



**REPORT TO THE GENERAL ASSEMBLY
PROGRAM RESULTS FOR EDUCATOR PREPARATION AY2011-2012
SUBMITTED MARCH 2013**

Colorado Department of Higher Education
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This report is prepared pursuant to Colorado Revised Statute §23-1-121(6) to describe program results for, enrollment in, graduation rates from, and effectiveness of the review of educator preparation programs at institutions of higher education and designated agencies.

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I. OVERVIEW AND REPORT HIGHLIGHTS

Overview

Department of Higher Education (DHE) staff collected data for this report using the Student Unit Record Data System (SURDS) from all public and private institutions authorized to offer educator preparation programs for initial licensure, “add-on endorsements,” and advanced studies for already licensed educators. A complete list of authorized institutions of higher education (IHEs) is found in Tables 1 and 13 of this report. DHE staff does not edit the data reported by the colleges and universities.

Colorado Department of Education (CDE) staff collected data on designated agencies authorized by the State Board of Education to offer alternative certification for teacher or principal initial licensure. The data were pulled from the annual Title II (of the federal Higher Education Opportunity Act) Report that CDE submits to the U.S. Department of Education as well as from the Educator Licensing Unit’s internal database. As a result of these different data collection methods and sources, data presented herein are not always uniform..

A complete list of designated agencies offering alternative certification is found in Table 4 of this report. All data on alternative certification programs were provided by CDE.

Pursuant to §23-1-121(6) Colorado Revised Statutes, the Colorado Commission on Higher Education (CCHE) reports annually to the Education Committees of the General Assembly on enrollment in, graduation rates from, and effectiveness of the review of educator preparation programs at institutions of higher education and designated agencies.

DHE and CDE work with one another and relevant stakeholders to fulfill new state reporting requirements. One of the goals of the state’s Educator Identifier System is to provide relevant data on the effectiveness of program graduates. For that to happen, the Student-Teacher Data Link and Educator Evaluation System (per Senate Bill 10-191) will need to be functional. This has not yet happened, as the evaluation system is currently being piloted. Once educators are evaluated and assigned an effectiveness rating, these data will be provided to the preparation programs. The ability of the programs to use effectiveness data for program improvement will depend on the reliability and comparability of the data from different districts as well as the level of detail reported to the state. Whether or not the state will be able to collect and report effectiveness details will depend on the ultimate functionality of evaluation system. Please refer to Section V of this report for more details on this topic.

Report Highlights

The following are the major findings in this report for programs located in institutions of higher education (IHE):

- Overall enrollment in educator preparation programs in Colorado was 12,003 students in 2011-12.

- Enrollment in educator preparation programs declined 9% from 2010-11 to 2011-12. These declines were present across age groups in undergraduate, post-baccalaureate, and graduate-level programs.
- The largest number of candidates enrolled in Elementary Education programs, followed by Special Education Generalist, Culturally and Linguistically Diverse Education, and Social Studies.
- High-need areas including Early Childhood Education, Culturally and Linguistically Diverse Education, Foreign Language, Mathematics, Science, and Special Education Generalist all experienced declines in enrollment.
- The largest program-level enrollment declines were in Mathematics and Special Education Generalist, which declined 16% and 15% respectively.
- Minority students are slightly underrepresented in educator preparation programs compared to their overall representation in four-year colleges and universities in the state.
- The Department of Higher Education, Colorado Department of Education and Colorado Council of Deans of Education (CCODE) continue to collaborate to streamline and improve the reauthorization process and hold educator preparation programs accountable for improvement.

II. ENROLLMENT

This section lists all state approved educator preparation programs and provides information on the number of students enrolled in programs at institutions of higher education in Colorado as required by §23-1-121(6) Colorado Revised Statutes and at designated agencies as allowed by §22-60.5-205 Colorado Revised Statutes.

Institution of Higher Education-Based Program Total Enrollment

Table 1 (below) lists all state approved educator preparation programs at institutions of higher education and summarizes total annual enrollment for the last six years. In total, 12,003 students were enrolled in approved educator preparation programs at 18 public and private institutions in Colorado in AY2012. The University of Northern Colorado led all public institutions in total enrollment in educator preparation programs with 3,689 students, followed by Metropolitan State College of Denver (2,001), the University of Colorado Denver (990), and Colorado State University (795). Among private colleges and universities, Regis University enrolled the most educator preparation students with 732, followed by University of Phoenix (431) and Colorado Christian University (214).

