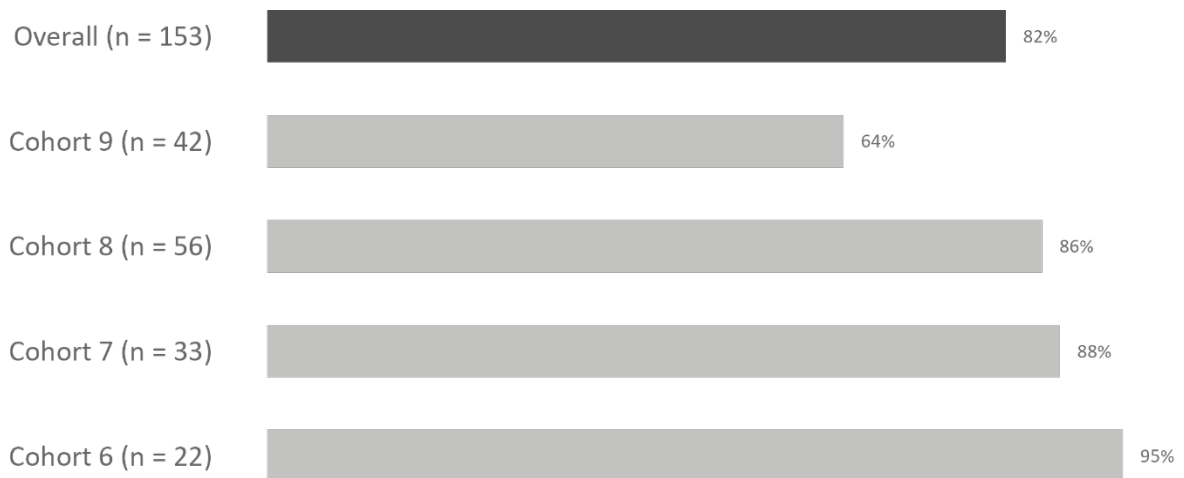
The missing data rates varied by cohort. Across all three programs, valid educator effectiveness ratings were available for:

- 36% (n = 42) of the 117 teachers in their first year in the classroom in 2022-23 retained through summer 2023 (Cohort 9)
- 64% (n = 56) of the 87 teachers in their second year in the classroom in 2022-23 retained through summer 2023 (Cohort 8)
- 60% (n = 33) of the 55 teachers in their third year in the classroom in 2022-23 retained through summer 2023 (Cohort 7)
- 67% (n = 22) of the 33 teachers in their fourth year in the classroom in 2022-23 retained through summer 2023 (Cohort 6)

Results

Among 153 teachers in Cohorts 6 through 9 for whom data were available, **82% were rated as *effective* or *highly effective*** in the 2022-2023 school year. As indicated in Figure 5, there is some indication that experience increases the number of teachers receiving such a rating.

Figure 6: Percentage of Teachers Rated as *Effective* or *Highly Effective* in 2022-2023

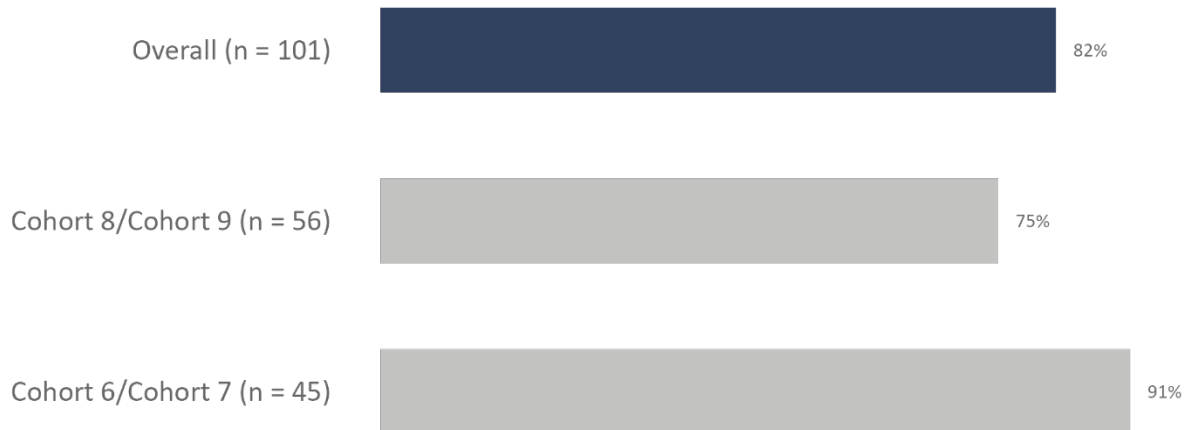


Next, we report on the effectiveness ratings for teachers by program, including PEBCTR, TFA CO, and FLC. Due to low sample sizes, we combined cohorts into two groups for program-level reporting: Cohorts 6 and 7 (teachers in their 3rd or 4th year in the classroom), and Cohorts 8 and 9 (teachers in their 1st or 2nd year in the classroom).

PEBCTR

Among PEBCTR teachers in Cohorts 6 through 9, **82% were rated as *effective* or *highly effective* in the 2022-2023 school year**. Teachers in Cohorts 6 and 7 were more likely to be rated as *effective* or *highly effective* than teachers in Cohorts 8 and 9.

Figure 7: Percentage of PEBCTR Teachers Rated as *Effective* or *Highly Effective* in 2022-2023



TFA CO

Among TFA CO teachers in Cohorts 6 through 9, **78% were rated as *effective* or *highly effective* in the 2022-2023 school year**. Here, teachers in Cohorts 6 and 7 were more likely to be rated as *effective* or *highly effective* than teachers in Cohorts 8 and 9.

Figure 8: Percentage of TFA CO Teachers Rated as *Effective* or *Highly Effective* in 2022-2023



FLC

For the 11 Fort Lewis College teachers in Cohorts 6 through 9 with valid ratings, **91% were rated as *effective* or *highly effective* in the 2022-2023 school year**. Due to the small number of teachers in each cohort, we do not report cohort-specific evaluation ratings for FLC teachers.

Updates to Program's Process Flows

PEBCTR Process Flow



PEBC's Teacher Residency (PEBCTR) is a Colorado-based teacher residency program that serves grades pre-K through 12th grade in both urban and rural school districts, with expansion into rural areas occurring over the past several years. As the teacher shortage has led to greater needs for the teacher in rural areas, PEBC adapted its residency model to include two pathways to initial licensure: 1) the residency model, delivered in urban and rural school districts, in which resident teacher-candidates spend the first year in classrooms with mentor teachers prior to becoming teachers of record, and 2) a teacher of record model in urban and rural areas in which candidates serve as alternatively-licensed teachers of record in their own classrooms during the first year in the program.

PEBC operates and manages the Teacher Residency program and is the authorized designated agency for initial licensure with CDE. In 2015, PEBC merged the Boettcher Teacher Residency with Stanley Teacher Prep and all resident teachers of Stanley and Boettcher are now PEBC Teacher Residents. The merger extended the PEBCTR network into private schools and represented a significant increase in the number of PEBCTR residents.⁸ The PEBC Teacher Residency provides alternative licensure coursework, coaching and professional development for program candidates and mentors, and supports for PEBCTR Teachers for up to five years after the residency. Residents and first-year teachers of record complete requirements for the initial license and they may continue to pursue an optional master's degree during or after their residency year.

Master's Degree and Higher Education Partners



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

This shift has allowed PEBCTR to foster relationships with local colleges and universities across Colorado regions, thus providing teachers with a range of options, including local ones, in their selection of a master's degree program. Additionally, the optional master's degree provides teachers with greater flexibility, as some teachers may already hold advanced degrees and/or may not be able to pursue a master's degree while balancing the demands of being a full-time teacher.

⁸ Note that private schools are not included in CDE's Quality Teacher Recruitment funding and data from private schools are not included in this evaluation.

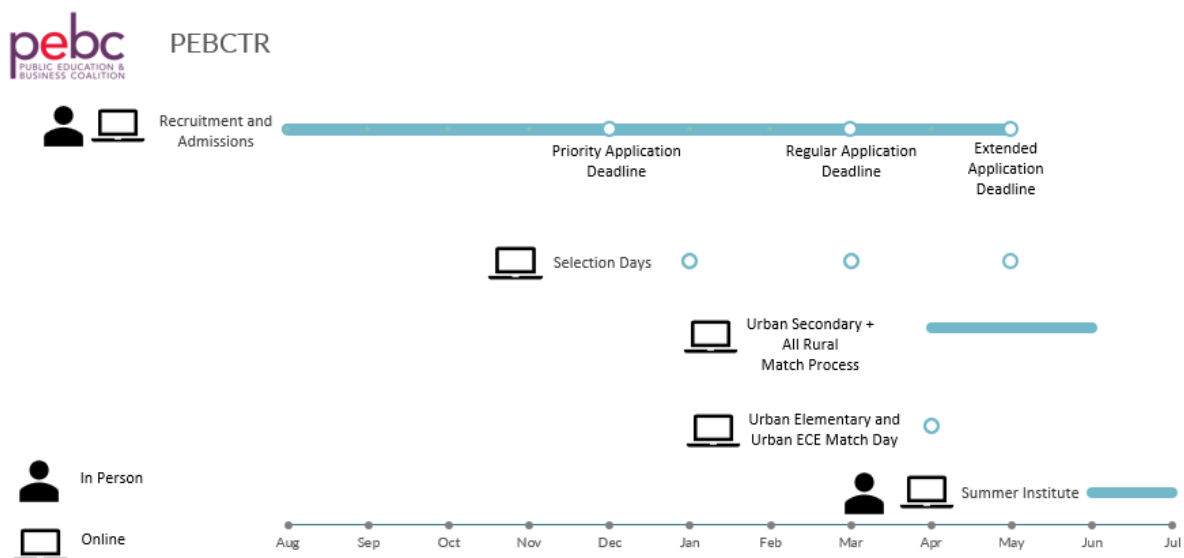
PEBCTR Recruitment, Admissions, and Pre-Classroom Preparation

This section focuses on recruitment, preparation, placement, and supports for candidates placed in PEBCTR’s partner urban and rural districts. In 2015 when these processes were first reported for the QTR grant program, urban and rural processes were visualized and narratively organized in separate process flows to acknowledge differences in PEBCTR’s implementation approaches in urban and rural areas. Since 2015, PEBCTR has been building its program systems and enhancing collaboration across urban and rural regions, as it has scaled the program. Because of these efforts, processes and supports have become more consistent between location (urban versus rural) and model (residency versus teacher of record). For these reasons, PEBCTR’s processes will be presented as one process flow. Specifically, we have included the following information:

- Process flow diagrams for recruitment, admissions, and pre-classroom preparation of all teachers (residents and first-year teachers of record); Year 1 Supports, and Years 2 - 5 supports. Icons are used to indicate specific support types and key aspects of the program.
- Narrative information about each key step in the process. Differences between rural and urban supports or residency and first-year teacher of record supports are highlighted narratively.

Figure 9 reflects the recruitment, admissions, and pre-classroom preparation for all teachers. All urban residency activities are based out of the program’s Denver offices. Rural districts receive local virtual and in-person support from PEBCTR’s regional staff in addition to the virtual support available through the Denver office.

Figure 9. PEBCTR Urban and Rural Recruitment, Admissions, and Pre-Classroom Preparation



Recruitment and Admissions

Recruitment. PEBCTR uses a variety of strategies to identify potential program candidates, including a mixture of virtual and face-to-face efforts such as recruitment events, social media, word-of-mouth, job-site advertising, and national career fairs. The program works closely with partnering resident placement schools in Colorado to conduct outreach while working with its higher education partners to engage potential program candidates (see below for Higher Education Partners). PEBCTR has found that face-to-face time is a key method to develop relationships with potential candidates, especially candidates located in rural areas. The

program has also found the following strategies to be particularly useful in rural areas for recruitment of both residents and teachers of record:

- Public relations opportunities, such as local news and human-interest stories that highlight the program’s benefit to communities.
- Recruiting candidates through a variety of departments on collegiate partner campuses.
- “Grow your own” recruitment methods to attract paraprofessionals, school office staff, parents, and other candidates who have lived and worked in rural communities.
- Connecting with service programs that work in rural areas of Colorado.

When engaging potential candidates, recruiters emphasize benefits of the residency model, such as the program’s professional development opportunities. Recruiters also make a point to articulate specific admissions and licensure protocols and requirements so that candidates clearly understand what is expected of them prior to entering the program.

Additionally, PEBCTR’s recruitment team has emphasized recruitment of populations that more closely resemble the student population in the State of Colorado including Educators of Color and those who identify as “New Americans.” **Between 2020 and 2024 the Residency has doubled the percentage of self-identified program participants of color. Strategies have included:**

- Creation of the position of Community Outreach and Inclusion Manager for PEBCTR’s recruitment team,
- Partnering with other non-profit organizations that serve populations traditionally underrepresented in the field of education, and
- Barrier reduction strategies including free Praxis exam prep, Praxis fee reimbursement and higher stipend amounts during the residency year.

Between 2020 and 2024, the PEBC Residency has doubled the percentage of self-identified program participants of color through intentional outreach and inclusion strategies.

Admissions. PEBCTR candidates engage in five central activities during the admissions process that allow multiple PEBCTR staff to evaluate candidates. Admissions steps include:

- An online application
- Phone screening
- Selection Day notification
- Participation in Selection Day
- Acceptance notification

Information is reviewed by the admissions team to assess program fit and whether the candidate possesses the core dispositions PEBCTR seeks, such as coachability, reflectiveness and professionalism.

The admissions team consists of a Director of Recruitment who oversees the recruitment of a talented and diverse group of pre-service teachers in both rural and urban areas. The Director of Recruitment also manages a distributed candidate selection process that draws upon the expertise of internal and external stakeholders. Across regions, other contributors to the admissions process include local staff, stakeholders, and alumni. PEBCTR has three distinct admissions windows:

- Priority: Applications are accepted between August 1st – December 8th
- Regular: Applications are accepted between December 15th – March 1st
- Extended: Applications are accepted between March 1st – May 3rd

Candidates admitted to serve as teachers of record in the first year may be recruited through PEBCTR directly or are identified through PEBCTR partner districts that wish to hire them. However, in some situations, districts' needs for teachers of record are so great that a candidate initially recruited for the residency program will be transitioned to a teacher of record. When a need is identified by a partner district, PEBCTR staff and principals use knowledge of existing residents, and resident experience to identify a potential candidate for a teacher of record position. After PEBCTR staff confirm the resident is comfortable with this change, the program works with the resident and principal for the transition.

Applicants chosen as finalists for the PEBCTR Residency are invited to Selection Day, which serves as an immersive experience, simulating the challenges and opportunities potential teachers would encounter as Residents or Teachers of Record. Through a series of activities conducted over Zoom, participants engage in teaching simulations, receive feedback from PEBCTR staff and alumni, and engage in discussions on educational equity. The day comprises four activities, including:

1. Either a lesson plan analysis for Teacher of Record candidates or hypothetical scenario responses for residents, followed by asynchronous reflections submitted about a week after the Selection Day,
2. Creation of symbolic artifacts reflecting their journey to the residency,
3. Guided discussions on systemic inequities based on pre-assigned articles, and
4. Video analysis of teaching practices tailored to their content areas, fostering collaborative learning and critical reflection among peers.

