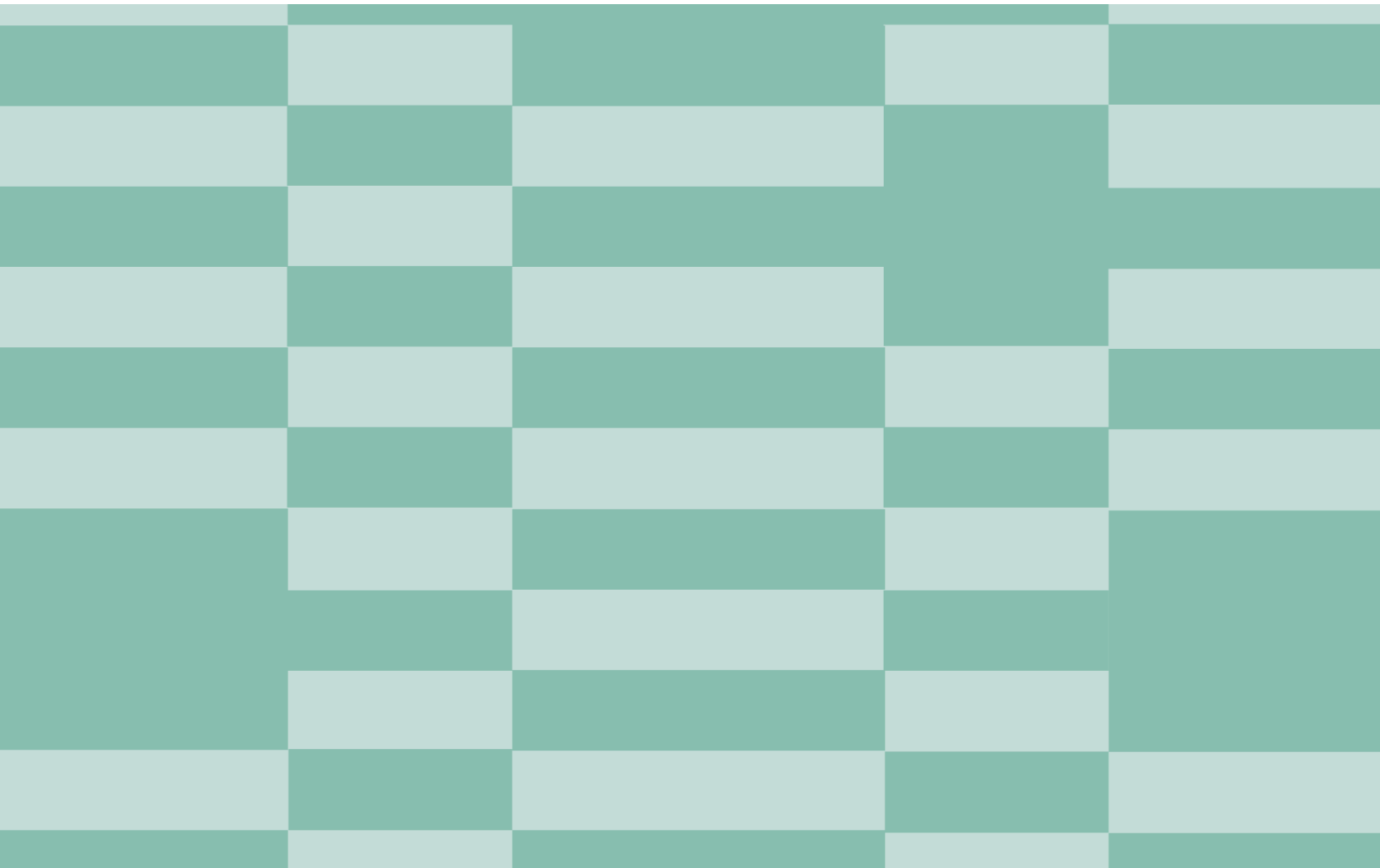
Omni

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Omni Institute Report

Quality Teacher Recruitment Grant Program

2025-2026 Evaluation Report



Quality Teacher Recruitment Grant Program

2025-2026 Evaluation Report

Submitted to:

Colorado Department of Education

For More Information:

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Table of Contents

Executive Summary 5
- Background 5
- Program Approach 5
- Key Findings 6

Introduction 8
- Report Contents and Structure 9

Program Background 10
- Alternative Teacher Preparation Programs 10

Evaluation Results 15
- Recruitment, Placement, and Retention Summary 15
- Retention 19
- Teacher Characteristics 22
- Districts and Students Served 27
- Educator Effectiveness 31

Conclusion 34

Appendix A 35
- Teacher Placement in Grant-Partner Districts 35
- Teacher Placement in Schools 40
- Teacher Placement by Primary Subject 57
- Teacher Placement by Grade Level 61
- Teacher Placement by Endorsement Areas 64
- Students Served 68

Appendix B 72
- Program and District Provided Data 72
- Educator Effectiveness Ratings and Licensure Data 72
- Process Flow Data 72

Appendix C 73
- Grantees' Updated Process Flows 2025-26 73

Executive Summary

Background

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 that 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 the following partners:

- **Public Education & Business Coalition's Teacher Residency program (PEBCTR)**, placing teachers each year under the QTR program since Fall 2014.
- **Teach for America Colorado (TFA-Colorado)**, placing teachers each year under the QTR program since Fall 2014.
- **Fort Lewis College (FLC)**, placing teachers each year under the QTR program since Fall 2019.
- **Cañon City School District's (CCSD)** team-based teacher residency model, a new grantee placing teachers under the QTR program starting this year in Fall 2025.
- **Fort Morgan/Morgan County School District's (FM/MCSD)** Teach Today Lead Today Alternative Licensure Program, a new grantee placing teachers under the QTR program starting this year in Fall 2025.
- **St. Vrain Valley School District's (SVVSD)** Alternative Licensure Pathway to Special Education (ALPSE) program, a new grantee placing teachers under the QTR program starting this year in Fall 2025.

These newer district-based grantees expand the QTR program's reach by providing locally driven alternative licensure pathways and residency-style models, particularly in rural and hard-to-staff areas. Their approaches emphasize flexible recruitment, strong mentorship and coaching structures, and alignment with district workforce needs to support teacher retention and diversity.

Omni Institute (Omni) serves as the current contractor for the evaluation, and this document summarizes findings from the 2025–26 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, PEBCTR, TFA-Colorado, FLC, CCSD, FM/MCSD, and SVVSD. Data include: (a) program-provided teacher recruitment, placement, and retention files and (b) CDE licensure and educator effectiveness data files. More details on Methodology can be found in Appendix B.

Program Approach

All six grantee programs seek to place licensed teachers in high-needs districts to promote effective teaching and increase student achievement, though they implement distinct models in service of these outcomes. Programs vary with respect to service area; some serve statewide, while others are geographically focused in a local district or districts, and each have a unique admission and placement process designed to meet the needs of their service areas. Program lengths range from one to three years, with a variety of financial support (e.g.,

stipends; scholarships) during the program and ongoing wraparound support available after the initial commitment. Grant totals range from $85,000 to $1,749,706.48 for the 2025-26 school year.

Key Findings

QTR Grant Program teachers continue to support Colorado students and districts. Across the previous five cohorts (2021-22 through 2025-26):

550 Teachers served the entire year in the classroom

46,841 Students reached

48 Colorado school districts + 8 charter school systems + 2 community based organizations

Figure 1 (below) shows the percentage of teachers by program who completed their first school year in a grant partner district in 2025-26. Patterns vary by program, although most candidates completed their first year in the classroom in a grant partner district (either as student teachers or teachers of record[1]).

Figure 1. Completion of First Year of Teaching by Program During the 2025-26 School Year

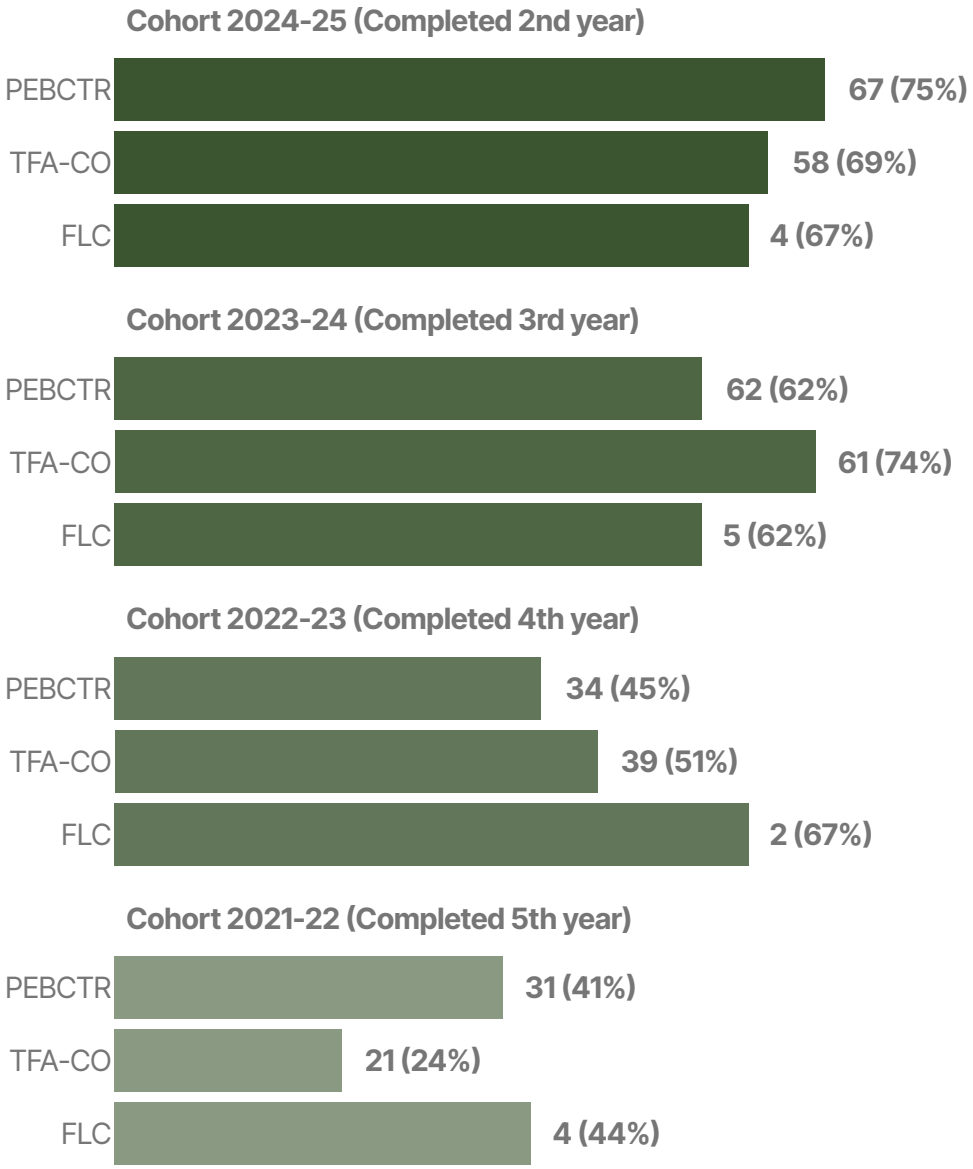


Note: CCSD, FM/MCSD, SVVSD participated in the program beginning in 2025-26 only.

[1] A teacher of record is the licensed educator assigned primary responsibility for a course or content area. This teacher provides instruction, monitors student progress, assigns grades, and is accountable for student learning outcomes. Within the QTR Grant, a teacher of record must be a licensed teacher placed in a classroom role where they are directly responsible for student achievement. The terms "teacher of record" and "student teacher" are used for consistency in data collection and reporting across grantees; however, some programs use specific terms to refer to their program participants. For example, PEBCTR uses "Traditional Residents" and SVVSD uses "Alternative Licensure Pathway to Special Education (ALPSE) teachers or candidates".

Figure 2 shows the percentage of teachers by program and by cohort who were retained (i.e., returning and completing the 2025-26 school year) in a grant partner district during the 2025-26 school year.[2]

Figure 2. Teacher Retention by Cohort and Program During the 2025-26 School Year



Note: CCSD, FM/MCSD, SVVSD participated in the program beginning in 2025-26 only.

[2] In alignment with CDE guidance, Omni treats retention as returning for and completing the following school year, contrasted with completing the first school year as presented in Figure 1 for Cohort 2025-26.

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.

> Public Education & Business Coalition's Teacher Residency program and Teach for America Colorado have participated in the QTR Grant Program for **thirteen years**. Fort Lewis College has participated for **seven years**. For Fort Morgan/Morgan County, Cañon City, St. Vrain Valley school districts, 2025-26 is their **first year** participating in the program.

In the Fall of 2013, two programs were selected as initial grant recipients: Public Education & Business Coalition's Teacher Residency program (PEBCTR) and Teach for America Colorado (TFA-Colorado). 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. In 2019, Fort Lewis College (FLC) was awarded a grant and began placing teachers in the 2019-20 school year, expanding the program's reach into rural regions of southwestern Colorado. In 2025, the QTR Grant Program expanded to include district-based grantees, including Cañon City School District (CCSD), Fort Morgan/Morgan County School District (FM/MCSD), and St. Vrain Valley School District (SVVSD). These programs represent a shift toward locally driven alternative licensure and residency models designed to meet specific workforce needs within individual districts, particularly in rural and hard-to-staff areas.

Since 2014, CDE has partnered with Omni Institute (Omni) to conduct an evaluation of the QTR Grant Program, including collecting data from grant recipients to track progress toward meeting program goals. All data are provided to Omni by participating grantees and CDE. To reduce the data collection and reporting burden for grantees and partner districts, CDE determined that evaluation reports would 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 (2021-22 through 2025-26). Previous reports include data for previous cohorts.[3]

[3] The prior year's evaluation report is available on the CDE Required Reports page (https://www.cde.state.co.us/cdedepcom/requiredreports).

Table 1. Teacher Cohort by Academic Year in the Classroom

Cohort	FY 2025-26	FY 2024-25	FY 2023-24	FY 2022-23	FY 2021-22
2025-26	1st year in the classroom*				
2024-25	2nd year in the classroom	1st year in the classroom			
2023-24	3rd year in the classroom	2nd year in the classroom	1st year in the classroom		
2022-23	4th year in the classroom	3rd year in the classroom	2nd year in the classroom	1st year in the classroom	
2021-22	5th year in the classroom	4th year in the classroom	3rd year in the classroom	2nd year in the classroom	1st year in the classroom

**Depending on the program model, in their first year, teachers may have served as teachers of record or as student teachers in the classroom of a mentor teacher.*

Report Contents and Structure

This report presents findings for the five most recent cohorts of teachers, placed between the 2021-22 and 2025-26 school years. We begin by providing a description of the alternative teacher preparation programs funded under the QTR Grant Program, followed by results across key outcome areas. Further details on these results and our methods are provided in Appendices.

Program 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. These programs are provided by a designated agency approved by the Colorado State Board of Education. Candidates obtain an alternative teaching license at the start of the preparation program, which 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,
- Demonstrate professional competence in one of the approved endorsement areas for alternative licensure, and
- Obtain employment in an elementary or secondary school.

Alternative teacher preparation programs are required to provide 225 contact hours of instruction aligned with the Colorado Teacher Quality Standards. These standards emphasize strong content knowledge, effective pedagogy, inclusive learning environments, reflective practice, leadership, and responsibility for student growth. An initial teaching license is awarded upon successful completion of the program and state requirements.

Across the QTR Grant Program, alternative licensure pathways are implemented through a range of models, including residency programs, nonprofit-led alternative licensure programs, higher education partnerships, and more recently, district-based programs designed to meet local workforce needs. Below, we provide a high-level overview of the six programs funded during the 2025-26 school year.

Public Education & Business Coalition's Teacher Residency (PEBCTR)

Public Education & Business Coalition's 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. PEBCTR is the designated agency for participants' initial licensure and partners with higher education institutions that offer credit for the residency experience as part of an optional master's degree that student teachers can pursue. From 2013 to 2017, Adams State University was PEBCTR's higher education partner and collaborated with PEBCTR to provide initial licensure and optional 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 student teachers. Currently, PEBCTR partners with Metropolitan State University (MSU) 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. Student teachers spend a year in a mentor teacher classroom before becoming teachers of record in their own classrooms. Student teachers 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.

In addition to residency, 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 student teachers 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 includes the same supports from PEBCTR as the residency model.

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 identifies potential partner districts in various ways and includes the following considerations in their selection: shared values about teaching and 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.

PEBCTR's funding for the 2025-26 grant amounts to $1,749,706.48. PEBCTR provides stipends for student teachers and mentors.

Teach for America Colorado (TFA-Colorado)

Teach for America is an education leadership development organization that was founded to reduce systemic inequities in the education sector. Teach for America Colorado's (TFA-Colorado) primary goal is to eliminate inequities through the following strategies:

- Building a reliable pipeline of highly trained teachers who are largely from Colorado and from diverse racial and socioeconomic backgrounds.
- Activating and connecting program alumni to generate measurable ecosystem changes focused on student success and economic mobility across Colorado.
- Increasing opportunity for Coloradans' economic mobility by investing in career readiness and post-secondary pathway resources in districts across the state.

Corps members may continue to teach beyond their initial two-year commitment. Some go on to work in other fields, including advocating for educational equity, while some continue to teach. 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-Colorado 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), MSU Denver, 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. All three also offer a master's degree in the second year to corps members.

For the QTR Grant Program, TFA-Colorado considers the following in selecting grant-partner districts: alignment with TFA-Colorado's mission to deliver excellent education in low-income communities; deep investment from school and community leadership; and TFA-Colorado's ability to be responsive to the partner's needs. TFA-Colorado asks itself (1) does the partner serve TFA-Colorado's target population (based on indicators of density of low-income students and analysis of accountability and effectiveness data); (2) can TFA-Colorado 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-Colorado's mission and in developing TFA-Colorado-trained teachers through an assessment of leadership buy-in and capacity for teacher support.

TFA-Colorado's funding for the 2025-26 grant amounts to $636,656.48. Teachers receive stipends between $4,500-$7,500, with additional need-based financial aid and philanthropic support for Black and Early Childhood Education teachers.

Fort Lewis College (FLC)

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 Program is designed as a pipeline to increase the number of licensed teachers in high-need districts in Southwestern Colorado through a targeted, relationship-based, "homegrown" recruitment strategy. Teacher candidates in this program have at least a bachelor's degree and are working toward an initial license. In some cases, candidates may already be teachers seeking 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 licensure requirements. Candidates are paired with mentor teachers in their districts, with FLC providing ongoing coaching and professional development.

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, and to identify when school or district placements have stabilized and are experiencing less turnover, shifting efforts to adjust to current conditions. Additionally, professional development uniquely focused on developing the alternative licensure pathway is offered as a support to candidates.

FLC's funding for the 2025-26 grant amounts to $85,000. Scholarships are available for students in the program.

Cañon City School District (CCSD)

Cañon City School District (CCSD) has implemented a team-based residency model that provides new teachers and alternative licensure candidates with structured, in-classroom learning experiences. The program emphasizes collaboration through co-teaching, where candidates work alongside experienced lead teachers in a shared classroom environment.

Recruitment efforts are community-focused, with an emphasis on developing local talent pipelines, including paraprofessionals and community members interested in entering the teaching profession. Candidates are hired by the district and simultaneously pursue licensure through partnerships with higher education institutions.

The residency model includes a Summer Institute and ongoing, job-embedded coaching and professional learning throughout the school year. Candidates participate in collaborative planning, regular feedback cycles, and structured mentoring to build instructional skills. Following the initial residency year, participants continue to receive support as they transition into full teaching roles. The program is designed to strengthen teacher preparation and retention through sustained, team-based support.

CCSD's funding for the 2025-26 grant amounts to $236,491.20. In addition to the $25,000-$35,000 that candidate's receive from the district for their residency positions, alternative licensure candidates and rural student teachers are eligible to receive stipends between $4,000-$7,500.

Fort Morgan/Morgan County School District (FM/MCSD)

Fort Morgan/Morgan County School District (FM/MCSD) operates the Teach Today Lead Today Alternative Teacher Program (Teach Today), a district-based pathway designed to address local teacher shortages, particularly in rural communities. The program emphasizes flexible entry points, allowing candidates to apply on a rolling basis and begin teaching while completing licensure requirements.

Candidates are hired directly by the district and serve as teachers of record while receiving structured support, including mentorship, coaching, and cohort-based professional learning. The program prioritizes "grow your own" recruitment strategies, targeting paraprofessionals, substitutes, career changers, and community members.

The Teach Today program is structured as a two-year pathway that combines job-embedded experience with coursework aligned to Colorado licensure requirements. A strong emphasis is placed on mentorship, with candidates receiving ongoing support from both instructional coaches and mentor teachers, as well as regular feedback through observations and cohort meetings. The program is designed to align closely with district workforce needs and support long-term teacher retention.

FM/MCSD's funding for the 2025-26 grant amounts to $114,304.00. Candidates who commit to teaching in shortage areas for at least 3 years have their costs covered by Colorado Educator Recruitment and Retention Financial Assistance Program.[4]

[4] For information about this program, see the CDE Educator Recruitment and Retention Financial Assistance Program page (https://ed.cde.state.co.us/educatortalent/errprogram).

St. Vrain Valley School District (SVVSD)

St. Vrain Valley School District (SVVSD) operates the Alternative Licensure Pathway to Special Education (ALPSE), a specialized program designed to prepare teachers for high-need special education roles. The program addresses shortages in special education by providing a structured, two-year pathway to licensure.

Candidates in the ALPSE program are required to secure a teaching position prior to admission and serve as teachers of record while completing licensure requirements. The program combines extensive coursework with intensive, job-embedded coaching and mentorship from experienced special education teachers.

The ALPSE model emphasizes a gradual release of responsibility, allowing candidates to build skills and confidence over time while receiving individualized support. Participants engage in ongoing professional learning, coaching sessions, and classroom-based practice aligned with Colorado Teacher Quality Standards. The program is designed to develop highly qualified special education teachers and support retention in this critical shortage area.