There was a 9% decrease in enrollment from 2010-11 to 2011-12. It should be noted that ongoing efforts to collect more accurate data have resulted in institutions reporting enrollment figures not previously reported, thus apparent fluctuations in enrollment may be the result of more accurate reporting. It should also be noted that nine programs' enrollment data are now excluded from this report because there is no reliable way to predict which of the candidates in

these programs will go on to work in a P-12 setting. Therefore, beginning AY2008-2009, enrollment in seven “specialist” endorsement areas were excluded from the grand total: Audiologist, School Counselor, School Nurse, School Physical Therapist, School Psychologist, School Social Worker and Speech/Language Pathologist. Occupational Therapist and Orientation and Mobility specialist endorsements were added to that list in 2012.

TABLE 1: PROGRAM ENROLLMENTS BY INSTITUTION, 2008-2012

Institution	2008	2009	2010	2011	2012	Change, 2011- 2012
Adams State University ¹	166	185	486	473	378	-20.8
Colorado Christian University	340	271	227	245	214	-12.7%
Colorado College	61	60	62	59	55	-6.8%
Colorado Mesa University	300	321	364	219	257	17.4%
Colorado State University	803	761	772	879	795	-9.6%
Colorado State University - Pueblo	338	304	387	411	367	-10.7%
Fort Lewis College	269	234	219	227	180	-20.7%
Jones International University ²	--	69	121	125	135	8.0%
Metropolitan State University of Denver ³	1,435	1,674	1,868	1,931	2,001	3.6%
Regis University ⁹	810	754	907	1,139	732	-35.7%
Rocky Mtn. Coll. Art + Design	35	52	55	59	47	-20.3%
University of Colorado Boulder ⁴	528	513	871	694	823	18.6%
University of Colorado Colorado Springs ⁵	98	314	426	351	458	30.5%
University of Colorado Denver	1,343	1,423	1,339	1,255	990	-21.1%
University of Denver ⁶	65	210	174	213	329	54.5%
University of Northern Colorado	3,283	3,520	3,770	3,986	3,689	-7.5%
University of Phoenix ⁷	919	473	782	746	431	-42.2%
Western State Colorado University	191	104	140	111	122	9.9%
Grand Total⁸	10,984	11,242	12,970	13,123	12,003	-8.5%

Note: The counts are unduplicated by each category. Because of variations in the submission of the student data, the total counts vary slightly from table to table.

¹Previous to 2010, ASC was not reporting enrollment in Culturally and Linguistically Diverse Education: ESL, Principal, Reading Teacher, or Special Education Generalist.

²Starting 2009, JIU is reporting enrollment for its Colorado residents only.

³Numbers include enrollment in Teachers in Residence alternative certification program. Metro started reporting enrollment in Culturally and Linguistically Diverse Education: ESL in 2010.

⁴Previous to 2010, UCB was not reporting enrollment in Culturally and Linguistically Diverse Education: ESL, Reading Teacher, and Special Education Generalist.

⁵Numbers reported by UCCS for 2007-2008 do not include candidates in the special education, principal or counselor programs.

⁶Numbers reported by DU for 2007-2008 do not include candidates in all endorsement areas they offer.

⁷University of Phoenix did not report all Elementary Education enrollees in 2009.

⁸Comparing the grand totals for 2009 - 2011 to previous years is not reliable because starting 2009, seven specialist endorsement areas are no longer being included in total enrollment.

⁹Regis University was not reporting enrollment in all of its programs prior to AY2011.

Institution of Higher Education–Based Undergraduate, Post-Baccalaureate, and Graduate Enrollments

Table 2 (below) summarizes enrollment by degree level (undergraduate, post-baccalaureate, and graduate) and institution. It should be noted that comparisons between this year and previous years are not reliable because several institutions began reporting student level differently in 2010-11. (Previously there was confusion around whether students should be coded as “graduate” versus “post-baccalaureate.”) Additionally, it should also be noted that these totals differ from the unduplicated totals in Table 1 because some students moved from one level to the next during the year and are thus counted twice.