Matching Residents to Mentor Teachers



After candidates are admitted to the program, they are matched to a mentor teacher in the school in which they will complete the year as either a resident or teacher of record. The mentor-teacher relationship is critical to the success of PEBCTR's program, and as such, PEBCTR seeks to implement matching that supports the identification of strong mentor-teacher matches.

Urban mentor-match process. To strengthen and simplify the mentor-match process for urban residency, PEBCTR has refined its processes. Preceding the match process, the mentor selection process starts with a Principal Nomination form. Submitted by partnering schools, the Principal Nomination Form is the first step in the application process, and outlines resident responsibilities for the year. Nominated mentors must then complete and have accepted a mentor application prior to the mentor-matching process. Potential residents are invited to complete a survey that encourages exploration of school type options and grade-level needs, by geographic location, to better inform the quality of potential matches during the matching process. For all candidates, matching activities include:

- **Matching Conversations.** Residents will engage in short conversations with four to six potential mentors PEBCTR has identified based on information such as residents' home geographic proximity to placement schools, content area, grade level, observational data gathered throughout the admissions process, and recruitment data. PEBCTR provides a list of potential questions and graphic organizers for capturing feedback to each mentor and resident to use during the matching conversations. These conversations take place either at a virtual mentor-matching event (for Elementary and ECE candidates) or asynchronously as scheduled independently by each mentor-resident pair (for Secondary Education candidates).
- **Resident Selection.** After the matching conversations, each resident and potential mentor provides PEBCTR with feedback and his or her preferred choices for matching. Resident selection information is then used by the Director of School Partnerships and Innovative Programming to make a match. Once matches are made, residents and mentors are notified of the match via an official program email. Residents are encouraged to shadow their new mentor's classroom before the end of the school year (if

possible), and mentors and residents are encouraged to connect over the summer to begin forming a positive relationship with one another.

Rural mentor-match process. In rural areas, residents and teachers of record are paired with mentors using an individualized approach. PEBCTR staff contact principals to inform them that the program would like to place residents in the school. With respect to the needs of each district, PEBCTR identifies possible mentor matches for residents based on existing knowledge about districts and mentor teachers. Residents then shadow identified mentors and provide feedback on preferences. This information is used by field staff to determine residents' placement classrooms.

Teachers of record are also paired with mentor teachers, but these relationships are more limited because teachers of record are placed in their own classrooms. Once a teacher of record is hired, the principal or superintendent usually identifies a potential mentor teacher with strong practice and PEBCTR confirms the candidate is comfortable with this match (see Year 1 Supports for more detail).

Mentor Recruitment and Retention. Mentors are drawn to the PEBCTR program for the leadership opportunity. As a coach and mentor, participating resident-school mentors receive access to high quality professional learning, a two-day Effective Coaching and Mentoring Institute, and opportunities to engage monthly with a cohort of leaders making similar contributions as mentors. As an additional incentive, PEBCTR provides a stipend to mentor teachers.

Summer Institute



For residents and teachers of record, the Summer Institute occurs over a two- to three-week period in each region where PEBCTR is implemented. The classes are taught by PEBCTR staff who lead instruction, resident field support, coaches, and PEBCTR directors with content-specific expertise. Each day focuses on a specific theme around teaching theory and practice.

Daily engagement in topics central to the residency experience includes the exploration of common standards, lesson plan development, and classroom management. There are also two experiential learning days during which teachers venture into the community and explore local resources available to them as teachers.

Summer Institute also integrates cultural responsiveness components, including addressing topics such as serving the significant Spanish-speaking and Native American populations in regions, the religious and cultural influences among local populations, and poverty's effect on student achievement. To support the needs of partner districts and schools, PEBCTR also requests principal feedback when designing the Summer Institute and adjusts focus accordingly.

In the majority of cases, residents and teachers of record are admitted to the program prior to the Summer Institute, and the Summer Institute serves as the initial training before teachers head into the classroom. However, teachers of record are admitted on a flexible timeline to remain responsive to districts' needs, and, although rare, are sometimes hired and admitted to the program after the Summer Institute concludes. When this occurs, PEBCTR is responsive to these needs and identifies alternate methods to prepare individuals to teach in the classroom (e.g., working with candidates individually, providing weekend sessions, and/or modifying course schedule to ensure completion).

Additionally, PEBCTR has found that teachers of record need more support than residents during the Summer Institute, and throughout the year, to prepare them to lead teach in a classroom. PEBCTR staff monitors progress and tailors support provided during the Institute to ensure sufficient training. For example, PEBCTR may provide additional instruction on lesson planning with someone who has limited training in this area, but demonstrates strength in content, or other areas of teacher practice. In addition, PEBCTR staff engages in two staff retreats annually, to identify methods to increase support to program participants who will be placed as teachers of record in the first year. Retreats are reinforced via weekly touchpoints between urban and rural

staff. Supplemental supports the program is considering include providing additional required observations and feedback, as well as assigning content supervisors to provide added support specific to content areas.

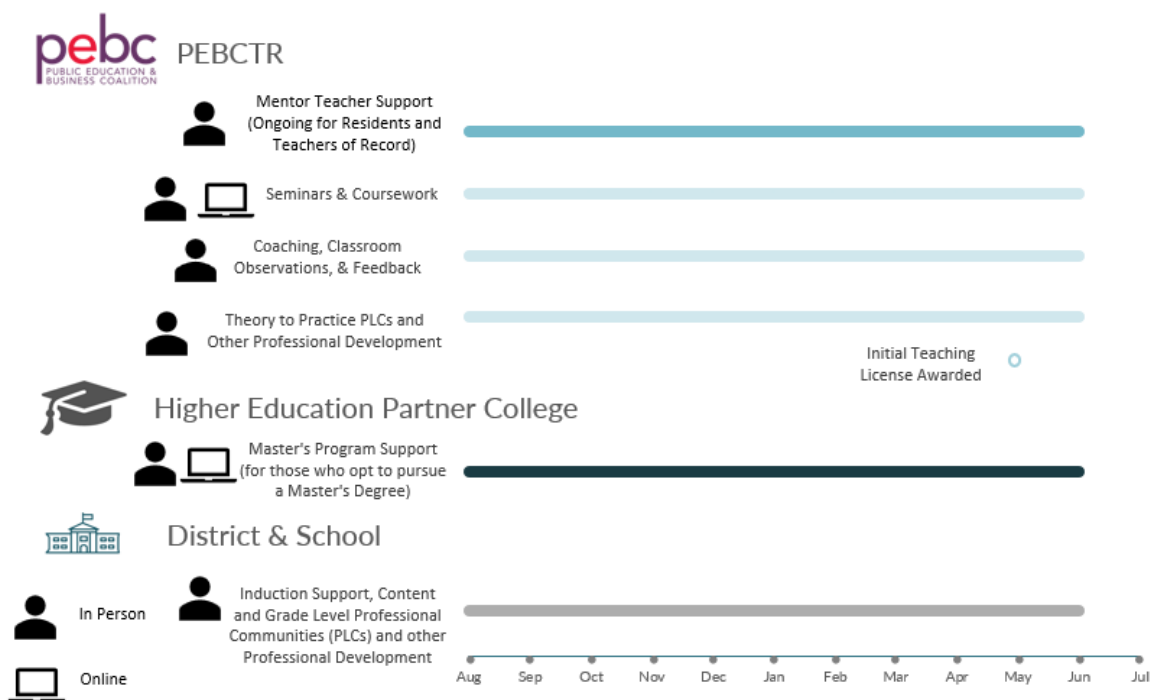
Year 1 Supports

PEBCTR's residency model is designed to meet the needs of regional cohorts. Currently, there are cohorts of teachers in the Denver metro area (including some teachers in the Loveland area), the southwest region of Colorado, the Southern Front Range of Colorado (centered around Colorado Springs and extending up towards Elizabeth) the San Luis Valley and Mountain West (Eagle/Vail and Aspen). Each cohort receives high quality preparation that is designed with the context of the region in mind. Additionally, PEBCTR staff members are often residents of the regions they serve, thus offering additional support to the residents with their knowledge of the local communities and school districts.

The residency is based on the belief that theory and practice must be integrated throughout the preparation experience. As a field-based program, it is grounded in a year-long classroom teaching residency, with daily guidance and coaching from a skilled mentor teacher who shares the classroom. The quality of the mentoring is crucial to the success of the program. Residents learn alongside skilled mentor teachers for an entire school year with the support of a residency field coach, while simultaneously engaging in licensure coursework taught by expert clinical instructors. The quality of the mentoring is crucial to the success of the program. Mentors have the opportunity to expand their roles as school-based teacher educators, and they receive professional development support and financial recognition for their role in the development and growth of new teachers.

To be responsive to schools in rural districts with immediate needs for teachers of record, PEBCTR developed a model to train teachers of record in the first year. In this model, which parallels a typical alternative licensure program, in the first year, candidates become teachers of record and lead teach in the classroom. These teachers complete the same pre-service preparation as residents and are paired with mentor teachers from other classrooms who provide modified levels of support during the academic year. With the efforts that PEBCTR has made to increase collaboration between urban and rural staff and to provide personalized pathways to learning, first-year supports are similar for all teachers to draw upon as they build their skills and training. First-year supports that differ based on location (urban versus rural) are noted below.

Figure 10. PEBCTR Year 1 Residency Supports and Requirements



Seminar and Coursework. Seminars are taught once a week in the first year by PEBCTR staff, coaches (called Managers of Resident Development), and directors. Seminars provide teachers the opportunity to engage in theoretical coursework while also serving in the classroom.

Seminar days integrate PEBCTR licensure instruction, which includes unique content and expanded instruction on topics such as student assessments and how to use assessment data to improve instruction; thinking strategies critical to student learning; and planning for instruction. PEBCTR’s seminar coursework is also aligned with the Science of Reading and meets state expectations for literacy instruction. Additionally, as part of seminars, urban residents in Denver and some rural residents in the Southwest engage in a series of four lab classrooms designed to explore thinking strategies and application in the field. Residents receive a pre-brief and guidance from a master teacher, who demonstrates exceptional teaching practice, before engaging in a classroom environment. Following the experiential exploration, resident teachers debrief with the master teacher. This provides resident teachers with the opportunity to observe expert teaching from individuals (in addition to residents’ observation of their mentor teachers in the classroom).

Depending on location, seminar days are either all- or half-day sessions. Urban residents are in the classroom of a mentor teacher four days a week and attend seminar one day a week (four hours of asynchronous coursework followed by a four hour synchronous session). To accommodate rural residents and first-year teachers of record who are in the classroom five days a week, seminars are held in-person or virtually and take place over a four-hour session, every other week or on a Saturday, depending on the region. Although the time in synchronous seminar is shortened for Teachers of Record, the syllabus and content are the same, and additional content is offered asynchronously to ensure consistency.

PEBCTR Supports. In addition to instructional support and coursework, PEBCTR provides several key supports for residents and teachers of record, including: mentor teacher support (provided ongoing for residents and at least one monthly observation for teachers of record); coaching support; professional learning communities

(PLCs), and other professional development opportunities. These supports are individualized to the needs of teachers as outlined below.

- **Mentor teacher support:**
 - **Residents.** When in mentor-teacher classrooms, residents practice what they are learning in their coursework. Mentor teachers provide daily observation and coaching, and gradually release classroom responsibility to residents that result in a period of solo teaching at year-end.
 - **Teachers of record.** Mentor teachers are in the same school as first-year teachers of record and conduct at least one formal observation per month and provide direct feedback during the academic year.
- **Coaching support.** In addition to mentor teachers' support, residents and teachers of record receive job-embedded coaching sessions from PEBCTR staff and instructors at least twice a month. These observation and coaching sessions provide teachers with feedback beyond that which is received from the mentor teacher and is informed by seminar work. Additionally, EBC uses a video coaching platform (Edthena) to engage candidates in video analysis to perfect their teaching strategies and techniques.
- **Professional Learning Communities.** Professional Learning Communities (PLCs) are embedded in the first year through weekly collaborative learning sessions during seminars. During these sessions, PEBCTR coaches engage teachers in topical discussion regarding pragmatic approaches to theoretical concepts, to explore best practices, and to address teacher wellness.
- **Other professional development opportunities.** PEBCTR also provides individualized professional development opportunities and supports during the first year in the program.

PEBCTR Resident Transition Supports for Year 2. First-year teachers of record are expected to continue their placements in the second year. However, residents must apply for and be hired by a PEBCTR partner district. Many residents will obtain a teaching position in a different district or school than their residency district or school, as districts hosting residents in year one will not always have openings for a teacher of record, and some districts that host residents do not hire new teachers. In addition, some residents may want to relocate back to their own communities and families after their residency year. Residents or Teachers of Record who have signed a Pay for Success (PFS) agreement with a district must seek employment in that district for 2 years following the residency/training year with PEBCTR. To support resident teachers as they transition to the second year as a teacher of record, PEBCTR:

- Assists residents throughout the hiring process, including resume review, mock interviews, and networking with partner districts to create awareness that residents are available for hire.
- Identifies future leadership roles for thriving residents (e.g., instructional coaching, mentoring).



District supports. Districts also provide support to teachers through the mentor-teacher match, and through professional development activities for all teachers employed by the district. PEBCTR schedules program seminar days to support teachers' engagement in these district professional development opportunities, such as content and grade-level PLCs. In the case of resident teachers in the first year, districts offer support in hiring, through participation in mock interviews, hiring initiatives, and connecting with residents for employment.



Higher Education Partner support. For teachers who are enrolled in master's degree programs, supports are available through faculty instruction, coursework, and other opportunities and supports made available through higher education partner colleges.

Years 2-5 Supports



During the second year in the program and beyond, all participants serve as teachers of record. As part of the five-year PEBCTR program commitment, teachers continue to receive PEBCTR support and professional development opportunities during this time. PEBCTR bases the supports and professional development opportunities it provides on teacher feedback collected through an online survey. Through this process, PEBCTR can provide responsive professional development opportunities, program/session offerings, and other supports to teachers (e.g., social/emotional supports, content-related supports, etc.). As teachers of record, coaching continues with the field coaching staff. Further, PEBCTR provides teachers with hiring support in the second year and beyond.

