



Fact Sheet on Educator Stipends March 11, 2024

AY 22-23 (1st year of program)

CDHE Statewide Report:

Approx. 700 teacher candidates received residency stipends

CDHE expended \$17M on residency stipends

CDHE expended approx. \$1M on test stipends for candidates

61% of respondents reported that stipend allowed them to pursue clinical practice without holding another job (44% still had to hold a job while in clinical practice)

63% of respondents reported that stipend meant they had to work fewer hours at separate jobs during clinical practice.

40% of respondents reported that they considered delaying or quitting their programs before the stipend.

25% of respondents reported that stipend allowed them to focus on learning to teach.

Main uses of stipends:

- rent/mortgage
- groceries/food
- other necessities
- credit card/bills
- reduced student loans
- medical bills

99% of respondents reported that stipend helped them prepare for an education career.

Several campuses reported that stipends had especially positive impact on recipients from demographic groups traditionally underrepresented in education.

Several campuses reported that a high number of recipients reported that they had more time to devote to teaching due to the stipends and, as a result, felt more confident entering the profession.

Student comments:

“Thanks to the stipend, I didn’t have to burn myself out or postpone my teaching degree again.”

“Although I am still working outside of the stipend, the stipend is the only reason I am able to attend ...university and focus on school work.”



“Student teaching is a full time job, and I consistently put in over 40 hours of work a week. The money has helped me not need a loan and continue to have a work/life balance outside of student teaching. “

“I was nervous going into student teaching as I was going to have to work full time (40 hours) as a student teacher, while also working another job to make my bills. I was worried that I would not have the flexibility to focus on furthering my education and focus on how to become the best teacher I can be. By having this stipend, all of those anxieties were relieved and I was able to dedicate 100% of myself to learning how to become a teacher.”

“As a single mom not having very much income, the stipend was helpful to both me and my son. I was able to still focus on my student teaching as well as making sure my child is taken care of.”

“The educator stipend was life saving. I would have had to work another full time job in the evenings after student teaching.”

“I was really able to give my all to my students and was able to buy the occasional treat for them to show my gratitude to them for their progress.”

“Gave me the freedom to be fully available to my students.”

“I have been able to participate in after school events, participate in conferences, and plan to the best of my ability for my students.”

The Public Education and Business Coalition (PEBC) reports: *The Educator Stipend Program, as created by HB22-1220, has made a significant impact on increasing access to educator licensure programs and the PEBC Teacher Residency in particular.*

Specifically, PEBC’s Teacher Residency Program grew 27% in the two years of the Educator Stipend Program, from 83 enrolled in the 2022-23 school year to 105 enrolled in the current year.

Of the 83 Residents in 2022-23, 20 were stipend recipients.

Of the 105 Residents in the current year, 29 are stipend recipients.

PEBC also reports that the stipends have increased the diversity of Residency participants: 25% of stipend recipients identified as BIPOC in 2022-23, and 38% so identified in the current year. This compares to only 13% of Colorado’s teaching force identified as BIPOC.