TABLE 2: PROGRAM ENROLLMENTS FOR ALL ENDORSEMENT/LICENSURE AREAS BY LEVEL BY INSTITUTION FOR 2011-12

Institution	Undergraduate	Post-Bacc.	Graduate	Total
Adams State University	171	56	153	380
Colorado Christian University	193	21		214
Colorado College	5	5	46	56
Colorado Mesa University	160	32	66	258
Colorado State University	633	70	94	797
Colorado State University Pueblo	264	48	55	367
Fort Lewis College	160	23	--	183
Jones International University	--	--	135	135
Metropolitan State University of Denver	1,347	580	102	2,029
Regis University	197	75	460	732
Rocky Mtn. Coll. of Art & Design	47	--	--	47
University of Colorado Boulder	393	205	316	914
University of Colorado Colorado Springs	314	--	147	461
University of Colorado Denver	119	--	871	990
University of Denver	--	92	241	333
University of Northern Colorado	2,914	80	703	3,697
University of Phoenix	172	--	259	431
Western State Colorado University	38	--	84	122
Grand Total	7,127	1,287	4,110	12,146
% Grand Total	58.68%	10.60%	30.73%	100%

Institution of Higher Education –Based Enrollment by Licensure/Endorsement Area over the Last Four Years

Table 3 (below) summarizes total enrollment in each endorsement area for all institutions for the last six years. Some of the large increases from one year to the next may be due to the institution not previously reporting enrollment in that endorsement area. It should also be noted that the reason the grand total in this table varies from the grand total in Table 1 is that some candidates are enrolled in two or more endorsement areas and are thus counted twice. An example would be a candidate in Elementary Education who is also completing an “add-on” endorsement in Special Education Generalist.

**TABLE 3: INSTITUTION OF HIGHER EDUCATION-BASED PROGRAM
UNDUPLICATED ENROLLMENTS BY ENDORSEMENT/LICENSURE AREAS, 2008-
2012**

Endorsement/Licensure Area ¹	2008	2009	2010	2011	2012	Change, 2008-2012
Administrator (Superintendent) (3.04)	45	73	61	53	20	-62.26%
Agriculture & Renewable Natural Resources (8.03)	18	16	18	24	25	4.17%
Art (8.04)	345	356	389	402	382	-4.98%
Business and Marketing Education (8.05)	22	29	34	15	8	-46.67%
Business Education (8.05)	18	21	30	28	16	-42.86%
CLDE Specialist: Bilingual Education (8.23)	42	29	42	34	36	5.88%
Culturally and Linguistically Diverse Education (8.22)	615	774	1,205	1,166	1,093	-6.26%
Drama (8.07)	61	74	72	59	63	6.78%
Early Childhood Education (8.01)	259	383	537	662	659	-0.45%
ECE Special Education: Specialist (9.04)	8	16	181	114	99	-13.16%
ECE Special Education (9.08)	176	169	91	198	179	-9.60%
Elementary Education (8.02)	4,675	3,793 ²	4,216	4,075	3,805	-6.63%
English Language Arts (8.09)	797	824	931	1,002	779	-22.26%
Family and Consumer Studies (8.12)	25	28	34	45	28	-37.78%
Foreign Language (8.10)	172	207	222	234	228	-2.56%
Gifted Education Specialist (9.05)	58	41	59	51	46	-9.80%
Health (8.11)	--	1	1	2	1	-50.00%
Instructional Technology Specialist (10.06)	--	--	26	20	35	75.00%
Instructional Technology Teacher (8.08)	38	9	28	50	52	4.00%
Marketing Education (8.05)	5	1	1	--	--	--
Mathematics (8.14)	390	415	471	505	424	-16.04%
Music (8.15)	305	385	430	511	578	13.11%
Occupational Therapist, School (11.02) ⁴	4	28	43	26	--	--
Orientation & Mobility Specialist, School (11.03) ⁴	26	33	42	35	--	--
Physical Education (8.16)	337	388	398	371	337	-9.16%
Principal (3.03)	690	776	927	772	859	11.27%

Reading Specialist (10.04)		1	--	21	59	180.95%
Reading Teacher (10.03)	191	268	252	222	170	-23.42%
School Librarian (10.02)	--	83	96	144	34	-76.39%
Science (8.17)	450	492	536	540	498	-7.78%
Social Studies (8.18)	877	964	973	1,189	978	-17.75%
Special Education Director (10.05)	--	64	53	58	46	-20.69%
Special Education Specialist (9.01)	--	0	8	8	3	-62.50%
Special Education Generalist (9.06)	851	1,226	1,342	1,379	1,189	-13.78%
Special Ed. Specialist: Deaf/Hard of Hearing (9.03)	35	37	36	39	24	-38.46%
Special Ed. Specialist: Visually Impaired (9.02)	39	45	51	40	7	-82.50%
Speech (8.19)	14	19	10	22	22	0.00%
Teacher Librarian (10.02)	--	87	71	51	29	-43.14%
Technology Education (8.13)	--	8	4	4	7	75.00%
Undeclared or Unknown ³	588	18	13	13	1	-92.31%
Grand Total	12,412	12,403	13,993	14,184	12,819	

¹The numbers in parentheses indicate where to find endorsement requirements in the *Rules for the Administration of the Educator Licensing Act of 1191*.