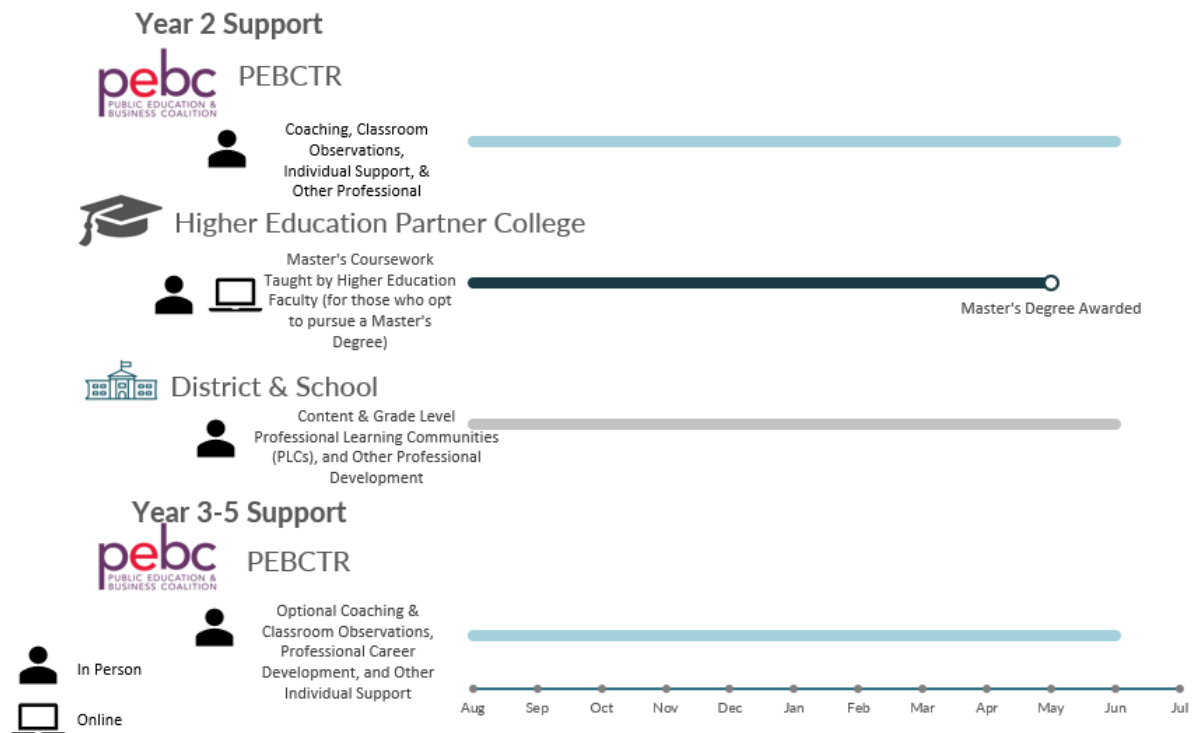
Year 2 PEBCTR supports for all teachers:

- Continued coaching from their dedicated PEBCTR field coach (Manager of Residency Development) from year one in the program. (Managers of Resident Development provide a minimum of 3 coaching touch points during year 2, but more may be offered on an as-needed basis.)
- Additional professional development opportunities, including free admission to any PEBCTR professional learning institutes.

Year 3 – 5 PEBCTR supports for all teachers:

- The option to participate in other PEBCTR professional development opportunities, such as events focused on investigating thinking strategies, and on conferring with students about learning. PEBCTR continues to explore additional supports they can provide to these teachers.
- Discounted attendance at PEBCTR professional learning institutes.
- Opportunity to return to the program as a mentor or lab host.

Figure 11. PEBCTR Post-Residency Requirements and Support





Additional supports. Teachers enrolled in master’s degree programs continue to receive instruction, coursework, and support in the second year leading up to the master’s degree award. Teachers also continue to participate in professional development opportunities made available at the school and district levels.

Retention. As reported above, PEBCTR retained 87% of first-year teachers, 72% of second-year teachers, 60% of third-year teachers, 46% of fourth-year teachers, and 30% of fifth-year teachers.

TFA Process Flow

TFA Recruitment, Selection, and Pre-Classroom Preparation

Teach for America (TFA) recruits teachers from across the country and assigns them to a specific district within one of TFA’s 40 regions to serve as full-time teachers in public school classrooms through alternative licensure pathways. In Colorado, there is one teacher preparation pathway that TFA recruits can complete which is the traditional teaching corps.

TFA’s National office (TFA-National), TFA’s Colorado regional office (TFA Colorado), and their three higher education partners in Colorado – the University of Colorado-Denver’s ASPIRE to Teach Alternative Teaching Licensure Program (ASPIRE), Relay Graduate School of Education (Relay GSE), and (as of Summer 2024) Metropolitan State University of Denver (MSU-D) – are each responsible for specific aspects of teacher recruitment, placement, preparation, and support. In the sections below, we’ve outlined these responsibilities in the following ways:

- A process flow diagram with icons to indicate specific support types and key aspects of the program model.
- Narrative information about each key step in the process.

In Colorado, recruitment and selection of corps members occurs through both national and regional efforts. Once corps members are accepted into the program, they complete an orientation that involves initial national onboarding activities (e.g., orienting corps members to the philosophy and expectations of the TFA program), regional onboarding activities (e.g., helping corps members prepare local hiring profiles and participating in the virtual Launch Live programming), and a Pre-service teacher training program provided by TFA’s national staff. Each of these areas is described in more detail below.

TFA-National



TFA-National is responsible for recruiting and admitting corps members into the program, providing initial onboarding, and conducting the Pre-service training.

Recruitment and Admissions

TFA-National’s Recruitment Team is responsible for identifying and recruiting a strong candidate pool to meet district needs across all 40 TFA regions. TFA-National’s Admissions Team then selects the most highly qualified applicants for admission into the program. The team also updates the selection model based on current research about what qualities in candidates are most predictive of strong student outcomes.

Recruitment. TFA actively recruits corps members from over 200 colleges and universities across the nation using a tiered structure reflecting three targeted campus markets.

- **Market 1: Long-Term Partnerships Market** is a TFA staff team that recruits from campuses that have historically contributed high numbers of successful applicants. This team recruits using a robust, on-the-ground networking approach involving alumni, campus staff and university leaders, to foster connections

to start recruiting students as early as their first year in college. In Colorado, University of Colorado (CU) Boulder and Colorado College are Long-Term Partnerships schools.

- **Market 2: Emerging Campus Market** team focuses on recruiting current college seniors from campuses with a higher number of students from Colorado high schools. In Colorado, the Market 2 team recruits at Colorado State University, University of Denver and University of Colorado – Denver. While these partner campuses have historically brought fewer applicants to TFA Colorado, these are emerging partnerships that will, in time, strengthen to bring more applicants who are not only college graduates from Colorado universities, but who also grew up in the state, promoting greater retention in TFA Colorado partner districts.
- **Market 3: Professionals and High Volume Markets** focuses on applicant support for strong TFA candidates applying as professionals or from universities where TFA does not have an active recruitment presence. This team employs strategic leveraging tools like LinkedIn Recruiter to recruit recent college graduates and experienced professionals to TFA. Additionally, this team hosts virtual informational events for professional audiences (as opposed to current college student applicants) and provides guidance and support to potential and current Market 3 applicants.

What they're looking for. When seeking candidates, TFA looks for individuals who have demonstrated strong leadership skills, resilience, and an orientation toward social justice issues. The recruitment team prioritizes recruiting individuals who will fill the highest-need teaching roles which, in Colorado, are Early Childhood Education, Special Education, science, technology, engineering, math (STEM), and Multilingual roles.

Admissions. Current staff and alumni comprise TFA-National's Admissions Team. TFA seeks admissions team members who can suspend bias, have good judgement, and who possess strong critical thinking and interpersonal skills. Members of the admissions team complete training on TFA's core competencies as well as how to use a standardized rubric developed by TFA to guide selection decisions. TFA-National's admissions process is multi-step, including:

- An online application
- Online activity
- In-person or virtual interview

TFA seeks to obtain multiple perspectives on each candidate applying to the program during this process. Different team members from across TFA are involved with candidates at each stage to ensure the selection process does not rely on a single perspective. Selection team members also receive feedback about their performance at each stage in the process, including from candidates themselves.

Placement

When the prospective applicant is accepted into the program, TFA-National conducts necessary background checks and assigns candidates to one of its 40 regions. It utilizes a large national database to compile corps members' qualifications and preferred placement regions to make placement decisions. During this time, TFA-National team members also consult with corps members as they consider their top regional selections to provide additional context about regional needs and help improve parity in the selection process. Corps members identify at least one, but up to three, regions in which they are most interested. Corps member qualifications such as undergraduate coursework, grade point average, and major also play an important role in the placement decision process as TFA will place corps members only in regions in which they meet minimum state teaching requirements. Once TFA-National determines regional assignments, regional TFA staff

Teach for America finds, develops, and supports equity-oriented leaders to transform education and expand opportunity for all children.

– [TFA Website](#): “Our Mission”

review them and determine final district assignments based on regional needs and, in some instances, personal circumstances.

Initial Onboarding

Once admitted and placed, corps members receive direct communication from TFA Colorado’s Managing Directors of Leadership Development (MDLDs), corps members’ personal teaching coach and mentor during their 2-year commitment and beyond. TFA employs one MDLD for every 45 corps members and, currently, TFA Colorado employs 5 MDLDs locally in this role. Corps members are asked to commit approximately 50 hours of onboarding training and activities between the time they accept the offer and pre-service training. Onboarding activities are designed to engage corps members in critical thought about issues of inequity and social justice, and include readings, videos, written exercises, and group reflections. Additional onboarding is designed and carried out by TFA Colorado to support statewide needs (described below).

Pre-Service Training & Practicum



Pre-service training occurs across 6 weeks between May-June. During Pre-Service, corps members learn teaching values and developing fluency in Diversity, Equity, Inclusion and Social Justice contexts of the profession. TFA Colorado collaborates with TFA-National staff to administer the pre-service training, which focuses on the technical aspects of teaching, such as classroom management, building a classroom culture, and lesson planning. TFA Colorado also provides practical, wellness resources such as training on financial literacy and mental health supports, all specific to the shared experiences of new teachers. Corps members participate in a combination of synchronous and live coursework for the first two weeks. After this, corps members gain their most valuable experience by teaching summer school during the remaining four weeks. Corps members receive daily, personalized support and coaching from TFA alumni, TFA National Institute staff, TFA Colorado regional staff, and mentor teachers, who are teachers of record in the summer-school classrooms and observe corps members in the classrooms.

TFA has identified four broad outcome areas corps members should target for improvement for students in the classes they teach. These include increases in students’:

- Academic growth
- Personal growth
- Social and political consciousness
- Skills that provide students access to economic opportunity

In addition to regular feedback from TFA Colorado’s MDLDs, mentor teachers conduct two observations per corps member per week and provide direct feedback. Mentor teachers also assess program fit, teaching preparedness, progress toward meeting pre-service goals, and professionalism. TFA provides approximately 60 hours of training to prepare educators for becoming a mentor teacher. Most mentor teachers hold teaching roles during the school year and have at least four years of teaching experience

After the pre-service training, TFA Colorado MDLDs support corps members during the two-year commitment and beyond through interview and job placement support, regular classroom visits, assessments, coaching and one-on-one support.

TFA Colorado



TFA Colorado’s responsibilities include conducting regional recruitment initiatives, finalizing regional placements (discussed above), regional onboarding, and ongoing in-classroom support and professional development. TFA Colorado’s interactions with corps members prior to the classroom are outlined below.

Regional Recruitment Initiatives

The organization's recruitment strategy is informed by lessons learned from the Colorado Talent Initiative (CTI), a completed multi-year project focused on immediate recruitment of diverse and homegrown candidates for TFA Colorado's corps. The successful elements of CTI, including targeted recruitment of and additional supports for new teachers of color from Colorado schools, are now part of TFA Colorado's annual recruitment and placement efforts, and the organization will be renewing a focus on local recruitment this year and moving forward as opposed to continuing the Launch Fellowship program. With a particular emphasis on populations underrepresented in education – namely, people of color and people from a low-income background, TFA Colorado collaborates with National Admissions Team staff to cultivate homegrown prospects and applicants, ensuring an assignment to Colorado for candidates who list Colorado as their first-choice region. Because the National Recruitment Team invests heavily in four of the 15 college campuses across the state, the local Recruitment Team targets recruitment campaigns at other high potential campuses, including Metropolitan State University of Denver, University of Colorado (UC) Denver, Colorado School of Mines, University of Colorado (UC) Colorado Springs, and Colorado State University-Pueblo.

With an emphasis on recruiting local candidates and populations underrepresented in education, TFA Colorado collaborates with National Admissions Team staff to ensure an assignment to Colorado for candidates who list Colorado as their first-choice region.

The Recruitment Team has seen success resulting from partnerships with the Sachs Foundation and the Buell Foundation. These partnerships allow TFA to target candidates with interest in high-need content areas, with an acceptance rate of 80% for regional recruits to TFA.

To strengthen recruitment efforts, TFA Colorado has leveraged past partnerships with organizations such as the Daniels Fund Scholars, Denver Math Fellows, City Year, and Breakthrough Kent Denver and is currently reassessing partnerships that will yield the strongest aligned candidates for our program. Two current partnerships that directly support retention of new teachers are: 1) Sachs Foundation, which provides a \$10,000 stipend annually for 3 years to new Black teachers in the TFA Colorado corps, and 2) Buell Foundation, which provides a \$10,000 stipend to new Early Childhood Education (ECE) teachers during their first year. These organizations promote leadership development in service of expanding opportunities for all students, and these partnerships also allow TFA Colorado to target candidates with interest and talent in

the highest-need content areas, which include STEM and ECE. The Recruitment Team has seen tremendous success with its targeted approach, with an acceptance rate of 80% for regional recruits to TFA (compared with a national average acceptance rate of around 15% annually).

Regional Pre-service/Practicum Requirements

Regional Onboarding. TFA Colorado provides an additional 50 hours of corps member onboarding, both live and asynchronous, which must be completed before the start of pre-service. The regional onboarding activities, created in collaboration with Colorado-based staff and TFA-National staff, are designed to prepare corps members to be highly qualified in their assigned content area; engage them in diversity, equity, and

inclusiveness work; explore classroom management and basic educational structures; provide hiring activities, including participating in mock and real interviews with school principals; learn more deeply about their placement districts; engage in activities that promote leadership in education; and participate in activities to promote critical thinking and listening.

Hiring. TFA Colorado provides a website to each partner district with information about corps members assigned to that district. Corps members can begin applying for district positions in mid-February. Specific hiring practices vary from district to district, and most corps members follow the same hiring process as any applicant for a full-time teacher position. Most corps members are hired in the subject area in which they have been endorsed for the alternative license. However, sometimes adjustments must be made because of principal requests or other needs (e.g., bilingual teachers). In these cases, TFA works with the corps members to meet subject matter requirements and ASPIRE and Relay GSE adjust support as well (more on ASPIRE and Relay GSE supports are included below).



