



COLORADO

**Department of
Higher Education**

Educator Preparation Report

ADDENDUM

Prepared by the Colorado Department of Higher Education (CDHE)
pursuant to Colorado Revised Statutes §22-2-112(1)(q) and §23-1-121(6).

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ADDENDUM

Recruiting and retaining an excellent and diverse teacher workforce is the goal of all educator preparation programs and imperative to meet the needs of today’s youth and the demands of a changing world. Yet shortages are still evident across different geographic regions of the state and in various content areas. In response to declines in the enrollment and completion of educator preparation programs, different initiatives and legislative actions have been taken to address these shortages.

Policy Strategies to Support Preparation and Offset Costs to Entry

Several initiatives have been implemented to build the teacher pipeline in Colorado. Though the results have yet to be fully realized, some are already demonstrating promise.

| INITIATIVES | DESCRIPTION | STATUS |
|--|--|--|
| <p>Colorado Center for Rural Education (Coordinator created in SB16-104)</p> | <p>In 2017 the Colorado Center for Rural Education (Center) was created from an RFP awarded to be housed at the University of Northern Colorado. The Center provides support to rural schools, districts, BOCES, and all EPPs statewide to promote the recruitment and retention of educators in rural Colorado.</p> | <p>Recruitment activities include:</p> <ul style="list-style-type: none"> • Bus trips to rural districts for prospective student/teachers • Annual Future Teacher Conference event <p>Retention activities include:</p> <ul style="list-style-type: none"> • Supporting Alternative Licensure Preparation Convening • Worked with partners to create a supported cohort model for NBCT stipend recipients. Participants report this model is helpful. The pass rate is approximately 92% <p>Through an MOU with CDHE, the Center markets and awards all of the stipends/ Rural Financial Incentives listed below. The CDHE and CDE fully support the work of the coordinator and Center.</p> |
| <p>Rural Financial Incentives (SB16-104 expanded in SB18-085, SB19-009, and SB20-158)</p> | <p>Authorizes CDHE to fund stipends to pre- and in-service teachers to support recruitment and retention.</p> | <p>To date the Colorado Center for Rural Education has awarded the following stipends:</p> <ul style="list-style-type: none"> • 211 Rural Student Teacher • 193 Rural Alternative Licensure • 52 National Board Certified Teacher • 59 Rural Inservice Educator |

| INITIATIVES | DESCRIPTION | STATUS |
|---|---|---|
| <p>Rural School Fellowship Program (HB18-1002)</p> | <p>Creates a \$10,000 stipend for a Rural School District Teaching Fellowship of which \$5,000 comes from state funds and \$5,000 comes as a match from the institution.</p> | <p>To date, of the 100 fellowships available each year 45 have been awarded in total to candidates at Colorado Mountain College, Colorado State University, and University of Colorado, Colorado Springs. The \$5,000 matching funds from EPPs is a barrier. The passage of SB20-158 allows unused funds to be rolled over to the stipends/Rural Financial Incentives. The unused Fellowship funds were used to make awards during the 2020-2021 academic year. 95 awards were made in 2019-2020, and 183 awards in 2020-2021, which represents a 92.6% increase.</p> |
| <p>Teacher Cadet (SB16-104)</p> | <p>Authorizes CDHE to fund rural school districts or BOCES to establish teacher cadet high school pipeline programs.</p> | <p>CO Teacher Cadet programs have been established in 8 rural schools/districts across the state. The CDHE and CDE recommend continued work to build out more high school pipeline programs in rural areas.</p> |
| <p>Plan Into Action Grants (HB18-1332)</p> | <p>Created grants for education preparation provider and school district partnerships to address local issues of recruitment and retention for which \$2 million was appropriated.</p> | <p>CDHE received 37 proposals and funded 17. This work built significant capacity for recruitment and retention of educators in 44 rural and urban districts and BOCES with projects that supported high school pipeline and Grow Your Own Pipeline programs, and PD for in-service teachers in, for example, culturally and linguistically diverse education. Rural projects were presented at the 2019 Rural Education Summit.</p> |
| <p><u>TEACH Colorado</u></p> | <p>Launched in 2019, TEACH Colorado is a statewide coalition of education institutions, government, philanthropy, and nonprofit stakeholders committed to improving the perception of teaching and recruiting the next generation of teachers in Colorado. With an emphasis on diversifying the profession, the program provides free support to anyone considering applying to a Colorado educator preparation program, including 1-on-1 coaching, application checklists, application fee reimbursements, and scholarships.</p> | <p>TEACH Colorado is now partnering with more than 90% of Colorado educator preparation programs. TEACH Colorado's year one target was to have 194 TEACH Colorado subscribers apply to a Colorado educator preparation program. The program reached 186% of its goal (360 subscribers applied to a Colorado EPP). Twenty-eight percent of TEACH Colorado-supported applicants identified as people of color.</p> |