² It should be noted that CCU, DU, MSU Denver, Regis, UCCS and WSCU also have alternative certification programs with a total of 230 candidates, which are reported in these endorsement areas.

³ University of Phoenix did not report all Elementary Education enrollees in 2009, which explains that year's decrease.

⁴ Starting 2009, institutions were not allowed to report more than 5% of their enrollment as "Undeclared or Unknown," which explains the decrease from previous years.⁵

⁵ Effective September 2012, these endorsements are no longer be reported in the Educator Preparation File because there is no reliable way to predict which of the candidates in these programs will go on to work in a K-12 setting.

Alternative Certification Educator Preparation Programs at Designated Agencies

Along with educator preparation programs at institutions of higher education, the state has approved certain designated agencies as alternative certification educator preparation programs. Per C.R.S. §22-60.5-205 these alternative certification programs are under the sole authority of the State Board of Education and CDE. The purpose of these one or two-year programs is to reduce the number of persons employed under emergency authorizations and to recruit and employ nontraditional teacher candidates. DHE does not participate in their approval or reauthorization. Table 4 (below) lists of all State Board of Education approved alternative certification educator preparation programs at designated agencies and AY2010-11 enrollment.

TABLE 4: ALTERNATIVE CERTIFICATION TEACHER PREPARATION PROGRAMS AT DESIGNATED AGENCIES AND AY2010-11 ENROLLMENT¹

Designated Agency	AY2010-11 Enrollment
Archdiocese of Denver	14
Boulder Journey School	4
Centennial BOCES	27
Colorado Christian University	8
Colorado State University - Pueblo	2
Denver Teaching Fellows (The New Teacher Project)	30
Denver Teacher Residency	36
Douglas County School District	10
Eagle Rock School and Professional Development Center	4
East Central BOCES	7
Friends' School	29
Mountain BOCES	11
Metropolitan State College of Denver	61
Northeast BOCES	6
Northwest BOCES	4
Pikes Peak BOCES	24
Public Education & Business Coalition: Colorado Boettcher Residency	17
San Luis Valley BOCES	4
South Central BOCES	0
Southeast BOCES	5
Stanley British Primary School	41
Teach for America	154
The Teacher Institute at La Academia	56
University of Colorado Colorado Springs	9
West Central Licensing Program (Uncompahgre BOCES)	3
Western State University	15
Grand Total	581

Data cited in this table comes from Title II Report submitted for 2010-2011

Note: There were additionally 18 alternative *principal* candidates enrolled in designated agencies for alternative principal preparation during 2010-2011. The following agencies/institutions serve as designated agencies for alternative principal preparation:

- Centennial BOCES
- East Central BOCES
- Get Smart Schools
- Mountain BOCES
- Northeast BOCES
- Northwest BOCES
- Principal Institute, LLC
- School Leaders for Colorado, Inc.
- Southeast BOCES
- Western State University

The Alternative principal candidate data come from the Educator Licensing Unit’s internal database.

III. COMPLETERS

Institution of Higher Education-Based Program Completers by Endorsement Area

Table 5 (below) summarizes the number of candidates who completed an endorsement program. A completer is defined as one who is eligible to receive their institution’s recommendation for licensure in Colorado having finished all of the necessary program requirements. It should be noted that the number of program completers who actually applied for and received a Colorado license is unknown. CDE is currently creating a system to obtain data on program completers who applied for and received a Colorado license and that data will be reported in the future.