SVVSD's funding for the 2025-26 grant amounts to $117,841.84. Coaches and mentor teachers receive stipends between $1,500-$2,000, and candidates are encouraged to apply for the Colorado Educator Recruitment and Retention Financial Assistance Program.

Evaluation Results

Recruitment, Placement, and Retention Summary

This section provides a summary of teacher recruitment, placement, and retention across grantees. This evaluation examines data provided by grantees and partner districts (see Appendix A) on teacher placement and retention within the context of the QTR Grant Program. For the purposes of this report, teachers are considered placed and retained if they are teaching in a QTR grant-partner district. For Cohort 2025-26, we are reporting the number of teachers who completed their first year in alignment with CDE guidance, which treats retention as returning to teaching and completing the following school year.

Table 2 provides information on teachers who were in their fifth year in a classroom in 2025-26.

Table 2. Teachers Initially Placed in 2021-22 in Grant-Partner Districts 2025-26

	PEBCTR	TFA-Colorado	FLC
Initially placed in a Grant-Partner District in 2021-22	75	89	9
Completed 1st year in a Grant-Partner District in 2021-22	67 (89%)	82 (92%)	8 (89%)
Completed 2nd year in a Grant-Partner District in 2022-23	56 (75%)	67 (75%)	7 (78%)
Completed 3rd year in a Grant-Partner District in 2023-24	45 (60%)	34 (38%)	7 (78%)
Completed 4th year in a Grant-Partner District in 2024-25	36 (48%)	23 (26%)	5 (56%)
Completed 5th year in a Grant-Partner District in 2025-26	31 (41%)	21 (24%)	4 (44%)

PEBCTR. PEBCTR teachers placed in 2021-22 completed their three-year commitment with PEBCTR in 2023-24. As Table 2 shows, of the 75 teachers who were initially placed in 2021-22, 31 (41%) completed a fifth year of teaching in a grant-partner district in 2025-26.

TFA-Colorado. TFA-Colorado teachers placed in 2021-22 were second-year TFA-Colorado alumni, having completed their two-year commitment in 2022-23. As Table 2 shows, of the 89 teachers initially placed in 2021-22, 21 (24%) completed a fifth year of teaching in a grant-partner district in 2025-26.

FLC. FLC teachers placed in 2021-22 were in their fifth year of teaching. As Table 2 shows, of the 9 teachers initially placed in 2021-22, 4 (44%) completed a fifth year of teaching in a grant-partner district in 2025-26.

Table 3 provides information on teachers who were in their fourth year in a classroom in 2025-26.

Table 3. Teachers Initially Placed in 2022-23 in Grant-Partner Districts 2025-26

	PEBCTR	TFA-Colorado	FLC
Initially placed in a Grant-Partner District in 2022-23	76	77	3
Completed 1st year in a Grant-Partner District in 2022-23	62 (82%)	61 (79%)	3 (100%)
Completed 2nd year in a Grant-Partner District in 2023-24	55 (72%)	60 (78%)	2 (67%)
Completed 3rd year in a Grant-Partner District in 2024-25	42 (55%)	45 (58%)	2 (67%)
Completed 4th year in a Grant-Partner District in 2025-26	34 (45%)	39 (51%)	2 (67%)

PEBCTR. PEBCTR teachers placed in 2022-23 completed their three-year commitment with PEBCTR in 2024-25. As Table 3 shows, of the 76 teachers who were initially placed in 2022-23, 34 (45%) completed a fourth year of teaching in a grant-partner district in 2025-26.

TFA-Colorado. TFA-Colorado teachers placed in 2022-23 were second-year TFA-Colorado alumni, having completed their two-year commitment in 2023-24. As Table 3 shows, of the 77 teachers initially placed in 2022-23, 39 (51%) completed a fourth year of teaching in a grant-partner district in 2025-26.

FLC. FLC teachers placed in 2022-23 were in their fourth year of teaching. As Table 3 shows, of the 3 teachers initially placed in 2022-23, 2 (67%) completed a fourth year of teaching in a grant-partner district in 2025-26.

Table 4 provides information on teachers who were in their third year in a classroom in 2025-26.

Table 4. Teachers Initially Placed in 2023-24 in Grant-Partner Districts 2025-26

	PEBCTR	TFA-Colorado	FLC
Initially placed in a Grant-Partner District in 2023-24	100	82	8
Completed 1st year in a Grant-Partner District in 2023-24	87 (87%)	78 (95%)	7 (88%)
Completed 2nd year in a Grant-Partner District in 2024-25	74 (74%)	68 (83%)	6 (75%)
Completed 3rd year in a Grant-Partner District in 2025-26	62 (62%)	61 (74%)	5 (62%)

PEBCTR. PEBCTR teachers placed in 2023-24 will complete their three-year commitment with PEBCTR in 2025-26. As Table 4 shows, of the 100 teachers initially placed in 2023-24, 62 (62%) completed a third year of teaching in a grant-partner district in 2025-26.

TFA-Colorado. TFA-Colorado teachers placed in 2023-24 were beginning the third year after their two-year commitment with TFA-Colorado. As Table 4 shows, of the 82 teachers initially placed in 2023-24, 61 (74%) completed a third year of teaching in a grant-partner district in 2025-26.

FLC. FLC teachers placed in 2023-24 were in their third year of teaching. As Table 4 shows, of the 8 teachers initially placed in 2023-24, 5 (62%) completed a third year of teaching in a grant-partner district in 2025-26.

Table 5 provides information on teachers who were in their second year in a classroom in 2025-26.

Table 5. Teachers Initially Placed in 2024-25 in Grant-Partner Districts 2025-26

	PEBCTR	TFA-Colorado	FLC
Initially placed in a Grant-Partner District in 2024-25	89	84	6
Completed 1st year in a Grant-Partner District in 2024-25	81 (91%)	80 (95%)	4 (67%)
Completed 2nd year in a Grant-Partner District in 2025-26	67 (75%)	58 (69%)	4 (67%)

PEBCTR. PEBCTR teachers placed in 2024-25 were in the second year of a three-year commitment with PEBCTR. As Table 5 shows, of the 89 teachers initially placed in 2024-25, 67 (75%) completed a second year of teaching in a grant-partner district in 2025-26.

TFA-Colorado. TFA-Colorado teachers placed in 2024-25 were in the second year of a two-year commitment with TFA-Colorado. As Table 5 shows, of the 84 teachers initially placed in 2024-25, 58 (69%) completed a second year of teaching in a grant-partner district in 2025-26.

FLC. FLC teachers placed in 2024-25 were in their second year of teaching. As Table 5 shows, of the 6 teachers initially placed in 2024-25, 4 (67%) completed a second year of teaching in a grant-partner district in 2025-26.

Table 6 provides information on teachers who were in their first year in a classroom in 2025-26.

Table 6. Teachers Initially Placed in 2025-26 in Grant-Partner Districts 2025-26

	PEBCTR	TFA-Colorado	FLC	CCSD	FM/MCSD	SVVSD
Target recruitment number	136	85	13	-	-	-
Number recruited	73	75	13	2	3	14
Placed in a Non-Grant-Partner District or early childhood education center in 2025-26	0	0	0	0	0	0
Placed in a Grant-Partner District in 2025-26	73	75	13	2	3	14
Placed as teachers of record	48	75	13	1	3	8
Placed as student teachers	25	0	0	1	0	6
Left teaching, no longer in program, or asked to leave by program	-7	-7	-1	0	0	-3
Completed 1st year in a Grant-Partner District in 2025-26	66 (90%)	68 (91%)	12 (92%)	2 (100%)	3 (100%)	11 (79%)

Note: This is the first full year in the program for CCSD, FM/MCSD, and SVVSD. These grantees set targets starting in the 2026-27 school year.

PEBCTR. PEBCTR teachers placed in 2025-26 were in the first year of a three-year commitment with PEBCTR. As Table 6 shows, of the 73 teachers initially placed in 2025-26, 66 (90%) completed a first year of teaching in a grant-partner district in 2025-26.

TFA-Colorado. TFA-Colorado teachers placed in 2025-26 were in the first year of a two-year commitment with TFA-Colorado. As Table 6 shows, of the 75 teachers initially placed in 2025-26, 68 (91%) completed a first year of teaching in a grant-partner district in 2025-26.

FLC. FLC teachers placed in 2025-26 were in their first year of teaching. As Table 6 shows, of the 13 teachers initially placed in 2025-26, 12 (92%) completed a first year of teaching in a grant-partner district in 2025-26.

CCSD. CCSD teachers placed in 2025-26 were in their first year of teaching. As Table 6 shows, the 2 teachers initially placed in 2025-26 completed a first year of teaching in a grant-partner district in 2025-26.

FM/MCSD. FM/MCSD teachers placed in 2025-26 were in their first year of teaching. As Table 6 shows, the 3 teachers initially placed in 2025-26 completed a first year of teaching in a grant-partner district in 2025-26.

SVVSD. SVVSD teachers placed in 2025-26 were in their first year of teaching. As Table 6 shows, of the 14 teachers initially placed in 2025-26, 11 (79%) completed a first year of teaching in a grant-partner district in 2025-26.

Retention

Summing across programs and cohorts teaching in the 2025-26 school year, 550 individuals (260 from PEBCTR, 247 from TFA-Colorado, 27 from FLC, 2 from CCSD, 3 from FM/MCSD, and 11 from SVVSD) served in Colorado classrooms throughout the entire 2025-26 school year as part of the QTR Grant Program. Figure 1 presents the rate of completion of the first year of teaching in 2025-26 for each program.

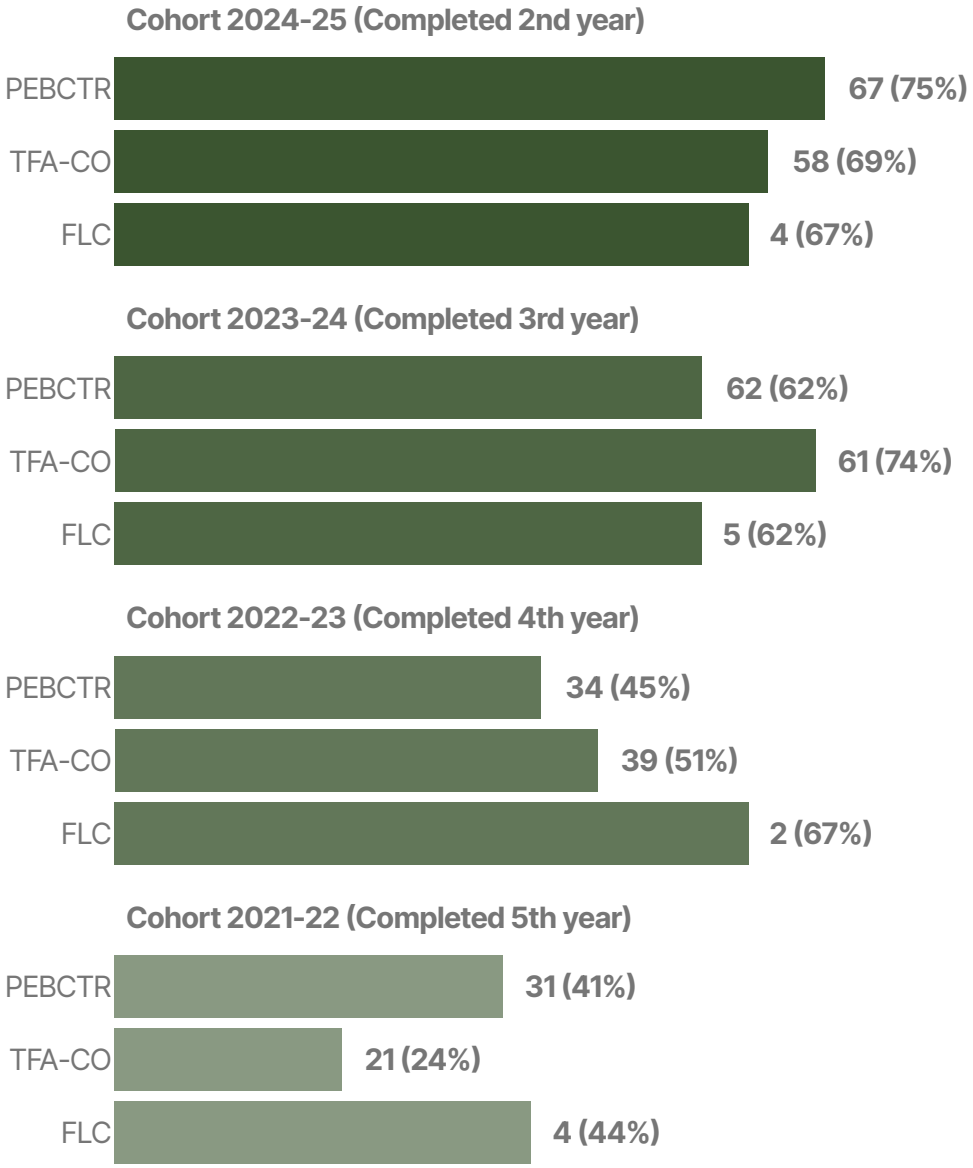
Figure 1. Completion of First Year of Teaching by Program During the 2025-26 School Year



Note: CCSD, FM/MCSD, SVVSD participated in the program beginning in 2025-26 only.

Figure 2 presents the retention rate (i.e., returning and completing the 2025-26 school year) within cohorts, separately for each program.

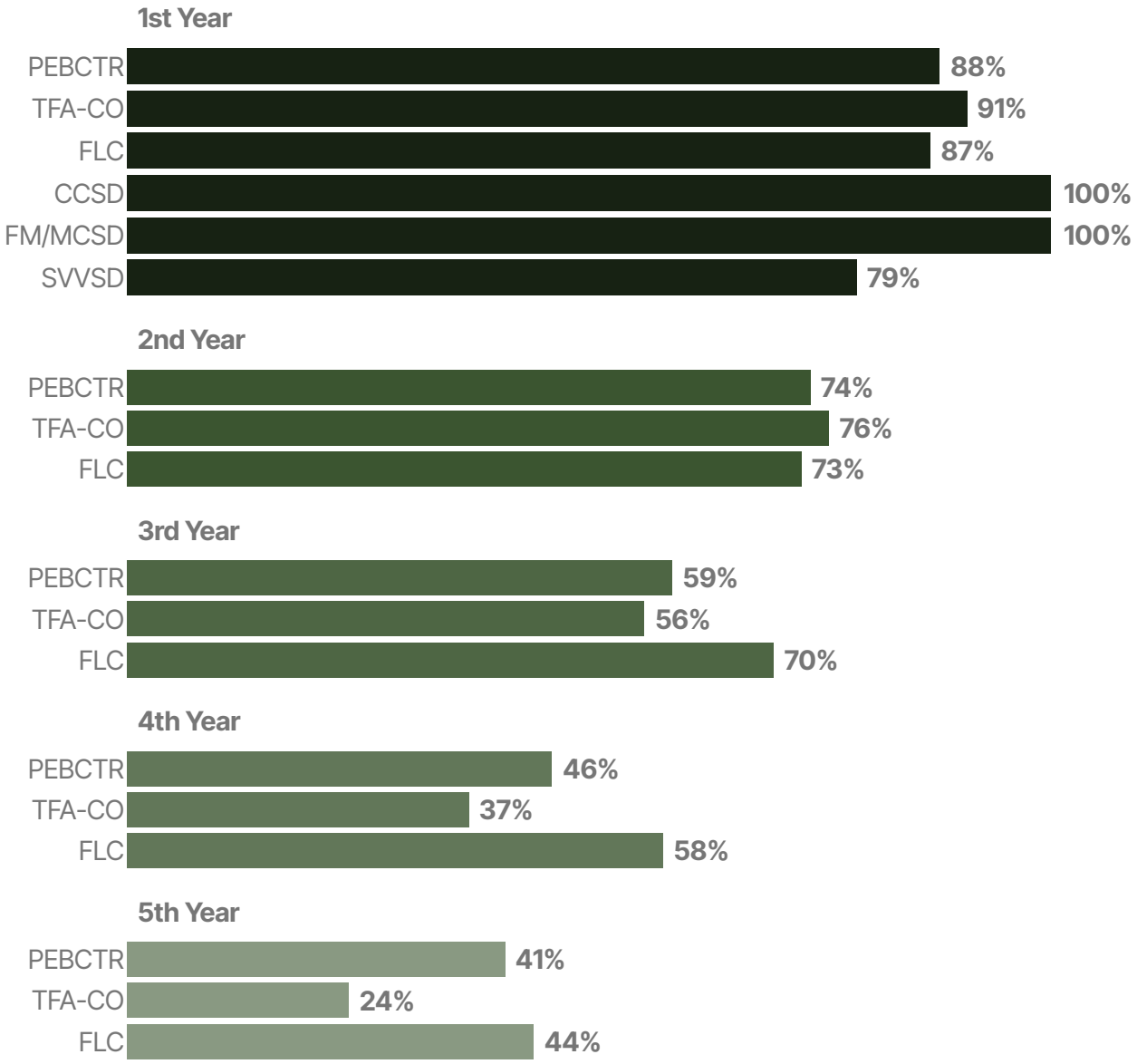
Figure 2. Teacher Retention by Cohort and Program During the 2025-26 School Year



Note: CCSD, FM/MCSD, SVVSD participated in the program beginning in 2025-26 only.

Figure 3 presents the average percentage of teachers who completed a certain number of years in the classroom, across the past five cohorts. For example, across the past five cohorts (2021-22 through 2025-26), an average of 88% (PEBCTR), 91% (TFA-Colorado), and 87% (FLC) of teachers completed their first year of teaching. Since CCSD, FM/MCSD, and SVVSD began participating in the program in 2025-26, we report only the percentage of teachers completing their **first** year in the classroom for these programs.

Figure 3. Average School Year Completion by Number of Years in the Classroom and Program



Note: CCSD, FM/MCSD, SVVSD participated in the program beginning in 2025-26 only.

Reasons for Leaving

Across programs, a total of 89 teachers left programs/the profession in 2025-26 (39 from PEBCTR, 44 from TFA-Colorado, 3 from FLC, and 3 from SVVSD). No teachers from CCSD or FM/MCSD left the program/profession. In Table 7 below, we provide reasons for leaving. Due to small sample sizes when reporting by program and cohort, information on teachers' reasons for leaving are presented in aggregate for all programs and cohorts.

Table 7. Reasons for Teachers Leaving the Program

Reason for Leaving	n
Personal extenuating circumstances	28
Took job in another field	18
Candidate determined program was not/no longer a good fit	10
Pursuing higher education	9
Other	6
Moved out of state	6
Asked to leave by program	4
Obtained education-related job not with district/school	2
Obtained job in district/school but not as a teacher	1

As demonstrated in Table 7, the most common reasons for leaving this year were personal extenuating circumstances, taking a job in another field, and the program not being a good fit, which is similar to last year. "Other" reasons included not yet being hired, not being renewed by the district for 2025-26, and starting a family.

Teacher Characteristics

First-Year Demographics

Table 8 presents information on the race/ethnicity and gender identification for first-year teachers who were placed in classrooms in 2025-26. Note that these are based on Fall placement, not Spring retention, so the number of teachers represented here is not equal to the number of teachers who completed their first year of teaching in 2025-26. For programs with fewer than five teachers, this information is suppressed to protect privacy.

Table 8. First-Year Teacher Demographics for 2025-26

	PEBCTR (n = 73)	TFA-CO (n = 75)	FLC (n = 13)	CCSD (n = 2)	FM/MCSD (n = 3)	SVVSD (n = 14)	Total (n = 180)
Gender Identification							
Female	59%	52%	69%	n<5	n<5	64%	57%
Male	36%	47%	31%	n<5	n<5	36%	40%
Non-binary	0%	1%	0%	n<5	n<5	0%	1%
Not indicated or provided	5%	0%	0%	n<5	n<5	0%	2%
Race and Ethnicity							
White	62%	64%	85%	n<5	n<5	86%	67%
Black or African American	4%	7%	0%	n<5	n<5	0%	4%
Asian	14%	8%	0%	n<5	n<5	0%	9%
American Indian or Alaska Native	1%	1%	0%	n<5	n<5	0%	2%
Hispanic or Latino	12%	5%	15%	n<5	n<5	0%	8%
Two or more races/ethnicities	1%	15%	0%	n<5	n<5	0%	7%
Not indicated or provided	5%	0%	0%	n<5	n<5	14%	3%

Teacher Licensure

To understand the licensure status of teachers placed by the QTR Grant Program, CDE accessed credential and endorsement information on teachers who had an active license on December 1, 2025. Data were pulled for teachers placed in Cohorts 2021-22 through 2025-26. Credential and endorsement information was taken from teachers' most recently awarded credentials. Information was obtained on 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 (https://www.cde.state.co.us/cdeprof).

Table 9 below breaks down the number of teachers with licensure data across programs in 2025-26.

Table 9. Number and Percentage of Teachers with Licensure Information in 2025-26

	PEBCTR	TFA-CO	FLC	CCSD	FM/MCSD	SVVSD	Total
# teachers	344	344	28	2	3	10	731
# with licensure data	302	227	21	2	3	10	565
% with licensure data	88%	66%	75%	100%	100%	100%	77%

Table 10 breaks down the credential status of teachers across programs in 2025-26.

Table 10. Number and Percentage of Teachers by Credential Status in 2025-26

Credential	PEBCTR (n = 302)	TFA-CO (n = 227)	FLC (n = 21)	CCSD (n = 2)	FM/MCSD (n = 3)	SVVSD (n = 10)
Alternative Teacher License	20%	44%	29%	0%	0%	20%
Initial Teacher License	37%	33%	14%	0%	0%	20%
Interim Authorization - Teacher	12%	8%	0%	50%	0%	20%
Professional Teacher License	23%	14%	48%	0%	67%	40%
Substitute Authorization	8%	2%	10%	50%	33%	0%
Temporary Educator Eligibility Authorization	0%	0%	0%	0%	0%	0%

Note: Percentages may not add to 100% due to rounding.