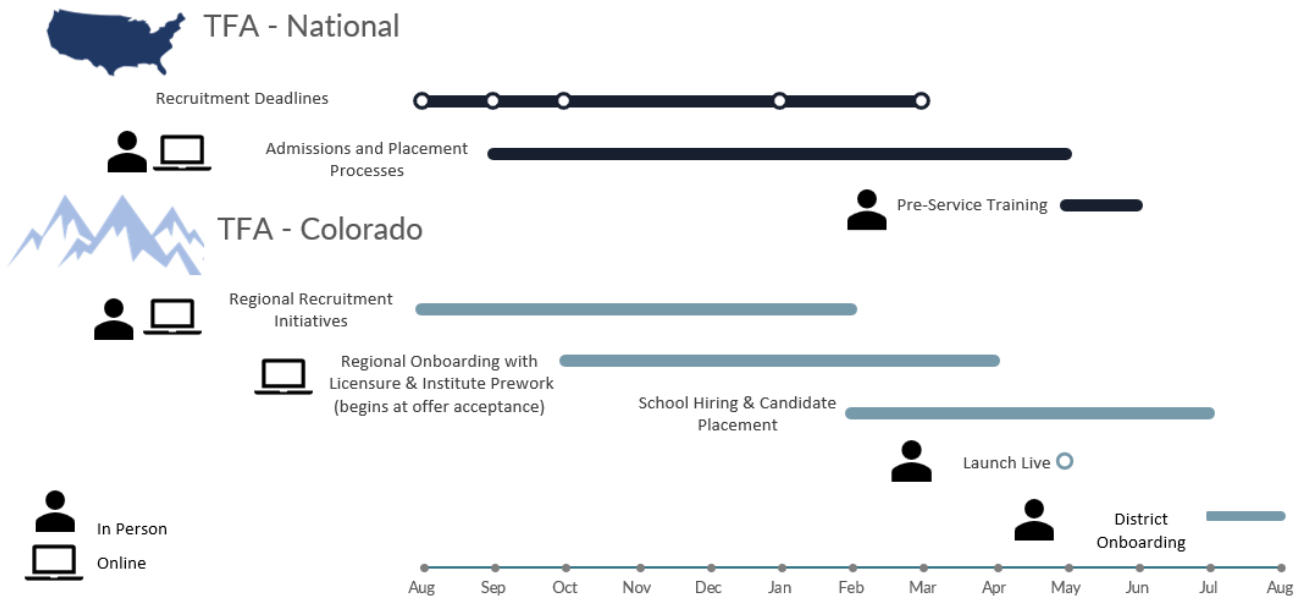
Launch Live. This is corps members’ first opportunity to gather together as one incoming cohort to learn about their placement regions, build community, and to meet the entire TFA Colorado staff.

Launch Live takes place 2 days prior to the TFA-National and TFA Colorado pre-service training (described above) and occurs virtually as many incoming corps members are graduating from college or otherwise completing finals. Launch Live includes Colorado-specific work, such as learning about placement communities and districts, making connections with fellow corps members to build a strong cohort culture, engaging in a brief introduction to licensure coursework content, and setting coursework expectations.

Corps members also complete district-specific onboarding requirements after completing the pre-service training and before the academic year starts.

Figure 2.1 below provides the “process flow” of how potential TFA corps members navigate TFA-National and TFA Colorado’s recruitment, admissions, and pre-classroom preparation processes.

Figure 12. TFA Recruitment, Admissions and Pre-Classroom Preparation



Year 1 Supports

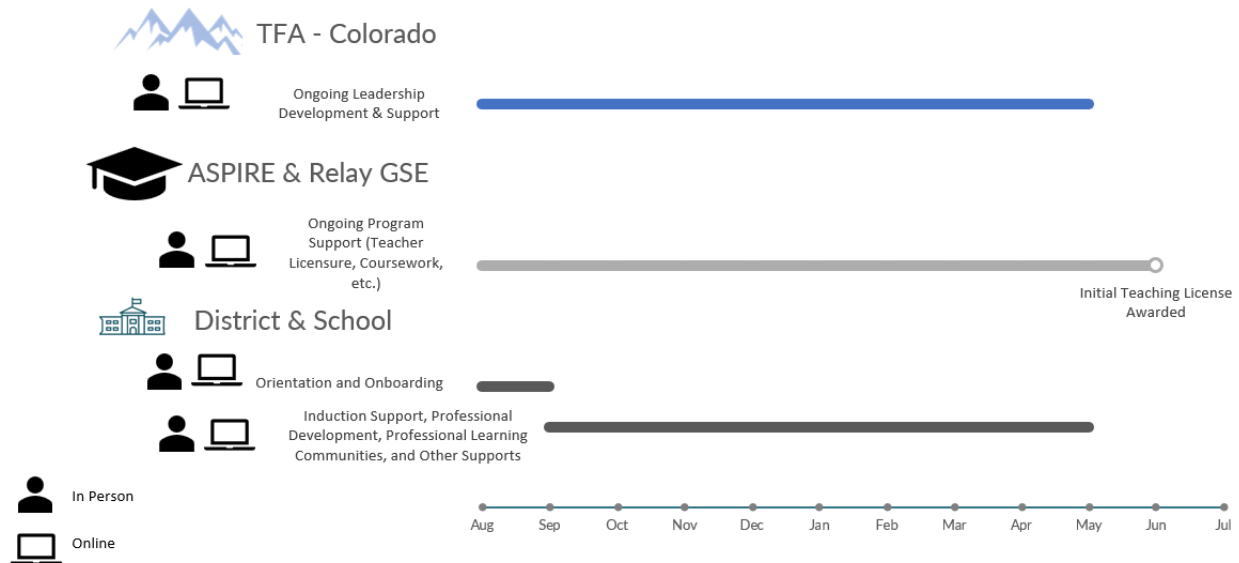
TFA Colorado



Figure 2.2 provides the “process flow” of TFA corps members as they progress through the first year in the classroom. TFA Colorado’s new Teacher Leadership Support Model provides individualized support to corps members through:

- **School districts and schools**, which evaluate their teachers through a variety of frameworks and systems that align with TFA’s goals for driving positive student outcomes through the program. This ensures an excellent teacher in every classroom as well as teacher support from highly effective school leaders. Charter schools also offer their own structured support systems for teachers.
- **Higher education partners** and their structured supports (described below), such as observation and feedback, coaching, and mentor/faculty relationships.
- **TFA Colorado** such as leadership development opportunities (discussed below) and leveraging alumni as part-time Teacher Leaders who supplement the instructional support already provided by schools or as Volunteer Alumni Mentors who serve as local guides for the neighborhoods where corps members teach. TFA Colorado is investing in strong supports to address teacher burnout and retention such as drop-in sessions with a mental health professional specifically for teachers of color and a 1:1 mentorship program for every 1st and 2nd year corps member to foster a greater sense of belonging.

Figure 13. TFA Year 1 Corps Member Requirements and Supports



This model allows for flexibility to meet both participant schools and corps members’ needs and reduces duplication in supports between TFA Colorado and schools. Because local schools often provide strong in-house evaluation and feedback systems that align closely to their unique context and culture, TFA has found that it is critical to ensure its support structures integrate strongly with the development goals of its partner schools. Leveraging a collaborative approach among schools, TFA, and higher education partners ensures that supports are complimentary and highly targeted. As part of this collaborative arrangement, TFA Colorado staff work closely with ASPIRE and Relay GSE to ensure corps members are achieving adequate progress toward completing the alternative preparation program requirements.

Leadership Development Opportunities

Interconnectedness, a sense of belonging, and opportunities for career advancement historically contribute to strong retention of TFA members in the education sector. To emphasize culture building and strengthening the TFA Colorado network, as well as the development of relationships between corps members, TFA Colorado offers the following optional cohort-based programs across regions in Year 1 and Year 2.

Corps Council. A program designed for active current corps members to organize around topics of interest and to work closely with peers. Corps members work together to coordinate social and professional development events and offerings are designed to be responsive to corps members' identified needs. This approach to providing targeted support to corps members is a priority for TFA Colorado.

Collective Impact Microgrants. The micro-granting program supports teachers who are interested in leading, organizing, and co-creating opportunities for the TFA community, whether it be professional development for teachers or activities that engage students and their families. The program emphasizes identifying and addressing challenges and needs through innovative projects and pilots.

Launch Live. Rising second-year corps members and alumni teachers and leaders can take leadership roles in this event, by helping to organize the event and/or facilitating a session to address an identified need among first-year corps members.

Collective Rising. Colorado corps members can participate in the Collective Rising, a leadership development initiative for corps members of color. Collective Rising is connected to the Collective, a national group of TFA alumni of color exploring what it means to be an educational leader and a person of color. The group hosts events and creates mentoring relationships with current corps members.

PRISM. Similar to the Collective Rising, PRISM is TFA's national network for lesbian, gay, bisexual, transgender, queer or questioning, and asexual Corps members. Corps members who are part of PRISM can come together through group events and mentoring relationships.

ONE Colorado. TFA Colorado also offers corps members a multitude of high-quality professional development opportunities throughout the year, including sponsoring corps member attendance of the Educating Children of Color event at Colorado College and the School Leaders of Color conference, which took place in Denver in 2024. Additionally, corps members are required to participate in all required district- and school-based professional development activities.

Higher Education Partners



Since 2017-18, TFA Colorado has partnered with two higher education partners to provide initial licensure and master's degrees. Below, each higher education partners' requirements and supports are described.

ASPIRE

The ASPIRE to Teach Alternative Teaching License Program (ASPIRE) at the University of Colorado-Denver has been TFA Colorado's higher education partner since the 2013-14 academic year when the QTR grant program began. ASPIRE ensures corps members meet Colorado Alternative Licensure requirements and demonstrate proficiency on Colorado Teacher Quality Standards. In addition to licensure, ASPIRE offers an optional Master of Arts degree to second-year corps members in Curriculum and Instruction: Critical Pedagogy. This section includes an overview of the licensure requirements and ASPIRE supports.

Alternative Licensure requirements. ASPIRE supports corps members in meeting the following licensure requirements: participating in observational assessments and completing self-assessments, completing online coursework modules and a licensure portfolio, and involvement in Professional Learning Communities (PLCs). A brief description of each requirement is included below.

Quality Responsive Classrooms (QRC) and the Teacher Learning Inquiry Cycle (TLIC) assessments. As noted above, corps members are observed and assessed using the QRC and TLIC twice during the year by Alternative Licensure Instructors. During the formal assessments, corps members also self-assess using the TLIC and QRC. Results of both observer and self-assessments are provided to the ASPIRE program and used to evaluate corps members' growth over time. The QRC assesses for effective, culturally responsive classroom practices, and the TLIC assesses corps member proficiency in practice in four areas: Planning to teach; teaching (related to the QRC); monitoring the learning environment and student learning and behavior and adjusting; and reflection on student assessments, classroom climate, and teaching, and developing next steps.

Licensure Curriculum through Online Modules and licensure portfolio. Corps members complete three online modules per month during the first year to satisfy required coursework. ASPIRE groups modules on content, and each month guides corps members on which modules to complete. For example, the first set of modules provides corps members with a chance to explore their own biases about students and families, theories about learning, and how teachers can foster a growth mindset. In addition, throughout all modules, ASPIRE integrates concepts such as classroom management, relationship building, and literacy strategies.

Corps members also complete an electronic portfolio, required for all alternative licensure programs, that includes accomplishments, evidence of a corps member's ability to engage in strong teaching practice and critical pedagogy, and evidence the corps member is proficient on all Colorado Teacher Quality Standards. They are enrolled in the Edthena portion of ASPIRE that provides video coaching and support on their classroom instruction.

Professional Learning Communities (PLCs). ASPIRE implements mandatory in-person PLCs, which meet professional learning requirements for an alternative licensure program, build community among corps members, and provide periodic in-person support. The first PLC meetings occur in the weeks before the academic year starts, and the remainder occur throughout the academic year. Alternative Licensure Instructors (ALIs) lead the PLCs, which during pre-classroom meetings further prepare corps members to teach, and once in the classroom, provide curriculum development and lesson planning support.

Alternative Licensure Instructors (ALIs). During the first year, ASPIRE's Alternative Licensure Instructors (ALIs) provide instructional support as corps members are completing the alternative preparation program requirements. All Corps members are assigned an ALI who leads the PLCs, monitors corps members' progress through the online modules, and communicates with TFA Colorado staff about classroom observations and additional supports.

To qualify to be an ALI, individuals must have previous teaching and coaching experience, previous student-teacher supervision experience, content expertise (e.g., STEM, Special Education, world languages), and be able to provide strong support in general teaching practice, literacy, and curriculum development.

As noted above, ASPIRE ALIs lead the educational portion of corps members' preparation and support. Multiple sources of support, and the provision of feedback from more than one experienced teacher, benefits corps members as they advance their skills. ALIs are able to tailor coursework modules to individual corps members' areas of growth based on the video coaching and support that is provided through the Edthena program.

Relay Graduate School of Education

Relay Graduate School of Education (Relay GSE) is TFA Colorado's second higher education partner, serving Denver-based corps members and Launch Fellows, and is a standalone graduate school of education with teacher certification and master's degree programs designed specifically to respond to the demand for effective teachers in low-income communities. This section includes an overview of the licensure requirements and Relay GSE supports.

The Relay GSE Denver campus launched in academic year 2016-17, after receiving the required approvals from the Colorado State Board of Education (CSBE) and Colorado Commission on Higher Education (CCHE). Specifically, Relay GSE received approval to operate a four-term program leading to initial licensure for elementary candidates, as well as secondary candidates in the content areas of English language arts, mathematics, science, and social studies. The institution received provisional operating authority from CCHE in the fall of 2015, and programmatic approval from CCHE in the spring of 2016 for its Master of Arts in Teaching degree (MAT).

As of the 2017-2018 academic year, Relay GSE enrolls TFA Colorado corps members as graduate students in its two-year degree program. Corps members hold an alternative license for the first four terms of the six-term Master of Arts in Teaching (MAT) program, at which point they are eligible to apply for an initial license. Second-year corps members then complete the final two terms at Relay GSE to earn the MAT degree.

Alternative Licensure requirements. Relay GSE supports corps members in meeting the requirements to earn and maintain their alternative license. This includes meeting Relay GSE admissions standards in addition to the Colorado State Board of Education requirements to enroll and apply for an alternative license. All corps members must remain enrolled at Relay GSE in good academic standing (maintaining a GPA of 3.0 and above) and continue employment as a full-time, lead teacher to continue to hold their alternative license in the program.