TABLE 5: EDUCATOR PREPARATION PROGRAM UNDUPLICATED COMPLETERS BY ENDORSEMENT/LICENSURE AREAS¹

Endorsement/Licensure Area	AY12 Completers
Administrator (Superintendent) (3.04)	4
Agriculture & Renewable Natural Resources (8.03)	7
Art (8.04)	106
Business and Marketing Education (8.05)	6
Business Education (8.05)	7
CLDE Specialist: Bilingual Education (8.23)	7
Culturally and Linguistically Diverse Education (8.22)	343
Drama (8.07)	9
Early Childhood Education (8.01)	107
ECE Special Education: Specialist (9.04)	39
ECE Special Education (9.08)	14
Elementary Education (8.02)	940
English Language Arts (8.09)	204

Family and Consumer Studies (8.12)	17
Foreign Language (8.10)	53
Gifted Education Specialist (9.05)	15
Health (8.11)	--
Instructional Technology Specialist (10.06)	8
Instructional Technology Teacher (8.08)	19
Marketing Education (8.05)	--
Mathematics (8.14)	89
Music (8.15)	94
Physical Education (8.16)	82
Principal (3.03)	393
Reading Specialist (10.04)	16
Reading Teacher (10.03)	51
School Librarian (10.02)	11
Science (8.17)	133
Social Studies (8.18)	221
Special Education Director (10.05)	2
Special Education Specialist (9.01)	--
Special Education Generalist (9.06)	210
Special Ed. Specialist: Deaf/Hard of Hearing (9.03)	2
Special Ed. Specialist: Visually Impaired (9.02)	3
Speech (8.19)	6
Teacher Librarian (10.02)	16
Technology Education (8.13)	--
Undeclared or Unknown	--
Grand Total	3,078

¹ The numbers reported in Table 5 may not be completely reliable because, although the institutions had this information available, it was not in an easily reportable format and may not have been reported for all candidates. The institutions are creating systems to ensure accurate reporting of these data for next year.

Alternative Certification Program Completers by Endorsement Area

Table 6 (below) summarizes the number of candidates who completed an alternative certification program at a designated agency and received a Colorado license. Note that only the endorsements allowable through alternative certification are listed.

TABLE 6: ALTERNATIVE CERTIFICATION EDUCATOR PREPARATION PROGRAM COMPLETERS BY ENDORSEMENT/LICENSURE AREAS

Endorsement/Licensure Area	AY 2007-08	AY 2008-09	AY 2009-10	AY 2010-2011
Agriculture & Renewable Natural Resources (8.03)		4	1	--
Art (8.04)	22	15	13	9
Business and Marketing Education (8.05)	--	--	--	--
Business Education (8.05)	11	12	5	1
Culturally and Linguistically Diverse Education (8.22)	1	4	2	5
Drama (8.07)	4	2	2	--
Early Childhood Education (8.01)	31	55	28	40
Elementary Education (8.02)	174	221	198	216
English Language Arts (8.09) ¹	31	26	16	51
Family and Consumer Studies (8.12)	4	4	2	--
Foreign Language (8.10)	44	41	25	19
Health (8.11)	3	2	--	--
Instructional Technology Teacher (8.08)	7	6	5	1
Marketing Education (8.05)	2	2	--	--
Mathematics (8.14)	40	47	47	77
Music (8.15)	17	13	12	7
Physical Education (8.16)	8	7	11	6
Principal (3.03)	--	--	--	18
School Librarian (10.02)	4	3	2	3
Science (8.17)	22	30	47	41
Social Studies (8.18)	10	14	16	16
Special Education Generalist (9.06)	55	44	66	73
Speech (8.19)	1	2	--	--
Technology Education (8.13)	--	5	3	--
Grand Total	491	559	501	599

Note: Teach For America had 29 of the 51 English Language Arts candidates.

IV. DEMOGRAPHICS

Educator Candidate Demographics: Gender, Race & Ethnicity, and Age

Table 7 (below) illustrates the gender of candidates enrolled in educator preparation programs at institutions of higher education. Female candidates continue to comprise the vast majority of those enrolled, representing 76 percent of the student population (no change from 2010-11).

TABLE 7: INSTITUTION OF HIGHER EDUCATION-BASED EDUCATOR PREPARATION PROGRAM ENROLLMENTS FOR ALL ENDORSEMENT/LICENSURE AREAS BY GENDER, 2008-2012

Gender	2008	2009	2010	2011	2012
Female	8,952 (76.47%)	8,983 (76.66%)	9,867 (76.06%)	10,009 (76.25%)	9,158 (76.25%)
Male	2,752 (23.51%)	2,727 (23.27%)	3,092 (23.86%)	3,106 (23.66%)	2,829 (23.56%)
Unknown	2 (<1%)	8 (<1%)	13 (<1%)	12 (<1%)	23 (<1%)
Total	11,706	11,718	12,972	13,127	12,010

Table 8 (below) summarizes gender of candidates enrolled in alternative certification educator preparation programs at designated agencies. Of note, males represent a larger proportion of candidates in alternative programs compared to higher education-based programs.