In this section we describe the top three endorsements of teachers during 2025–2026, separately by program.

PEBCTR

The most common teacher endorsements for PEBCTR included Elementary Education (Grades K-6) (30%), followed by Early Childhood Education (Ages 0-8) (13%) and English Language Arts (Grades 6-12) (9%).

TFA-Colorado

The most common teacher endorsements for TFA-Colorado included Elementary Education (Grades K-6) (23%), followed by Special Education Generalist (Ages 5-21) (21%) and English Language Arts (Grades 6-12) (17%).

FLC

The most common teacher endorsements for FLC included Elementary Education (Grades K-6) (24%), followed by Special Education Generalist (Ages 5-21) (19%) and several other endorsements tying for third.

CCSD

There are only two teachers from CCSD with licensure data. Their endorsement areas are Elementary Education (Grades K-6) (50%) and Substitute Teacher (Grades K-12) (50%).

FM/MCSD

There are only three teachers from FM/MCSD with licensure data. Their endorsement areas are Mathematics Education (Grades 6-12) (33%), Social Studies Education (Grades 6-12) (33%), and Substitute Teacher (Grades K-12) (33%).[5]

SVVSD

The most common teacher endorsement for SVVSD was Special Education Generalist (Ages 5-21) (40%). All other endorsements had only one teacher at most.

Subjects and Grade Levels Taught

This section breaks down the subject areas and grade levels taught by teachers in the QTR Grant Program. Figure 3 and Table 11 below provide information on the subjects and grade levels taught by teachers in 2025-26 across Cohorts 2021-22 through 2025-26 (see Appendix A for program-level tables of subject area and grade level taught by cohort). Across programs, elementary and special education are common subjects taught. Programs with more teachers, namely PEBCTR and TFA, have teachers covering a wider variety of subjects, including art, Spanish, and physical education. Some programs have teachers in all ranges of grade levels, while others, such as CCSD and FM/MCSD, cover only certain grade levels.

[5] "Substitute Teacher" is an authorization and not an endorsement. However, since every credential requires an endorsement area, all substitute authorizations include "substitute" as the endorsement area.



Figure 4. Subjects taught by teachers in 2025-26 for Cohorts 2021-22 through 2025-26

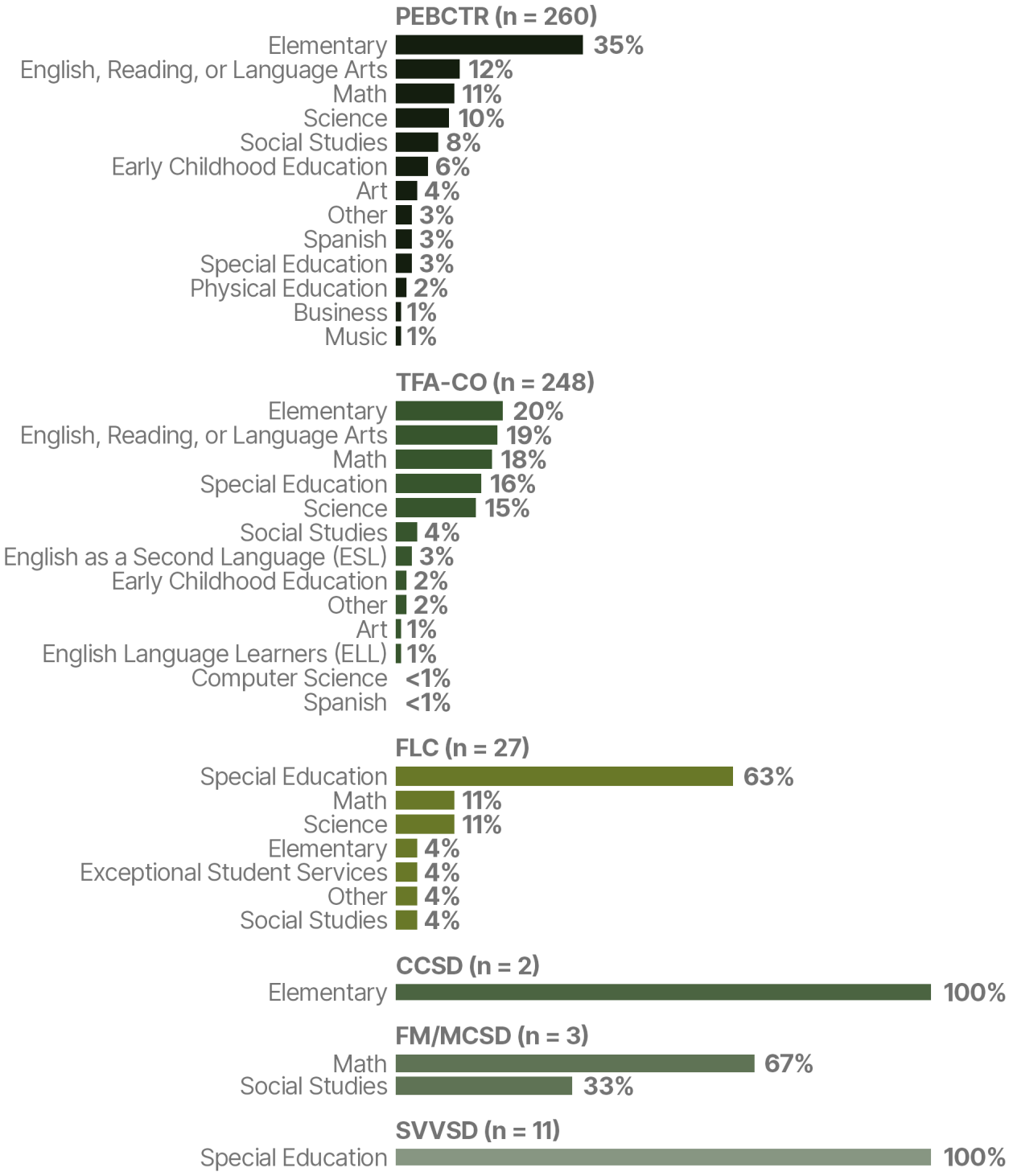


Table 11. Number of Teachers by Grade Level and Program in 2025-26 for Cohorts 2021-22 through 2025-26

Grade Level	PEBCTR	TFA-CO	FLC	CCSD	FM/MCSD	SVVSD	Total
Early Childhood Education (ECE)	12	9	0	0	0	0	21
Kindergarten	30	15	6	0	0	1	52
Elementary School (Grades 1-5)	90	73	10	2	0	5	180
Middle School (Grades 6-8)	79	91	7	0	2	2	181
High School (Grades 9-12)	71	66	12	0	1	4	154

Note: Some teachers may have taught more than one grade level; thus, the number of teachers per grade level may exceed the total number of teachers who were retained.

Districts and Students Served

Grant-Partner District Positions in 2025-26

Table 12 below provides information on the number of individuals who were in teaching positions in 2025-26 by Grant-Partner District and program for all cohorts (2021-22 through 2025-26). See Appendix A for program-level tables of Grant-Partner Districts by cohort.

Table 12. Number of Teachers Placed in Grant-Partner Districts Across Previous 5 Cohorts (2021-22 through 2025-26)

District	PEBCTR	TFA-CO	FLC	CCSD	FM/MC SD	SVVSD	Total
Academy School District No. 20	1	0	0	0	0	0	1
Adams 12 Five Star Schools	6	0	0	0	0	0	6
Adams 14 School District	4	0	0	0	0	0	4
Archuleta County School District No. 50 Jt	7	0	1	0	0	0	8
Aspen School District No. 1	3	0	0	0	0	0	3
Atlas Schools (Charter)	0	5	0	0	0	0	5
Aurora Public Schools	66	28	0	0	0	0	94
Bayfield School District No. 10Jt-R	5	0	4	0	0	0	9
Boulder Valley School District No. Re2	2	0	0	0	0	1	3
Brush School District RE-2J	1	0	0	0	0	0	1
Buena Vista School District No. R-31	1	0	0	0	0	0	1
Canon City Schools	0	0	0	2	0	0	2
Chavez-Huerta Preparatory Academy (Charter)	0	1	0	0	0	0	1
Cherry Creek School District No. 5	10	0	0	0	0	0	10
Colorado Charter School Institute	2	0	3	0	0	0	5
Colorado Springs School District No. 11	3	6	0	0	0	0	9
Community Based Organization	0	2	0	0	0	0	2
Cripple Creek-Victor School District No. Re-1	1	0	0	0	0	0	1
Denver Public Schools	29	141	0	0	0	1	171
Dolores School District No. Re-4A	3	0	1	0	0	0	4
Douglas County School District No. Re 1	8	0	0	0	0	0	8

District	PEBCTR	TFA-CO	FLC	CCSD	FM/MC SD	SVVSD	Total
Denver School of Science & Technology (DSST) Public Schools (Charter)	3	0	0	0	0	0	3
Durango School District No. 9-R	13	0	12	0	0	0	25
Eagle County School District No. Re 50	5	0	0	0	0	0	5
El Paso County Colorado School District 49	2	0	0	0	0	0	2
Elizabeth School District	7	0	0	0	0	0	7
Englewood School District No. 1	2	0	0	0	0	0	2
Fremont Re-1 School District	1	0	0	0	0	0	1
Fremont Re-2 School District	1	0	0	0	0	0	1
Harrison School District No. 2	2	36	0	0	0	0	38
Ignacio School District No. 11Jt	6	0	2	0	0	0	8
Jefferson County School District No. R-1	8	0	0	0	0	0	8
Knowledge Is Power Program (KIPP): Colorado Public Schools (Charter)	3	0	0	0	0	0	3
Lamar School District Re-2	1	0	0	0	0	0	1
Lewis-Palmer 38	1	0	0	0	0	0	1
Mancos School District Re-6	5	0	0	0	0	0	5
Mapleton School District No. 1	5	0	0	0	0	0	5
Montezuma-Cortez School District No. Re-1	11	0	4	0	0	0	15
Morgan County School District	0	0	0	0	2	0	2
Mountain Valley School District No. Re-1	1	0	0	0	0	0	1
Platte Valley School District	1	0	0	0	0	0	1
Pueblo School District 60	2	27	0	0	0	0	29
Pueblo School District 70	0	1	0	0	0	0	1
Roaring Fork School District No. Re-1	1	0	0	0	0	0	1

District	PEBCTR	TFA-CO	FLC	CCSD	FM/MC SD	SVVSD	Total
Sargent School District No. Re-33J	1	0	0	0	0	0	1
School District 27J	9	0	0	0	0	0	9
Sheridan School District No. 2	3	0	0	0	0	0	3
Silverton School District No. 1	1	0	0	0	0	0	1
St. Vrain Valley School District	0	0	0	0	0	9	9
Steamboat Springs School District RE-2	1	0	0	0	0	0	1
The New America School Colorado (Charter)	3	0	0	0	0	0	3
Thompson School District R-2J	4	0	0	0	0	0	4
University Schools (Charter)	0	0	0	0	1	0	1
Weld Re-8 School District	1	0	0	0	0	0	1
West Grand School District 1-JT	1	0	0	0	0	0	1
Widefield School District 3	3	0	0	0	0	0	3
Total	260	247	27	2	3	11	550

Students Served

Cohorts 2021-22 through 2025-26 in the QTR Grant Program served an estimated 46,841 students enrolled in schools located in regions of greatest need in 2025-26.

Each program has its own formula for calculating the average number of students taught, generally using information on average class sizes at different levels and/or regions, although some programs obtain student counts directly from teachers. Table 13 below shows the number of students served in each subject area across Cohorts 2021-22 through 2025-26 for each program, as reported by grantee programs. Program level tables are located in Appendix A.

Table 13. Number of Students Served by Subject Area Across Previous 5 Cohorts (2021-22 through 2025-26)

Subject	PEBCTR	TFA-CO	FLC	CCSD	FM/MCSD	SVVSD	Total
Art	1,430	288	0	0	0	0	1,718
Business	260	0	0	0	0	0	260
Computer Science	0	78	0	0	0	0	78
Early Childhood Education	480	118	0	0	0	0	598
Elementary	2,700	1,641	30	96	0	0	4,467
English Language Learners (ELL)	0	55	0	0	0	0	55
English as a Second Language (ESL)	0	975	0	0	0	0	975
English, Reading, or Language Arts	3,900	4,772	0	0	0	0	8,672
Exceptional Student Services	0	0	14	0	0	0	14
Math	3,640	6,269	160	0	50	0	10,119
Music	390	0	0	0	0	0	390
Other	1,170	582	19	0	0	0	1,771
Physical Education	780	0	0	0	0	0	780
Science	3,380	4,523	285	0	0	0	8,188
Social Studies	2,860	1,312	107	0	100	0	4,379
Spanish	940	144	0	0	0	0	1,084
Special Education	1,170	1,585	306	0	0	232	3,293
Total	23,100	22,342	921	96	150	232	46,841

Educator Effectiveness

About Educator Effectiveness Ratings

Per Colorado Revised Statutes (CRS) Title 22, Education Section 22-9-106 and Code of Colorado Regulations (CCR), Rule 1 CCR 301-87, 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. Due to the COVID-19 pandemic, performance evaluations since the 2020-21 school year exclude measures of student learning. As such, 2024-25 school year ratings (reported here) should not be compared to ratings prior to 2020-21.

Data Collection and Analysis

The most recent educator effectiveness ratings are from the 2024-25 school year and represent teachers in their first, second, third, and fourth years in the classroom (Cohorts 2024-25, 2023-24, 2022-23, and 2021-22, respectively).[6] Effectiveness ratings are reported for the 463 teachers across Cohorts 2021-22 through 2024-25 who were retained in grant-partner districts as of Fall 2025.

To collect effectiveness ratings, grant recipients PEBCTR, TFA-Colorado, and FLC provided CDE with personal identifiers of teachers placed through the grant.[7] CDE matched those identifiers to human resource records that included effectiveness ratings. These identifiers were then removed from the data file and shared with Omni for analysis and reporting. We then 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.[8] Therefore, the following calculations only account for the 48% (n = 221) of teachers in Cohorts 2021-22 through 2024-25 for whom valid ratings could be identified. The missing data rates varied by cohort. Across all three programs, valid educator effectiveness ratings were available for:

- 31% (n = 51) of the 163 teachers in their first year in the classroom in 2024-25 (Cohort 2024-25)
- 55% (n = 81) of the 147 teachers in their second year in the classroom in 2024-25 (Cohort 2023-24)
- 49% (n = 44) of the 89 teachers in their third year in the classroom in 2024-25 (Cohort 2022-23)
- 70% (n = 45) of the 64 teachers in their fourth year in the classroom in 2024-25 (Cohort 2021-22)

[6] Since Cohort 2025-26 was first placed in 2025-26, they are excluded from this section.

[7] Effectiveness ratings for new grant recipients CCSD, FM/MCSD, and SVVSD are not included in this report as they began recruitment efforts during the 2025-26 school year.

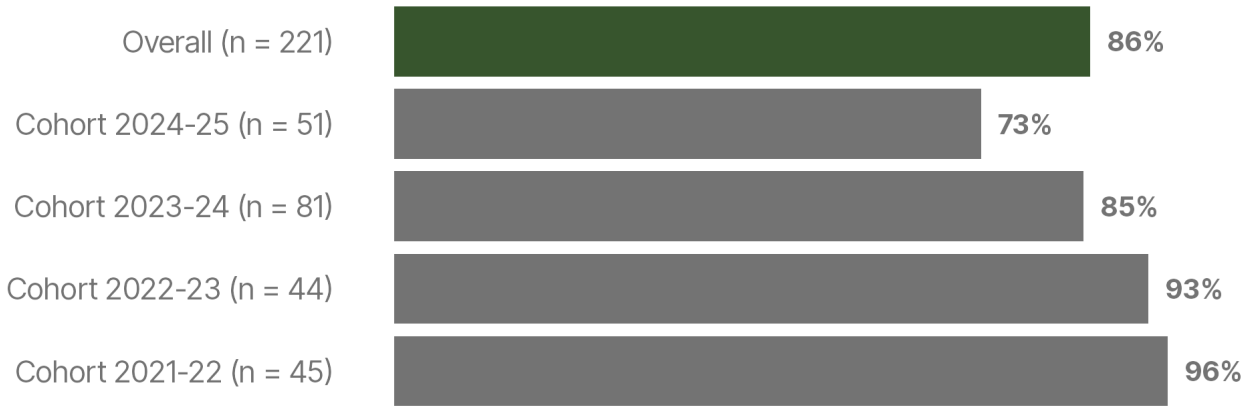
[8] Of the 463 teachers retained in the 2024-25 school year, 52% (n = 242) did not have evaluation ratings assigned to them for one of the following reasons: their personal identifiers could not be matched to human resources records or they were employed in a position that is not rated (e.g., contracted employees, preschool teachers).



Results

Among 221 overall teachers in Cohorts 2021-22 through 2024-25 for whom data were available, 86% were rated as **effective or highly effective** in the 2024-25 school year.

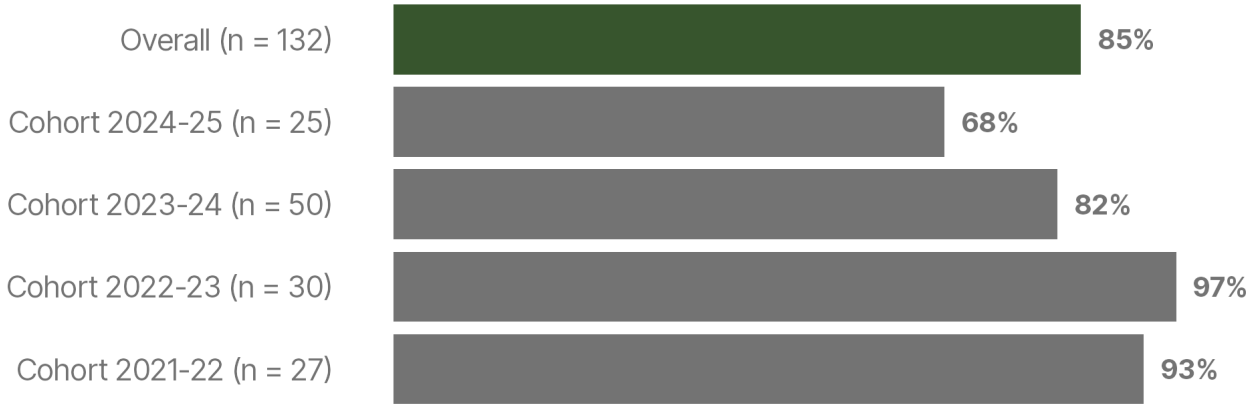
Figure 5. Percentage of Teachers Rated as Effective or Highly Effective in 2024-25



PEBCTR

Among PEBCTR teachers in Cohorts 2021-22 through 2024-25 for whom data were available, 85% were rated as **effective or highly effective** in the 2024-25 school year.

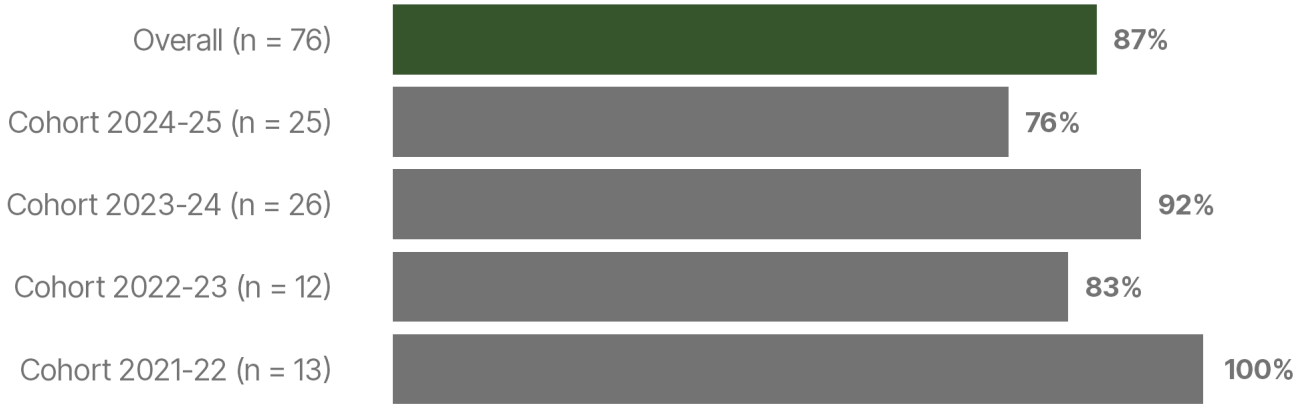
Figure 6. Percentage of PEBCTR Teachers Rated as Effective or Highly Effective in 2024-25



TFA-Colorado

Among TFA-Colorado teachers in Cohorts 2021-22 through 2024-25 for whom data were available, 87% were rated as **effective or highly effective** in the 2024-25 school year.

Figure 7. Percentage of TFA-Colorado Teachers Rated as Effective or Highly Effective in 2024-25



FLC

For the 13 FLC teachers in Cohorts 2021-22 through 2024-25 for whom data were available, 92% were rated as ***effective or highly effective*** in the 2024-25 school year. Due to the small number of teachers in each cohort, and aligned with CDE's guidance on data suppression, we do not report cohort-specific evaluation ratings for FLC teachers.

Conclusion

In 2025-26, CDE awarded grant funds to six programs to place teachers in historically hard-to-staff areas in Colorado. Since funds first became available through the QTR Grant Program, twelve cohorts of teachers have been placed in grant-partner districts, and programs are placing a thirteenth cohort to begin teaching in Fall of 2026.

Overall, the QTR Grant Program continues to be successful in placing high-quality teachers in grant partner districts. In 2025-26, 550 teachers served the full year in a classroom in a grant-partner school/district reaching an estimated 46,841 students; QTR-trained teachers served in 48 school districts, eight charter school systems, and two community based organizations across Colorado. Ninety percent of Cohort 2025-26 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. Across all teachers placed, eighty-six percent were rated effective or highly effective.