Relay GSE Program Supports. Relay GSE supports corps members through a series of supports designed specifically to meet the needs of full-time teachers, including:

- **Hybrid Program Delivery.** Corps members have dual roles – that of a full-time teacher and a part-time graduate student. Given the time constraints faced by full-time teachers, Relay GSE strategically decided to utilize a hybrid learning model so that graduate students can complete certain coursework online and at their own convenience. Overall, 60% of graduate students’ alternative licensure coursework is conducted in-person, while 40% of Relay GSE’s alternative licensure coursework is online.
- **In-Person and Online Coursework.** In a typical year, corps members attend in-person classes once per week for 2.5 hours, in addition to engaging in online coursework. Classes have anywhere from five to twenty students, allowing for a low student-to-faculty ratio. These regular, weekly classes help build relationships between faculty members and corps members. Below, elements of Relay’s programs preparation and coursework is further described.
 - **Elements of Effective Instruction.** Relay GSE’s educator preparation programs focus on the Elements of Effective Instruction that Relay believes create a pathway leading to student growth and achievement (i.e., Content; Classroom Culture; Self and Other People; and Teaching Cycle). Teaching Exceptional Learners is an integral component of the Elements of Effective instruction, and together these elements comprise the knowledge, skills, and dispositions the unit believes are fundamental to lead K-12 students to the end goal of student growth and achievement.
 - **Content.** In Content courses, graduate students learn the best pedagogical practices and strategies for the subjects and/or grade levels that they teach. Additionally, Relay GSE believes that all teachers are reading and writing teachers. To that end, all corps members are equipped with the knowledge and skills necessary to diagnose and address the reading and writing abilities of all students regardless of the content being taught. Furthermore, graduate students learn how to work with students who struggle with specific content or language acquisition or who have special needs.
 - **Student Growth and Achievement (SGA).** In SGA coursework, graduate students learn how to measure students’ outcomes through a two-year focus on measuring student growth. To measure students’ academic and character outcomes, graduate students will learn how to determine the content they want to measure and solidify assessment plans aligned to that

content. They also learn how to set ambitious goals, track student progress, and verify outcomes at the end of the academic year.

- **Faculty Advising and Relationships.** Relay GSE faculty use an advisory approach to mentoring corps members. Specifically, faculty serve as mentors and field a wide range of questions and concerns from corps members, including academic questions about completing Relay GSE coursework, instructional questions for corps members’ K-12 classrooms, and recommendations on managing professional relationships at corps members’ K-12 schools. To address these questions and concerns, faculty members schedule office hours, make regular classroom visits, and are accessible via phone and email. This accessibility is designed to encourage and facilitate regular communication between faculty and corps members to proactively resolve academic and professional issues before they develop into deeper troubles that may affect academic performance.
- **Assessment and Progress Monitoring.** Relay GSE uses multiple performance assessments throughout the year to determine whether the corps members are making adequate progress towards becoming licensed teachers who meet and exceed the Colorado State Board of Education’s Teacher Quality Standards. Assessments of candidate learning are designed to mirror, to the greatest extent possible, the kinds of tasks that effective teachers perform as a part of their daily work. Assessments include videos, observations, lesson plans, reflections, data trackers, and data-driven action plans. Assessments vary by content and are scored based on customized performance rubrics.

Metropolitan State University of Denver

In FY2023, TFA Colorado negotiated and recently finalized an agreement with MSU-D to support a third alternative licensure pathway for corps members. Teachers will be able to elect into the program beginning August 2024. MSU-D has historically been a local recruitment partner for TFA Colorado; TFA Colorado notes that recruitment through MSU-D brings increased diversity among local Colorado student applicants than other colleges in TFA’s recruitment pipeline. The MSU licensure program will offer benefits compared to ASPIRE and Relay, including greater flexibility (with options for a 1 or 2-year certificate program, depending on the student’s experience) and lower cost.

Selecting ASPIRE vs. Relay vs. Metro State

Corps members choose their licensure program based on a number of factors which include program cost, AmeriCorps award eligibility, path to a master’s degree, and the program’s implementation approach. Below is a comparison of key elements of each program that is presented to corps members during onboarding. Please note that this information is current as of August 2024, and program costs may change.

Program Elements	ASPIRE	Relay	MSU-D
Certificate Route Length	1 year	1 year	1-2 years, depending on experience
Certificate Route Cost	\$6,500	\$19,550	\$5,350 year 1; \$2,500 year 2
Graduate Degree pathway	Yes, Master of Arts in Curriculum and Instruction, Critical Pedagogy	Yes, Master of Arts in Teaching (MAT): Various fields	Yes, Master of Arts in Teaching (MAT): Elementary or Special Education
Cert. + Master’s Length	2 years	2 years	2 years

Program Elements	ASPIRE	Relay	MSU-D
Cert. + Master's Cost	\$17,040	MAT: \$27,200 MAT (Culturally & Linguistically Diverse Learners) \$32,300 MAT (Special Education): \$33,150	MAT (Elementary): \$6,865 year 1; \$5,665 year 2 MAT (Special Education): \$6,865/year
AmeriCorps Grant Eligible	Only for master's program credits	Yes, for students in both the alternative certification program and master's program	Only for master's program credits

Year 2 Supports

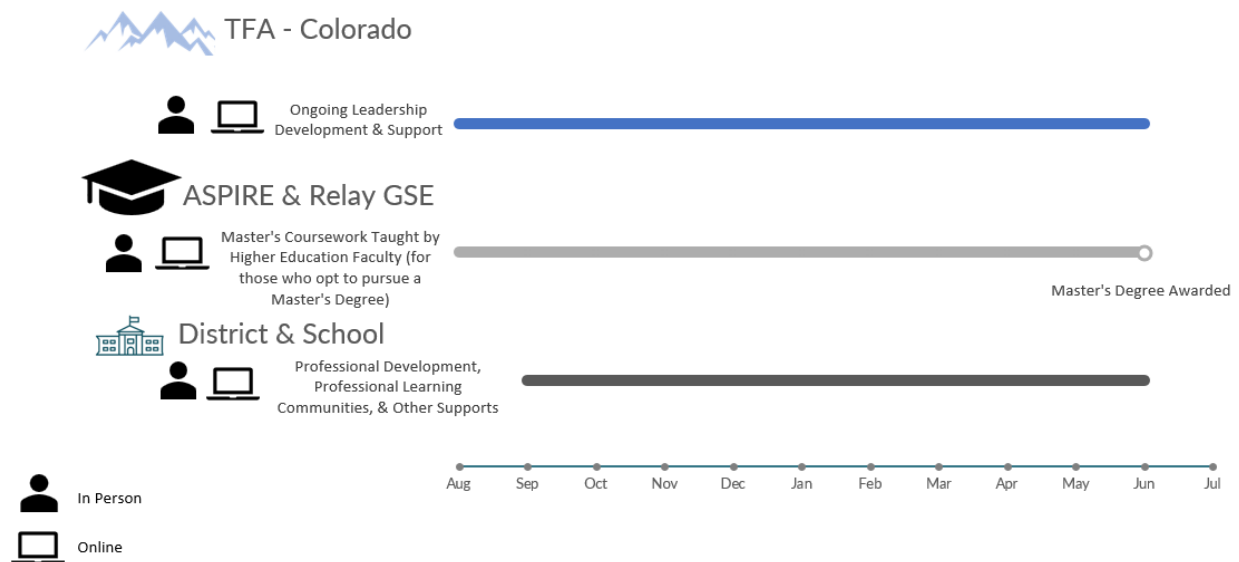
TFA Colorado Supports



Figure 2.3 below provides the “process flow” of TFA corps members as they progress through the second year in the classroom. By the end of the first year, corps members have successfully completed one year of teaching in a high-need school or district and have obtained their initial license. In the second year in the classroom, TFA continues to offer leadership development opportunities for corps members, while corps members complete the optional master's degree in Critical Pedagogy with the ASPIRE program or the optional MAT degree through Relay GSE.

Locally, second-year corps members can continue to participate in TFA Colorado's leadership development offerings (described above).

Figure 14. TFA Year 2 Corps Member Supports



Additional Supports



CU-Denver Master's Degree in Critical Pedagogy. CU-Denver offers an optional master's of Arts degree in Curriculum and Instruction: Critical Pedagogy to second-year corps members who have completed the ASPIRE program. According to TFA and CU-Denver staff, roughly 30% of corps members enter the master's degree program. CU-Denver developed the master's specifically for TFA corps members, but it has been so successful that it will be opened to other teachers soon. It is a rigorous 30 credit-hour program that includes nine concentration areas such as math or science, online teaching, and cultural and linguistic diversity. The master's aligns with TFA's mission of creating awareness of educational inequities by including topics such as systems of oppression and how those function in education.



Relay GSE's Master's Degree in Arts and Teaching. As part of the two-year master's degree program, corps members have a master's Defense with a video portfolio in which candidates must incorporate learning goals or objectives from each of the elements of the Colorado Teacher Quality Standards. The master's Defense also evaluates candidate performance in the classroom with objectives tied to student learning and development (which the unit refers to as character) outcomes and reflection.

The pathways and supports for new educators to earn a master's degree early in their teaching career fosters leadership development by building expertise in pedagogy and practice. This optional rigorous pathway positions corps members for accelerated professional growth, which fosters leadership, innovation, and long-term retention in the classroom. While corps members are enrolled in these additional education tracks, they continue to engage with school- and district-level professional development opportunities and supports.

Retention

TFA corps members make a two-year commitment to teach in a Title I or similar school. Corps members may continue to teach beyond their initial two-year commitment – as reported above, TFA retention rates were 95% for first year teachers, 78% for second year teachers, 38% for third year teachers, 21% for fourth year teachers, and 8% for fifth year teachers. While many corps members do continue to teach, many also go on to work in other areas in education or other fields, where TFA has demonstrated they continue to advocate for educational equity.

TFA's process is designed to retain corps members in the education field beyond the 2-year program commitment. Many local and enterprise-wide resources and support are made available to alumni (corps members who have successfully completed the 2-year program) to support their retention in classrooms and their opportunity to ascend into education leadership roles.

Stipends and Financial Support. TFA Colorado's Baseline Regional Stipend is \$4,500, with an additional \$3,000 for Pell recipients and those with an Employment Authorization Document. Through partnerships with local funders, TFA Colorado has piloted efforts to recruit and retain more Early Childhood Education (ECE) teachers by offering stipends to bring ECE salaries closer to K-12 teacher salaries. Another strong local partnership with the Colorado-Springs based Sachs Foundation currently provides a \$10,000/year stipend to Black teachers in their first 3 years of teaching. TFA also makes Emergency Funds available to corps members (grants and loans are available) during Pre-Service/Practicum with a demonstrated need, to support their retention in the program during times of significant hardship.

Community-Building. The localized structure of TFA Colorado naturally cultivates a strong, connected community of corps members, alumni, and their personal and professional networks, which organically promotes retention in the education field. Each year, new corps members are placed in many of the same schools where alumni continue to teach and lead, building a strong pipeline of TFA-trained and supported educators that grows every year.

Teacher Experience. Teach For America Colorado also offers corps members a multitude of high-quality professional and personal development opportunities throughout the year, including access to teacher resources like Better Lesson, weekly optional counseling sessions, periodic social and networking events, and 1:1 coaching with local TFA staff. The program coaches new teachers to bring their racial equity training, curriculum and content knowledge building, mental health and wellness seminars and 1:1 sessions, data-driven instruction training, and career readiness/post-secondary pathways lessons into their classrooms. The teacher preparation program is designed to elevate the teaching profession with personalized coaching and wellness supports while building a sustainable pipeline of diverse, largely homegrown teachers to TFA Colorado’s placement communities.

Fort Lewis College Process Flow

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

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

FLC Recruitment and Placement

Recruitment

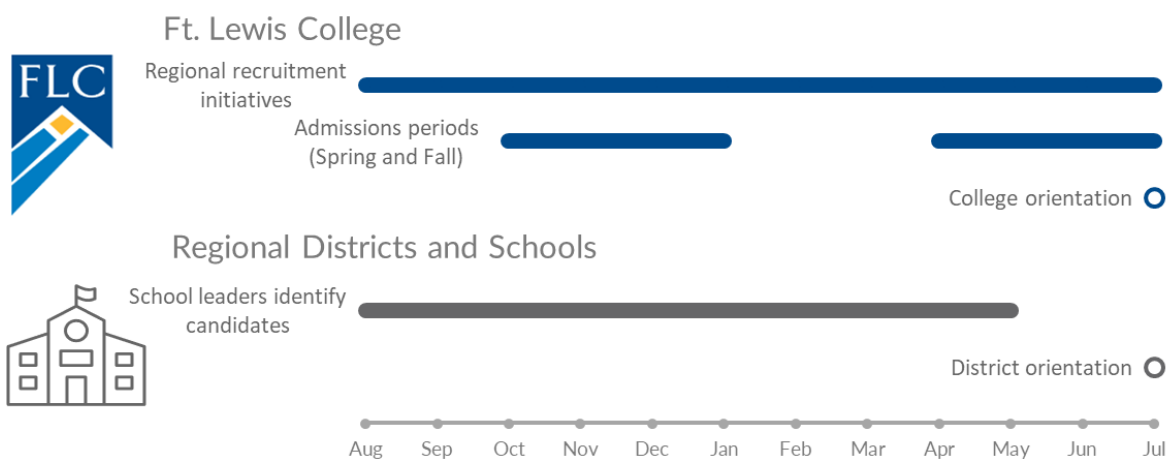
As an institute of higher education, FLC actively recruits candidates into the College of Education from the Southwest Colorado region, statewide, and nationally through a variety of methods, including word-of-mouth, social media, events, conversations with districts, and job fair recruitment venues. Recruitment efforts at the college level often mention the Native American Tuition Waiver, which serves as a motivator for many recruits to join the FLC community.

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

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

endorsement in Special Education. Figure 15. reflects the recruitment, admissions, and placement timeline for the SEED Program.

Figure 15. Fort Lewis College Recruitment, Admissions, and Placement



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

Candidates and Placement

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

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

In addition, FLC is now actively recruiting students who may not have prior teaching experience in secondary or special education into the alternative licensure program through the Masters of Arts: Licensure program. In this specific program, candidates can be on the alternative certification path while earning an initial teaching license in a variety of secondary endorsements as well as gaining licensure with the alternative certification program for special education.

Program Supports

For the SEED Program, Fort Lewis College provides individualized program supports on a case-by-case basis depending on the needs of teachers. For the Special Education alternative license, teachers are part of a year-

long program where they complete eight credit hours over the course of the year. Teachers can join the year-long program either in the fall or spring semester depending on teacher and school needs.

For teachers who are part of the SEED Program in other subject areas that are not Special Education, the program may run from one semester to a full two years depending on the needs of the teacher. Programming is highly tailored to the individual based on their completed coursework as well as which requirements are missing and need to be met before initial licensure can be pursued. Fort Lewis College is now providing trainings and supports for up to two years to fully support career changers.

FLC Supports

Coursework. For the Special Education alternative licensure, teachers complete one online class each semester in the year-long program. The courses focus on the requirements provided by the State of Colorado for endorsement eligibility such as IEP development; teacher collaboration; family partnerships; high leverage teaching practices in reading, writing, and math; classroom management; assessment and identification of disabilities; behavior modification; special education law; and ensuring appropriate educational opportunities for students with disabilities. For teachers seeking an alternative license in a subject area other than Special Education, coursework is individually determined based on content preparation requirements.

Classroom experience. As teachers of record working under an alternative license, teachers in the SEED Program are able to gain the necessary hours and classroom experience required for being recommended for an initial license in Colorado.