TABLE 8: ALTERNATIVE CERTIFICATION EDUCATOR PREPARATION PROGRAM ENROLLMENTS FOR ALL ENDORSEMENT/LICENSURE AREAS BY GENDER FOR AY2010-11

Gender	AY2010-11	% for AY2010-11
Female	350	63.5%
Male	251	36.5%
Total	551	100%

Tables 9 and 10 (below) summarize race and ethnicity of candidates enrolled in educator preparation programs at institutions of higher education. Generally, candidates who are members of racial and ethnic minority groups represented small numbers of enrollees in educator preparation programs. Note also that in 2010-11 the federal race and ethnicity categories changed. Data for the old categories from 2006-2010 are reported in Table 9 and data for the new categories for 2010-11 and 2011-12 are reported in Table 10. A comparison of the percent of all students of color at public four-year institutions versus percent of students of color in educator preparation programs shows that minority enrollments in educator preparation programs are slightly lower than for all programs on campuses (Table 10).

TABLE 9: INSTITUTION OF HIGHER EDUCATION-BASED EDUCATOR PREPARATION PROGRAM ENROLLMENTS FOR ALL ENDORSEMENT/LICENSURE AREAS BY RACE AND ETHNICITY, 2006- 2010

Ethnicity	2006	2007	2008	2009	2010
Unknown Ethnicity	815 (7.34%)	994 (8.39%)	1,097 (9.37%)	896 (7.64%)	1,264 (9.67%)
Non-Resident Alien	120 (1.08%)	14 (<.01%)	27 (<.01%)	27 (<.01%)	31 (<.01%)
Black, non-Hispanic	277 (2.50%)	293 (2.47%)	335 (2.86%)	191 (1.63%)	259 (1.98%)
American Indian or Alaskan Native	115 (1.04%)	136 (1.15%)	152 (1.30%)	139 (1.19%)	137 (1.05%)
Asian or Pacific Islander	205 (1.85%)	244 (2.06%)	224 (1.91%)	232 (1.98%)	260 (1.99%)
Hispanic	872 (7.86%)	881 (7.43%)	817 (6.98%)	920 (7.85%)	1,147 (8.77%)
White, non-Hispanic	8,697 (78.34%)	9,288 (78.38%)	9,061 (77.36%)	9,319 (79.49%)	9,978 (76.31%)
Total	11,101	11,850	11,713	11,724	13,076

TABLE 10: INSTITUTION OF HIGHER EDUCATION-BASED EDUCATOR PREPARATION PROGRAM ENROLLMENTS FOR ALL ENDORSEMENT/LICENSURE AREAS BY RACE AND ETHNICITY, 2012

New Federal Race and Ethnicity Categories	Enrollment 2012	Percentage 2012	All Public 4-year Enrollees – Fall Term 2011 (for comparison)
Unknown Ethnicity	1,395	11.6%	5.7%
Non-Resident Alien	30	.3%	3.3%
More than one race or ethnicity (non-Hispanic) ¹	180	1.5%	2.1%
Black or African American	253	2.1%	3.3%
Native American or Alaska Native	106	.9%	1.2%
Asian	189	1.6%	3.7%
Native Hawaiian or other Pacific Islander	16	.1%	.2%
Hispanic/Latino	1,318	11.0%	11.6%
White	8,545	71.0%	68.7%
Total	12,032		

¹ It should be noted that under these new federal categories, “Hispanic/Latino” is prioritized over other categories. That is, if an individual claims “Hispanic/Latino” ethnicity, they cannot claim any other category. That is why “More than one race or ethnicity” is for non-Hispanic/Latinos only.

At this time, race and ethnicity data are not available for alternative educator preparation candidates. The Colorado Department of Education is putting fields in place to capture this data for next year.

Table 11 (below) summarizes age level of candidates enrolled in educator preparation programs at institutions of higher education. The proportion of candidates aged 24 and under decreased by 4 percent, while the proportion of candidates aged 25-34 and 35+ increased by 3 and 1 percent respectively.

