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COLORADO COMMISSION ON



**HIGHER  
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ACCESS TO HIGH-QUALITY, AFFORDABLE EDUCATION FOR ALL COLORADANS

**REPORT TO THE GENERAL ASSEMBLY  
2009-2010 TEACH COLORADO GRANT FINAL EVALUATION  
JANUARY 2011**

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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 2009-2010 Teach Colorado Grant Initiative and how the scholarships met the intent of the initiative.

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## I. OVERVIEW

Funding for this program is at the discretion of the General Assembly and the last year it was funded was FY09-10. Since there is no appropriation in FY10-11, this is the last year that DHE will provide this report. 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. It should be noted that the TCGI was not funded by the General Assembly for 2010-2011.

## II. GRANTS AWARDED FOR 2009-2010

Table 1 lists the TCGI grants awarded to institutions in academic year 2009-2010.

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

<b>Institution</b>	<b>Grant Amount</b>
Adams State College	\$98,988
Colorado State University	\$53,550
Metropolitan State College of Denver	\$74,605
University of Colorado Colorado Springs	\$72,600
University of Colorado Denver	\$100,000
University of Northern Colorado	\$100,000
TOTAL	\$499,743

## 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.

### **Adams State College:**

A total of 80 candidates received scholarships in the areas of math, science, and special education. Fifty-two of the candidates were enrolled in ASC's Rural Education Access Program (REAP) that seeks to provide licensed teachers to rural, eastern parts of the state. The project also sought to establish pathways to licensure for high school students to pursue teaching as a career by developing recruitment materials to share with local school counselors and potential students. The Project Director commented, "This grant has been a tremendous support to many of our teacher candidates who otherwise faced great difficulty continuing or completing their

program of study. It will contribute to additional teachers in high-need, rural schools and in areas of need for at-risk students.”

**Colorado State University:**

A total of fifteen candidates received scholarships. CSU’s project was designed to support student teachers to integrate technology into their teaching as well as to support the dispositional and academic needs of candidates to ensure completion of the program. Since no indirect costs were allowed, CSU Continuing Education provided salary and administrative support to ensure the objectives of the proposal were met. CSU partnered with Adams 14, a high-needs and high-poverty district, to give candidates the experience of working in a high-needs school. As a result, several recipients “expressed that the scholarship was instrumental in their decisions to student teach in a high needs, urban school.”

**Metropolitan State College of Denver:**

A total of 48 candidates received scholarships. All candidates were in the areas of math, science, modern languages, English language acquisition or special education. The Project Director at MSCD reported, “All scholarships assisted in supporting the interpersonal and academic needs of our students. The Metro State education student is typically a nontraditional student, many of whom have been juggling jobs and managing childcare while taking classes. This scholarship significantly reduced the financial strain.”

**University of Colorado Colorado Springs:**

A total of 22 candidates received scholarships. The UCCS College of Education partnered with the Colorado School of Mines, the campus-based Troops to Teachers program, and the College of Letters, Arts, and Sciences to provide scholarships for students interested in becoming licensed teachers in science, math, foreign language, or special education.

**University of Colorado Denver:**

A total of 36 candidates received scholarships in the content areas of early childhood special education, special education generalist, dual elementary and special education, dual secondary science, social studies and special education, science, and foreign language. All recipients were placed in high need urban schools for their student teaching experiences and signed a commitment to teach in their high-need subject area within a high-need urban school for a minimum of one year.

**University of Northern Colorado:**

A total of 35 candidates received scholarships in the content areas of secondary math, science, special education generalist, English language acquisition (linguistically diverse education/ESL), and K-12 world languages. Recipients agreed to student teach in a high-poverty or rural school and participate in a service learning project during student teaching to promote high school graduation. Priority was given to teacher candidates from under-represented ethnic, racial, and low socioeconomic status populations.

**Summary:**

In all, 236 teacher candidates received scholarships during the 2009-2010 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 2009-2010**

<b>Institution</b>	<b># of Scholarships Awarded</b>
Adams State College	80
Colorado State University	15
Metropolitan State College of Denver	48
University of Colorado Colorado Springs	22
University of Colorado Denver	36
University of Northern Colorado	35
<b>TOTAL</b>	<b>236</b>

#### **IV. ANALYSIS**

The Teach Colorado Grant Initiative provided scholarships to 236 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 P-12 students. The initiative also led to many innovative partner projects between teacher preparation programs, school districts, other institutions of higher education, and Troops to Teachers.

#### **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, 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 for the 2010-2011 grant cycle was to send out the request for proposals (RFP) mid spring 2010 semester and announce FY2010-2011 recipients in early April 2010, rather than waiting until FY2010-2011 funds had 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." The Request for Proposals for the 2010-2011 grant cycle was released February 18, 2010 and nine proposals were received in response. The General Assembly did not appropriate funds for this grant initiative, however. If TCGI is funded again in the future, the institutions that submitted these proposals will be given the opportunity to revised and resubmit them.