Appendix A

Teacher Placement in Grant-Partner Districts

Table A1. Number of Teachers Placed in PEBCTR Grant-Partner Districts 2025-26

District	2021-22	2022-23	2023-24	2024-25	2025-26	Total Number in District
Academy School District No. 20	0	0	0	0	1	1
Adams 12 Five Star Schools	0	2	0	3	1	6
Adams 14 School District	0	0	1	3	0	4
Archuleta County School District No. 50 Jt	1	2	1	2	1	7
Aspen School District No. 1	0	2	0	0	1	3
Aurora Public Schools	6	6	20	13	21	66
Bayfield School District No. 10Jt-R	1	1	0	1	2	5
Boulder Valley School District No. Re2	1	0	0	1	0	2
Brush School District RE-2J	0	0	0	0	1	1
Buena Vista School District No. R-31	0	0	0	1	0	1
Cherry Creek School District No. 5	0	2	3	2	3	10
Colorado Charter School Institute	0	1	0	0	1	2
Colorado Springs School District No. 11	0	0	1	0	2	3
Cripple Creek-Victor School District No. Re-1	0	0	0	1	0	1
Denver Public Schools	3	4	7	8	7	29
Dolores School District No. Re-4A	1	0	1	1	0	3
Douglas County School District No. Re 1	3	1	2	2	0	8
DSST Public Schools (Charter)	0	0	1	1	1	3
Durango School District No. 9-R	1	4	4	2	2	13
Eagle County School District No. Re 50	2	1	2	0	0	5

District	2021-22	2022-23	2023-24	2024-25	2025-26	Total Number in District
El Paso County Colorado School District 49	0	0	0	1	1	2
Elizabeth School District	0	0	3	3	1	7
Englewood School District No. 1	0	0	1	1	0	2
Fremont Re-1 School District	0	0	1	0	0	1
Fremont Re-2 School District	0	0	0	0	1	1
Harrison School District No. 2	0	0	0	1	1	2
Ignacio School District No. 11Jt	0	3	0	0	3	6
Jefferson County School District No. R-1	1	1	5	0	1	8
KIPP: Colorado Public Schools (Charter)	0	0	0	3	0	3
Lamar School District Re-2	0	0	0	0	1	1
Lewis-Palmer 38	1	0	0	0	0	1
Mancos School District Re-6	1	0	1	3	0	5
Mapleton School District No. 1	0	0	0	2	3	5
Montezuma-Cortez School District No. Re-1	3	1	1	2	4	11
Mountain Valley School District No. Re-1	0	0	1	0	0	1
Platte Valley School District	0	1	0	0	0	1
Pueblo School District 60	0	0	0	2	0	2
Roaring Fork School District No. Re-1	0	0	0	1	0	1
Sargent School District No. Re-33J	1	0	0	0	0	1
School District 27J	4	1	1	2	1	9
Sheridan School District No. 2	0	0	0	0	3	3
Silverton School District No. 1	0	0	0	1	0	1
Steamboat Springs School District RE-2	1	0	0	0	0	1
The New America School Colorado (Charter)	0	1	0	1	1	3

District	2021-22	2022-23	2023-24	2024-25	2025-26	Total Number in District
Thompson School District R-2J	0	0	3	1	0	4
Weld Re-8 School District	0	0	0	1	0	1
West Grand School District 1-JT	0	0	0	1	0	1
Widefield School District 3	0	0	2	0	1	3
Total	31	34	62	67	66	260

Table A2. Number of Teachers Placed in TFA-CO Grant-Partner Districts 2025-26

District	2021-22	2022-23	2023-24	2024-25	2025-26	Total Number in District
Atlas Schools (Charter)	0	2	2	1	0	5
Aurora Public Schools	0	1	10	0	17	28
Chavez-Huerta Preparatory Academy (Charter)	0	1	0	0	0	1
Colorado Springs School District No. 11	0	0	0	0	6	6
Community Based Organization	0	0	0	1	1	2
Denver Public Schools	12	28	30	40	31	141
Harrison School District No. 2	1	5	9	10	11	36
Pueblo School District 60	7	2	10	6	2	27
Pueblo School District 70	1	0	0	0	0	1
Total	21	39	61	58	68	247

Table A3. Number of Teachers Placed in FLC Grant-Partner Districts 2025-26

District	2021-22	2022-23	2023-24	2024-25	2025-26	Total Number in District
Archuleta County School District No. 50 Jt	0	0	0	0	1	1
Bayfield School District No. 10Jt-R	0	1	0	1	2	4
Colorado Charter School Institute	0	0	0	0	3	3
Dolores School District No. Re-4A	0	0	0	1	0	1
Durango School District No. 9-R	3	0	4	1	4	12
Ignacio School District No. 11Jt	1	0	0	0	1	2
Montezuma-Cortez School District No. Re-1	0	1	1	1	1	4
Total	4	2	5	4	12	27

Table A4. Number of Teachers Placed in CCSD Grant-Partner Districts 2025-26

District	2021-22	2022-23	2023-24	2024-25	2025-26	Total Number in District
Canon City Schools	-	-	-	-	2	2
Total	-	-	-	-	2	2

Note: CCSD only has data starting from 2025-26.

Table A5. Number of Teachers Placed in FM/MCSD Grant-Partner Districts 2025-26

District	2021-22	2022-23	2023-24	2024-25	2025-26	Total Number in District
Morgan County School District	-	-	-	-	2	2
University Schools (Charter)	-	-	-	-	1	1
Total	-	-	-	-	3	3

Note: FM/MCSD only has data starting from 2025-26.

Table A6. Number of Teachers Placed in SVVSD Grant-Partner Districts 2025-26

District	2021-22	2022-23	2023-24	2024-25	2025-26	Total Number in District
Boulder Valley School District No. Re2	-	-	-	-	1	1
Denver Public Schools	-	-	-	-	1	1
St. Vrain Valley School District	-	-	-	-	9	9
Total	-	-	-	-	11	11

Note: SVVSD only has data starting from 2025-26.

Teacher Placement in Schools

Table A7. Number of PEBCTR Teachers Placed in Schools, by District and Cohort in 2025-26

	2021-22	2022-23	2023-24	2024-25	2025-26	Total
Academy School District No. 20						
New Summit Charter Academy	0	0	0	0	1	1
Adams 12 Five Star Schools						
Meridian Elementary School	0	0	0	1	0	1
Mountain Range High School	0	1	0	0	0	1
Newcomer Center at Thornton High School	0	0	0	1	0	1
Northglenn High School	0	0	0	1	0	1
Northglenn Middle School	0	0	0	0	1	1
STEM Lab	0	1	0	0	0	1
Adams 14 School District						
Central Elementary	0	0	1	2	0	3
Dupont Elementary School	0	0	0	1	0	1
Archuleta County School District No. 50 Jt						
Pagosa Peak Open School	0	1	0	0	0	1
Pagosa Springs Elementary	0	0	1	0	0	1
Pagosa Springs Middle School	1	1	0	2	1	5
Aspen School District No. 1						
Aspen Community School	0	0	0	0	1	1
Aspen High School	0	2	0	0	0	2
Aurora Public Schools						
APS Avenues	0	0	1	0	0	1
Altura Elementary School	0	0	2	2	0	4
Aurora Central High School	0	1	1	2	3	7
Aurora Quest P-8	0	0	0	0	1	1

	2021-22	2022-23	2023-24	2024-25	2025-26	Total
Aurora West College Preparatory Academy	2	0	2	1	3	8
Charles Burrell Visual & Performing Arts P-8 Campus	0	0	0	1	2	3
Clara Brown Entrepreneurial Academy	0	0	1	0	0	1
Clyde Miller P-8	0	0	0	0	1	1
Columbia Middle School	0	1	0	0	1	2
Crawford Elementary	0	0	1	2	2	5
East Middle School	0	0	1	1	1	3
Elkhart Elementary	0	2	1	0	2	5
Hinkley High School	0	0	1	0	0	1
Jamaica Child Development Center	0	0	1	0	0	1
Meadowood Child Development Center	0	0	1	0	0	1
Montview Elementary School	1	0	0	0	0	1
Mosley P-8	0	0	1	0	2	3
Mrachek Middle School	2	0	0	0	0	2
Murphy Creek P-8	0	0	1	0	0	1
North Middle School	1	0	0	1	0	2
Park Lane Elementary	0	0	1	0	0	1
Pickens Technical College	0	0	1	0	0	1
Rangeview High School	0	1	0	0	1	2
Tollgate Elementary	0	1	0	1	1	3
Vassar Elementary	0	0	0	1	0	1
Vista Peak 9-12 Preparatory	0	0	2	0	1	3
William Smith High School	0	0	1	0	0	1
Yale Elementary	0	0	0	1	0	1

	2021-22	2022-23	2023-24	2024-25	2025-26	Total
Bayfield School District No. 10Jt-R						
Bayfield High School	0	1	0	1	2	4
Bayfield Middle School	1	0	0	0	0	1
Boulder Valley School District No. Re2						
Monarch PK-8 School	1	0	0	0	0	1
Peak to Peak Charter School	0	0	0	1	0	1
Brush School District RE-2J						
Thomson Primary School	0	0	0	0	1	1
Buena Vista School District No. R-31						
Buena Vista High School	0	0	0	1	0	1
Cherry Creek School District No. 5						
Eastridge Community Elementary School	0	0	0	0	1	1
Heritage Heights Academy	0	1	1	2	2	6
Mission Viejo Elementary	0	1	0	0	0	1
Sky Vista Middle School	0	0	1	0	0	1
Smoky Hill High School	0	0	1	0	0	1
Colorado Charter School Institute						
Animas High School	0	1	0	0	0	1
Pinnacle Charter School	0	0	0	0	1	1
Colorado Springs School District No. 11						
Holmes Middle School	0	0	0	0	1	1
Jack Swigert Aerospace Academy	0	0	0	0	1	1
Mitchell High School	0	0	1	0	0	1

	2021-22	2022-23	2023-24	2024-25	2025-26	Total
Cripple Creek-Victor School District No. Re-1						
Cripple Creek-Victor Secondary School	0	0	0	1	0	1
Denver Public Schools						
Creativity Challenge Community	1	0	0	0	2	3
DSST: Montview Middle School	0	0	0	0	1	1
Denver Language School	0	0	1	0	0	1
Doull Elementary School	0	0	0	0	1	1
Downtown Denver Expeditionary School	0	0	1	0	0	1
Dr. Martin Luther King Jr. Early College	0	0	0	0	1	1
Eagleton Elementary	0	0	0	1	0	1
Edison Elementary	0	0	0	0	1	1
Ferrell B. Howell School	0	0	0	1	0	1
George Washington High School	0	0	0	0	1	1
Girls Athletic Leadership Schools (GALS)	0	0	0	1	0	1
Hallett Academy	0	0	0	1	0	1
Highline Academy Northeast	0	0	0	1	0	1
Holm Elementary	0	0	0	1	0	1
John F. Kennedy High School	0	0	1	0	0	1
McAuliffe International School	0	0	1	0	0	1
Montbello Middle School	0	1	0	0	0	1
Omar D. Blair Charter School	0	0	0	1	0	1
Rocky Mountain Prep: Ruby Hill	0	0	1	0	0	1
Sabin World School	0	0	0	1	0	1
Slavens Elementary	0	0	1	0	0	1
Steele Elementary School	0	1	0	0	0	1

	2021-22	2022-23	2023-24	2024-25	2025-26	Total
Swigert International School	1	2	0	0	0	3
The Odyssey School of Denver	0	0	1	0	0	1
University Prep at Steele Street	1	0	0	0	0	1
Dolores School District No. Re-4A						
Dolores Elementary School	1	0	0	0	0	1
Dolores Middle School	0	0	1	1	0	2
Douglas County School District No. Re 1						
Ascent Classical Academy	0	0	1	0	0	1
Franktown Elementary	0	0	0	1	0	1
Global Village Academy - Douglas County	1	0	0	0	0	1
Ponderosa High School	1	0	1	0	0	2
STEM School Highlands Ranch	0	1	0	0	0	1
Saddle Ranch Elementary	1	0	0	0	0	1
Skyview Academy	0	0	0	1	0	1
DSST Public Schools (Charter)						
DSST: Cedar Middle School	0	0	1	0	0	1
DSST: College View High School	0	0	0	1	1	2
Durango School District No. 9-R						
Durango High School	1	1	1	0	1	4
Escalante Middle School	0	0	0	0	1	1
Florida Mesa Elementary	0	0	1	1	0	2
Needham Elementary School	0	1	0	0	0	1
No school (placed in district as substitute)	0	0	1	1	0	2
Park Elementary	0	0	1	0	0	1
Sunny Side Elementary	0	2	0	0	0	2

	2021-22	2022-23	2023-24	2024-25	2025-26	Total
Eagle County School District No. Re 50						
Brush Creek Elementary	1	0	1	0	0	2
Eagle County Charter Academy	1	0	0	0	0	1
Eagle Valley Elementary	0	1	0	0	0	1
Gypsum Creek Middle School	0	0	1	0	0	1
El Paso County Colorado School District 49						
Rocky Mountain Classical Academy	0	0	0	1	1	2
Elizabeth School District						
Elizabeth High School	0	0	2	1	0	3
Elizabeth Middle School	0	0	0	0	1	1
Running Creek Elementary	0	0	1	1	0	2
Singing Hills Elementary	0	0	0	1	0	1
Englewood School District No. 1						
Charles Hay World School	0	0	1	0	0	1
Englewood High School	0	0	0	1	0	1
Fremont Re-1 School District						
Canon Exploratory School	0	0	1	0	0	1
Fremont Re-2 School District						
Florence Jr/Sr High School	0	0	0	0	1	1
Harrison School District No. 2						
Fox Meadow Middle School	0	0	0	0	1	1
Sierra High School	0	0	0	1	0	1
Ignacio School District No. 11Jt						
Ignacio Elementary	0	1	0	0	2	3
Ignacio Middle School	0	2	0	0	1	3

	2021-22	2022-23	2023-24	2024-25	2025-26	Total
Jefferson County School District No. R-1						
Arvada High School	0	1	0	0	0	1
Campbell Early Learning Center	0	0	0	0	1	1
Jefferson Academy Charter School	0	0	1	0	0	1
Jefferson County Open Elementary School	0	0	1	0	0	1
Jefferson Jr./Sr. High School	0	0	1	0	0	1
Norma Anderson Early Learning Center	0	0	1	0	0	1
Rose Stein International Elementary	0	0	1	0	0	1
South Lakewood Elementary	1	0	0	0	0	1
KIPP: Colorado Public Schools (Charter)						
KIPP: Northeast Denver Elementary School	0	0	0	2	0	2
KIPP: Northeast Denver Middle School	0	0	0	1	0	1
Lamar School District Re-2						
Parkview Elementary School	0	0	0	0	1	1
Lewis-Palmer 38						
Lewis-Palmer Middle School	1	0	0	0	0	1
Mancos School District Re-6						
Mancos Early Learning Center	1	0	0	1	0	2
Mancos Elementary School	0	0	0	1	0	1
Mancos High School	0	0	0	1	0	1
No school (placed in district as substitute)	0	0	1	0	0	1
Mapleton School District No. 1						
Adventure Elementary	0	0	0	0	1	1
Explore PK-8	0	0	0	0	1	1
Meadow Community School	0	0	0	0	1	1

	2021-22	2022-23	2023-24	2024-25	2025-26	Total
Performing Arts School on Broadway	0	0	0	1	0	1
Trailside Academy	0	0	0	1	0	1
Montezuma-Cortez School District No. Re-1						
Mesa Elementary School	1	0	0	0	0	1
Montezuma-Cortez High School	0	0	0	0	2	2
Montezuma-Cortez Middle School	1	1	1	1	1	5
Pleasant View Charter School	0	0	0	0	1	1
Southwest Open School	1	0	0	1	0	2
Mountain Valley School District No. Re-1						
Mountain Valley School	0	0	1	0	0	1
Platte Valley School District						
Platte Valley High School	0	1	0	0	0	1
Pueblo School District 60						
Pueblo Central High School	0	0	0	2	0	2
Roaring Fork School District No. Re-1						
Glenwood Springs Middle School	0	0	0	1	0	1
Sargent School District No. Re-33J						
Sargent Elementary	1	0	0	0	0	1
School District 27J						
Brighton High School	1	0	0	0	0	1
Bromley East Charter School	0	0	1	2	1	4
Eagle Ridge Academy	1	0	0	0	0	1
Otho Stuart Middle School	1	0	0	0	0	1
Rodger Quist Middle School	1	1	0	0	0	2

	2021-22	2022-23	2023-24	2024-25	2025-26	Total
Sheridan School District No. 2						
Fort Logan Northgate	0	0	0	0	3	3
Silverton School District No. 1						
Silverton School	0	0	0	1	0	1
Steamboat Springs School District RE-2						
Sleeping Giant School	1	0	0	0	0	1
The New America School Colorado (Charter)						
The New America School - Aurora	0	0	0	1	0	1
The New America School - Thornton	0	1	0	0	1	2
Thompson School District R-2J						
Mountain View High School	0	0	1	0	0	1
Riverview PK-8	0	0	2	0	0	2
Thompson Valley High School	0	0	0	1	0	1
Weld Re-8 School District						
Kenneth Homyak PK-8	0	0	0	1	0	1
West Grand School District 1-JT						
West Grand Elementary	0	0	0	1	0	1
Widefield School District 3						
Grand Mountain School	0	0	0	0	1	1
James Madison Charter Academy	0	0	1	0	0	1
Venetucci Elementary	0	0	1	0	0	1
Total	**31**	**34**	**62**	**67**	**66**	**260**

Table A8. Number of TFA-CO Teachers Placed in Schools, by District and Cohort in 2025-26

	2021-22	2022-23	2023-24	2024-25	2025-26	Total
Atlas Schools (Charter)						
Atlas High School	0	1	0	0	0	1
Atlas Middle School	0	1	2	0	0	3
Atlas Prep Elementary	0	0	0	1	0	1
Aurora Public Schools						
Altura Elementary School	0	0	0	0	1	1
Aurora Hills Middle School	0	0	0	0	2	2
Aurora West College Preparatory Academy	0	0	0	0	2	2
Crawford Elementary	0	0	0	0	1	1
DSST: Aurora Science & Tech High School	0	0	2	0	0	2
DSST: Aurora Science & Tech Middle School	0	0	2	0	0	2
Fulton Elementary	0	0	0	0	1	1
High Point Academy	0	0	0	0	1	1
Mrachek Middle School	0	0	0	0	1	1
North Middle School	0	0	0	0	3	3
Park Lane Elementary	0	0	0	0	2	2
Vaughn Elementary School	0	0	0	0	1	1
Vega Collegiate Academy	0	1	6	0	2	9
Chavez-Huerta Preparatory Academy (Charter)						
Cesar Chavez Academy	0	1	0	0	0	1
Colorado Springs School District No. 11						
Galileo Middle School	0	0	0	0	4	4
Jack Swigert Aerospace Academy	0	0	0	0	1	1

	2021-22	2022-23	2023-24	2024-25	2025-26	Total
Rogers Elementary School	0	0	0	0	1	1
Community Based Organization						
Clayton Early Learning	0	0	0	0	1	1
Mile High Early Learning	0	0	0	1	0	1
Denver Public Schools						
Academy 360	0	1	3	0	0	4
Bear Valley Middle School	0	0	1	0	0	1
Bromwell Elementary & Eagleton Elementary	0	0	0	1	0	1
Bruce Randolph School	0	0	0	0	1	1
Colorado High School Charter	1	0	2	1	1	5
Compass Academy	0	0	1	0	0	1
DSST: Aurora Science & Tech Middle School	0	0	0	2	2	4
DSST: Cole High School	0	0	0	1	0	1
DSST: Cole Middle School	0	0	1	1	1	3
DSST: College View High School	0	1	0	0	0	1
DSST: College View Middle School	0	1	0	0	0	1
DSST: Conservatory Green High School	0	0	0	1	0	1
DSST: Conservatory Green Middle School	0	2	2	0	1	5
DSST: Elevate High School	1	0	0	0	0	1
DSST: Elevate Northeast High School	0	3	0	1	0	4
DSST: Elevate Northeast Middle School	0	1	2	2	2	7
DSST: Green Valley Ranch High School	0	0	0	3	1	4
DSST: Green Valley Ranch Middle School	0	1	0	0	0	1

	2021-22	2022-23	2023-24	2024-25	2025-26	Total
DSST: Montview High School	0	2	1	1	0	4
DSST: Montview Middle School	0	0	1	1	2	4
Denver Center for International Studies (DCIS) at Fairmont	1	0	0	0	0	1
Denver Green School	1	1	0	0	0	2
Dr. Martin Luther King, Jr. Early College	1	1	2	0	1	5
Galileo Middle School	0	0	0	0	1	1
George Washington High School	0	1	0	0	0	1
Hallett Academy	0	0	1	0	0	1
Highline Academy Northeast	0	0	0	1	0	1
John F. Kennedy High School	0	0	0	1	0	1
KIPP: Denver Collegiate High School	0	0	0	2	2	4
KIPP: Northeast Denver Elementary School	0	0	0	0	1	1
KIPP: Northeast Denver Leadership Academy	0	0	3	4	1	8
KIPP: Northeast Denver Middle School	1	0	0	0	4	5
KIPP: Sunshine Peak Academy	0	0	0	1	1	2
Lake International School	0	0	0	0	2	2
Marie L. Greenwood Academy	0	1	0	0	0	1
McGlone Academy	0	0	1	0	0	1
Montbello High School	0	0	0	1	0	1
North High School	0	1	0	0	0	1
Northeast Early College	0	0	0	1	0	1
Omar D. Blair Charter School	0	0	2	6	3	11
Rocky Mountain Prep: Berkeley	0	2	0	0	0	2
Rocky Mountain Prep: Creekside	0	1	0	0	0	1
Rocky Mountain Prep: Federal	0	0	0	0	1	1

