



COLORADO
Department of Education

Addendum to Retaining Teachers Grant Program Report

Submitted to:

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

By:

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Introduction and Background

This document is an addendum to the Retaining Teachers Grant Program report from January 2019. As noted in the report, this addendum details the grant recipients and amounts for FY 2018-2019. Tables 1 and 2 detail the retention strategies pursued and descriptions of each initiative and grant amount, respectively. Due to the timing of the grant release, this information was not available in January 2019.

The Retaining Teachers Grant Program, established pursuant to H.B. 18-1412, is a three-year grant program designed to address teacher shortages by increasing teacher retention. Applicants were able to choose one or more of the following retention strategies based on their specific context and needs:

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

Applicants submitted information regarding their need for one or more retention initiatives, how their chosen initiative(s) directly address their need, and their plan for implementation, funding allocation, and measuring progress towards their goals for teacher retention.

Retaining Teachers Grant Awards

Applicants and Grantees

The Request for Proposals (RFP) for the Retaining Teachers Grant Program was released on November 16, 2018. Applications were due January 11, 2019. The department received twenty-seven applications for the Retaining Teachers Grant Program, including eight from charter schools, sixteen from districts, and three from Boards of Cooperative Education Services (BOCES).

Applications were then reviewed by volunteer review teams comprised of content experts. Based on reviews, eighteen applications met the minimum requirements for funding. However, due to funding limitations, not all applicants who met the minimum requirements could be funded. In order to maximize the number of applicants funded while ensuring each grantee would be awarded adequate funding to implement their initiative(s), the top nine applicants were selected. Funding for years two and three is contingent on appropriated funds, meeting all reporting requirements, and State Board of Education renewal. The nine grantees are Aurora Public Schools, Denver Public Schools, Garfield School District No. 16, Garfield School District No. 2, Hayden School District, Montezuma-Cortez School District, Northeast BOCES, San Luis Valley BOCES, and West Grand School District.

Due to funding limitations, only nine of the eighteen applications that met the minimum requirements could be funded.



Initiatives and Awards

A majority of applicants and grantees proposed pursuing more than one of the allowable retention initiatives. Of the retention initiatives available for this grant, programs to provide professional development for the creation and implementation of career advancement pathways for master teacher and teacher leadership positions for effective teachers was selected most frequently among all applicants. Among those awarded funding, robust teacher induction programs for new teachers and peer review and mentorship programs and other career development and advancement strategies were selected most frequently. Table 1 details the initiative options selected by applicants and by grantees.

TABLE 1: Retention Initiative Options Proposed and Funded

Type of Initiative	Initiatives Proposed (All Applicants)	Initiatives Funded (Awarded Applicants)
Job sharing for teachers	0	0
Providing on-site early childhood care services for family members of educators	4	2
Robust teacher induction programs for new teachers	14	5
Peer review and mentorship programs and other career development and advancement strategies	14	5
Programs to provide professional development for the creation and implementation of career advancement pathways for master teacher and teacher leadership positions for effective teachers	18	3
Incentive programs to recognize and retain highly effective teachers	9	2
Reduced teacher-student contact hours and increased planning, mentoring, and collaboration time for new teachers and mentor teachers	11	4
Increased use of technology in blended learning initiatives to create opportunities and financial incentives for teacher development and career advancement and cost savings to support salary increases	2	1



Table 2 provides a description of initiatives pursued by each grantee as well as the amount of funding awarded for year one of the grant. In total, grantees have been awarded \$915,882.

TABLE 2: Grant Awards

Grantee	Teacher Retention Strategy Description	Amount Awarded (Year 1)
Aurora Public Schools	<ul style="list-style-type: none"> Implement a mentor-based induction model, including differentiated pathways for supporting first, second, and third year teachers as well as professionally licensed educators new to the district. Develop teacher leaders to support new teachers as a part of the induction model. 	\$120,186.00
Denver Public Schools	<ul style="list-style-type: none"> Expand Associate Teacher program in which newly licensed teachers spend 50% of their time leading a classroom with a mentor and 50% of their time receiving supports in instruction and delivery. 	\$104,984.00
Garfield School District No. 16	<ul style="list-style-type: none"> Provide aid to effective teachers to pursue master’s degrees, which will open career advancement opportunities in the district. 	\$30,000.00
Garfield School District No. 2	<ul style="list-style-type: none"> Expand induction program from one year to optional three year. Provide more release time for mentors and mentees for long-term planning and development of a peer review process. Develop a leadership pipeline for mentors and mentees through increased training opportunities. 	\$24,588.00
Hayden School District	<ul style="list-style-type: none"> Expand induction programming to include more instructional mentoring and coaching. Subsidize early childhood care costs for teachers. Provide professional development opportunities for effective teachers to pursue career advancement. 	\$115,408.00
Montezuma-Cortez School District	<ul style="list-style-type: none"> Expand induction programming to include pre-service professional development and job-embedded coaching for the first 60 days of employment. Create coaching cycles around “lab classrooms” that recognize highly effective teachers while providing new teachers with increased planning, mentoring, and collaboration time. 	\$19,223.00
Northeast BOCES	<ul style="list-style-type: none"> Create a network of professional learning communities (PLCs) for member districts. Establish leadership pathways for effective teachers to become PLC leaders. Partner with CSU-Global to provide scholarships for effective teachers to pursue a master’s degree in order to qualify to teach dual enrollment classes. 	\$194,259.00



Grantee	Teacher Retention Strategy Description	Amount Awarded (Year 1)
San Luis Valley BOCES	<ul style="list-style-type: none"> • Create a network of professional learning communities (PLCs) for member districts. • Establish leadership pathways for effective teachers to become PLC leaders. • Partner with CSU-Global to provide scholarships for effective teachers to pursue a master’s degree in order to qualify to teach dual enrollment classes. 	\$191,855.00
West Grand School District	<ul style="list-style-type: none"> • Establish an early childhood center for children of all employees through local partnerships. • Create a high school training program, embedded in the early childhood center, for those interested in pursuing a career in early childhood care. 	\$115,379.00
<i>Total</i>		\$ 915,882.00

Conclusion

There was significant interest in this grant program. Due to funding constraints, only half of eligible applicants were awarded grants. Applicants were most interested in using funding to provide professional development for the creation of career advancement pathways. However, initiatives around new teacher induction and peer review and mentoring were funded most frequently.

Going forward, future reports on the Retaining Teachers Grant Program will provide greater detail and insight into the impact of the program. In addition to providing the name of each grant recipient, the amount of each grant, and a description of the initiative to be implemented with each grant, future reports will include information on the progress made by each grant recipient in achieving the goals of the initiative. Because awards were issued in May 2019 for the first time, information on such progress is not yet available.