



**COLORADO**  
Department of Education

# Educator Recruitment and Retention Program

Submitted to:

**Colorado State Board of Education**  
**Colorado Governor Jared Polis**  
**Colorado House Education Committee**  
**Colorado Senate Education Committee**

By:

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## Executive Summary

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This report details the activities for the first school year (2021-22) of the Educator Recruitment and Retention (ERR) Program pursuant to Senate Bill 21-185 (C.R.S. 22-60.3-201-205). To date, the State Board of Education (SBE) has promulgated rules for the program and the Colorado Department of Education (CDE or department) has completed a stakeholder feedback listening tour that informed the development of ongoing recruitment and retention support by the department. The department also began awarding financial assistance to teachers and teacher candidates in rural school districts across the state. During the 2021-22 fiscal year, the ERR Program received \$5 million for tuition stipends of up to \$10,000 per qualified applicant paid to the preparation program in which the applicant is enrolled. Applicants for the tuition assistance in the 2021-22 school year must commit to working for three years in a rural or small rural school district in Colorado, be enrolled in a Colorado-approved traditional or alternative educator preparation program or institute of higher education for applicants pursuing a Career and Technology Education Authorization (CTE) credential and meet one of the following criteria:

- Have earned a bachelor's or higher degree from a regionally accredited college or university and have secured employment as an alternative teacher or temporary educator eligibility (TEE) educator in a rural or small rural district; or
- Be currently employed as a paraprofessional in a school district, charter school or BOCES and working toward a baccalaureate degree as required to pursue a professional teaching license; or
- Have secured a position as a CTE instructor in a rural or small rural district.

In situations where the three-year service commitment is not met and the applicant does not have documentation of good cause, the applicant must repay the financial assistance to the department within 90 days of leaving their employment in a rural or small rural school district.

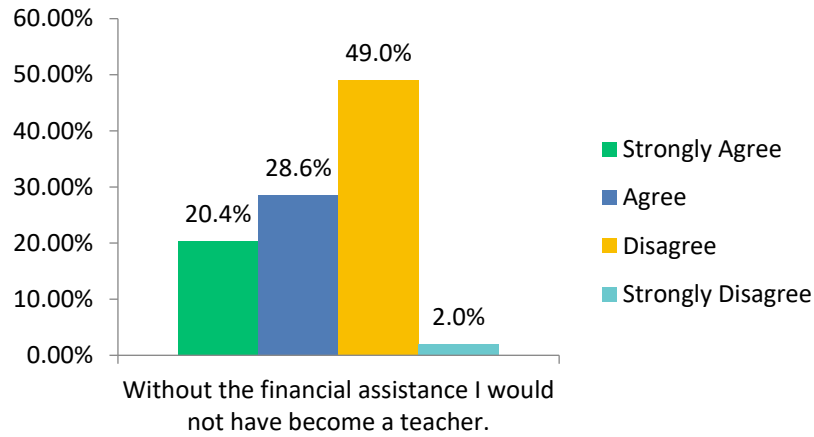
The department received 124 applications for the ERR Program, and ultimately 80 individuals benefited from the tuition stipend. Almost three-quarters of the recipients identified as female and more than 80 percent of them identified as non-Hispanic white; more than three-quarters of teachers in Colorado's rural school districts during the 2021-22 school year identified as female and more than 90 percent identified as non-Hispanic white. Although similar in gender, ERR stipend recipients are more ethnically and/or racially diverse than teachers in Colorado's rural school districts.

For the financial assistance awarded for the 2021-22 school year, \$420,857 was awarded to support 80 individuals. It is important to note that the application window for that school year was only five months, from February to June, due to the first-year requirement that the SBE promulgate rules, adopted in November, and program start-up time. In addition to applicants not having a whole year to apply, qualifications were more restricted in 2021-22 than they will be in future years. The original legislation authorizing the ERR Program required recipients to work in rural or small rural school districts for three years; however, in response to ongoing workforce challenges across the state, H.B. 22-1390 expanded the eligibility to include [educator shortage-area positions](#) in Colorado's urban and suburban schools. This change will significantly increase the annual awards made through this program. As of August 30, 2022, \$796,959 has already been awarded to support 114 educators for the 2022-23 school year. Additionally, there are 143 applications pending approval for potential additional awards totaling \$905,097.