	2021-22	2022-23	2023-24	2024-25	2025-26	Total
Rocky Mountain Prep: Fletcher	1	1	0	0	0	2
Rocky Mountain Prep: Green Valley Ranch Middle School	0	1	0	0	0	1
Rocky Mountain Prep: RISE High School	0	0	2	0	0	2
Rocky Mountain Prep: Ruby Hill	0	0	0	3	0	3
Rocky Mountain Prep: SMART	1	0	0	1	0	2
Rocky Mountain Prep: Southwest	0	1	1	1	2	5
Rocky Mountain Prep: Westwood	0	0	0	1	0	1
Sabin Elementary & Schmitt Elementary	0	0	0	1	0	1
Sabin World School	2	0	0	0	0	2
Schmitt Elementary	0	0	4	0	0	4
Stephen Knight Center for Early Education	0	1	0	0	0	1
Swansea Elementary School	0	0	0	1	0	1
Traylor Academy Elementary School	0	2	0	0	0	2
Trevista @ Horace Mann	1	0	0	0	0	1
University Prep at Steele Street	1	1	0	0	0	2
University Prep: Arapahoe St.	0	1	0	0	0	1
West Career Academy	0	0	0	0	1	1
Harrison School District No. 2						
Atlas Prep High School	0	0	0	0	1	1
Atlas Prep Middle School	0	0	0	0	1	1
Centennial Elementary School	0	0	1	1	1	3
Fox Meadow Middle School	0	0	1	0	0	1
Harrison High School	0	1	3	4	3	11
Mountain Vista Community School	1	3	1	0	0	5
Otero Elementary School	0	1	0	0	2	3

	2021-22	2022-23	2023-24	2024-25	2025-26	Total
Panorama Community Junior School	0	0	0	2	0	2
Panorama Middle School	0	0	1	0	0	1
Sand Creek International Elementary School	0	0	0	2	0	2
Sierra High School	0	0	2	1	0	3
Soaring Eagle Community School	0	0	0	0	1	1
Turman Elementary	0	0	0	0	1	1
Wildflower Elementary School	0	0	0	0	1	1
Pueblo School District 60						
Academy 360	0	0	1	0	0	1
Bessemer Elementary	0	0	1	0	0	1
Bradford Elementary	0	0	0	1	0	1
Central High School	2	0	0	0	0	2
Cesar Chavez Academy	0	0	2	0	0	2
Franklin School of Innovation	0	1	0	1	0	2
Heaton Middle School	0	0	1	0	0	1
Highland Park Elementary	0	0	0	1	0	1
Irving Elementary School	0	0	1	0	0	1
Minnequa Elementary School	2	0	0	0	0	2
Nettie S Freed Expeditionary School	0	0	3	0	0	3
Pueblo Academy of Arts	3	1	0	2	2	8
Risley International Academy of Innovation	0	0	1	1	0	2
Pueblo School District 70						
Villa Bella Expeditionary School	1	0	0	0	0	1
Total	**21**	**39**	**61**	**58**	**68**	**247**

Table A9. Number of FLC Teachers Placed in Schools, by District and Cohort in 2025-26

	2021-22	2022-23	2023-24	2024-25	2025-26	Total
Archuleta County School District No. 50 Jt						
Pagosa High School	0	0	0	0	1	1
Bayfield School District No. 10Jt-R						
Bayfield High School	0	1	0	0	1	2
Bayfield Intermediate School	0	0	0	0	1	1
Bayfield Primary School	0	0	0	1	0	1
Colorado Charter School Institute						
Animas High School	0	0	0	0	1	1
Kwiyagat Community Academy	0	0	0	0	1	1
Mountain Middle School	0	0	0	0	1	1
Dolores School District No. Re-4A						
Dolores High School	0	0	0	1	0	1
Durango School District No. 9-R						
Animas High School	0	0	1	0	0	1
Durango High School	1	0	2	0	1	4
Escalante Middle School	1	0	0	0	2	3
Florida Mesa Elementary	0	0	0	0	1	1
Miller Middle School	0	0	1	0	0	1
Park Elementary	1	0	0	1	0	2
Ignacio School District No. 11Jt						
Ignacio High School	1	0	0	0	0	1
Ignacio Middle School	0	0	0	0	1	1
Montezuma-Cortez School District No. Re-1						
Kemper Elementary	0	1	0	0	0	1
Kwiyagat Community Academy	0	0	0	0	1	1
Pleasant View Charter School	0	0	0	1	0	1

	2021-22	2022-23	2023-24	2024-25	2025-26	Total
Southwest Open School	0	0	1	0	0	1
Total	**4**	**2**	**5**	**4**	**12**	**27**

Table A10. Number of CCSD Teachers Placed in Schools, by District and Cohort in 2025-26

	2021-22	2022-23	2023-24	2024-25	2025-26	Total
Canon City Schools						
McKinley Elementary	-	-	-	-	2	2
Total	**-**	**-**	**-**	**-**	**2**	**2**

Note: CCSD only has data starting from 2025-26.

Table A11. Number of FM/MCSD Teachers Placed in Schools, by District and Cohort in 2025-26

	2021-22	2022-23	2023-24	2024-25	2025-26	Total
Morgan County School District						
Fort Morgan Middle School	-	-	-	-	1	1
Lincoln	-	-	-	-	1	1
University Schools (Charter)						
University Middle School	-	-	-	-	1	1
Total	**-**	**-**	**-**	**-**	**3**	**3**

Note: FM/MCSD only has data starting from 2025-26.

Table A12. Number of SVVSD Teachers Placed in Schools, by District and Cohort in 2025-26

	2021-22	2022-23	2023-24	2024-25	2025-26	Total
Boulder Valley School District No. Re2						
Fairview High School	-	-	-	-	1	1
Denver Public Schools						
Samuels Elementary	-	-	-	-	1	1
St. Vrain Valley School District						
Blue Mountain Elementary School	-	-	-	-	1	1
Columbine Elementary School	-	-	-	-	1	1
Erie Middle School	-	-	-	-	1	1
Main Street School	-	-	-	-	3	3
Redhawk Elementary School	-	-	-	-	1	1
Skyline High School	-	-	-	-	1	1
Timberline PK8	-	-	-	-	1	1
Total	**-**	**-**	**-**	**-**	**11**	**11**

Note: SVVSD only has data starting from 2025-26.

Teacher Placement by Primary Subject

Table A13. Number of PEBCTR Teachers by Primary Subject Area and Cohort in 2025-26

Primary Subject Area	2021-22	2022-23	2023-24	2024-25	2025-26	Total
Art	0	2	6	0	3	11
Business	0	0	1	1	0	2
Early Childhood Education	1	1	6	4	4	16
Elementary	10	13	23	23	21	90
English, Reading, or Language Arts	4	3	8	7	8	30
Math	7	6	3	6	6	28
Music	0	0	1	1	1	3
Other	0	2	3	4	0	9
Physical Education	0	0	1	1	4	6
Science	5	3	3	5	10	26
Social Studies	3	4	5	6	4	22
Spanish	1	0	1	6	0	8
Special Education	0	0	1	3	5	9
Total	31	34	62	67	66	260

Table A14. Number of TFA-CO Teachers by Primary Subject Area and Cohort in 2025-26

Primary Subject Area	2021-22	2022-23	2023-24	2024-25	2025-26	Total
Art	1	0	0	0	1	2
Computer Science	0	0	0	1	0	1
Early Childhood Education	0	3	0	1	1	5
Elementary	7	5	15	10	12	49
English Language Learners (ELL)	0	0	0	0	2	2
English as a Second Language (ESL)	0	1	3	3	0	7
English, Reading, or Language Arts	4	6	12	8	16	46
Math	4	11	8	10	11	44
Other	0	3	1	0	0	4
Science	2	5	7	10	12	36
Social Studies	0	1	5	2	3	11
Spanish	1	0	0	0	0	1
Special Education	2	4	10	13	11	40
Total	21	39	61	58	69	248

Table A15. Number of FLC Teachers by Primary Subject Area and Cohort in 2025-26

Primary Subject Area	2021-22	2022-23	2023-24	2024-25	2025-26	Total
Elementary	1	0	0	0	0	1
Exceptional Student Services	0	0	0	1	0	1
Math	0	1	0	0	2	3
Other	1	0	0	0	0	1
Science	2	0	0	0	1	3
Social Studies	0	0	0	0	1	1
Special Education	0	1	5	3	8	17
Total	4	2	5	4	12	27

Table A16. Number of CCSD Teachers by Primary Subject Area and Cohort in 2025-26

Primary Subject Area	2021-22	2022-23	2023-24	2024-25	2025-26	Total
Elementary	-	-	-	-	2	2
Total	-	-	-	-	2	2

Note: CCSD only has data starting from 2025-26.

Table A17. Number of FM/MCSD Teachers by Primary Subject Area and Cohort in 2025-26

Primary Subject Area	2021-22	2022-23	2023-24	2024-25	2025-26	Total
Math	-	-	-	-	2	2
Social Studies	-	-	-	-	1	1
Total	-	-	-	-	3	3

Note: FM/MCSD only has data starting from 2025-26.

Table A18. Number of SVVSD Teachers by Primary Subject Area and Cohort in 2025-26

Primary Subject Area	2021-22	2022-23	2023-24	2024-25	2025-26	Total
Special Education	-	-	-	-	11	11
Total	-	-	-	-	11	11

Note: SVVSD only has data starting from 2025-26.

Teacher Placement by Grade Level

Table A19. Number of PEBCTR Teachers by Grade Level and Cohort in 2025-26

Grade Level	2021-22	2022-23	2023-24	2024-25	2025-26	Total
Early Childhood Education (ECE)	1	1	5	4	1	12
Kindergarten	3	3	11	8	5	30
Elementary School (Grades 1-5)	11	10	23	23	23	90
Middle School (Grades 6-8)	14	8	14	20	23	79
High School (Grades 9-12)	4	12	20	19	16	71

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 A20. Number of TFA-CO Teachers by Grade Level and Cohort in 2025-26

Grade Level	2021-22	2022-23	2023-24	2024-25	2025-26	Total
Early Childhood Education (ECE)	1	3	0	58	68	130
Kindergarten	4	1	4	58	68	135
Elementary School (Grades 1-5)	9	12	19	58	68	166
Middle School (Grades 6-8)	5	15	24	58	68	170
High School (Grades 9-12)	5	9	16	58	68	156

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 A21. Number of FLC Teachers by Grade Level and Cohort in 2025-26

Grade Level	2021-22	2022-23	2023-24	2024-25	2025-26	Total
Early Childhood Education (ECE)	0	0	0	0	0	0
Kindergarten	0	1	0	2	3	6
Elementary School (Grades 1-5)	1	1	0	3	5	10
Middle School (Grades 6-8)	1	0	1	2	3	7
High School (Grades 9-12)	2	1	4	1	4	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 A22. Number of CCSD Teachers by Grade Level and Cohort in 2025-26

Grade Level	2021-22	2022-23	2023-24	2024-25	2025-26	Total
Early Childhood Education (ECE)	-	-	-	-	0	0
Kindergarten	-	-	-	-	0	0
Elementary School (Grades 1-5)	-	-	-	-	2	2
Middle School (Grades 6-8)	-	-	-	-	0	0
High School (Grades 9-12)	-	-	-	-	0	0

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.

Note: CCSD only has data starting from 2025-26.

Table A23. Number of FM/MCSD Teachers by Grade Level and Cohort in 2025-26

Grade Level	2021-22	2022-23	2023-24	2024-25	2025-26	Total
Early Childhood Education (ECE)	-	-	-	-	0	0
Kindergarten	-	-	-	-	0	0
Elementary School (Grades 1-5)	-	-	-	-	0	0
Middle School (Grades 6-8)	-	-	-	-	2	2
High School (Grades 9-12)	-	-	-	-	1	1

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.

Note: FM/MCSD only has data starting from 2025-26.

Table A24. Number of SVVSD Teachers by Grade Level and Cohort in 2025-26

Grade Level	2021-22	2022-23	2023-24	2024-25	2025-26	Total
Early Childhood Education (ECE)	-	-	-	-	0	0
Kindergarten	-	-	-	-	7	7
Elementary School (Grades 1-5)	-	-	-	-	8	8
Middle School (Grades 6-8)	-	-	-	-	9	9
High School (Grades 9-12)	-	-	-	-	8	8

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.

Note: SVVSD only has data starting from 2025-26.

Teacher Placement by Endorsement Areas

Table A25. Number of PEBCTR Teachers by Endorsement Area in 2025-26 for Cohorts 2021-22 to 2025-26

Endorsement Area	n
Elementary Education (Grades K-6)	92 (30%)
Early Childhood Education (Ages 0-8)	38 (13%)
English Language Arts (Grades 6-12)	28 (9%)
Social Studies Education (Grades 6-12)	26 (9%)
Substitute Teacher (Grades K-12)	24 (8%)
Science Education (Grades 6-12)	23 (8%)
Mathematics Education (Grades 6-12)	20 (7%)
Spanish (Grades K-12)	11 (4%)
Visual Arts (Grades K-12)	11 (4%)
Physical Education (Grades K-12)	9 (3%)
Middle School Mathematics Education (Grades 6-8)	8 (3%)
Music (Grades K-12)	3 (1%)
Drama Theater Arts (Grades K-12)	2 (1%)
Family and Consumer Sciences Education (Grades 6-12)	2 (1%)
Special Education Generalist (Ages 5-21)	2 (1%)
Business/Marketing (Grades 6-12)	1 (<1%)
Latin (Grades K-12)	1 (<1%)
Mandarin Chinese (Grades K-12)	1 (<1%)

Note: "Substitute Teacher" is an authorization and not an endorsement. However, since every credential requires an endorsement area, all substitute authorizations include "substitute" as the endorsement area.

Table A26. Number of TFA-CO Teachers by Endorsement Area in 2025-26 for Cohorts 2021-22 to 2025-26

Endorsement Area	n
Elementary Education (Grades K-6)	53 (23%)
Special Education Generalist (Ages 5-21)	47 (21%)
English Language Arts (Grades 6-12)	38 (17%)
Science Education (Grades 6-12)	35 (15%)
Mathematics Education (Grades 6-12)	16 (7%)
Middle School Mathematics Education (Grades 6-8)	15 (7%)
Early Childhood Education (Ages 0-8)	9 (4%)
Social Studies Education (Grades 6-12)	7 (3%)
Substitute Teacher (Grades K-12)	4 (2%)
Culturally and Linguistically Diverse Education (Grades K-12)	2 (1%)
Visual Arts (Grades K-12)	1 (<1%)

Note: "Substitute Teacher" is an authorization and not an endorsement. However, since every credential requires an endorsement area, all substitute authorizations include "substitute" as the endorsement area.

Table A27. Number of FLC Teachers by Endorsement Area in 2025-26 for Cohorts 2021-22 to 2025-26

Endorsement Area	n
Elementary Education (Grades K-6)	5 (24%)
Special Education Generalist (Ages 5-21)	4 (19%)
Mathematics Education (Grades 6-12)	2 (10%)
Science Education (Grades 6-12)	2 (10%)
Social Studies Education (Grades 6-12)	2 (10%)
Substitute Teacher (Grades K-12)	2 (10%)
Culturally and Linguistically Diverse Education (Grades K-12)	1 (5%)
Early Childhood Education (Ages 0-8)	1 (5%)
English Language Arts (Grades 6-12)	1 (5%)
Physical Education (Grades K-12)	1 (5%)

Note: "Substitute Teacher" is an authorization and not an endorsement. However, since every credential requires an endorsement area, all substitute authorizations include "substitute" as the endorsement area.

Table A28. Number of CCSD Teachers by Endorsement Area in 2025-26 for Cohorts 2021-22 to 2025-26

Endorsement Area	n
Elementary Education (Grades K-6)	1 (50%)
Substitute Teacher (Grades K-12)	1 (50%)

Note: "Substitute Teacher" is an authorization and not an endorsement. However, since every credential requires an endorsement area, all substitute authorizations include "substitute" as the endorsement area.

Note: CCSD only has data starting from 2025-26.

Table A29. Number of FM/MCSD Teachers by Endorsement Area in 2025-26 for Cohorts 2021-22 to 2025-26

Endorsement Area	n
Mathematics Education (Grades 6-12)	1 (33%)
Social Studies Education (Grades 6-12)	1 (33%)
Substitute Teacher (Grades K-12)	1 (33%)

Note: "Substitute Teacher" is an authorization and not an endorsement. However, since every credential requires an endorsement area, all substitute authorizations include "substitute" as the endorsement area.

Note: FM/MCSD only has data starting from 2025-26.

Table A30. Number of SVVSD Teachers by Endorsement Area in 2025-26 for Cohorts 2021-22 to 2025-26

Endorsement Area	n
Special Education Generalist (Ages 5-21)	4 (40%)
Culturally and Linguistically Diverse Education (Grades K-12)	1 (10%)
Early Childhood Education (Ages 0-8)	1 (10%)
Elementary Education (Grades K-6)	1 (10%)
Middle School Mathematics Education (Grades 6-8)	1 (10%)
Music (Grades K-12)	1 (10%)
Science Education (Grades 6-12)	1 (10%)

Note: "Substitute Teacher" is an authorization and not an endorsement. However, since every credential requires an endorsement area, all substitute authorizations include "substitute" as the endorsement area.

Note: SVVSD only has data starting from 2025-26.

Students Served

Table A31. Number of Students Served by PEBCTR by Subject Area and Cohort in 2025-26

Subject	2021-22	2022-23	2023-24	2024-25	2025-26	Total
Art	0	260	780	0	390	1,430
Business	0	0	130	130	0	260
Early Childhood Education	30	30	180	120	120	480
Elementary	300	390	690	690	630	2,700
English, Reading, or Language Arts	520	390	1040	910	1040	3,900
Math	910	780	390	780	780	3,640
Music	0	0	130	130	130	390
Other	0	260	390	520	0	1,170
Physical Education	0	0	130	130	520	780
Science	650	390	390	650	1300	3,380
Social Studies	390	520	650	780	520	2,860
Spanish	30	0	130	780	0	940
Special Education	0	0	130	390	650	1,170
Total	2830	3020	5160	6010	6080	23,100

Table A32. Number of Students Served by TFA-CO by Subject Area and Cohort in 2025-26

Subject	2021-22	2022-23	2023-24	2024-25	2025-26	Total
Art	144	0	0	0	144	288
Computer Science	0	0	0	78	0	78
Early Childhood Education	0	74	0	24	20	118
Elementary	161	115	374	298	693	1,641
English Language Learners (ELL)	0	0	0	0	55	55
English as a Second Language (ESL)	0	160	365	450	0	975
English, Reading, or Language Arts	576	864	1181	779	1372	4,772
Math	576	1622	1112	1446	1513	6,269
Other	0	432	150	0	0	582
Science	288	712	794	1154	1575	4,523
Social Studies	0	144	440	280	448	1,312
Spanish	144	0	0	0	0	144
Special Education	38	62	468	273	744	1,585
Total	1927	4185	4884	4782	6564	22,342

Table A33. Number of Students Served by FLC by Subject Area and Cohort in 2025-26

Subject	2021-22	2022-23	2023-24	2024-25	2025-26	Total
Elementary	30	0	0	0	0	30
Exceptional Student Services	0	0	0	14	0	14
Math	0	35	0	0	125	160
Other	19	0	0	0	0	19
Science	212	0	0	0	73	285
Social Studies	0	0	0	0	107	107
Special Education	0	28	51	52	175	306
Total	261	63	51	66	480	921

Table A34. Number of Students Served by CCSD by Subject Area and Cohort in 2025-26

Subject	2021-22	2022-23	2023-24	2024-25	2025-26	Total
Elementary	-	-	-	-	96	96
Total	-	-	-	-	96	96

Note: CCSD only has data starting from 2025-26.

Table A35. Number of Students Served by FM/MCSD by Subject Area and Cohort in 2025-26

Subject	2021-22	2022-23	2023-24	2024-25	2025-26	Total
Math	-	-	-	-	50	50
Social Studies	-	-	-	-	100	100
Total	-	-	-	-	150	150

Note: FM/MCSD only has data starting from 2025-26.

Table A36. Number of Students Served by SVVSD by Subject Area and Cohort in 2025-26

Subject	2021-22	2022-23	2023-24	2024-25	2025-26	Total
Special Education	-	-	-	-	232	232
Total	-	-	-	-	232	232

Note: SVVSD only has data starting from 2025-26.

Appendix B

Program and District Provided Data

Results in this report include information on five cohorts of teachers (from 2021-22 through 2025-26), including the number of teachers recruited, placed, and retained; the licensure status, grade levels, and subjects taught by teachers in the program; and the number of districts, schools, and students served through the program. Demographic information is reported only for first-year teachers (2025-26).

The majority of these data are drawn from teacher-level files provided by grantees and partner districts, which are submitted to Omni Institute (Omni) for analysis and reporting.

Educator Effectiveness Ratings and Licensure Data

Educator effectiveness ratings data are available for cohorts 2020-21 through 2024-25. To collect educator effectiveness ratings, grantees provided CDE with identifying information for teachers placed through the grant. CDE matched this information to human resources records that include educator effectiveness ratings, licensure, and credential data. All identifying information was removed by CDE prior to sharing de-identified data files with Omni for analysis and reporting.

Process Flow Data

In the Fall of 2025, Omni conducted interviews with the three new district based grantees to document their process flows to implement the QTR Grant Program. Omni also provided existing process flow documentation to representatives from each of the three existing grant programs and provided the opportunity for them to review, engage additional staff as needed, and provide any updates. Omni also solicited feedback from CDE representatives and provided a revised version of the process flow documentation to CDE in early 2026. The full process flow report is provided below in Appendix C.

