



**COLORADO**

**Department of  
Higher Education**

**2016 LEGISLATIVE REPORT  
EDUCATOR PREPARATION REPORT AY2014-2015**

**FEBRUARY 2016**

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LT. GOVERNOR JOSEPH GARCIA, EXECUTIVE DIRECTOR

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This report was prepared by the Student Success and Academic Affairs Division at the Colorado Department of Higher Education (CDHE) with the assistance of the Office of Educator Preparation, Licensing and Enforcement at the Colorado Department of Education (CDE) pursuant to the requirements of §23-1-121(6) Colorado Revised Statutes.

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## Executive Summary

Significant findings described within this report include:

- The total number of individuals completing an educator preparation program at Colorado colleges and universities during the 2014-15 academic declined by 6% from the previous year to 2,529. This is the fifth consecutive year the number of completers has declined.
- The number of individuals completing an alternative licensing program has increased to 816 during 2014-15. This represents a 42% increase from the previous year and represents 24.5% of all the total completers in the state.
- There has been a 22.7% decline in the number of educators completing an educator preparation program at Colorado colleges and universities between the years 2010- 2015.
- Besides a decline in completers, enrollment in educator preparation programs at institutions of higher education also declined by 6.1% during the 2014-15 academic year. Significant declines in elementary education, special education and social studies were noted during 2014-15.
- Rural districts continue to have difficulty in recruiting and retaining teachers in historically hard-to-staff endorsement and licensure areas.

## I. Introduction

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

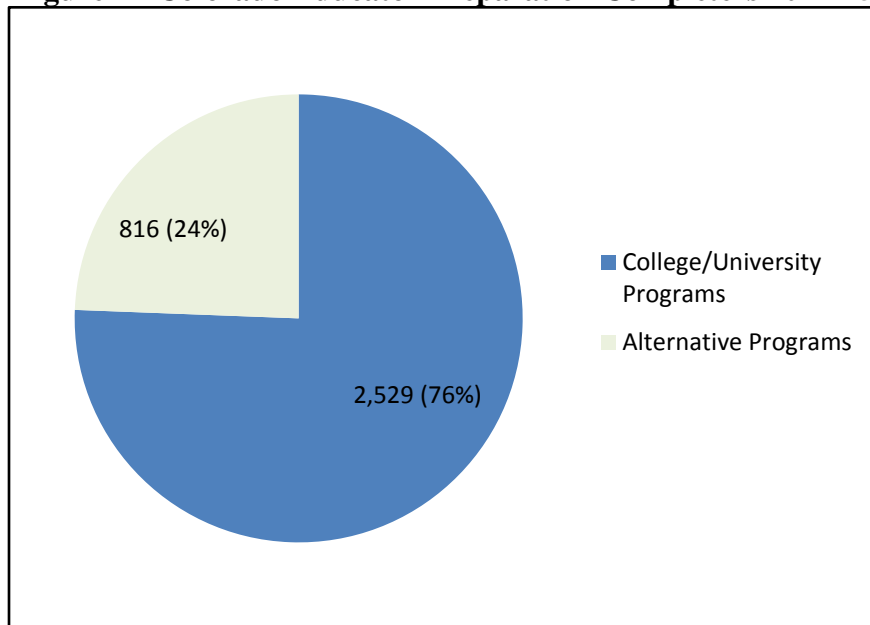
This report was completed by the Colorado Department of Higher Education (CDHE). The materials utilized in this report originate from data submitted annually to the department by the 20 institutions of higher education offering educator preparation. Additional material to supplement the report has been provided by the Colorado Department of Education (CDE) and the Colorado Workforce Development Council.

The report is divided into five sections: an analysis of completers of educator preparation programs, data related to enrollment in educator preparation programs, demographic composition of enrolled populations, a review of reauthorization activities and alignment with national accreditation, and recommendations to meet the projected needs and trends impacting the development of educators.