TABLE 11: INSTITUTION OF HIGHER EDUCATION-BASED EDUCATOR PREPARATION PROGRAM ENROLLMENTS FOR ALL ENDORSEMENT/LICENSURE AREAS BY AGE, 2008-2012

Age	2008	2009	2010	2011	2012
24 years or younger	4,957 (42.34%)	5,245 (44.02%)	5,490 (41.63%)	7,394 (49.57%)	5,551 (46.25%)
25-34 years	3,696 (31.57%)	3,876 (32.53%)	4,369 (33.13%)	4,293 (38.78%)	3,792 (31.59%)
35+ years	3,054 (26.09%)	2,794 (23.45%)	3,328 (25.24%)	3,229 (21.65%)	2,660 (22.16%)
Total	11,707	11,915	13,187	14,916	12,003

Note: Some students were counted twice because they had birthdays at some point during the academic year that moved them from one age bracket to the next, which explains the high total count. This is a duplicated count.

Table 12 (below) summarizes age level of candidates enrolled in alternative educator preparation programs within designated agencies for 2010-11. Compared with Table 11, these data indicated that candidates enrolled in alternative programs tend to be older than candidates enrolled in IHE-based programs.

Of note, 135 of Teacher for America’s 154 candidates (88%) were 24 years of age or younger.

TABLE 12: ALTERNATIVE CERTIFICATION EDUCATOR PREPARATION PROGRAM ENROLLMENTS FOR ALL ENDORSEMENT/LICENSURE AREAS BY AGE

Age	2010-11	% for 2010-11
24 years or younger	187	32%
25-34 years	241	42%
35+ years	152	26%
Total	580	100%

V. REAUTHORIZATION

Reauthorization Site Visits AY2010-2011

Pursuant to 23-1-121 (4)(a)(I) Colorado Revised Statutes, the Colorado Commission on Higher Education (CCHE) and Colorado Department of Higher Education in conjunction with the State Board of Education (SBE) and Colorado Department of Education (CDE) are required to review each educator preparation programs at public and private institutions of higher education not more frequently than once every five years to ensure the programs meet the statutory requirements for reauthorization.

Only Adams State University's (ASU) educator preparation program was reviewed for reauthorization during AY2011-2012. ASU has committed to addressing all of DHE and CDE staff's required areas for improvement, and a revisit to follow up has been scheduled for April 24-25, 2013.

Alignment with Recent Legislation

Senate Bill 08-212 (CAP4K) requires that educator preparation programs align with the new Colorado Academic Standards, including the definition of Postsecondary and Workforce Readiness, by December 15, 2012. DHE staff included this requirement in the reauthorization process three years ago. DHE and CDE staff have also been meeting with Colorado Council of Deans of Education (CCODE) regarding this requirement. DHE and CDE will continue to evaluate the inclusion of Colorado Academic Standards for initial approval and reauthorization of programs.

Senate Bill 10-191 requires the adoption of new Quality Teacher and Principal Standards. DHE and CDE staff have also been meeting with CCODE regarding the new, proposed Quality standards that the State Board of Education recently adopted. The educator preparation programs began initial work during summer 2011 to align their programs to these new teacher and principal standards, and the programs are in a good position to align their programs to these new standards. The programs understand that the current *Performance-Based Standards for Colorado Teachers* and the CDE content review are still in place at this time.

In the future, this report will include the correlation between different educator preparation programs in the state, including alternative programs, and student academic growth, educator placement, and educator mobility and retention. To this end, a research team consisting of members from UCB, UCD and UNC worked on a process to clean, verify and analyze the SURDS data, which will be linked to CDE's Human Resources File and that may provide data on educator placement, retention, and other factors. Ultimately, the student-teacher data link that will be used, in part, to evaluate educators as effective or not, will be linked with these data to provide outcomes based information back to the preparation programs on how well their graduates perform as educators.

Initial Reports on Educator Preparation

The work funded by DHE and completed by researchers from UCB, UCD and UNC yielded two reports. The full reports can be found at: <http://higher.ed.colorado.gov/i3/Reports.aspx>.