To gauge the impact of the ERR Program CDE administered a perception survey to stipend recipients and school districts with at least one ERR Program participant. The results showed a positive impact of providing financial assistance. One hundred percent of school district personnel reported that the ERR stipend recipients were both



needed and valuable. More than 95 percent of recipients reported that the financial assistance supported their efforts to be positively engaged with their school or school district and positively impacted their careers. Another significant finding from the perception survey is that 49 percent of recipients reported that without the financial assistance they would not have become a teacher. Looking ahead, the ERR Program in the 2022-23 school year could potentially support up to 500 new teachers in critical shortage positions for Colorado schools.





## Introduction

Research has long established that teachers are the most critical factor in student learning (Rivkin, Hanushek, Kain, 2005 & Opper, 2019) and play an important role in non-cognitive skills, as well (Jackson, 2018).<sup>i</sup> Yet, the reality of not having enough teachers is causing disruptions in many states, including Colorado.<sup>ii</sup> Each year school districts face the perennial challenge and stress of recruiting and retaining teachers for all their classrooms, especially in rural areas and special education. The ongoing shortages combined with the steady decline of enrollment in colleges of education for the past decade and the pandemic heightens the challenges (Goldberg, 2021).<sup>iii</sup> Colorado school districts have benefitted from the response of Colorado's Legislature.

Senate Bill 21-185 (C.R.S. 22-60.3-201, et. seq.) created the Educator Recruitment and Retention (ERR) Program to address Colorado's educator shortage issues by providing support for the recruitment, selection, training and retention of qualified educators in Colorado. The ERR Program is designed to accomplish the following goals:

- Support the transition of members of the armed forces into a second career as Colorado educators;
- Support non-military-affiliated candidates preparing to enter careers as Colorado educators;
- Match former military and non-military-affiliated preparation candidates with eligible high-needs schools; and
- Fill teaching positions in subject areas affected by the educator workforce shortage.

In addition to funding the ERR Program, the legislation also supported educator recruitment and retention efforts at CDE in the Educator Talent division. Educator Talent's staff have been developing workforce supports including, but not limited to:

Educator recruitment support through one-on-one counseling;

Educator recruitment through career and teacher job fairs;

Substitute teacher boot camps for newly authorized substitute teachers and the employing local education provider;

Job placement platforms for educators and hiring local education providers;

Individual candidate coaching for job placement opportunities;

Professional development through the first three years of service as an educator; and

Retention counseling services for individual local education providers.

In its inaugural year, the ERR Program focused on supporting Colorado's rural school districts. By utilizing tuition stipends of up to \$10,000 paid directly to educator preparation programs to help pay for educators to become licensed teachers, the ERR Program sought to alleviate recruitment and retention issues. The stipend is intended

### Educator Recruitment and Retention Program

- S.B. 21-185 provides \$5M annually for tuition stipends for preparation programs in which qualified applicants are enrolled
- In the 2021-22 school year, stipend awardees must teach in a rural or small rural school for a minimum of three years
- Beginning in the 2022-23 school year, H.B. 22-1309 expands the pool of stipend applicants in critical educator shortage positions to include urban and suburban school districts. Recipients must remain in a shortage position for a minimum of three years.



to attract, retain and support educators, and ultimately increase the number of teachers in rural school districts. To be eligible for the financial assistance, legislation required that individuals must agree to teach for at least three years in a Colorado rural or small rural school district, be enrolled in a Colorado-approved traditional or alternative educator preparation program or institute of higher education for applicants pursuing a CTE credential and meet one of the following criteria:

- Have earned a bachelor's or higher degree from a regionally accredited college or university and have secured employment as an alternative teacher or temporary educator eligibility (TEE) educator in a rural or small rural district; or
- Be currently employed as a paraprofessional in a school district, charter school or BOCES and working toward a baccalaureate degree as required to pursue a professional teaching license; or
- Have secured a position as a CTE instructor in a rural or small rural district.

An important partner in recruiting applicants for the ERR Program is TEACH Colorado. Launched in August of 2019, TEACH Colorado has elevated the image of the teaching profession and increased the quantity, quality and diversity of candidates entering the teacher pipeline in Colorado. Comprised of a statewide coalition of education institutions, government, philanthropy, and nonprofit stakeholders, the initiative is being led by the Colorado Department of Education, Colorado Department of Higher Education, the Public Education & Business Coalition (PEBC), Colorado Education Initiative (CEI) and TEACH.org. TEACH Colorado is currently partnering with 100% of the educator preparation programs in the state and numerous school districts to address how best to support current and future educators in the state. Since January 2022, TEACH Colorado has had more than 33,000 website visits, almost 900 advising sessions and 516 scholarship applications submitted.<sup>iv</sup> Reflecting the most current available data and as reported in the department's ERR evaluation report from January, TEACH-supported candidates were more racially/ethnically diverse than Colorado's current teaching workforce, with approximately 28 percent of TEACH-supported candidates identifying as a minority compared to 13 percent of current teachers.<sup>v</sup> TEACH Colorado also published unique resource pages for Black, Latinx, Indigenous and Asian American Pacific Islanders and held a group "Licensure 101" advising session for Future Black Educators. TEACH Colorado's dedication to increasing the diversity of educators potentially increased the diversity of the ERR Program applicant pool. Additionally, TEACH Colorado provided the following specific support for the ERR Program:

- Coaches informing all advising session participants of the stipend
- Including banner images on:
  - The TEACH website promoting the stipend
  - On all educator preparation program profiles in rural areas on the TEACH website
  - On TEACH's rural education page
  - On TEACH's alternative licensure pages
- Publishing social media posts promoting the stipend
- Sending an email to all website subscribers (more than 17,000) promoting the stipend; and
- Promoting the stipend during co-hosted information sessions with educator preparation programs, and webinars TEACH hosts for job seekers through Connecting Colorado.



## Report Structure

This report includes the annual reporting required by statute and is organized into the following sections:

**Section 1:** Information on ERR Program participation, including the number of applicants, number of recipients, amount of assistance requested, amount of assistance awarded and distributed, the location of school districts where stipend recipients worked, and outcomes achieved by stipend recipients.

**Section 2:** ERR Program participants' and local education providers' perceptions of the effectiveness of the ERR Program.

**Recommendations:** for the ERR Program, as required per statute.

**Appendices:** Appendix A provides information on the rural school districts in Colorado for the 2021-22 school year. Appendix B shows the survey questions used to solicit feedback on program effectiveness. Appendix C includes the placement of ERR recipients by the school district.

## ERR Program and Participant Information for the 2021-22 School Year

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Per statute, the following reporting requirements will be addressed:

- The number of individuals reached through program communications
- The total number of applicants
- The total number of qualified program participants
- The total amount of financial assistance distributed
- The number of educator licensure certificates awarded through the ERR program
- The completion rate for participating educator preparation programs

## Communications

To reach as many potential teachers as possible, beginning in February 2022, the department circulated information about the ERR Program, of up to \$10K in financial assistance, in the following ways:

- Posted information on the Educator Talent's website<sup>vi</sup> (December 2021)
- Shared in the CDE Scoop newsletter, a weekly update for school districts (February 2022)
- Shared in the Educator Talent News, a monthly newsletter to support districts, BOCES and educator preparation programs in their educator preparation and development efforts (January & February 2022)
- A direct email sent to 46 educator preparation programs (February 2022)
- CDE hosted webinars to share information directly with Education Preparation providers (December 2021 & February 2022)



CDE estimates that more than 40,000 individuals received information about the ERR Program in the 2021-22 school year.

### ERR Applicants for 2021-22 School Year

CDE received 124 applications for the ERR Program for the 2021-22 school year. Of those 124 applications, six wanted more information, three declined the award and 35 were not eligible for the assistance.<sup>vii</sup> Table 1 illustrates the demographic composition, as well as military service status, of the applicants and recipients. About three-quarters of the applicants and recipients identified as female and around 80 percent as non-Hispanic white. When compared to the current workforce in Colorado’s rural schools during the 2021-22 school year where more than 90 percent of teachers identify as non-Hispanic white, applicants and recipients for the ERR Program stipend were more racially and ethnically diverse, thereby potentially increasing teacher diversity in Colorado’s rural school districts. (See Appendix A for more information about rural school in Colorado.)

**TABLE 1: Demographic Composition of ERR Program Applicants and Recipients for the 2021-22 School Year\***

	Applicants	Recipients
American Indian, Alaskan Native	5 (4.0%)	3 (3.8%)
Asian	3 (2.4%)	3 (3.8%)
Black	1 (0.8%)	1 (1.3%)
Hispanic	20 (16.1%)	12 (15.0%)
Non-Hispanic White	100 (80.6%)	61 (76.3%)
Native Hawaiian or Other Pacific Islander	0	0
Female	91 (73.4%)	59 (73.8%)
Male	33 (26.6%)	21 (26.3%)
Served in Military	5 (4.0%)	2 (2.5%)
<b>Total Number</b>	<b>124</b>	<b>80</b>

\*Individuals were allowed to select more than one race/ethnicity.

Education levels at the time of the ERR application varied from high school diploma or GED to master’s degree, with most applicants, almost 67 percent, having a bachelor’s degree. Table 2 below summarizes this data for both applicants and recipients of the award. Almost all the recipients are utilizing the alternative teaching pathway, and only three are enrolled in a traditional educator preparation program.



