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COLORADO DEPARTMENT OF



# HIGHER EDUCATION

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ACCESS TO HIGH-QUALITY, AFFORDABLE EDUCATION FOR ALL COLORADANS

**REPORT TO THE GENERAL ASSEMBLY**  
**2008-2009 TEACH COLORADO GRANT FINAL EVALUATION**  
NOVEMBER 2009

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This report is prepared pursuant to Colorado Revised Statute § 23-3.3-901 to describe the monies allocated as part of the 2008-2009 Teach Colorado Grant Initiative and how the scholarships are meeting the intent of the initiative.

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## I. OVERVIEW

Senate Bill 08-133 established the Teach Colorado Grant Initiative (TCGI) to give financial incentives to college students to enter the teaching profession and thereby increase the number of teachers in high-need content areas, including but not limited to mathematics, science, special education, English language acquisition, music and world languages. Under the new law, the Department of Higher Education (DHE) is authorized to administer a program of grants to public institutions of higher education, which in turn create scholarships for high-ability students in approved teacher preparation programs who excel in high-need content areas and who demonstrate an interest in or commitment to teaching as a career.

## II. GRANTS AWARDED FOR 2008-2009

Table 1 lists the TCGI grants awarded to institutions in academic year 2008-2009.

**Table 1: Institutions Awarded Grants and Amounts**

<b>Institution</b>	<b>Grant Total*</b>
Colorado State University Pueblo	\$99,997
Mesa State College	\$92,593
Metropolitan State College of Denver	\$100,000
University of Colorado Denver	\$98,280
University of Northern Colorado	\$100,000
<b>TOTALS</b>	<b>\$490,870</b>

\*The totals include 8% "indirect costs" for administering the grants.

## III. FINAL EVALUATIONS AND OUTCOMES

Following are summaries from each of the institutions of the outcomes and activities that are aligned with the intent of the initiative and that were made possible by the TCGI grants.

### **Colorado State University Pueblo:**

Colorado State University-Pueblo (CSU-Pueblo) awarded a total of fifty six scholarships, ranging from \$519 to \$3,000 for a total of more than \$84,000. Scholarships went to twenty-three CSU-Pueblo students and thirty-three Otero Junior College and Lamar Community College students in high need areas including math, science, special education, and Spanish. Of these candidates, thirty-three were identified at community colleges and have or soon will transfer into CSU-Pueblo's teacher preparation program. Twenty-three candidates were identified at CSU-Pueblo. Approximately thirty percent of the recipients were identified as minority candidates. Scholarship recipients at CSU-Pueblo participated in service learning and career exploration activities and received mentoring to help retain them in the teacher preparation program.

**Mesa State College:**

Mesa State College awarded thirty scholarships, ranging from \$695 to \$4,325, for a total of \$92,593. Recipients were enrolled in either elementary education with a focus on science and mathematics, or in secondary mathematics and science programs. The goal of the grant was to create positive partnerships between the Mesa State College teacher education program, its teacher education candidates and the local schools. The grant provided an opportunity for the scholarship recipients to provide service through a science or mathematics related project in the local schools that they otherwise would not have had an opportunity to provide. These experiences helped recipients gain quality teaching experiences while they were preparing to become teachers. Local K-12 students and their parents also benefitted by having extraordinary opportunities to participate in science or mathematics activities in and after school that they most likely would not have had without this grant.

**Metropolitan State College of Denver:**

Metropolitan State College of Denver (Metro) awarded sixty-seven scholarships for a total of almost \$100,000 to students completing student teaching in math, science, music, Spanish or special education, many in a high-poverty school district. Metro's teacher preparation students are typically nontraditional students, many of whom have been juggling jobs and managing childcare while taking classes. Student teaching requires a full-time commitment, meaning candidates cannot continue their work schedule. This requirement can place a financial burden on the student and his or her family. The scholarships paid for tuition during student teaching, significantly reducing financial strain and helping to ensure completion of the program.

**University of Colorado Denver:**

The University of Colorado Denver (UCD) awarded thirty-one scholarships, ranging from \$1,097 to \$3,500, for a total of \$91,000. Scholarships went to students in high need areas including early childhood special education, special education generalist, dual elementary and special education, dual English and special education, dual social studies and special education, secondary science, and secondary mathematics. Five recipients were Hispanic, two African American, one Asian American, and two American Indian. All recipients were placed in high needs urban schools for their student teaching experiences and signed a commitment to teach in a Title I school for at least one year after graduation.