Appendix C

Grantees' Updated Process Flows 2025-26

Omni

February 2026

Omni Institute Report

Colorado Department of Education Quality Teacher Recruitment Grant

Grantees' Updated Process Flows 2025-26

Colorado Department of Education Quality Teacher Recruitment Grant

Grantees' Updated Process Flows 2025-26

Submitted to:

Colorado Department of Education

For More Information

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Table of Contents

Section I. Public Education & Business Coalition Teacher Residency Process Flow.....76

Master's Degree and Higher Education Partners.....76
Recruitment, Admissions, and Pre-Classroom Preparation.....77
Recruitment and Admissions.....77
Matching Residents to Mentor Teachers.....79
Summer Institute.....81
Year 1 Supports.....82
Post-Residency Support and Retention.....86

Section II. Teach For America-Colorado Process Flow.....87

Recruitment, Selection, and Pre-Classroom Preparation.....87
Recruitment and Admissions.....87
Regional Recruitment Initiatives.....88
Regional Pre-service/Practicum Requirements.....89
Placement.....90
Initial Onboarding.....90
Pre-Service Training & Practicum.....91
Year 1 Supports.....92
TFA-Colorado Supports.....92
Leadership Development Opportunities.....93
Higher Education Partner Supports.....94
Year 2 Supports.....95
TFA-Colorado Supports.....95
Retention.....96

Section III: Fort Lewis College Process Flow.....97

Recruitment and Placement.....97
Candidates and Placement.....98
Program Supports.....99
District and School Supports.....99
Retention.....100
Certification.....100

Section IV: Fort Morgan/Morgan County School District Process Flow 101

Program Partners 101
Recruitment, Admissions, and Enrollment 102
Placement and Mentoring Framework 103
Pre-Classroom Preparation 104
Year 1 Supports 104
After Year 1 105
Finance and Support 105
Compliance and Completion Requirements 106

Section V: Cañon City School District Process Flow 107

Program Model 107
Recruitment and Admissions 107
Placement and Mentorship 108
Pre-Classroom Preparation 109
Year 1 Supports 109
After Year 1 109
Financial Support 109
Compliance and Completion Requirements 110

Section IV: St. Vrain Valley School District Process Flow 111

Recruitment and Admissions 111
Position Attainment and Mentorship 112
Pre-Classroom Preparation 113
Year 1 Supports 113
Year 2 Supports 114
Financial Information and Supports 114
Compliance and Licensure Requirements 114



Section I. Public Education & Business Coalition Teacher Residency Process Flow

Public Education & Business Coalition's Teacher Residency (PEBCTR) program is a Colorado-based teacher residency program that serves grades pre-K through 12th grade students 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, PEBCTR adapted it's residency model to include two pathways to initial licensure: 1) the traditional 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. PEBCTR provides alternative licensure coursework, coaching and professional development for program candidates and mentors, and supports for PEBCTR Teachers for up to five years after their 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. PEBC has MOUs in place with five different universities in Colorado, allowing PEBCTR graduates to receive Master's level credit for completing the residency. Candidates have 5 years after completing the program to use these credits.

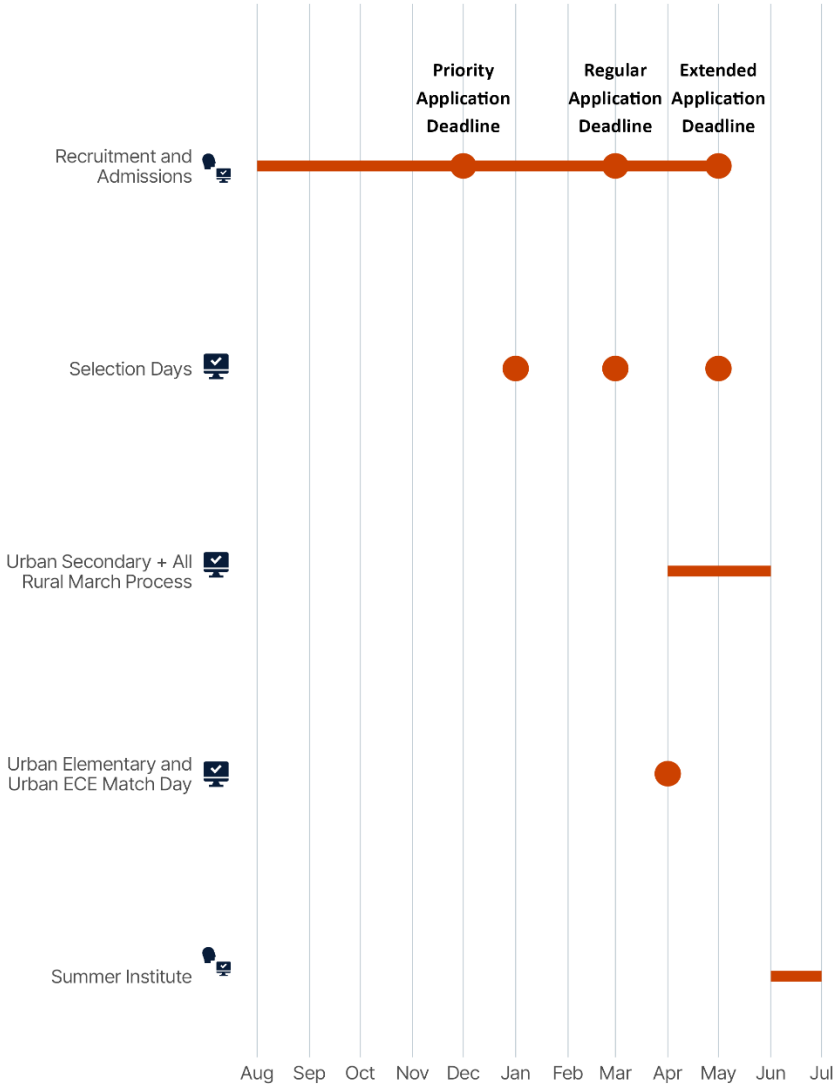
Master's Degree and Higher Education Partners

PEBCTR has 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 (MSU), University of Colorado at Denver, Colorado State University Global Campus, Fort Lewis College, the University of Northern Colorado, and Western State Colorado University.

This approach allows 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.

Recruitment, Admissions, and Pre-Classroom Preparation

The process flow illustration below outlines 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.



Recruitment and Admissions

Recruitment. PEBCTR employs a range of strategies to identify potential program candidates, including a combination of virtual and in-person efforts, such as recruitment events, social media, word-of-mouth referrals, job-site advertising, and national career fairs. The program works closely with partnering resident placement schools (i.e., schools where PEBCTR places traditional residents)

in Colorado to conduct outreach while working with its higher education partners to engage potential program candidates (see above for higher education partners). PEBCTR has found that face-to-face time is a key method for developing relationships with potential candidates, especially those located in rural areas. The program has also seen 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 para-professionals, school office staff, parents, and other candidates who have lived and worked in rural communities, and
- Connecting with service programs that work in rural areas of Colorado.

When engaging potential candidates, recruiters emphasize the benefits of the residency model, such as the program's professional development opportunities. 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.
- Barrier reduction strategies, including free Praxis exam prep, Praxis fee reimbursement, and higher stipend amounts during the residency year.

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

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

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 traditional 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.

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, provide resident field support, serve as coaches, and are supported by 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 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 the 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.

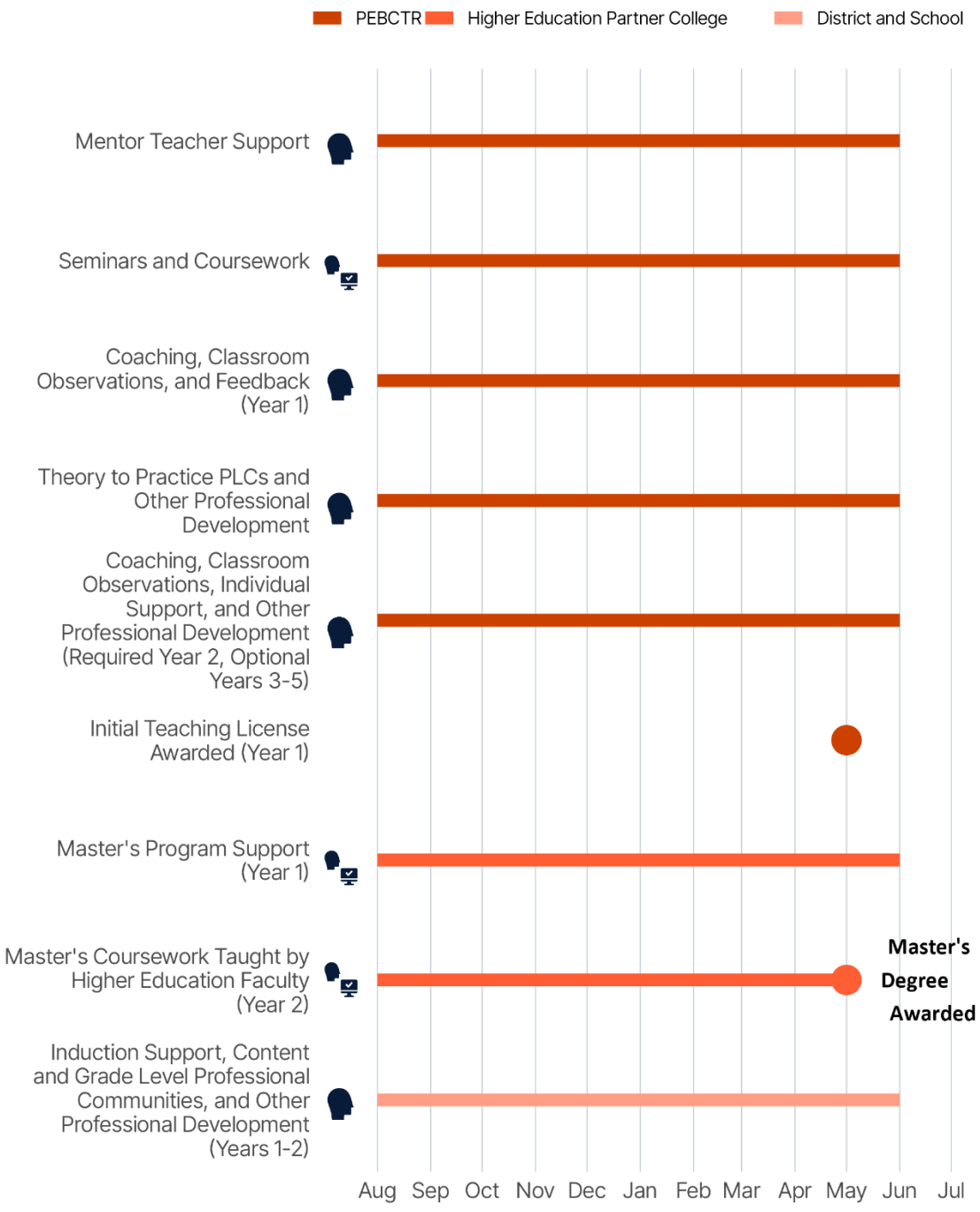
Year 1 Supports

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), and the San Luis Valley and Mountain West region (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 teaching 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.




PEBCTR
Higher Education Partner College
District and School
Mentor Teacher Support
Seminars and Coursework
Coaching, Classroom Observations, and Feedback (Year 1)
Theory to Practice PLCs and Other Professional Development
Coaching, Classroom Observations, Individual Support, and Other Professional Development (Required Year 2, Optional Years 3-5)
Initial Teaching License Awarded (Year 1)
Master's Program Support (Year 1)
Master's Coursework Taught by Higher Education Faculty (Year 2)
Induction Support, Content and Grade Level Professional Communities, and Other Professional Development (Years 1-2)
Master's Degree Awarded
Aug
Sep
Oct
Nov
Dec
Jan
Feb
Mar
Apr
May
Jun
Jul

Seminar and Coursework. Seminars are taught once a week in the first year by PEBCTR staff and coaches (called Managers of Resident Development). 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 the location, seminar days are either all-day or half-day sessions. Urban residents are in the classroom of a mentor teacher four days a week and attend a 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. Mentors support both residents and teachers of record:

- 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.



Post-Residency Support and Retention

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 Resident Development). Managers of Resident Development provide a minimum of three 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 PEBC professional learning institutes.

Year 3-5 PEBCTR supports for all teachers:

- The option to participate in PEBCTR professional development opportunities, such as events focused on investigating thinking strategies, and on conferring with students about learning.
- Discounted attendance at PEBC professional learning institutes.
- Opportunity to return to the program as a mentor (peer or official mentor for a resident or teacher of record) or lab host (open their classrooms and host facilitated groups of current program participants to see strong instruction in practice).

3-year service agreement. Program participants sign a 3-year service agreement, which requires participants to make a good faith effort to remain in the classroom for 2 years following their residency year. Some participants may be required to pay back a portion of their subsidized tuition if they leave the classroom within that timeframe.

Additional supports. Teachers enrolled in Master's degree programs continue to receive instruction, coursework, and support from their partner university's program 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. Finally, PECTR coordinates alumni engagement opportunities to keep candidates connected to one another socially post-graduation.



Section II. Teach For America-Colorado Process Flow

Recruitment, Selection, and Pre-Classroom Preparation

Teach For America (TFA) recruits candidates with strong leadership potential and lived experiences in underrepresented communities to serve as full-time teachers of record in Title I school classrooms through alternative licensure pathways. In Colorado, all TFA recruits complete the traditional teaching corps teacher preparation pathway.

TFA-Colorado and its three higher education partners in Colorado – Metropolitan State University of Denver (MSU), the University of Colorado Denver's ASPIRE to Teach Alternative Teaching Licensure Program (ASPIRE), and Relay Graduate School of Education (Relay GSE) – are each responsible for specific aspects of teacher recruitment, placement, preparation, and support. In the sections below, we outline these areas of the program.

In Colorado, recruitment and selection of corps members occurs largely through regional recruitment efforts, with national support for applicants from outside Colorado. Once corps members are accepted into the program, they complete an orientation that involves virtual onboarding activities (e.g., orienting corps members to the philosophy and expectations of the TFA-Colorado 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 where incoming participants teach summer school in one of Colorado's partner schools under the guidance of mentor teachers and TFA-Colorado staff. By the first day of school, TFA-Colorado participants are teachers of record. Each of these areas is described in more detail below.

Recruitment and Admissions

TFA-Colorado focuses its recruitment efforts on attracting candidates who either grew up in Colorado or went to college locally and demonstrate strong potential to identify closely with the community where they plan to teach and lead. Colorado's local recruiters work with every 4-year college in Colorado and maintain a consistent presence at MSU, ASPIRE, University of Colorado at Colorado Springs, CSU Fort Collins, UNC, and CSU Pueblo to continue growing the teacher talent pipeline with diverse, local candidates.

When seeking candidates, TFA-Colorado 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 in Colorado each year, including Early Childhood Education, Special Education, science, technology, engineering, math (STEM), and Multilingual roles.

TFA-Colorado staff, alumni and national TFA staff are involved in the admissions process each year. TFA-Colorado 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-Colorado's core competencies as well as how to use a standardized rubric developed by TFA-Colorado to guide selection decisions. TFA-Colorado admissions process is multi-step, including an online application, presentation of a sample lesson plan, and a virtual interview.

TFA-Colorado seeks to obtain multiple perspectives on each candidate applying to the program during this process. Different team members from across TFA-Colorado 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.

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.

With a particular emphasis on populations underrepresented in education – namely, people of color and people from a low-income background, TFA-Colorado collaborates with local recruitment staff to cultivate homegrown prospects and applicants, ensuring an assignment to Colorado for candidates who list Colorado as their first-choice region.

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 pays 100% of licensure program costs for Early Childhood Education (ECE).



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-Colorado (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 in addition to the virtual training offered to corps members across TFA), 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 conducts the hiring process through OneApp--a customized TFA portal where district hiring managers can view resumes and profiles of TFA teachers, schedule interviews, and communicate with TFA-Colorado staff about open positions and hiring progress. 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-Colorado works with the corps members to meet subject matter requirements in partnership with their licensure provider.

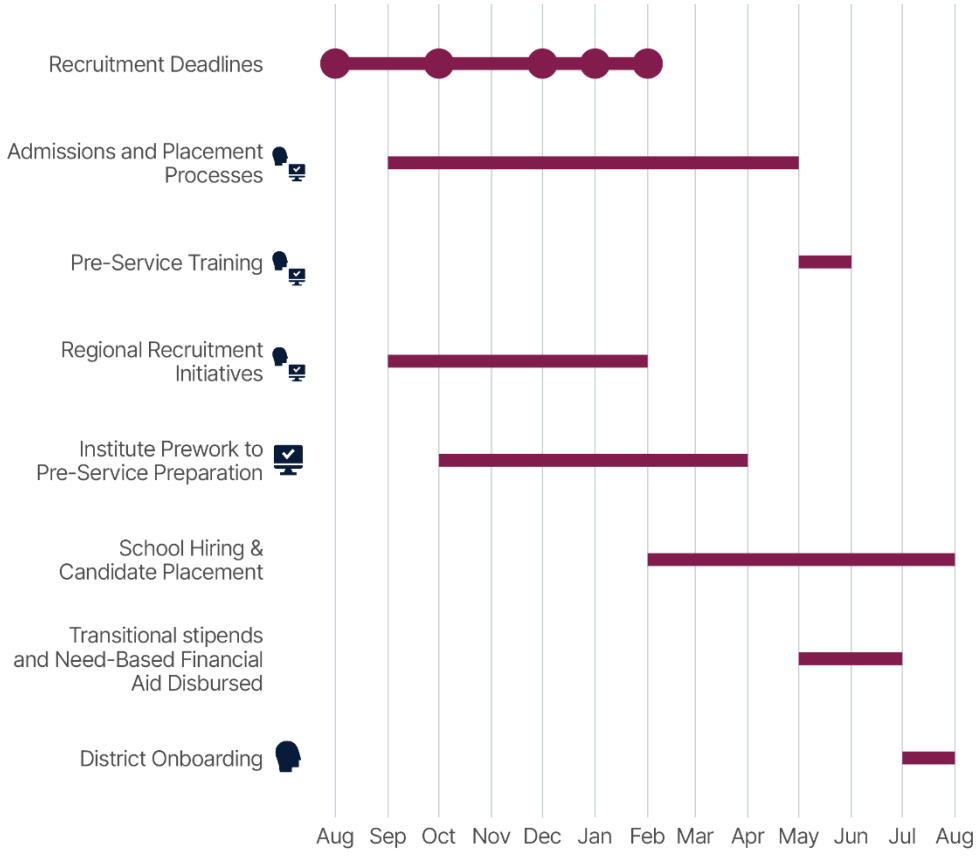
Launch Live. This is corps members' first opportunity to gather together as one incoming cohort to learn about their placement regions, build community, and to meet the entire TFA-Colorado staff.

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.

The process flow below illustrates how TFA corps members navigate TFA national and TFA-Colorado's recruitment, admissions, and pre-classroom preparation processes.



Placement

When the prospective applicant is accepted into the program, they are connected with their region of choice and begin onboarding with regional staff virtually and through in-person opportunities. 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. TFA-Colorado staff support new participants with identifying their placement district based on content area and interests.

Initial Onboarding

Once admitted, 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-Colorado employs one MDLD for every 40 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. Transitional stipends are disbursed to incoming teachers in two phases: In May, all participants receive a direct cash award of $4,500 from TFA-Colorado. In June, participants from low-income backgrounds receive an additional $3,000 as a direct award from TFA-Colorado ($7,500 total). Additional need-based financial aid may be awarded to those with more financial barriers to joining the program and can apply for additional grants and no-interest loans from TFA-Colorado. In 2025, 63% of Colorado's incoming teachers received need-based financial aid to support their transition into teaching. 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 in-person 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 participate in the technical aspects of teaching and developing fluency in Diversity, Equity, Inclusion and Social Justice contexts of the profession. In Colorado, Pre-Service training 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 asynchronous and live learning and engagement activity for the first two weeks. Next, during the Practicum experience, new teachers spend the next 4 weeks leading classrooms during summer school sessions in their service region under the guidance of mentor teachers and TFA-Colorado staff. Corps members receive daily, personalized support and coaching from TFA alumni, TFA-Colorado regional staff, and mentor teachers, who are teachers of record in the summer school classrooms.

The top focus areas of the Pre-Service and Practicum experience are:

- Building practical skills in teaching and curriculum development that foster student engagement and growth.
- Fostering a welcoming, supportive learning environment that engages all students.
- Navigating policies and procedures of schools and districts, building fluency with available academic and social-emotional supports for students.



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-Colorado 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, formal classroom observations three times per year using the CLASS framework, 1:1 and group coaching, professional development events, and one-on-one support.