**TABLE 2: Education Levels, Type of Preparation Program and Eligible Pathway for the 2021-22 School Year**

	Applicants	Recipients
Master’s Degree	23 (18.5%)	16 (20.0%)
Bachelor’s Degree	83 (66.9%)	63 (78.8%)
Associate Degree	8 (6.5%)	1 (1.3%)
Some College	7 (5.6%)	0
High School Diploma or GED	3 (2.4%)	0
Alternative Pathway	102 (82.3%)	77 (93.8%)
Traditional Pathway	19 (15.3%)	3 (6.3%)
CTE	3 (2.4%)	0

### ERR Recipient Information and Outcomes

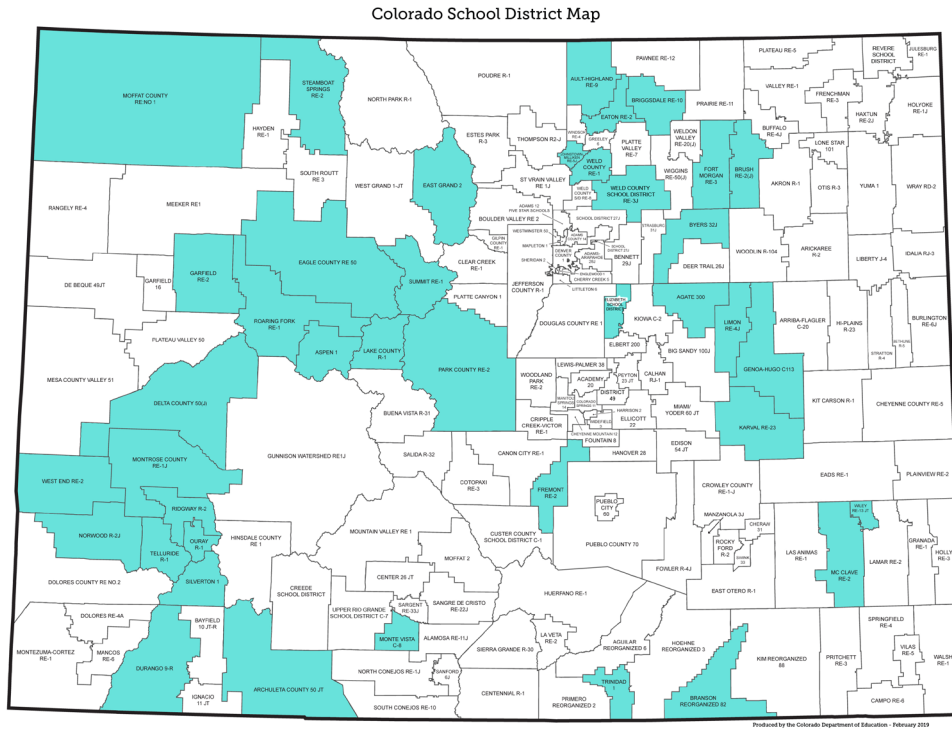
In the first five months of the ERR Program, 80 individuals received a stipend. As shown in Table 1 (above), about 74 percent of recipients identified as female and 76 percent as non-Hispanic white. Two of the five applicants who served in the military and were honorably discharged received financial assistance. The other three were not eligible for funding.

Seventy-seven ERR recipients were enrolled in alternative licensure programs, while the other three were in traditional preparation programs. Figure 1 shows that ERR recipients taught in 45 school districts across the state. Seventeen different educator preparation programs supported them. These preparation programs are:

- Centennial BOCES
- Colorado Christian University
- Colorado Mountain College
- Colorado River BOCES
- Colorado State University-Pueblo
- East Central BOCES
- Fort Lewis University
- Metropolitan State University
- Mountain BOCES
- Northeast BOCES
- Northwest BOCES
- Public Education and Business Coalition (PEBC)
- San Luis Valley BOCES
- Southeastern BOCES
- Uncompahgre BOCES
- University of Colorado- Colorado Springs
- Western State University



**FIGURE 1: Colorado School District Map of ERR Stipend Recipients' Employment for the 2021-22 School Year**



For the 2021-22 school year, \$442,383 was requested by the stipend recipients; after adjustments were made due to some applicants applying for tuition charges that were incurred prior to the inception of the ERR program, \$420,857 was distributed. Table 3 shows that the average request and award amounts were \$5,530 and \$5,261 respectively. The application window was only open from February to June, the end of the fiscal year.