College mentor. FLC provides a mentor to all teachers. Mentors in the year-long Special Education Alternative Licensure program conduct 3-4 observations of teachers per semester while in the classroom and provide targeted support and coaching to teachers over the course of the year. Mentors in the semester-long non-SPED programs are observed 5-6 times, knowing they have also been observed in their previous undergraduate course placements as well.

School mentor: In addition to their college mentor, teachers also have a mentor teacher within their school to provide additional hands-on mentorship and support. School mentors also conduct 4-5 observations over the course of the teacher's year in the classroom.

Bi-weekly seminars. FLC hosts seminars every other week for students in the alternative licensure pathway as well as in the traditional teacher preparation program. These seminars focus on a variety of topics including hiring workshops, parent panels, principal panels, and more.

Monthly group meetings. All teachers in the SEED Program come together remotely once a month with FLC staff to talk through any additional supports they may need or to troubleshoot any situations that students are experiencing.

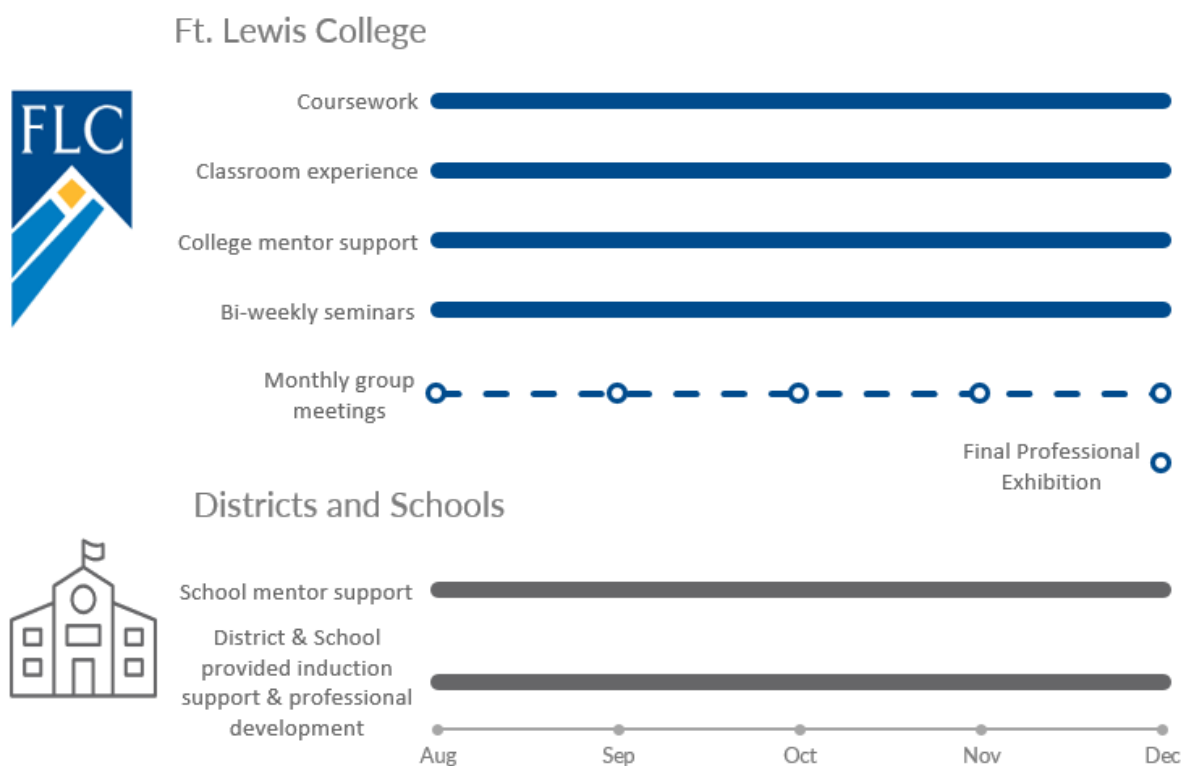
Final Professional Exhibition. Teachers complete a final portfolio-type presentation of their work at the end of their programming.

Stipend/Scholarship. Prior to the 2020-21 school year, stipends were available for candidates completing practicum hours in partner districts and for candidates traveling to explore rural districts. Starting with the 2020-21 school year, scholarship awards are available to students in this program.

District and School Supports

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

Figure 16. Fort Lewis College Program Supports Per Semester



Retention

At the time of this report, Ft Lewis College did not have formal commitments in place from teachers to remain in grant-partner districts for a determined amount of time to better ensure retention to grant-partner districts (e.g., a two-to-three year commitment). This is largely due to the “homegrown” approach for recruitment into the SEED Program that focuses on recruiting and placing teachers who already wish to teach in rural districts in the region. Despite not having a formal agreement in place, retention rates for FLC scholars in the QTR program are generally high – as reported above, FLC retention rates were 88% for first year teachers, 78% for third year teachers, 31% for fourth year teachers, and 25% for fifth-year teachers. Low sample sizes prevent us from reporting on the retention percentage for second-year teachers.

Certification

Once teachers in the SEED Program attain an alternative license (having a bachelor’s degree and having passed the content exam or coursework), they will complete the necessary coursework and/or classroom hours needed for an initial license and can apply for initial licensure in their area of endorsement.

Conclusion

CDE awarded grant funds to PEBCTR, TFA–Colorado, and FLC to place teachers in historically hard-to-serve school districts in Colorado. Since funds first became available through the QTR Grant Program, ten cohorts of teachers have been placed in grant-partner districts and programs are placing an eleventh cohort to begin teaching in fall of 2024.

Overall, the QTR Grant Program continues to be successful in placing high-quality teachers in grant partner districts. In 2023-24, **461 teachers** served the full year in a classroom in a grant-partner school/district reaching

an estimated **42,212 students**; QTR-trained teachers served in 45 school districts and one charter school system across Colorado. Ninety-one percent of Cohort 10 teachers completed their first year in programs, with the percentage of teachers that remain in grant-partner districts over time varying by program and number of years in the classroom. It is worth noting that **many teachers who left grant-partner districts remain in the profession**, whether it be as a teacher in a non-grant-partner district or in a different role within schools and districts. For this evaluation, we calculate retention as serving as a teacher in grant-partner districts to better understand the proportion of teachers supported by the QTR program who continue to serve in high-needs Colorado districts over time.

As part of OMNI's continued external evaluation of the program for the 2022-25 funding cycle, OMNI will continue to collect information from programs each year on the most recently placed five cohorts of teachers to examine programs' progress towards successfully recruiting, placing, and retaining teachers through the QTR grant program. OMNI will also continue to examine licensure and educator effectiveness data from CDE human resource data systems. In 2025, OMNI will continue to explore programs' efforts and progress towards recruiting a diverse educator workforce, examining predictors of successful retention of effective teachers, and understanding ways in which COVID-19 has impacted programing.

Appendix A: Data Tables

Cohorts 6 – 10 Teacher Placement by School in 2023-24

Table A.1: Number of Cohort 6-10 PEBCTR Teachers by School by District in 2023-24

District Name	School Name	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Cohort 10	Total
Adams 12 Five Star Schools	Central Elementary School	0	0	0	0	1	1
	Mountain Range High School	1	0	0	1	0	2
	STEM Lab	0	0	0	1	0	1
	Thornton High School	0	1	0	0	0	1
Alamosa School District RE-11J	Alamosa Elementary School	2	0	0	0	0	2
Archuleta County	Pagosa Springs Elementary School	0	1	0	0	1	2
	Pagosa Springs High School	0	0	0	1	0	1
	Pagosa Springs Middle School	0	1	1	1	0	3
Aspen School District	Aspen High School	0	1	0	2	0	3
Aurora Public Schools	Altura Elementary School	0	0	0	0	1	1
	Aurora Central High School	0	0	0	1	3	4
	Aurora Frontier P-8	0	0	1	0	0	1
	Aurora Hills Middle School	0	0	1	0	0	1
	Aurora Quest K-8	0	0	0	0	1	1
	Aurora West College Preparatory Academy	0	0	1	0	1	2
	Boston K-8	0	0	1	0	0	1

District Name	School Name	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Cohort 10	Total
	Charles Burrell Visual & Performing Arts P-8 Campus	0	0	0	0	1	1
	Columbia Middle School	0	0	0	1	0	1
	Crawford Elementary School	0	1	0	2	3	6
	East Middle School	0	0	2	0	0	2
	Elkhart Elementary School	0	0	0	1	3	4
	Hinkley High School	0	0	0	0	1	1
	Iowa Elementary School	0	0	0	1	0	1
	Jamaica Child Development Center	0	0	0	0	1	1
	Meadowood Child Development Center	0	0	0	0	1	1
	Montview Elementary School	0	0	1	0	1	2
	Mrachek Middle School	0	0	1	0	0	1
	Murphy Creek P-8	0	0	0	0	1	1
	North Middle School	0	0	1	0	0	1
	Pickens Technical College	0	0	0	0	1	1
	Rangeview High School	0	0	0	1	1	2
	Tollgate Elementary School	1	0	0	1	0	2
	Virginia Court Elementary School	0	0	1	0	0	1

District Name	School Name	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Cohort 10	Total
	Vista Peak P-8 Exploratory	0	0	1	0	0	1
	William Smith High School	0	0	0	0	2	2
	Yale Elementary School	0	0	0	0	1	1
Bayfield 10 JT-R School District	Bayfield High School	0	0	0	1	0	1
	Bayfield Middle School	0	0	1	0	0	1
	Bayfield Primary School	0	1	0	0	0	1
Boulder Valley School District	Broomfield High School	0	1	0	0	0	1
	Columbine Elementary School	0	0	0	0	1	1
	Monarch PK-8 School	0	0	1	0	0	1
	Summit Middle School	0	0	1	0	0	1
Brighton School District 27J	Brighton High School	0	0	1	0	0	1
	Eagle Ridge Academy	0	0	1	0	0	1
	Otho Stuart Middle School	0	0	1	1	0	2
	Overland Trail Middle School	0	0	0	0	1	1
	Riverdale Ridge High School	0	1	0	0	0	1
	Rodger Quist Middle School	1	0	1	1	0	3
	Southeast Elementary School	0	0	0	1	0	1
	Vikan Middle School	0	1	0	0	1	2
Canon City Schools	Canon Exploratory School	0	0	0	0	1	1

District Name	School Name	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Cohort 10	Total
Centennial School District	Centennial School	0	1	0	0	0	1
Charter School Institute	Bromley East Charter School	0	0	0	0	1	1
	Heritage Heights Academy	0	0	0	2	1	3
	Kwiyagat Community Academy	0	0	1	0	1	2
	New America School (Thornton)	0	0	0	1	0	1
	Pagosa Peak Open School	0	0	0	2	0	2
	Pinnacle Charter School	0	0	0	0	1	1
	STRIVE Prep - Smart Academy	0	0	0	0	1	1
	Sky Ranch Academy	0	0	0	0	1	1
	University Prep at Steele Street	0	0	1	0	1	2
	Westgate Community School	0	1	0	0	0	1
Cherry Creek School District	Red Hawk Elementary School	0	0	0	1	0	1
	Sky Vista Middle School	0	0	0	0	1	1
Colorado Springs School District 11	Mitchell High School	0	0	0	0	1	1
Del Norte School District	Del Norte JR/SR High	0	1	0	0	0	1
Denver Public Schools	Beach Court Elementary School	0	1	0	0	0	1

District Name	School Name	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Cohort 10	Total
	Columbian Elementary School	0	0	0	1	0	1
	Creativity Challenge Community	0	0	1	0	2	3
	DCIS at Fairmont	0	1	0	0	0	1
	Denver Green School	0	1	0	0	0	1
	Denver Language School	0	0	0	1	1	2
	Downtown Denver Expeditionary School	0	0	0	1	1	2
	DSST: Conservatory Green High School	0	0	0	0	1	1
	Grant Beacon Middle School	0	0	0	0	1	1
	Highline Academy Northeast	0	1	0	0	0	1
	Hill Campus of Arts and Sciences	0	0	0	1	0	1
	International Academy of Denver at Harrington	0	0	0	0	1	1
	John F. Kennedy High School	0	0	1	0	1	2
	Manual High School	0	1	0	0	0	1
	Marie L. Greenwood Academy	1	0	0	0	0	1
	McGlone Academy	1	0	0	0	0	1
	Montbello High School	0	0	0	1	0	1
	Montbello Middle School	0	0	0	1	0	1

District Name	School Name	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Cohort 10	Total
	Rocky Mountain Prep - Ruby Hill	0	0	0	0	1	1
	Slavens Elementary School	0	0	0	0	1	1
	Soaring Hawk Elementary School	0	0	0	1	0	1
	Southmoor Elementary School	1	0	0	0	0	1
	Steele Elementary School	0	0	0	1	0	1
	Steven Knight Center for Early Education	0	0	0	1	0	1
	Swigert International School	0	0	1	2	0	3
	The Odyssey School of Denver	0	0	0	0	1	1
Dolores County School District RE-2J	Seventh Street Elementary School	1	0	1	0	0	2
Dolores County School District RE-4A	Dolores Elementary School	0	0	1	0	0	1
	Dolores Middle School	0	0	0	0	1	1
Douglas County School District	Compass Academy	0	0	1	0	0	1
	Global Village Academy - Douglas County	0	0	1	0	0	1
	Ponderosa High School	0	0	1	0	0	1
	STEM School Highlands Ranch	0	0	0	2	0	2
	Soaring Hawk Elementary School	0	0	1	0	0	1
Durango School District 9-R	Animas Valley High School	0	0	0	1	2	3

District Name	School Name	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Cohort 10	Total
	Durango High School	5	1	1	2	1	10
	Florida Mesa Elementary School	0	0	0	0	1	1
	Needham Elementary School	0	0	0	1	0	1
	Park Elementary School	0	0	0	0	1	1
	Riverview Elementary School	0	1	0	0	1	2
	Sunny Side Elementary School	0	0	0	3	0	3
Eagle County Schools	Avon Elementary	0	1	1	0	0	2
	Berry Creek Middle School	1	0	0	0	0	1
	Brush Creek Elementary School	0	0	1	0	1	2
	Eagle Valley Elementary School	0	0	0	1	0	1
	Eagle Valley High School	0	1	1	0	0	2
	Eagle Valley Middle School	1	1	0	0	0	2
	Edwards Elementary School	1	0	0	0	0	1
	Gypsum Creek Middle School	0	0	0	1	1	2
Elizabeth School District	Elizabeth High School	0	0	0	0	3	3
	Legacy Academy	0	0	0	0	2	2
	Running Creek Elementary School	0	0	0	0	2	2