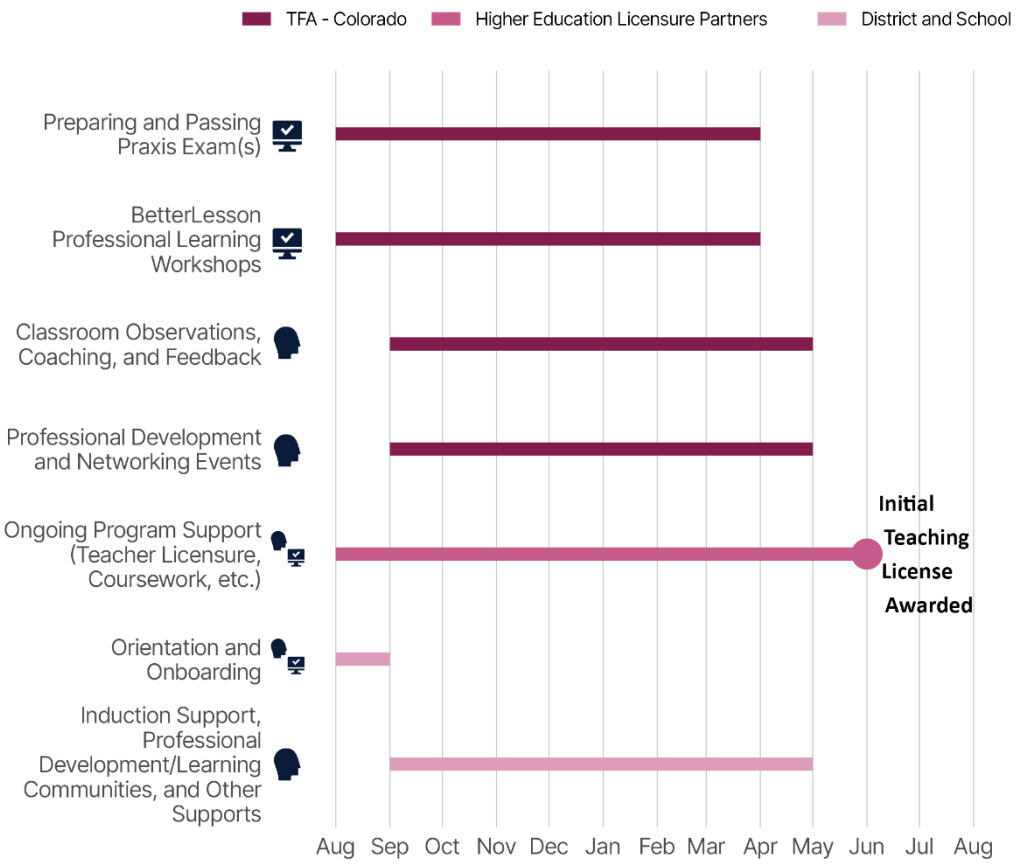
Year 1 Supports

TFA-Colorado Supports

In Year 1 of their teaching commitment, TFA-Colorado teachers build skills and leadership capabilities while deepening their connection to their schools and communities. Figure 2.2 provides the 'process flow' of TFA-Colorado 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:

- TFA- Colorado's full regional staff team, including Managing Directors of Leadership Development, provides coaching, mentorship, and leadership development to all participants. Nonprofit and philanthropic partners offer professional development sessions, and volunteers such as TFA's Regional Board and alumni support Year 1 participants by providing networking opportunities and additional professional development.
- School districts and schools, which evaluate their teachers through a variety of frameworks and systems that align with TFA-Colorado'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.





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-Colorado 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-Colorado, and higher education partners ensures that supports are complimentary and highly targeted. As part of this collaborative arrangement, TFA-Colorado staff work closely with MSU, 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-Colorado 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.

ONE Colorado. TFA-Colorado also offers corps members a multitude of high-quality professional development opportunities throughout their experience, building their network in their communities, exploring aligned leadership pathways that build upon their TFA-Colorado experience, and engaging in local policy and advocacy movements to inform their classroom impact. Additionally, corps members are required to participate in all required district- and school-based professional development activities.

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.

Teacher Microgrants. The micro-granting program supports teachers who are developing and implementing innovative, experiential learning programs with grants of $1,000-$5,000. Created, led, and managed 100% by TFA-Colorado's local alumni committee, 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.

Higher Education Partner Supports

TFA-Colorado partners with three preferred alternative license providers which deliver the training required to obtain an initial teaching license in Colorado: Metropolitan State University Denver, Relay Graduate School of Education and ASPIRE to Teach. These license providers also offer optional Master's degree programs that corps members can complete during their second year. TFA-Colorado is an AmeriCorps service organization, and corps members can use their AmeriCorps awards to cover licensure program tuition.

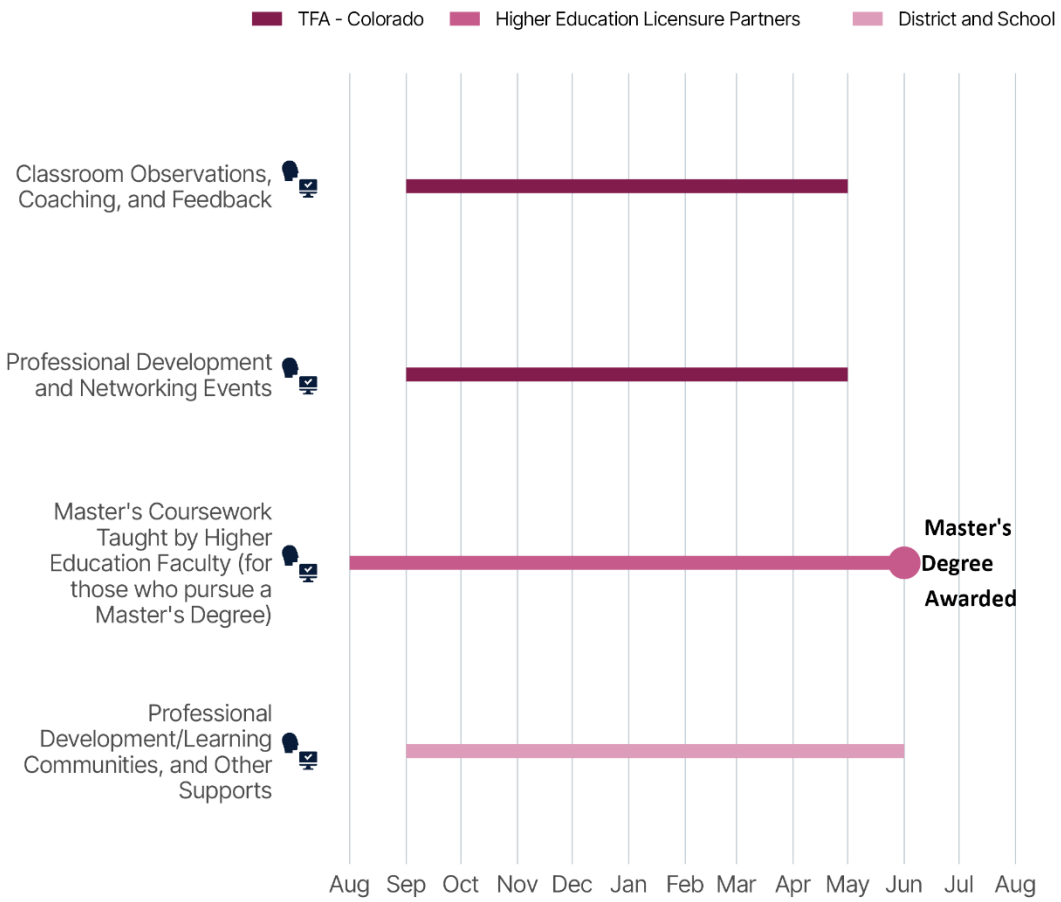


Year 2 Supports

TFA-Colorado Supports

Figure 2.3 below provides the 'process flow' of TFA-Colorado 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 and have obtained their initial license. In the second year in the classroom, TFA-Colorado continues to offer leadership development opportunities for corps members, while corps members complete the optional Master's degree.

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



Retention

TFA-Colorado corps members make a two-year commitment to teach in a Title I or similar school (i.e., a school that delivers high-quality education to majority low-income students but may not be entitled to Title I funding). Corps members may continue to teach beyond their initial two-year commitment. As reported in the CDEQTR 2024-2025 Summative Evaluation Report, TFA-Colorado retention rates were 95% for first year teachers, 83% for second year teachers, 58% for third year teachers, 28% for fourth year teachers, and 25% for fifth year teachers. While many corps members do continue to teach, many also transition to department, school, and district leadership roles or work in roles where they continue to advocate for educational equity.

TFA-Colorado'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.

Personalized Coaching and Resource Matching. TFA-Colorado's leadership coaches each have over 10 years of experience in classrooms and education leadership, and they play a central role in tailoring available resources to corps members' unique needs. These coaches have open lines of communication with their cohort of 40 teachers, delivering strong coaching, mentorship, and referrals to additional supports when needed to address teachers' wellness, financial, and development needs.

Stipends and Financial Support. TFA-Colorado distributes at minimum $4,500 as a direct stipend to incoming teachers, and an additional $3,000 awarded to participants from a low-income background.

Additional need-based grants and no-interest loans are also available to those with exceptional financial needs. In Pueblo District 60, where conditions like lower salaries (compared to metro area districts) affect recruitment and retention, TFA-Colorado distributes $1,000 stipends twice per year during the first 2 years to support retention in the district. TFA-Colorado's philanthropic partnerships with the Buell Foundation cover ECE licensure costs (which AmeriCorps funds will not cover) and with the Sachs Foundation provide an annual stipend of $10,000 over 3 years for Black corps members.

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 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



Section III: Fort Lewis College Process Flow



This section focuses on the recruitment, placement, and programming provided by Fort Lewis College (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.

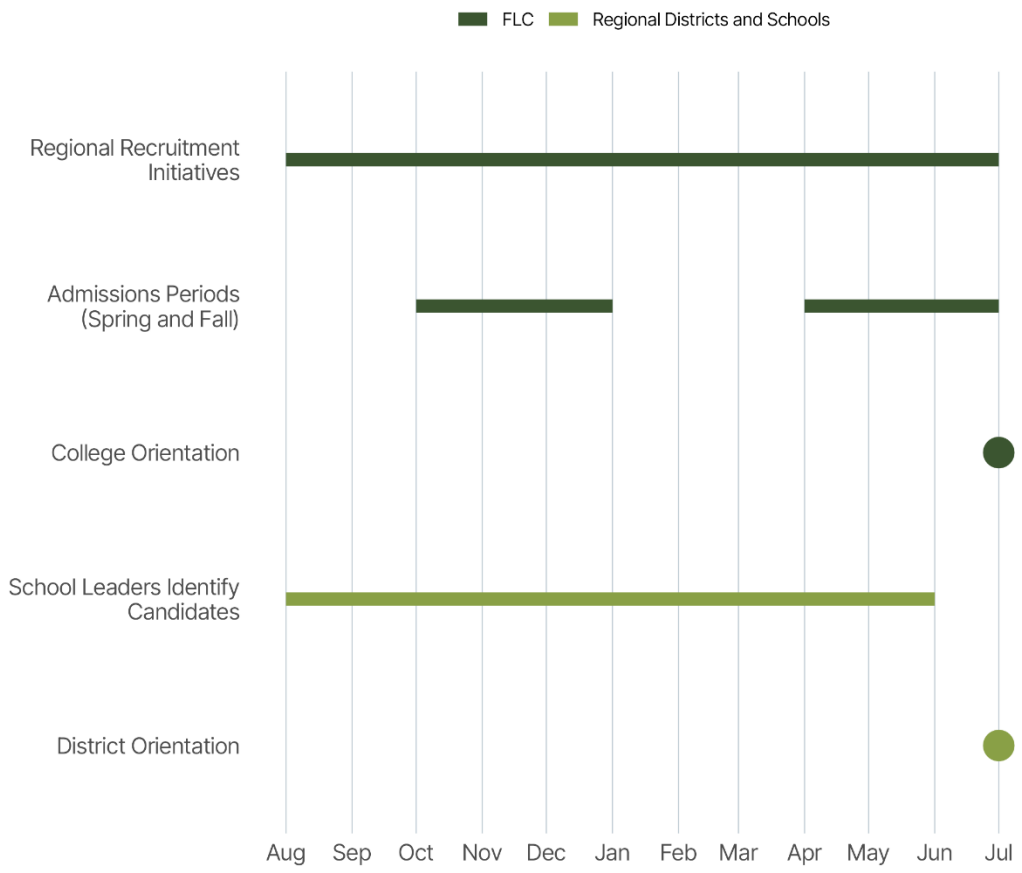
FLC's alternative licensure program develops, implements, and evaluates recruitment and retention activities for a diverse pool of highly qualified candidates, aiming to place teachers in high-need certification areas in small rural districts. The program is designed to provide financial incentives for candidates, support full-time teaching while pursuing licensure, and offer professional development to ensure high-quality, consistent preparation and retention.

Recruitment and Placement

FLC actively recruits candidates for alternative licensure from the Southwest Colorado region, statewide, and nationally. Recruitment strategies include word-of-mouth, social media, job fairs, outreach to paraprofessionals and long-term substitutes, and leveraging the Native American Tuition Waiver to support diverse enrollment. FLC partners closely with at least five and up to 10 school districts in Southwest Colorado, including Montezuma-Cortez, Mancos, Dolores, Dolores County, Durango, Bayfield, Ignacio, Archuleta, Telluride, and the Kwiyagat Community Academy, a tribal school serving the Ute Mountain Ute Tribe.

Candidates eligible for the alternative licensure program have at least a bachelor's degree and are placed as teachers of record in partner districts. Many have completed most requirements for teacher preparation or are career changers interested in education. The college's small size and strong relationships with regional schools allow for personalized placement and support, with the Coordinator of Field Experiences playing a key role in matching candidates to schools based on district needs.





Candidates and Placement

Candidates enrolled in the Alternative Licensure Teacher Preparation Program as part of the QTR Grant hold a bachelor's degree and work under an alternative license. All candidates are placed as teachers of record in grant-partner districts. In the program's first year, teachers worked under a Special Education alternative license and/or secondary endorsements in a year-long program. The program now more actively seeks out and supports the secondary endorsements for alternative certification (beyond Special Education) and has also expanded into the K-12 space.

Most candidates have completed pre-classroom training through prior coursework and classroom hours, so no additional pre-classroom preparation is required. FLC is also recruiting students without prior teaching experience for the alternative licensure program through the Master of Arts: Licensure program, which allows candidates to earn an initial teaching license in various secondary areas or Special Education.

Program Supports

Coursework. For Special Education alternative licensure, teachers complete one online class each semester focusing on requirements for state endorsement, including IEP development, collaboration, family partnerships, high-leverage practices, classroom management, assessment, disability identification, behavior modification, and special education law. For other subject areas, coursework is tailored to address any remaining content or pedagogical requirements.

Classroom experience. Teachers of record working under an alternative license gain the classroom experience and hours required for recommendation for an initial Colorado teaching license.

College mentor. FLC assigns a mentor to each teacher. In the year-long Special Education program, mentors conduct 3-4 classroom observations per semester and provide targeted coaching and support. For semester-long programs, mentors observe teachers 5-6 times, taking into account prior undergraduate placements.

School mentor. In addition to the college mentor, each teacher is supported by a mentor teacher within their school, who provides hands-on guidance and conducts 4-5 classroom observations during the year.

Professional Development and Support. FLC hosts bi-weekly seminars for alternative licensure and traditional teacher candidates on topics such as hiring, parent and principal panels, and more. Monthly remote group meetings allow teachers to discuss additional support needs and problem-solve emerging issues. At the end of the program, teachers present a final portfolio or professional exhibition of their work.

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. An overview of the supports provided is shown in the process flow below.





Retention

At the time of this report, FLC 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 in grant-partner districts (e.g., a two-to-three-year commitment). The "homegrown" recruitment approach is intended to attract candidates already committed to rural teaching. Retention rates for FLC scholars in the QTR program remain high, with 96% for first-year teachers, 72% for second-year teachers, 52% for third-year teachers, and 33% for fourth-year teachers. At the time of this report, FLC does not require a formal commitment for teachers to remain in grant-partner districts for a set period.

Certification

Once teachers complete the alternative licensure program, including all coursework and classroom hours, candidates may apply for initial licensure in their endorsement area. FLC's licensure coordinator and Graduate Program Coordinator provide guidance and support throughout the certification process, ensuring candidates understand requirements and are prepared for state licensure.

Section IV: Fort Morgan/Morgan County School District Process Flow

Fort Morgan (FM)/Morgan County School District (MCSD) operates the Teach Today Lead Today Alternative Teacher Program (Teach Today), primarily serving rural communities and partnering with charter schools statewide to offer a program that extends beyond Morgan County. The program is designed to address teacher shortages by offering flexible, locally driven pathways, layered support, mentorship, and an apprenticeship track for paraprofessionals without degrees or certifications. Its mission is to develop teachers with strong subject knowledge and practical skills, thereby supporting retention and diversity in the educator workforce. The program emphasizes strong foundations, collaboration with the Colorado Department of Education, and community partnerships.

The Teach Today Alternative Teacher Licensure Program exists to support the desire for someone to earn state licensure while learning the foundational skills of teaching. This program serves to support career changes and others who come with content knowledge, some with no teaching experience, and the goal of becoming a teacher.

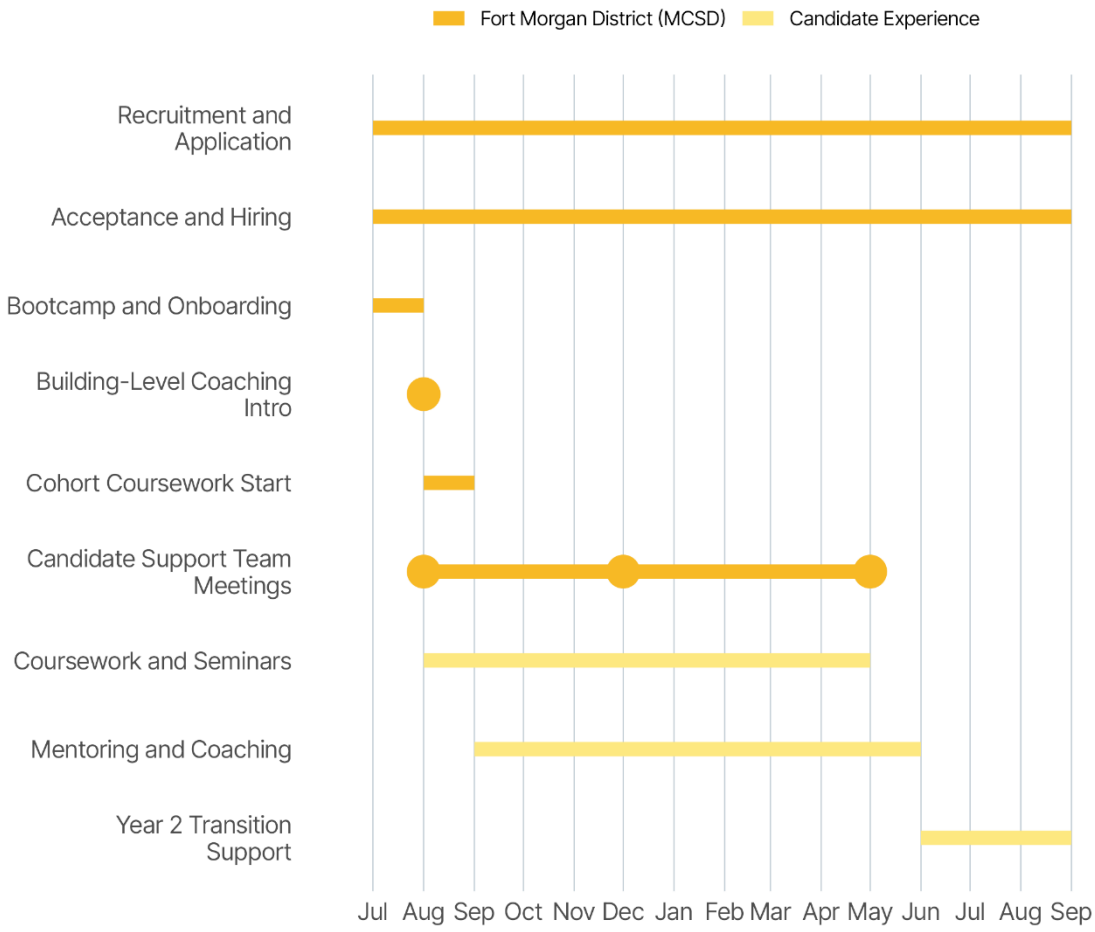
The Teach Today program aims to meet the following goals:

- Provide access to a local alternative pathway to licensure.
- Develop teacher candidates who demonstrate subject matter knowledge as they learn the art and science of teaching.
- Create community partnerships to increase pathways and access to obtaining a teacher license.
- Provide layered support for alternative licensure teachers to increase teacher retention.
- Increase teacher retention by preparing teachers to remain in their school district.
- Increase staff diversity and inclusion of new teacher candidate through the alternative teacher licensure model.

Program Partners

Teach Today partners with Mountain Board of Cooperative Educational Services (BOCES) to provide English Learner coursework for all candidates. The district also collaborates with local universities, school leaders, and professional organizations to ensure coursework, field experiences, and evaluations align with Colorado Teacher Quality Standards and state licensure expectations.

The timeline for teacher candidates' onboarding and support is outlined below, highlighting the fact that the opportunity to apply and onboard to a teacher position remains open year-round. And while teachers may join FM/MCSD at any point throughout the school year, there are specific supportive elements to the program that are systematically placed during the summer, early part of the school year, and end of the school year to provide necessary coaching and information as teachers move through their time in the program.



Recruitment, Admissions, and Enrollment

Rolling recruitment. The program operates an ongoing, open application model. Applicants can apply at any time through the district website by submitting a resume and program commitment form. The Teach Today application process, along with the necessary form and course completions, is available online for candidates, expediting their application and approval process. Candidates must hold a Bachelor's degree and pass the required content examinations. There is no admissions fee, and the process is designed to be highly accessible.

FM/MCSD will accept candidates with an Interim Alternative Authorization or an Alternative Licensure that is provided after successful completion of the Praxis exam.

Recruitment and Admissions. Recruitment emphasizes accessibility and community connection, focusing on paraprofessionals, substitutes, career changers, new residents, and out-of-state teachers seeking Colorado licensure. The district collaborates with school principals and district Human Resources to align recruitment with staffing needs and build a sustainable pipeline of educators.

Approved candidates complete onboarding and are accepted into endorsement areas, including:

- Early Childhood
- Elementary
- Special Education
- Secondary
- K-12

Placement and Mentoring Framework

Placement process. Once determinations of candidates, focus areas, and need within the school district exist, teachers are placed in a position alongside a mentor. To determine placement, School principals, Human Resources, and the program director collaborate on candidate placement. Mentors are selected based on district policy, which requires at least three years of teaching experience, positive evaluations, and a record of professional growth. Mentors teach in the same or a similar grade/content area as the candidate, participate in three professional development sessions annually, and receive a stipend.

Mentor focus. All teachers are paired with coaches and mentors. Coaches provide approximately 45 hours of support across two years for all endorsement areas, including classroom observations, feedback, monthly seminars as a community of learners, and instructional modeling. Mentors provide 30 hours of support, or 30 minutes every other week. Mentors and coaches coordinate with principals through a candidate support team that meets three times a year to review goals and progress. The program aims to increase the number of trained mentors over time.

Monthly seminars. Monthly seminars offer teachers the opportunity to come together as a cohort for learning, both as a larger group and in scheduled seminar times tailored to specific endorsement areas.