As of August 30, 2022, 114 individuals have already been awarded \$796,959 for the 2022-23 school year, and there are 143 applications pending approval for an additional \$905,097. The first full year of applications will provide significant support to numerous teachers and school districts across the state.

**TABLE 3: ERR Stipend Information for the 2021-22 School Year**

	\$s Requested	\$s Awarded
Average	\$5,530	\$5,261
Maximum	\$10,000	\$10,000
Minimum	\$1,200	\$1,000



As of July 31, 2022, 51 percent of 2021-22 ERR recipients had an Alternative License, more than 25 percent had initial teacher licenses and about 11 percent held a professional license.<sup>viii</sup> Table 4 shows the licensure status of ERR recipients at the end of the 2021-22 school year.

**TABLE 4: Educator Licensure Status of ERR Stipend Recipients at the conclusion of the 2021-22 School Year**

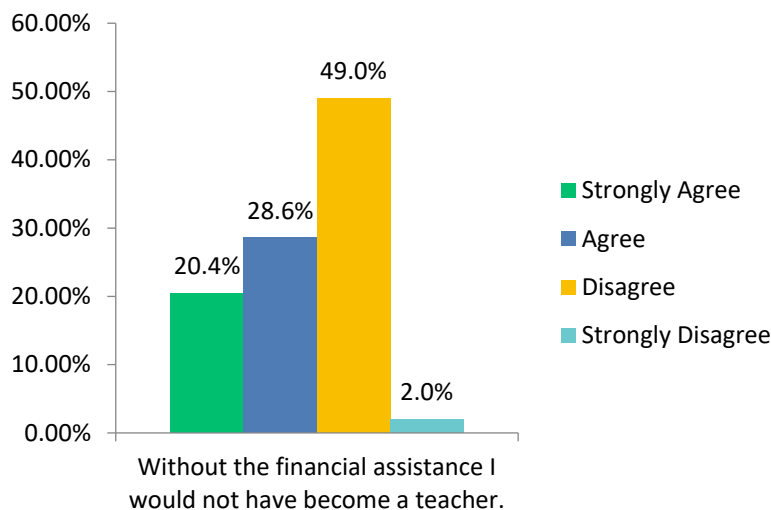
Type of License	Number and Percent of Recipients
Alternative License	41 (51.3%)
CTE Authorization	2 (2.5%)
Initial Teacher License	21 (26.3%)
Professional Teaching License	9 (11.3%)
Substitute Teaching Authorization	3 (3.8%)
TEE Authorization	2 (2.5%)
No Teaching License <sup>ix</sup>	2 (2.5%)
<b>Total Number</b>	<b>80</b>

Of the 80 ERR Program recipients, 47 (59%) completed their alternative educator preparation program during the 2021-22 school year.

### Perceptions of ERR Program

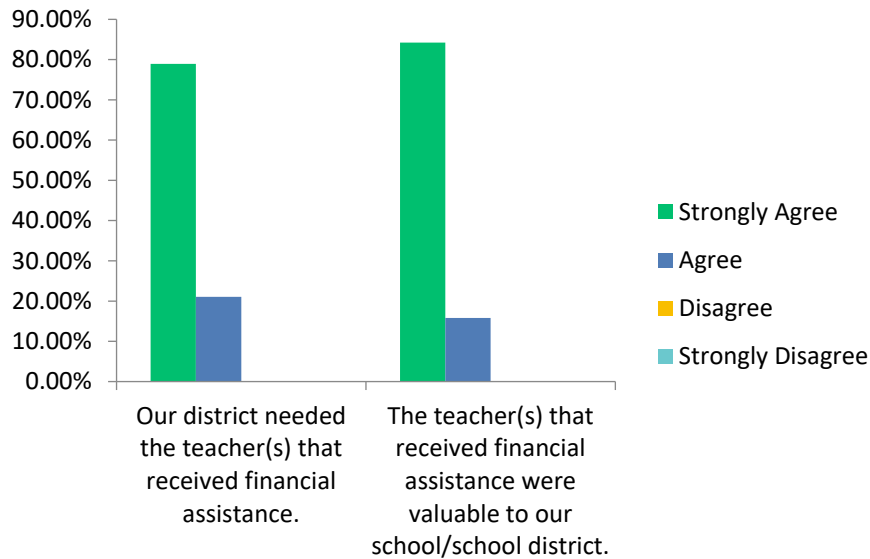
In August 2022, CDE administered a survey using SurveyMonkey to all ERR Program recipients and local education providers (LEPs) that employed at least one recipient. The survey assessed the impact of the financial assistance from the recipient and the school district perspectives. With a response rate of almost 64 percent, results indicated that the ERR stipend had an overwhelmingly positive impact on recipients and school districts. The survey found that:

- More than 95 percent of teachers felt that the financial assistance supported their efforts to be positively engaged with their school or school district and positively impacted their careers.
- Almost half (49 percent) of the teacher respondents reported that they would not have become a teacher without financial assistance.