**University of Northern Colorado:**

The University of Northern Colorado (UNC) awarded forty-six scholarships for a total of \$92,593 to candidates in high-need content areas including mathematics, science, Spanish, special education and several other areas coupled with English as a Second Language. The grant helped create a partnership between UNC, six school districts and one BOCES. Recipients taught in high-poverty or rural schools and committed to a service learning project promoting high school graduation and post secondary education to high school students from traditionally under-represented and low socioeconomic status backgrounds. Twenty-six percent of recipients identified as Hispanic and two percent as African American.

**Summary:**

In all, 230 students in Colorado received scholarships during the 2008-2009 academic year under the Teach Colorado Grant Initiative. Table 2 below provides a summary of the number of students by institution who were awarded scholarships.

**Table 2: Number of Students Who Received Scholarships in 2008-2009**

<b>Institution</b>	<b># of Scholarships Awarded</b>
Colorado State University-Pueblo	56
Mesa State College	30
Metropolitan State College of Denver	67
University of Colorado Denver	31
University of Northern Colorado	46
<b>TOTAL</b>	<b>230</b>

**IV. ANALYSIS**

The Teach Colorado Grant Initiative provided scholarships to 230 high-performing teacher candidates who entered teacher preparation programs in high-need content areas, most of whom student-taught or have agreed to teach in rural and high poverty districts upon graduation. Recipients participated in activities to increase their retention in the program and to promote high school graduation and post-secondary education to traditionally underserved K-12 students. The initiative also led to many innovative and unanticipated partner projects between teacher preparation programs and their local schools as well as compelling personal stories of success (too numerous to list in this report but on file in the Academic Affairs Unit at the Department of Higher Education). The grant also recruited community college students and strengthened the high school-to-teacher preparation pipeline.

Lessons learned include identification of advocates for teacher education among the faculty at partnering community colleges rather than relying on financial affairs to identify and award individual scholarships (faculty within content areas have proven to be some of the most successful recruiters); and involving “new recruits” in co-curricular activities with more experienced candidates who are committed to teaching as a career help improve retention in the program.

**V. CHANGES TO IMPLEMENTATION FOR 2009-2010 and 2010-2011**

As signed into law, SB 08-133 includes the stipulation for awarding scholarships that, “Moneys shall not be paid until the student has enrolled in an approved teacher preparation program.” The difficulty that became apparent in the first year of administering this grant is that candidates cannot be formally admitted into a teacher preparation program until *after* successfully completing the first course in the program, which helps ensure that candidates admitted into the

program have the appropriate personal and professional dispositions. Beginning with the 2009-2010 Teach Colorado Grant cycle, the DHE interpreted “enrolled” to mean “enrollment in the first course of the program” so as to enable scholarships to be used to pay tuition for the first course of the teacher preparation program.

Another change that took effect for the 2009-2010 grant cycle was to allow teacher preparation programs to recruit high school students into pre-collegiate and other pipeline programs focused on exploring teaching careers. One of the 2008-2009 grant applicants had proposed several “pipeline” and outreach activities to engage academically talented high school students of color as an initial step in repairing the broken high school-to-college-to-teaching careers pipeline for this population. However, these pipeline activities were not funded by the Teach Colorado Grant Initiative during 2008-2009 because the language of the bill implied that monies may be used for college students only. Thus, for the 2009-2010 administration of the scholarships, DHE considered high school students who are enrolled in pre-collegiate and other pipeline programs as also qualifying for the scholarships. This change is in line with the intent of the bill because it allows teacher preparation programs to increase the diversity of the Colorado teaching force so that it keeps pace with the diversity of Colorado’s PK-12 students.

A final change to implementation that will begin with the 2010-2011 grant cycle is to send out the request for proposals mid spring 2010 semester and announce FY2010-2011 recipients in early April 2010, rather than waiting until FY2010-2011 funds have been appropriated. For the 2008-2009 and 2009-2010 cycles, grant recipients were not announced until late summer, which did not give the teacher preparation programs a chance to recruit potential candidates into summer and fall classes before students left at the end of their spring semester. Also, as one director of teacher education explained, “Because of the timing of scholarships, the program was not able to identify high school seniors and get them enrolled in summer classes in time to receive the scholarships.” Thus, for the 2010-2011 grant cycle, we will announce FY2010-2011 grant recipients during 2009-2010 to allow for recruitment of potential candidates, but awards will not be made until the beginning of FY2010-2011 and will be subject to available funds appropriated by the General Assembly.