Pre-Classroom Preparation

Onboarding. All new teachers attend a three-day boot camp focused on student populations, the teaching profession, and classroom management. Additional onboarding and orientation are provided at the building level with support from instructional coaches. Teachers who begin after the boot camp receive individualized onboarding through recorded sessions and one-on-one meetings. When possible, opportunities for teachers to shadow mentors or substitute teach before the year begins are offered to begin fostering a relationship between the new teacher candidates and the existing staff.

Year 1 Supports

Cohort framework. The first year focuses on classroom management, relationship building, and foundational instructional practices. Participants attend monthly cohort meetings, receive ongoing coaching and mentoring, and participate in quarterly classroom observations, regular walkthroughs, and instructional rounds. Mentors offer feedback through scheduled meetings and peer observation cycles. Each candidate completes at least three candidate support meetings annually, totaling six hours of support. Coaching includes 45 hours of one-on-one support, while mentoring consists of 30 hours of one-on-one support. Coursework includes foundational reading instruction and asynchronous modules on lesson planning, assessment, and culturally responsive practice. The candidate support team coordinates feedback and monitors progress throughout the year to ensure consistent, evidence-based guidance.

As part of the mentorship process, the mentor meets with the principal to review district teacher evaluation systems and clarify expectations for new teachers. Together with the mentee, the mentor collaborates to design quality learning experiences within the content area and uses data and feedback to inform instructional decisions. Ongoing collaboration focuses on effective classroom management strategies, the delivery of engaging and rigorous instruction, and identifying and supporting areas of personal and professional growth. The mentor also serves as a representative of both faculty and parents, advocating for the advancement of teacher education within the district or school. In addition, the mentor models effective teaching practices and co-facilitates lessons to build the mentee's capacity, including participation in dedicated mentoring days held once per month.

Across endorsement areas, the following program supports are structured throughout the first year of teaching in addition to coaching and mentoring hours:

- 24 hours of Year 1/beginning of the year bootcamp
- 10 hours of program leadership
- 90 hours of English Learner instruction (completed on their own time, by the third semester of the program)



- 50 hours contact time with cohort (monthly instructional time, spread over two years and differentiated for elementary/early childhood and secondary/k-12 candidates)
- 50 hours of asynchronous instructional time
- 6 hours Candidate support time meetings (3x year)

After Year 1

The program spans two academic years. In the second year, participants deepen instructional practices. They continue to receive mentoring and coaching support, including at least one formal observation and ongoing cohort meetings. The program director and support team continue to monitor teachers' progress, providing feedback throughout their second year. Candidates who complete all requirements are recommended for initial licensure upon completion of their second year. Those who leave their original placement district but continue teaching elsewhere may remain in the program, continuing to receive coaching and support, assuming they are maintaining progress within the program's framework.

Successful completion of the two-year Teach Today Program requires the following:

- Content hours required and passing score for the PRAXIS exam(s)
- Satisfactory on all teacher evaluations
- Passing score on all coursework required by the alternative program, (content alternative program or special education alternative program)
- K-3 passing score on the Read Act 45-hour training
- Completion of all required assignments, activities, observations, EL hours, coursework, and any other program component
- Meet CDE licensure requirements
- No unpaid tuition

FM/MCSD does provide support beyond two years if a candidate has not met the coursework requirements or licensure requirements and requests an extension. This requires that the candidate demonstrates evidence of actively working toward the requirements and approval with the program.

Finance and Support

The program cost is $10,000 for in-district participants and $12,000-$13,000 for out-of-district participants, depending on endorsement. Additional endorsements cost $5,000-$8,000 each. The Colorado Educator Recruitment and Retention (ERR) financial assistance covers costs for candidates



who commit to teaching in shortage areas for at least three years. Candidates are responsible for licensure and examination fees. However, books and materials are provided at no additional cost. Program extensions beyond two years cost $250 per six months. Reapplying after withdrawal requires a $100 fee. Mentors receive stipends, while teacher candidates do not currently receive stipends or scholarships.

Compliance and Completion Requirements

All candidates must complete background checks, fingerprinting, and meet the Colorado Department of Education's testing and training requirements. Candidates must pass Praxis exams by October 1 of their entry year and complete the READ Act 45-hour course if teaching grades K-3, as well as 90 hours of English Learner coursework through Mountain BOCES. Completion requires successful evaluations, submission of coursework, and final verification of licensure by the program director. Upon completion, candidates are eligible to apply for an Initial Teaching License with the Colorado Department of Education.



Section V: Cañon City School District Process Flow

Cañon City School District (CCSD) serves approximately 3,000 students across multiple schools, including one charter school, and employs over 600 staff members. To address educator shortages and support the team-teaching curriculum approach, the district has implemented a team-based teacher residency model at McKinley Elementary School. This model provides new teachers and paraprofessionals with structured, in-classroom learning experience under lead teachers. Concurrently, teacher candidates in this program pursue alternative licensure or student teaching requirements through Western Colorado University or the University of Colorado at Colorado Springs. CCSD's alternative licensure program is newly developing this year, with a comprehensive handbook and materials in progress. The program model and process will continue to evolve as they implement touchpoints in the alternative teacher pathway.

Program Model

The team-based residency model emphasizes collaboration and shared teaching responsibilities within grade-level teams at McKinley Elementary, spanning multi-age classrooms for grades two through five. Each team includes a lead teacher, an alternative licensure teacher or resident, and, in some cases, an instructional paraprofessional or apprentice. This "lab school" environment enables new educators to gain real-time experience while working with students in small groups or in co-taught settings. Embedded coaching and ongoing professional learning are integral to the model, supporting continuous development for all team members.

Currently, the program serves two multi-age classrooms at McKinley Elementary: one team comprising 4th and 5th graders and another team comprising 2nd and 3rd graders. The district plans to expand this approach to additional schools over time, with a specific focus on elementary schools.

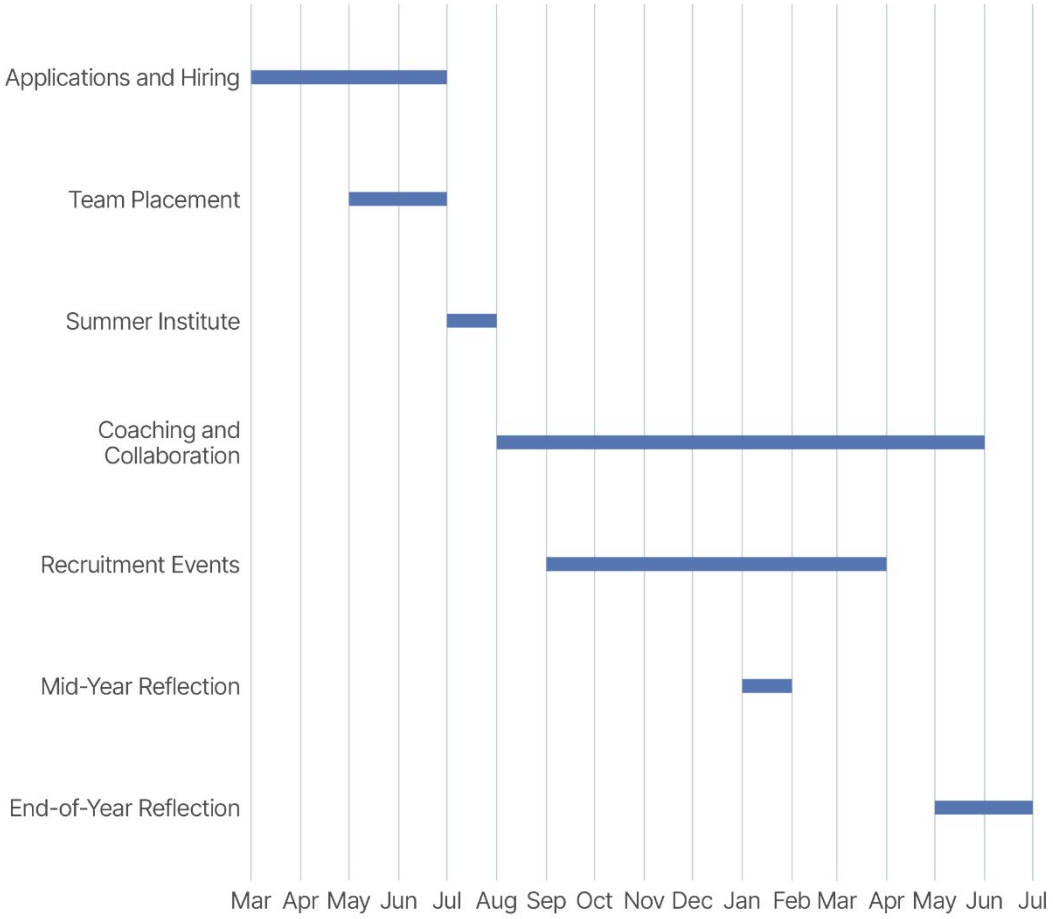
Recruitment and Admissions

Community-Focused Recruitment. Recruitment is proactive and community-centered, meaning that there are intentional partnerships and pipelines for prospective teachers to learn about opportunities in CCSD schools. The district hosts biannual educator information sessions for community members and paraprofessionals interested in pursuing a career in teaching. Instructional positions are posted publicly, and paraprofessionals with associate's degrees are encouraged to apply for paid, entry-level roles that can lead to a one-year residency.

Program admission. CCSD guarantees that current district paraprofessionals will receive an interview for open positions, but they go through the interview process alongside all other qualified

candidates. Once selected, candidates are recommended by principals and processed by HR for employment and licensure compliance.

As illustrated below, the timeframe for recruitment activities and admission is spring to summer, preparing individuals to begin at the start of the school year. This preparation also includes a Summer Institute that serves as a boot camp to cover classroom foundations in preparation for the start of the school year.



Placement and Mentorship

Elementary Program Focus. The residency is currently based at McKinley Elementary, where new teachers and residents are placed with experienced lead teachers for year-long development. Once placed, teaching teams collaborate on lesson planning, data analysis, and student support, with feedback cycles built into the weekly schedule. This process continues throughout the first year, with mid-year and end-of-year reflections conducted with both the lead and co-teacher.

As part of their supportive role, lead teachers receive a $5,000 stipend and participate in induction activities aligned with Colorado's teacher induction requirements.

Pre-Classroom Preparation

As illustrated above, before the academic year, new participants attend a Team-Based Summer Institute in partnership with Western Colorado University. The Institute, featuring both virtual and in-person components, focuses on collaborative planning, co-teaching strategies, and effective communication. Participants engage in sessions to define team goals, routines, and expectations for classroom management and family engagement. Ongoing support is provided throughout the year, including monthly coaching from university partners and district instructional leaders, as well as reflective sessions and co-observations.

Year 1 Supports

Systematic support. During the first year, resident teachers and alternative licensure candidates receive frequent coaching and professional learning embedded in their teaching schedules. HR collaborates with university partners to track progress toward licensure and program outcomes. Coaching includes onsite and virtual meetings, formal observations, and weekly collaborative team planning. Residents also participate in formal coaching cycles each semester.

The district monitors teacher retention, hiring, and leadership pipeline development, and conducts surveys with residents, mentors, and administrators to assess program impact and inform adjustments.

After Year 1

Continued support framework. Following the first year, participants continue to receive mentoring and support for an additional one to two years as they transition to full teaching roles. HR ensures licensure completion and appropriate placement, and induction programming continues to meet state requirements. Mid-year and end-of-year check-ins identify leadership opportunities and inform future placements.

Financial Support

CCSD leverages state and federal funding to provide stipends for lead teachers, cover substitute licenses, and offer tuition or testing reimbursements. Through Colorado Educator Recruitment and Retention (ERR) financial assistance, alternative licensure candidates may receive up to $7,500 in state funding. Rural student teachers are eligible for up to $4,000 through the Colorado Rural Teaching Stipend. Paraprofessionals are encouraged to apply for PELL Grants. Candidates are paid according to the district's master agreement ($25,000-$35,000 for their residency position) and receive $45 per credit hour for completed coursework.

Compliance and Completion Requirements

All licensure requirements are governed by the Colorado Department of Education and partner universities. Participants must complete the Science of Reading requirements and pass the appropriate Praxis exams. Residents participate in university coursework that aligns with state expectations. HR manages compliance, conducts background checks, and tracks licensure progress and hiring data. The district is developing a Team-Based Program Handbook to formalize expectations, policies, and evaluation processes for future cohorts.

Section IV: St. Vrain Valley School District Process Flow

The St. Vrain Valley School District (SVVSD) Alternative Licensure Pathway to Special Education (ALPSE) program prepares highly qualified special education teachers through a structured, two-year program that combines professional coursework with embedded instructional coaching. Located north of Denver, SVVSD serves a diverse student population across multiple municipalities and counties. ALPSE offers both initial licensure and added endorsements for current educators or administrators seeking to expand their qualifications in special education. Program participants serve students from kindergarten through age 21.

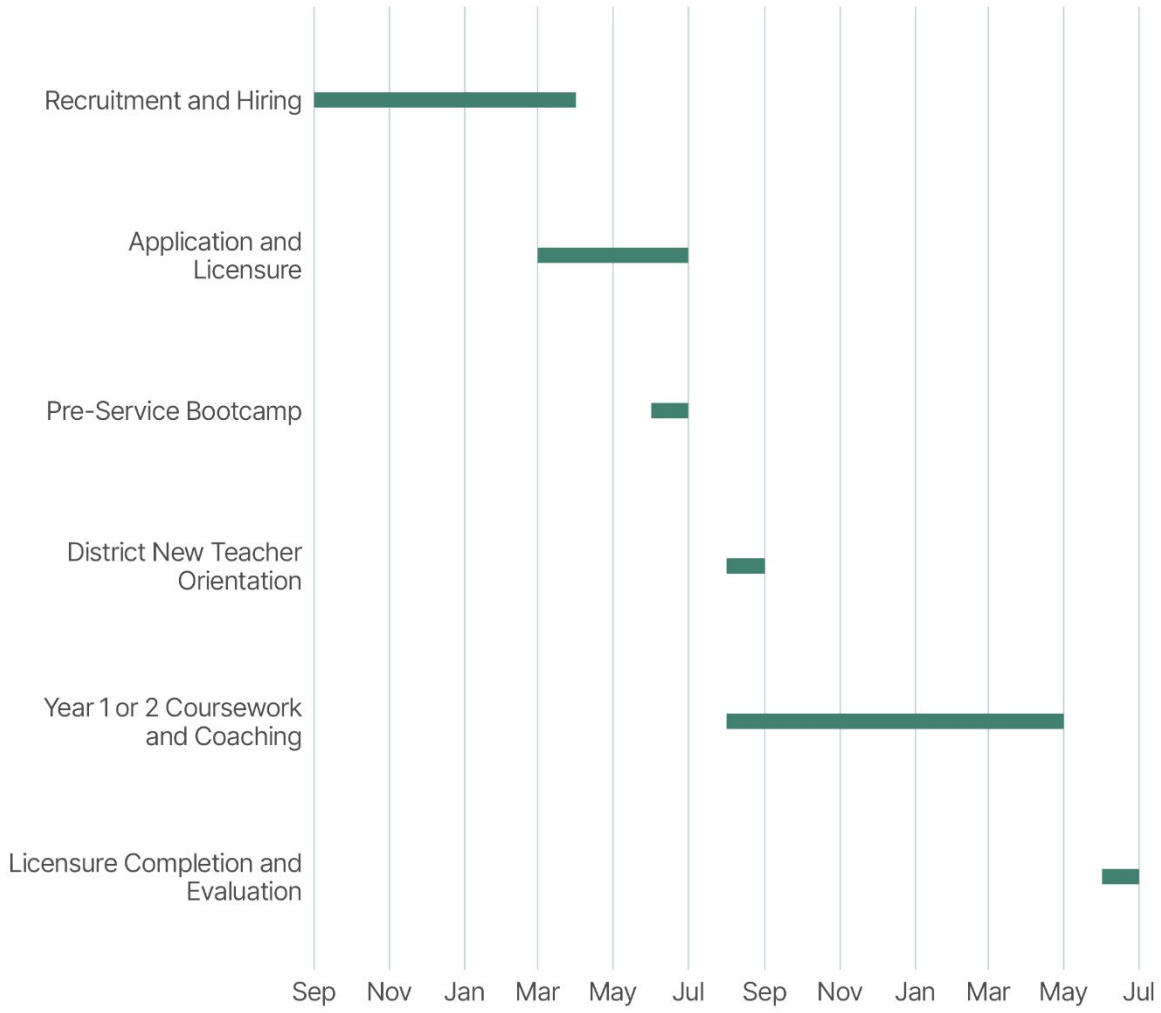
The program is open to licensed teachers in the state of Colorado who are seeking a Special Education Generalist license. Upon completion, candidates receive documentation for initial licensure or added endorsement. The program partners with neighboring districts, including Boulder Valley and Denver Public Schools, to support participants working outside of SVVSD, extending licensure opportunities to rural and adjacent regions.

A "gradual release of responsibility" model is used to structure the content for ALPSE candidates. It provides a structured and scaffolded approach that systematically builds a novice's confidence and competence in the classroom. ALPSE candidates hold an Interim Authorization or Alternative License in the state of Colorado; this allows for the cooperating teacher to involve the ALPSE candidate in progress monitoring, the Individualized Education Plan (IEP) process, collaborating with all members of an IEP team, developing and delivering lessons, and developing accommodations to support students' unique needs. The cooperating teacher will allow the candidate to eventually lead lessons and the IEP process.

Recruitment and Admissions

Recruitment outreach. Recruitment is conducted through outreach at job fairs, local events, and events beyond the district, with the SVVSD's Human Resources department providing coordination for interested applicants. Candidates must hold a Bachelor's degree for initial licensure or an active Colorado teaching license for added endorsements. Applicants are required to secure a special education teaching position before applying and then complete the ALPSE application, fulfilling the CDE requirements for an alternative or interim license. The program aims to recruit and retain committed educators in both urban and rural settings, with in-person and virtual delivery options of the program content. These delivery options allow teachers outside of SVVSD locations to participate in the program.

The process flow illustration shown below highlights the recruitment and hiring window that occurs throughout the school year, with placement and preparation taking place over the summer.



Position Attainment and Mentorship

Position attainment. ALPSE candidates seek and secure their own special education teaching roles and complete the hiring process before starting the program. Candidates are then matched with experienced special education teachers in the SVVSD by ALPSE administrators in collaboration with human resources and the building administration of the cooperating teacher.

Coaching and mentorship. Each participant is assigned a dedicated special education instructional coach, or "cooperating teacher," who provides ongoing mentorship and individualized feedback. Cooperating teachers are mentors who provide invaluable support to ALPSE candidates throughout their practicum experience. They create a supportive and collaborative environment where new educators can apply theoretical knowledge in a real classroom setting. This mentorship extends

beyond simply observing; cooperating teachers offer constructive feedback, helping novices refine their lesson planning, classroom management strategies, and instructional techniques. They also act as a guide, helping them navigate the complexities of school culture, curriculum standards, and professional responsibilities. By gradually increasing the ALPSE candidate's responsibilities, cooperating teachers build their confidence and independence, ultimately preparing them to lead their own classrooms effectively. SVVSD believes that this close, personalized guidance is crucial for transforming a student teacher into a competent, confident, and reflective professional.

Pre-Classroom Preparation

As shown in the process flow above, in June, participants complete a Pre-Service Bootcamp with weekly sessions focused on classroom setup, Colorado Academic Standards, backwards planning, literacy instruction, compliance, and a goal of building inclusive environments. The curriculum aims to prepare candidates to manage classrooms and implement evidence-based teaching practices. This framework is then followed throughout the year with specific check-ins on these areas throughout teachers' coaching and development. Teachers also attend SVVSD's new teacher orientation to prepare them for integration into their role and the district alongside other teachers.

Year 1 Supports

Coursework. In the first year, participants attend a weekly evening class and receive 175 hours of synchronous coursework, including special education law, assessment, instructional strategies, and IEP development. This aspect of both coaching and coursework is particularly specialized for the roles that ALPSE teachers fulfill. An intentional focus of the support is on IEP development, with opportunities to discuss and refine IEPs alongside experienced teachers. Teachers receive weekly coaching and mentoring regarding their first year as a teacher, as well as specific instructional coaching and targeted feedback throughout.

Coaching. Cooperating teachers agree to work with ALPSE candidates at least 90 minutes per week. This occurs during planning periods, small-group time, push-in services, student assessments, IEP/Evaluation meetings, and other similar activities. These contact hours offer structured guidance within the candidate's scheduled time and create opportunities for meaningful support related to task-specific responsibilities.

Observation. The cooperating teacher is responsible for observing the ALPSE candidate once per semester. This observation can include time teaching small groups, assessing students, and participating in IEP/Evaluation meetings. The cooperating teacher completes an observation/reflection form for each observation.

Year 2 Supports

The second year includes monthly class sessions on topics, continuing to incorporate evidence-based strategies and deeper instructional coaching. Individualized coaching and mentorship also continue, providing candidates with unique support that pertains to their own experience and development in this particular focus area. There is an increased focus in the second year on increasing professional collaboration, reflection of the program work ongoing through regular check-ins on progress made, analyzing instructional impact, and building a supportive professional community that will sustain beyond the alternative pathway program.

Financial Information and Supports

The program costs $3,000 for in-district and $5,000 for out-of-district participants. While ALPSE does not offer direct financial aid, candidates are encouraged to apply for the Colorado Educator Recruitment and Retention (ERR) financial assistance. Coaches receive $2,000 stipends and cooperating teachers receive $1,500 stipends for their mentoring roles.

Compliance and Licensure Requirements

Candidates must hold or obtain an alternative or interim license from CDE, secure a teaching position before admission, and complete a Statement of Assurance. Praxis exams must be completed before or early in the program. The interim license allows teaching while candidates are waiting for their alternative license. Upon program completion, teachers are evaluated annually on educator effectiveness standards, and those rated effective or highly effective during their three-year probationary period can continue teaching in the district.