Future Considerations

As Colorado continues to support the recruitment, preparation, and retention of excellent educators some high leverage areas to focus on are those that bolster preparation and offset the cost.

Pipeline programs that recruit local aspiring teachers from junior high or high schools or even in-service paraprofessionals are the type of “Grow Your Own” models that offer an introduction to the field of education – often with concurrent enrollment college credit. One example is Colorado Teacher Cadet. Teacher Cadet was created in South Carolina in 1985 and the current curriculum is somewhat adapted to align with Colorado Teacher Quality Standards. Nearly 5000 students have participated in Colorado Teacher Cadet in 35 programs across the state – nearly one-third of which are in rural schools. At the end of the 2019-20 academic year, 341 Colorado high school juniors and seniors participated in the program which includes rigorous coursework and field experiences. Upon completion that same year, 76% of respondents indicated they would be entering teacher preparation programs after high school, 96% of which reported they would do so at Colorado IHEs.

Financial support for residencies and clinical experiences can yield effective teachers who stay in the profession and are often more likely to recruit teachers of color. Modeled after medical residencies, teacher residencies pair residents with an effective and trained mentor from whom they receive ongoing direction and support. That clinical practice is integrated with rigorous coursework. To compensate residents for the extensive amount of time they spend teaching and learning alongside their mentors, stipends or wages help residents persist in their program without having to work additional jobs. Compensation helps both offset the cost of preparation, but also help candidates with living costs while they are immersed in schools. This is an important resource for candidates who are increasingly more financially independent, more likely to have their own children, and work at least part-time¹⁷.

“The ECE Stipend I received made a huge impact. I was able to quit my part time job so I could focus on the program.”

- PEBC Teaching resident

Incentivize candidates and teachers to work in high needs locations or content areas. Financial incentives such as stipends, scholarships, and loan forgiveness or repayment are effective recruitment and retention tools¹⁸. An evaluation conducted by Marzano Research for the Colorado Center for Rural Education (2020) found rural in-service teachers who received a stipend were 20% more likely to stay in their teaching position than all rural teachers over a similar period. Furthermore, the stipends were awarded to teachers who agreed to take graduate-level coursework that would allow them to be eligible to teach concurrent enrollment, or for those who participated in a program that provides support for seeking National Board Certification. Both of which are efforts also presumed to aid retention¹⁹.

“Receiving the Rural Teaching Stipend was such an honor, and truly made my student teaching experience much less stressful financially.”

- Stipend recipient

Expand community college and high school pipeline programs to recruit potential teachers earlier.

In partnership with CU Denver 29 SVVSD students participated in the most recent P-TEACH cohort – 100% plan to pursue careers in education. Combined, they earned 315 college credits saving \$350,000.

Expand high-retention pathways into teaching as paid teacher residencies

PBEC has partnered with urban and rural school districts to expand teaching residencies in ECE by providing \$10,000 stipends.

Incentivize candidates who complete preparation programs and commit to teach in high-need content and geographical areas.

Recipients of a \$4,000 stipend for completing their student teaching in a rural school are 3 times more likely to be hired by a rural district.



Conclusion

Colorado is still experiencing educator shortages in multiple content areas and geographic locations and we have yet to see the effects of COVID-19 on the educator workforce.

What we do know is that Colorado EPPs have an important role in both the recruitment and retention of educators. Recruiting a field of educators that reflects the increasingly diverse population of students is important. EPPs also continue to implement best practices in educator preparation to ensure novice educators are equipped to persist in their roles and effect student achievement. Promising policies to consider are those that bolster educator preparation and defray the costs.

Endnotes

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