- More than 95 percent of teachers reported their intent to stay at their current school and school district.
- As seen in the chart below, 100 percent of LEPs agreed or strongly agreed that the ERR stipend recipients were both needed and valuable.



- More than two-thirds of LEPs reported that teachers who received financial assistance from the ERR grant allowed class sizes to remain stable or decrease and increased student access to additional learning supports (e.g., small group instruction or 1-on-1 instructional support)

## Recommendations for ERR Program

Under statute, CDE is required to make recommendations for the ERR Program to the legislature in this annual report. Below are CDE recommendations for the ERR Program:

- Continue funding the ERR Program so that up to 500 individuals annually could receive financial assistance. This will help address the teacher shortage areas in the state and potentially increase the diversity of Colorado’s teachers.
- Continue supporting [TEACH Colorado](#) and their efforts to increase diversity in Colorado’s teacher workforce.

## Conclusion

During the first year of the ERR Program, established pursuant to S.B. 21-185, the SBE adopted rules and CDE staff engaged with stakeholders on how best to address Colorado’s teacher shortage, offered support to school districts to assist with attracting and retaining teachers and supported educators in the form of counseling, training and tuition stipends. Even with the shortened application window for the 2021-22 school year, the ERR Program supported Colorado schools in recruiting, developing, supporting and retaining teachers. Thus far, the ERR Program has provided over \$420,000 in financial support to 80 educators attending 17 educator preparation programs. Forty-five rural school districts benefited from having at least one teacher who was better qualified due to the teacher training paid for by the ERR stipend. Additionally, the recipients are more diverse than the



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existing workforce in rural school districts. In response to the ongoing workforce challenges faced by schools across the state, the legislature, in H.B. 22-1390, expanded the eligibility for financial assistance to educators willing to commit to working in critical shortage positions in suburban and urban school districts for at least three years. Thus far, for the 2022-23 school year, 114 stipends have been awarded totaling \$796,959, and an additional 143 applications are in the approval process (as of August 30, 2022). Total assistance awarded or pending approval to be granted is over \$1.7M. Overall, the ERR Program is positively impacting the teacher shortage in Colorado.

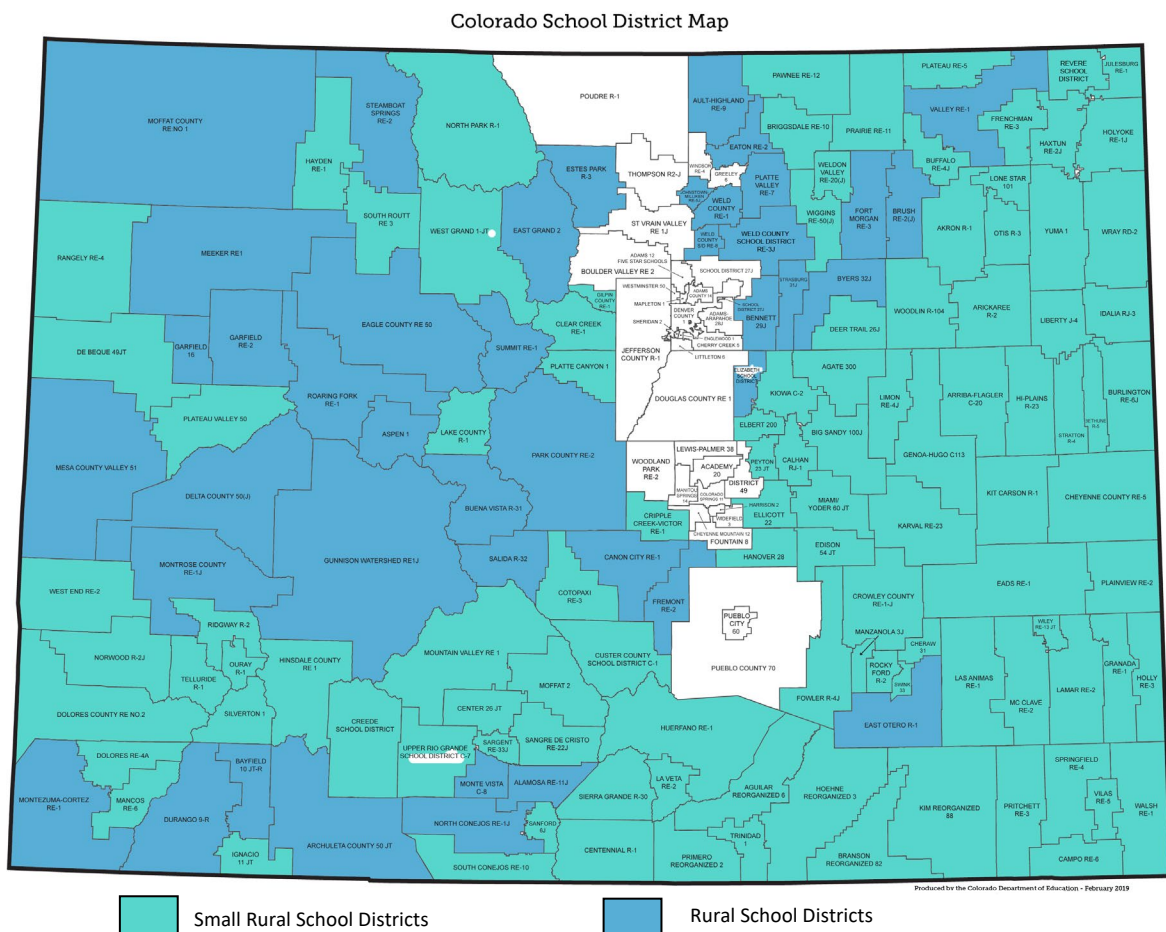
## Appendix A: Information on Colorado’s Rural School Districts