District Name	School Name	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Cohort 10	Total
Ignacio School District 11-JT	Ignacio Elementary School	0	0	0	1	0	1
	Ignacio High School	0	1	0	0	0	1
	Ignacio Middle School	1	0	0	2	0	3
Jefferson County Public Schools	Alameda International High School	1	0	0	0	1	2
	Arvada High School	0	0	0	1	0	1
	Hutchinson Elementary School	0	0	1	0	0	1
	Jefferson Academy Charter School	0	0	0	0	1	1
	Jefferson County Open School	0	0	0	0	1	1
	Jefferson High School	0	0	0	0	1	1
	South Lakewood Elementary School	0	0	1	0	0	1
	Three Creeks K-8 School	0	1	0	0	0	1
	Westgate Elementary School	0	0	0	0	1	1
Lewis-Palmer 38	Lewis Palmer Middle School	0	0	1	0	0	1
Littleton Public Schools	Dr. Justina Ford Elementary School	1	0	0	0	0	1
Mancos School District RE 6	Mancos Early Learning Center	0	0	1	0	0	1
	Mancos Elementary School	0	1	0	0	2	3
	Mancos Middle School	0	0	0	0	1	1

District Name	School Name	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Cohort 10	Total
Mapleton Public Schools	York International	0	1	0	0	0	1
Montezuma-Cortez School District Re-1	Battle Rock Charter School	0	1	0	0	0	1
	Kemper Elementary School	0	1	0	0	0	1
	Mesa Elementary School	0	0	1	0	3	4
	Montezuma-Cortez High School	0	1	0	0	1	2
	Montezuma-Cortez Middle School	1	1	2	1	0	5
	Southwest Open School	1	0	1	0	0	2
Mountain Valley RE 1 School District	Mountain Valley School	0	0	0	0	1	1
Platte Valley School District	Platte Valley High School	0	0	0	1	0	1
Roaring Fork School District	Basalt Elementary	0	0	0	1	0	1
Sargent School District	Sargent Elementary School	0	0	1	0	0	1
South Conejos School District RE-10	Antonito High School	0	0	0	1	0	1
St. Vrain Valley School District	Thunder Valley K-8	0	0	1	0	0	1
Steamboat Springs School District RE-2	Sleeping Giant School	0	0	1	0	0	1
Thompson School District R2-J	Centennial Elementary School	0	0	0	0	1	1
	Coyote Ridge Elementary School	0	0	0	0	1	1

District Name	School Name	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Cohort 10	Total
	Laurene Edmondson Elementary School	0	0	0	0	1	1
	Mountain View High School	0	0	0	0	1	1
	Peakview Academy at Conrad Ball	0	0	0	0	1	1
	Riverview K-8 School	0	0	0	0	2	2
Weld RE-3J School District	Lochbuie Elementary School	0	0	0	1	0	1
Widefield School District 3	King Elementary School	0	0	0	0	1	1
	Venetucci Elementary School	0	0	0	0	1	1
Total	Total	22	30	45	55	87	239

Table A.2: Number of Cohort 6-10 TFA Teachers by School by District in 2023-24

District Name	School Name	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Cohort 10	Total
Atlas Preparatory	Atlas Preparatory High School	0	1	0	2	1	4
	Atlas Preparatory Middle School	0	0	0	1	2	3
Aurora Public Schools	DSST: Aurora Science & Tech High School	0	0	0	1	2	3
	DSST: Aurora Science & Tech Middle School	0	0	1	1	2	4
	Vega Collegiate Academy	0	1	0	3	10	14
Cesar Chavez Huerta Preparato Academy (CHPA) – Cesar Chavez Academy	Cesar Chavez Huerta Preparato Academy (CHPA) – Cesar Chavez Academy	0	0	0	2	1	3

District Name	School Name	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Cohort 10	Total
	Ersilia Cruz Middle School	0	0	0	0	1	1
Charter School Institute	Ricardo Flores Magon Academy	0	1	0	0	0	1
Denver Public Schools	Academy 360	0	0	0	1	4	5
	Academy of Urban Learning Denver	0	0	1	0	0	1
	Bear Valley Middle School	0	0	0	0	1	1
	Colorado High School Charter: GES	0	0	0	0	1	1
	Colorado High School Charter: Osage	0	0	0	0	1	1
	Compass Academy	0	0	0	0	1	1
	DCIS at Fairmont	0	0	1	0	0	1
	DSST: Cedar High School	0	0	0	1	0	1
	DSST: Cole Middle School	1	0	0	0	1	2
	DSST: College View High School	0	0	1	2	0	3
	DSST: College View Middle School	0	0	1	1	1	3
	DSST: Conservatory Green Middle School	0	0	0	2	3	5
	DSST: Elevate Northeast High School	0	1	2	3	1	7
	DSST: Elevate Northeast Middle School	0	0	0	1	2	3
DSST: Green Valley Ranch Middle School	0	1	1	0	0	2	

District Name	School Name	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Cohort 10	Total
	DSST: Montview High School	0	0	0	2	1	3
	DSST: Montview Middle School	0	1	1	0	1	3
	Denver Green School	0	0	1	1	0	2
	Dr. Martin Luther King Jr. Early College	0	0	1	1	3	5
	Force Elementary School	0	1	0	0	0	1
	GALS Denver	1	0	0	0	0	1
	Gust Elementary School	0	1	0	0	0	1
	KIPP Northeast Denver Leadership Academy	0	1	0	0	3	4
	KIPP Northeast Denver Middle School	0	0	1	0	0	1
	KIPP Sunshine Peak Academy	0	1	1	1	1	4
	Kepner Beacon Middle School	0	0	2	0	0	2
	Marie L. Greenwood Academy	0	0	1	1	0	2
	McGlone Academy	1	0	0	0	1	2
	Merrill Middle School	1	1	0	0	0	2
	Munroe Elementary School	0	0	1	0	0	1
	North High School	0	1	0	2	0	3
	Omar D. Blair Charter School	0	0	0	0	2	2
	Rocky Mountain Prep - Berkeley	0	0	0	2	0	2

District Name	School Name	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Cohort 10	Total
	Rocky Mountain Prep - Creekside	0	0	0	3	0	3
	Rocky Mountain Prep - Fletcher	0	0	2	1	0	3
	Rocky Mountain Prep - Southwest	0	0	0	3	1	4
	Rocky Mountain Prep - Westwood Middle School	0	0	0	0	1	1
	STRIVE Prep - Federal	0	0	1	0	0	1
	STRIVE Prep - Green Valley Ranch	0	0	0	1	0	1
	STRIVE Prep - RISE	0	0	0	1	2	3
	STRIVE Prep - Sunnyside	0	0	0	1	0	1
	Sabin World School	1	0	2	0	0	3
	Schmitt Elementary School	0	0	0	0	5	5
	Stephen Knight Center for Early Education	0	0	0	1	0	1
	Traylor Elementary School	0	0	0	2	0	2
	Trevista at Horace Mann	0	0	1	0	0	1
	University Prep - Arapahoe	1	0	0	1	0	2
	University Prep at Steele Street	0	0	1	0	0	1
Harrison School District No. 2	Carmel Community School	0	0	0	1	0	1
	Centennial Elementary School	0	0	0	1	1	2

District Name	School Name	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Cohort 10	Total
	Fox Meadow Middle School	0	0	0	0	1	1
	Harrison High School	0	1	0	1	6	8
	Mountain Vista Community School	0	0	1	4	1	6
	Otero Elementary School	0	1	0	1	0	2
	Panorama Middle School	0	0	1	0	1	2
	Sand Creek Elementary School	0	0	0	0	1	1
	Sierra High School	0	1	0	0	2	3
KIPP Colorado	KIPP Denver Collegiate High School	0	1	0	0	0	1
	KIPP Sunshine Peak Academy	0	1	0	0	0	1
Mile High Early Learning	Mile High Early Learning	0	0	0	0	1	1
Pueblo City Schools	Aurora Central High School	0	0	2	0	0	2
	Bessemer Elementary School	0	0	0	0	2	2
	Franklin School of Innovation	0	0	0	1	0	1
	Heaton Middle School	0	0	0	0	1	1
	Irving Elementary School	0	0	0	0	1	1
	Minnequa Elementary	0	1	1	0	1	3
	Minnequa Elementary School	0	0	1	0	0	1

District Name	School Name	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Cohort 10	Total
	Nettie S. Freed Expeditionary School	0	0	0	0	2	2
	Pueblo Academy of Arts	0	0	3	4	0	7
	Risley International School of Innovation	0	0	0	0	1	1
	Roncalli STEM Academy	0	0	0	2	0	2
	Villa Bella Expeditionary School	0	0	1	0	0	1
Rocky Mountain Prep Schools	Rocky Mountain Prep - Creekside	1	0	0	0	0	1
	STRIVE Prep - Federal	0	1	0	0	0	1
Total	Total	7	19	34	60	78	198

Table A.3: Number of Cohort 6-10 FLC Teachers by School by District in 2023-24

District Name	School Name	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Cohort 10	Total
Bayfield 10 JT-R School District	Bayfield High School	0	0	0	1	0	1
Durango School District 9-R	Animas Valley Elementary School	0	1	0	0	1	2
	Big Picture	0	1	0	0	0	1
	Durango High School	0	0	2	0	2	4
	Escalante Middle School	0	1	0	0	1	2
	Miller Middle School	0	0	0	0	1	1
	Park Elementary School	0	0	1	0	0	1
	Riverview Elementary School	0	0	0	0	1	1

District Name	School Name	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Cohort 10	Total
Ignacio School District 11-JT	Ignacio Elementary School	0	1	0	0	0	1
	Ignacio High school	0	0	1	0	0	1
	Ignacio Middle school	0	0	1	0	0	1
Mancos School District RE 6	Mancos Elementary School	0	0	1	0	0	1
	Mancos High School	1	0	0	0	0	1
Montezuma-Cortez School District Re-1	Kemper Elementary School	1	0	0	0	0	1
	Kiva Montessori Charter School	1	0	0	0	0	1
	Mesa Elementary School	0	0	1	1	0	2
	Montezuma-Cortez Middle School	0	1	0	0	0	1
	Southwest Open School	0	0	0	0	1	1
Total	Total	3	5	7	2	7	24

Cohorts 6 – 10 Primary Subject Areas Taught by Cohort in 2023-24

Table A.4: Number of PEBCTR Teachers By Cohort and by Primary Subject Area in 2023-24

Primary Subject Area	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Cohort 10	Total
Art	1	0	0	3	7	11
Business	0	0	0	0	1	1
Culinary Arts	1	0	0	0	0	1
Early Childhood Education	0	1	2	4	18	25
Elementary	6	12	17	18	30	83
English, Reading, or Language Arts	3	7	6	6	9	31
Exceptional Student Services	0	0	0	2	0	2
Health	1	0	0	0	0	1
Music	1	0	1	0	2	4
Other (Describe)	3	1	0	3	0	7
Science	2	3	8	5	7	25
Social Studies	1	1	4	6	7	19
Spanish	1	0	2	0	1	4
Math	1	4	5	8	5	23
Special Education	1	1	0	0	0	2
Total	22	30	45	55	87	239

Note: "Exceptional Student Services" oversees Special Education, Gifted and Talented Programs, and Facility Schools. "Other (Describe)" subjects included: Computer Science, CTE, Family and Consumer Sciences, Library, Theatre.

Table A.5: Number of TFA Teachers By Cohort and by Primary Subject Area in 2023-24

Primary Subject Area	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Cohort 10	Total
Computer Science	0	1	0	0	0	1
Early Childhood Education	1	0	0	3	2	6
Elementary	3	2	7	10	17	39
English, Reading, or Language Arts	1	3	5	7	16	32

Primary Subject Area	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Cohort 10	Total
English/Math	0	0	0	0	1	1
ESL	0	1	0	5	4	10
ESL/Science	0	0	0	1	0	1
Math/Science	0	0	0	1	0	1
Other (Describe)	0	1	1	0	1	3
Science	0	3	7	10	9	29
Social Studies	0	0	1	2	6	9
Special Education	1	4	6	9	12	32
Math	1	4	6	12	10	33
Spanish	0	0	1	0	0	1
Total	7	19	34	60	78	198

Note: "Other (Describe)" subjects included: AP Capstone, Art, Bilingual.

Table A.6: Number of FLC Teachers By Cohort and by Primary Subject Area in 2023-24

Primary Subject Area	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Cohort 10	Total
Elementary	0	0	1	0	0	1
English, Reading, or Language Arts	0	0	1	0	0	1
Exceptional Student Services	2	3	2	1	6	14
Math	1	0	1	1	0	3
Music	0	1	0	0	0	1
Physical Education	0	0	0	0	1	1
Science	0	1	2	0	0	3
Total	3	5	7	2	7	24

Cohort 10 Teacher Demographics by Program

Table A.7: Cohort 10 Teacher Demographic Information by Program

Key Demographics	PEBCTR	TFA
Gender	n	n
Female	72	47
Gender Nonconforming	2	0
Male	26	27
Non-Binary	0	5
Not provided	0	3
Total	100	82
Race/Ethnicity		
American Indian or Alaska Native	2	0
Asian	3	4
Black or African American	7	14
Hispanic /Latino	12	12
Native Hawaiian or Other Pacific Islander	1	1
Not Available	2	3
Two or more races / ethnicities	6	4
White	67	44
Total	100	82

Note: Demographic Information for FLC teachers is omitted due to the small sample size (n=7).

Appendix B: Methods

Program and District Provided Data

Section 1 of this report presents information on five cohorts of teachers (beginning in 2019-20 to 2023-24), including the number of teachers who were recruited, placed, and retained; the districts and schools reached through the program; licensure status; grades/subjects taught; the number of students taught by teachers placed through the grant; educator effectiveness; and demographic information of first-year teachers. The vast majority of this information comes from teacher-level spreadsheets that programs fill out and transfer to OMNI for reporting.

Educator Effectiveness Ratings and Licensure Data

To collect educator effectiveness ratings, programs provided CDE with identifying information for teachers placed through the grant. CDE matched that information to human resource records that included effectiveness ratings as well as licensure and credentialing information. All identifying information was then removed from the data files by CDE and shared with OMNI for analysis and reporting.

Process Flow Data

In the spring of 2024, OMNI provided the most recent version of process flow documentation to representatives from each grant site. The site representatives then reviewed (and asked other individuals within their organization to review) the information and provide OMNI with updated information via video meetings and e-mail updates. OMNI also solicited feedback from CDE representatives and worked with sites to update the process flow documentation in accordance with CDE requests.