Enhancing Colorado Data Systems Linking Teachers to Preparation Programs

Initial steps in this work were to examine the quality of the data in linking teachers to the preparation programs at the IHEs. This proved difficult due to the variability at the institution level in validating, recording, and maintaining the data necessary to make these links. As mentioned previously, in 2011 DHE began collecting data in SURDS defining a completer as one who is eligible to be recommended for licensure. Though the definition for classifying a completer is consistent from one institution to the next, the *systems* for doing so are not. Moreover, the systems for reporting the required information to DHE through SURDS vary as well. The researchers concluded by offering IHEs suggestions for standardizing reporting practices and internal data systems.

An Initial Exploration of Colorado-Trained Teachers: Providing Context for Outcomes-Based Teacher Preparation Program Evaluation

In this portion of the project, the researchers were able to use verified data from the SURDS system for 2004-2010 and link it to human resources (HR) information from CDE regarding teachers employed during the 2010-2011 school year. This provided data on a total of 6,704 Colorado public school teachers. The results suggest that these teachers are typically non-Hispanic white females who were approximately 30 years of age at the time of licensure eligibility and earned an average base salary of \$35,000.

The researchers were also able to report interesting placement patterns by looking at the district in which the completers in the study were currently teaching and the IHE they had attended. In general, students prepared at IHEs in the metro region go on to teach in the metro region and students prepared in rural areas tend to teach in rural areas. In fact, half of the IHEs in the study send at least two-thirds of their graduates to only five districts, though not necessarily the same five. This will be meaningful information going forward. For example, knowing in which districts completers will likely teach, IHEs can prepare their candidates to use teaching methods or the evaluation system employed in those districts.

New Educator Preparation Program Approvals AY2011-12

Four new educator preparation programs were granted initial approval in AY2011-12:

- Principal (3.03) at Argosy University
- Culturally and Linguistically Diverse Education (8.22) for both the graduate and undergraduate programs at Regis College, Regis University
- Culturally and Linguistically Diverse Education (8.22) at Adams State University

VI. EDUCATOR PREPARATION PROGRAM ENROLLMENT BY ENDORSEMENT AREA

Table 13 (below) lists all approved higher education-based educator preparation programs in the state by endorsement/licensure area. The existence of the program at the institution is denoted by the number of candidates enrolled in the program for AY2011-12 or an asterisk. A more detailed list of approved educator preparation programs at institutions of higher education in Colorado is available at <http://highered.colorado.gov/Academics/TeacherEd/>.

Continued from previous page	ASC	CCU	CC	CMU	CSU	CSUP	FLC	JIU	MSUD	RU	RMCAD	UCB	UCCS	UCD	DU	UNC	UP	WSC
Instructional Technology Specialist (10.06)						17								18				
Instructional technology Teacher (8.08)					2	24		19		2				5				
Marketing Education (8.05)																		
Mathematics (8.14)	2	3	3	8	62	9	13	4	95	10		32	11	15	17	125	8	7
Music (8.15)	3	10	3	7	68	20	9		151			109				193		5
Physical Education (8.16)	9			18		46		16	75							164		9
Principal (3.03)	93			27	62			33		76			39	141	115	133	123	17
Reading Specialist (10.04)										43			16					
Reading Teacher (10.03)	17									5		36		105		7		
LIBRARIAN, SCHOOL (10.02)									1					26		7		
Science (8.17)		2	11	6	75	8	6	2	97	24		61	25	16	11	129	21	4
Social Studies (8.18)	7	13	5	11	126	24	15	2	168	5		47	11	39	9	317	173	6
Speech (8.19)					8					3						11		
TEACHER LIBRARIAN (10.02)														29				
TECHNOLOGY EDUCATION (8.13)					6				1									
Trade and industry education (8.21)																		
Special education director (10.05)																46		
Special education Generalist (9.06)	40					42			387	110		64	39	98		388		21
Special education specialist (9.01)																3		
Special education specialist-Visually impaired (9.02)																7		
Special education specialist-Deaf/hard of hearing (9.03)																24		
ECE Special Education Specialist (9.04)														102		77		
ECE Special education (9.08)										22						77		

* Indicates that candidates in the endorsement area cannot be identified with any accuracy. The program prepares graduates to work in a variety of settings and there is no way to predict how many graduates will apply for CDE licensure and work in P-12 schools.

¹ The numbers in parentheses indicate where to find endorsement requirements in the *Rules for the Administration of the Educator Licensing Act of 1991*.

² The reported enrollment for CLDE Specialist: Bilingual Education may be low as these candidates are difficult to identify. Licensure in this area requires taking an additional test and demonstrating competency in a foreign language, neither of which are done at the institution level.