CDE, in collaboration with the Rural Education Council, defined rural school districts in 2013 based on:

The size of the district, the distance from the nearest large urban/urbanized area and has a student enrollment of approximately 6,500 students or fewer. Small rural districts meet these criteria and have a student population of fewer than 1,000 students.<sup>x</sup>

As shown in the map (Figure 2), apart from the front-range urban corridor, most of the state’s school districts are classified as rural or small rural.

**FIGURE 2: Colorado’s Rural and Small Rural School Districts for the 2021-22 school year**



In the 2021-22 school year, 147 of 178 school districts in Colorado were classified as rural, with 107 districts classified as small rural and 40 as (not-small) rural. These districts employed 9,647 teachers, 17 percent of all teachers in Colorado: 2,992 worked in small rural school districts and 6,655 teachers worked in rural districts. Table 3 below shows the demographic make-up of the teachers in rural school districts (less than 6,500 students) and small rural school districts (fewer than 1,000 students).



**TABLE 3: Demographic composition of teachers in rural and small rural school districts for the 2021-22 school year\***

	Rural Districts	Small Rural Districts
American Indian, Alaskan Native	109 (1.6%)	54 (1.8%)
Asian	71 (1.1%)	38 (1.3%)
Black	30 (0.5%)	16 (0.5%)
Hispanic	509 (7.6%)	216 (7.2%)
Non-Hispanic White	6,019 (90.4%)	2,725 (91.1%)
Native Hawaiian or Other Pacific Islander	14 (0.2%)	12 (0.4%)
Female	5,051 (75.9%)	2,266 (75.7%)
Male	1,604 (24.1%)	726 (24.3%)
<b>Total Number of Teachers</b>	<b>6,655 (11.9%)</b>	<b>2,992 (5.4%)</b>

\*Individuals were allowed to select more than one race/ethnicity.



## Appendix B: Perception Survey Questions

SurveyMonkey questions were administered to stipend recipients and all LEAs with at least one ERR recipient in their school district.

Q1. What is your role?

- Teacher
- District-level Personnel

Q2. If the role is Teacher: Please share your thoughts on the following:

The financial assistance I received was essential to my becoming a teacher.	Strongly Agree	Agree	Disagree	Strongly Disagree
Without financial assistance, I would not have become a teacher.	Strongly Agree	Agree	Disagree	Strongly Disagree
The financial assistance supported my efforts to be positively engaged in my school or district community.	Strongly Agree	Agree	Disagree	Strongly Disagree
The financial assistance supported my efforts to have a positive impact on my students.	Strongly Agree	Agree	Disagree	Strongly Disagree
The financial assistance supported my intent to remain employed in my current school district.	Strongly Agree	Agree	Disagree	Strongly Disagree
The financial assistance had a positive impact on my career.	Strongly Agree	Agree	Disagree	Strongly Disagree

Q3. If the role is Teacher: Do you intend to remain teaching at your current school?