OMNI INSTITUTE REPORT

Quality Teacher Recruitment Grant Program

2023-2024 Funding Cycle, Year 2
Evaluation Report Addendum



OMNI Institute Report

Quality Teacher Recruitment Grant Program

2023-2024 Funding Cycle, Year 2 Evaluation Report Addendum

Submitted to:

Educator Talent Division

The Colorado Department of Education

For More Information:

projects@omni.org

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Introduction

Section 22-94-101, C.R.S. (Senate Bill 13-260), created the Quality Teacher Recruitment (QTR) Grant Program. The program authorizes the Colorado Department of Education (CDE) to fund programs to coordinate recruitment, preparation, and placement of licensed teachers in school districts that have had difficulty attracting and retaining high-quality teachers. To achieve these objectives, CDE has awarded grant funds to:

- Public Education & Business Coalition’s Teacher Residency program (PEBCTR), placing teachers each year under the QTR program since fall 2014
- Teach for America (TFA)-Colorado, placing teachers each year under the QTR program since fall 2014
- Ft. Lewis College (FLC), placing teachers each year under the QTR program since fall 2019

OMNI Institute (OMNI) serves as the current contractor for the evaluation and completed the Year 2 Summative Report in August 2024. In this addendum, we provide additional findings about how the QTR Grant Program is supporting improvements in the placement of teachers in subject areas experiencing teacher shortages, educator diversity, and teacher retention. Findings reflect the most recent five cohorts of teachers placed through the QTR Grant Program as of the 2023-2024 school year. All data for this evaluation were provided to OMNI by CDE, PEBCTR, TFA, and FLC.

Method



The analysis included data from a total of 892 teachers across the three programs (PEBCTR = 391, TFA = 457, FLC = 44). Data sources for this evaluation included program-provided recruitment, placement, and retention files, used to answer four evaluation questions:

- *Is the placement of QTR-supported educators in positions in shortage areas changing over time?*
- *Is the diversity of QTR-supported teachers placed changing over time?*
- *To what degree are QTR-supported teachers being retained in the classroom over time?*
- *What factors predict successful retention of QTR-supported teachers?*

To assess whether the proportion of teachers in identified shortage areas has changed from year to year, we examined beginning-of-year placement files from 2019 onwards, identified which teachers in the relevant (newly-placed) cohort worked in shortage areas (defined as those subjects that have had consistent teacher shortages for all five years), and compared the proportion of teachers in these shortage areas against the total number of teachers each year.

We examined whether the proportion of diverse teachers (in terms of race/ethnicity or gender) has changed over the years using beginning-of-year placement files from 2019 onwards and categorizing teachers as either BIPOC (Black, Indigenous, People of Color) or not, and as Woman solely versus a gender identity other than Woman (i.e., identified as Man, Gender Non-Binary, or Gender Non-Conforming). We then calculated the percentage of teachers in non-majority racial/ethnic and gender categories (i.e., teachers identifying as BIPOC and as a gender identity other than Woman) each year to determine whether there's been a significant change in their representation over time.

To assess retention and predictive factors, we tracked participants from their placement year (i.e., for Cohort 6, since 2019; for Cohort 7, since 2020, and so forth) to 2023-2024 to see if teachers were still in the program at the end of 2024. We then conducted statistical tests to determine whether gender or race/ethnicity predicted retention in the QTR program.

Placements Over Time

The table below shows the total number of teachers placed in district areas across all programs from 2019 to 2023, as well as within each specific program. The percentages presented in the figures throughout this addendum are calculated based on these total number to analyze placements over time. The number of teachers placed here do not exactly match the number of placed individuals reported in the Summative Report due to small amounts of missing data.

Table 1: Total Number of Teachers Placed in Districts from 2019 to 2023

Year	Total	PEBCTR	TFA	FLC
2023	189	99	83	8
2022	161	77	81	3
2021	173	75	89	9
2020	179	65	97	17
2019	188	74	107	7

Is the placement of educators in positions in shortage areas changing over time?

2019-2023 Statewide Shortage Areas

From 2019 – 2023, the following subject areas were consistently cited as “shortage areas” in the past five years of Colorado’s “Educator Shortage Survey” (findings from those surveys can be found [here](#)):

- Special Education Specialist: Deaf and Hard of Hearing
- Special Education Specialist: Visually Impaired
- Health Education
- Agriculture and Natural Resources
- Special Education Generalist
- Business/Marketing
- Early Childhood Education
- Family and Consumer Sciences
- Mathematics
- Drama Theater Arts
- Science
- Industrial Arts
- Computer Science/Instructional Technology
- Elementary Education
- Physical Education
- Music
- Social Studies
- World Languages
- Visual Art
- English
- Language Arts
- Teacher Librarian

Other teacher placements that are not considered to fall in a shortage area from school years 2019 – 2023 included bilingual, English Language Acquisition-Spanish, English Language Development, English Language Learners (formerly LEP: Limited English Proficiency), English as a Second Language, Psychology, Engineering, Social Justice, and Exceptional Student Services. Of note, Culturally and Linguistically Diverse classrooms are considered a statewide shortage area as of school year 2024-2025 (based on 2023-2024 Educator Shortage Survey results).

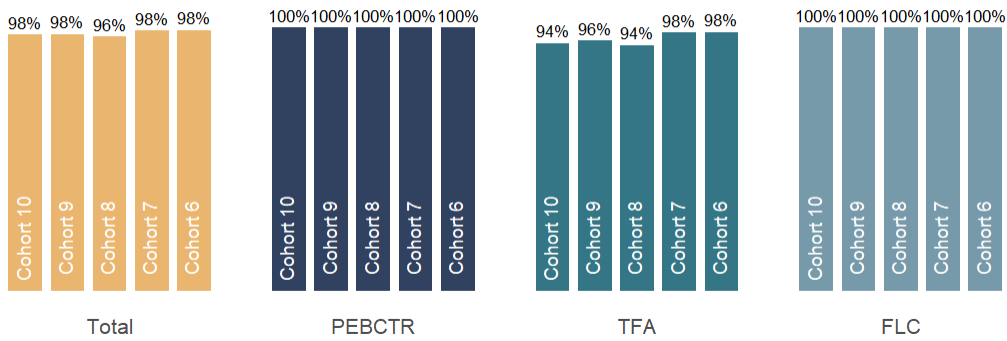
Shortage Area Placement Analyses

Across all three programs, from 2019 to 2023, the proportion of QTR-supported teachers placed in shortage areas has remained stable (98% of Cohort 6 teachers were placed in shortage areas, compared to 98% of Cohort 7, 96% of Cohort 8, 98% of Cohort 9, and 99% of Cohort 10). Chi-square tests indicated that a lower proportion of teachers were

placed in shortage areas in 2023 and 2021 compared to previous years, but that these results are not outside of differences that could be expected by chance.¹

Since 2019, PEBCTR and FLC have consistently placed 100% of their teachers in shortage areas, so we did not perform further analyses for these organizations. We performed a Chi-square test for TFA Colorado, and although there was a slight decrease in the proportion of teachers placed in shortage areas, this change did not differ meaningfully from one year to the next.

Percent of Teachers Placed in Shortage Areas



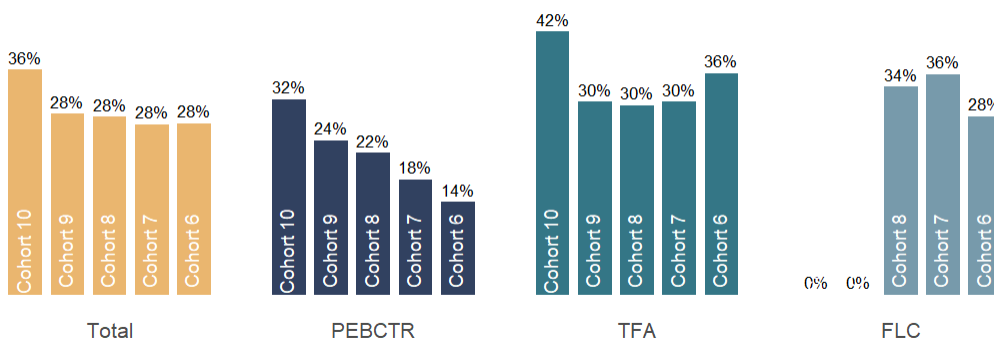
Teacher Identities Over Time

Is the diversity of educators placed changing over time?

Race and Ethnicity

To assess changes in the diversity of educators placed through the program, we analyzed race and ethnicity as well as gender differences across placements from Cohort 6 to Cohort 10 with Chi-square tests. To allow for the analysis to be completed despite the small number of teachers in some specific racial and ethnic categories, we assigned individuals into one of two categories: BIPOC and non-BIPOC, though we recognize that these categories oversimplify lived experiences of race and ethnicity. We excluded data from 30 teachers who did not provide information on race or ethnicity (PEBCTR = 5, FLC = 4, TFA = 21) from these specific analyses.

Percent of BIPOC Teachers



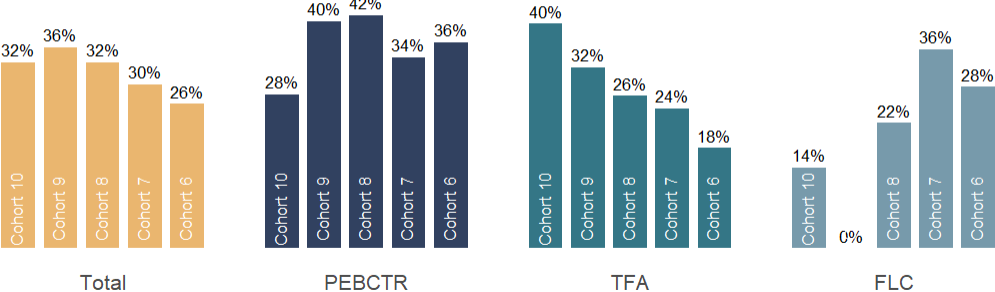
¹ When the phrase “more than/less than expected by chance” is used, we are indicating that the frequency of a characteristic observed in the data is significantly different than what would be expected if the characteristic were distributed evenly across the categories being compared. These determinations are made using inferential statistics.

Chi-square tests found no meaningful changes in the proportion of BIPOC teachers over the past five years. This suggests that, across all programs, the racial and ethnic diversity of teachers placed by the program has remained relatively stable during this period.

Gender

We applied a similar approach to analyze gender diversity by grouping teachers into one category of individuals identifying as Woman versus another category containing individuals identifying as Man, Non-Binary, or Non-Conforming. Four teachers who did not specify their gender were excluded from these analyses (TFA = 4).

Percent of Teachers Who Identify as Man, Gender Non-Binary, or Gender Non-Conforming



Since 2019 and until 2023, there has been a slight increase in the proportion of Man, Non-Binary, and Non-Conforming teachers across all three programs, but when combining program data the change is not meaningful. However, chi-square tests revealed that the percentage of Man, Non-Binary, and Non-Conforming teachers changes from year to year more than would be expected by chance for TFA. Specifically, the percentage of Man, Non-Binary, and Non-Conforming teachers was lowest in 2019 at 18% and has steadily increased in the last five years to 40% in 2023, indicating increased gender diversity of TFA’s candidate pool. This is particularly meaningful progress in the context of national statistics demonstrating that 77% of public school teachers in the United States identify as female (Institute of Education Sciences, 2023).² No other program-level changes in the proportion of genders were found, suggesting that gender diversity of teachers has remained stable over the past five years.

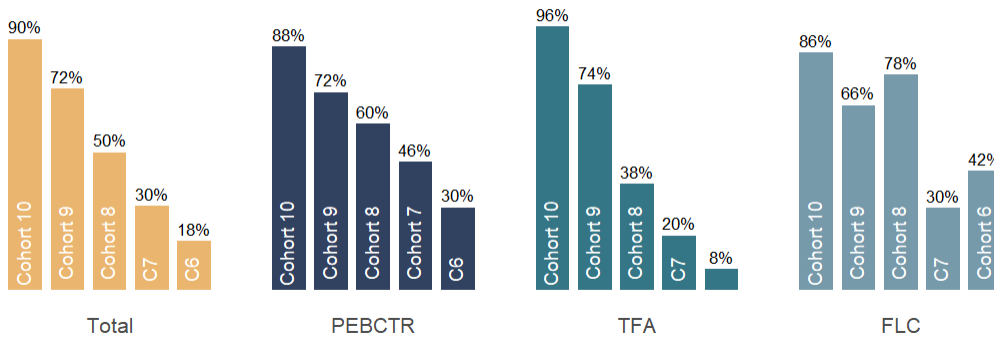
Program Teacher Retention

To what degree are teachers being retained in the classroom over time?

In the 2023-2024 school year, the number of teachers retained in the classroom varied across Cohort, with fewer teachers retained from Cohorts 6 and 7 than in recent Cohorts 8, 9, and 10.

² Institute of Education Sciences (2023). *Report on the Condition of Education 2023* (NCES 2023-444). U.S. Department of Education, National Center for Education Statistics. [2023144.pdf \(ed.gov\)](https://nces.ed.gov/ipeds/data/2023144.pdf)

Percent of Teachers Retained 2023-2024

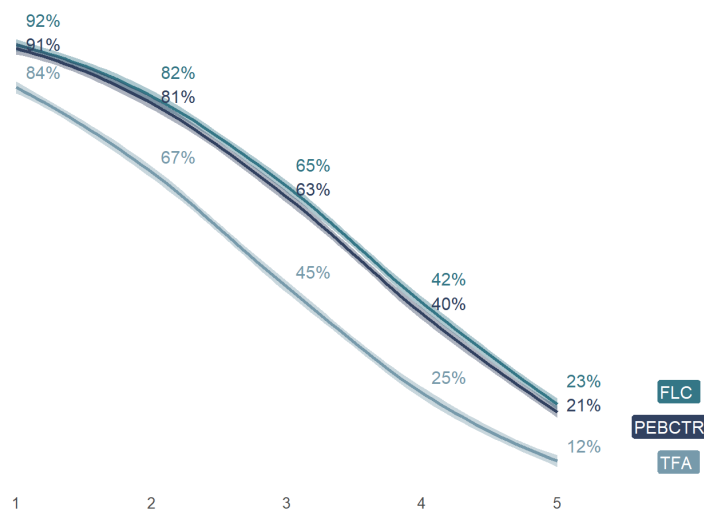


To explore teacher retention trends from 2019 to 2023 and the factors that influence teacher retention (here, cohort year, race/ethnicity, and gender), we conducted a logistic regression analysis. This analysis helps to understand which of these factors meaningfully impact teacher retention. Cohort year was a significant factor in teacher retention; for each additional year since QTR placement, teachers are significantly less likely to have been retained as of 2023-2024 than would be expected by chance.

Race/ethnicity and gender did not significantly impact retention rates, suggesting that BIPOC and non-BIPOC teachers, as well as Woman and non-Woman teachers, are being retained at similar rates.

The predicted rate of retention for TFA Colorado teachers is lower than the rates of retention for PEBCTR and FLC than would be expected by chance. Please note that retention is defined here as remaining in a teaching position; there are many reasons why teachers may be counted as “not retained”, including for additional opportunities in educational leadership, returning for advanced degrees, or changing careers, among others. More detail on retention by program can be found in the *Quality Teacher Recruitment Grant Program: 2023-2024 Funding Cycle, Year 2 Evaluation Report*.

Predicted Probability of Teacher Retention Over Time, by Program



Note: The percentages in this figure show the predicted likelihood of teachers staying in each program given several factors (like gender, BIPOC identity, and how long they’ve been in the program), as estimated by a statistical model. These percentages are different from those in the “Percent of Teachers Retained” figure, which shows the actual retention rates without considering how combined individual factors might influence those rates.