- Yes
- No

Q4. If the role is Teacher: Do you intend to remain teaching in your current school district?

- Yes
- No

Q2. If the role is District-level Personnel: Please share your thoughts on the following:

Our district needed the teacher(s) that received financial assistance.	Strongly Agree	Agree	Disagree	Strongly Disagree
The teacher(s) that received financial assistance were valuable to our school/school district.	Strongly Agree	Agree	Disagree	Strongly Disagree

Q3. If the role is District-level Personnel: What was the impact, if any, on the teacher(s) that received the financial assistance on class sizes?

- Had no impact
- Allowed class sizes to remain stable



- Allowed class sizes to decrease

Q4. If the role is District-level Personnel: What was the impact, if any, on the teacher(s) who received the financial assistance on student access to learning supports (e.g., small group instruction, 1-on-1 support)?

- Had no impact
- Increased access to learning supports
- Decreased access to learning supports

Q5. If the role is District-level Personnel: What was the impact, if any, on the teacher(s) who received the financial assistance on student access to before and after school activities?

- Had no impact
- Increased access to before and after school activities
- Decreased access to before and after school activities



## Appendix C: List of Rural School Districts and Number of ERR Recipients

School District Name	Number of recipients receiving ERR financial assistance
Agate School District 300	1
Archuleta County School District 50 JT	1
Arickaree School District R-2	2
Aspen School District 1	1
Ault-Highland School District RE-9	2
Branson Reorganized School District 82	1
Briggsdale School District RE-10	1
Brush School District RE-2J	1
Byers School District 32J	1
Delta County School District 50J	1
Durango School District 9-R	1
Eagle County School District RE 50	8
East Grand School District 2	1
Eaton School District RE-2	3
Elizabeth School District	2
Fort Morgan School District RE-3	3
Fremont RE-2 School District	2
Garfield School District RE-2	2
Genoa-Hugo School District C113	1
Holyoke School District RE-1J	1
Johnstown-Milliken RE-5J (charter school)	1
Karval School District RE-23	1
Lake County School District R-1	2
Limon School District RE-4J	1
McClave School District RE-2	1
Moffat County School District RE: No 1	4
Monte Vista School District C-8	1
Montrose County School District RE-1J	2
Norwood School District R-2J	2
Otis School District R-3	1
Ouray School District R-1	1
Park County School District RE-2	2
Ridgway School District R-2	1
Roaring Fork School District RE-1	4
Silverton School District 1	1
Steamboat Springs School District RE-2	1
Summit School District RE-1	2
Swink School District 33	1
Telluride School District R-1	3
Trinidad School District 1	1
Valley School District RE-1	3
Weld County School District RE-1	1
Weld County School District RE-3J	3



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West End School District RE-2	3
Wiley School District RE-13 JT	1



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## Endnotes

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<sup>i</sup> Steven G. Rivkin, S, Eric A. Hanushek, & John F. Kain, (2005). "Teachers, Schools, and Academic Achievement." *Econometrica*, 73, no. 2 (2005): 417-458.

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<sup>ii</sup> "America's new "national teacher shortage" is neither new nor national." *The Economist*, August 21, 2022. (accessed on August 10, 2022, <https://www.economist.com/united-states/2022/08/21/americas-new-national-teacher-shortage-is-neither-new-nor-national> retrieved on August 25, 2022).

<sup>iii</sup> Emma Goldberg, "As Pandemic Upends Teaching, Fewer Students Want to Pursue It." Emma Goldberg, *The New York Times*, March 27, 2021. (accessed on August 10, 2022, <https://www.nytimes.com/2021/03/27/us/covid-school-teaching.html>).

<sup>iv</sup> TEACH Colorado numbers are from January to June 2022. For information about TEACH visit <https://colorado.teach.org/>.

<sup>v</sup> See CDE Educator Recruitment and Retention Report, January 2022. <https://www.cde.state.co.us/cdedepcom/errannualreport>.

<sup>vi</sup> <https://www.cde.state.co.us/educatortalent/educatorrecruitmentandretention>

<sup>vii</sup> Reasons for ineligibility include not attending an approved Colorado educator preparation program, not teaching in a rural school district and having already completed an education program.

<sup>viii</sup> Nine teachers moved directly from having an alternative license to a professional license.

<sup>ix</sup> Current paraprofessionals do not have a teaching license yet.

<sup>x</sup> CDE: <https://www.cde.state.co.us/sites/default/files/documents/ruraledcouncil/download/ruraldefinitionletter12813.pdf>, accessed on August 29, 2022.