## II. Completers

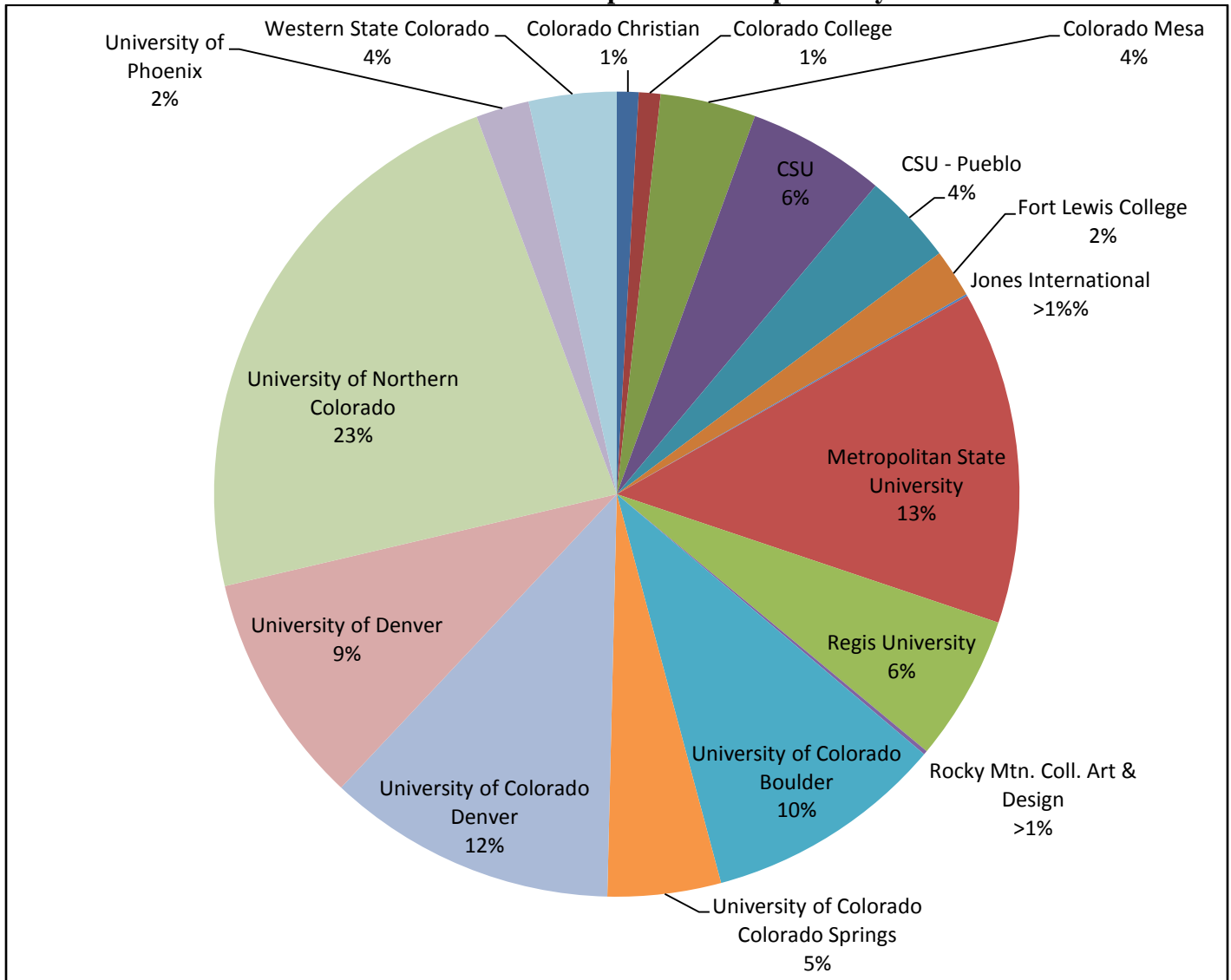
Completer data has become increasingly useful in regards to understanding and forecasting the number of individuals entering the classroom or school as a teacher, administrator or special services provider. The number of completers has a direct correlation to the projected needs of local school districts and has a direct impact on the approximately 870,000 students in Colorado's K12 schools. Figure 1 below shows the number and percent of completers from college- and university-based programs versus alternative providers (also known as designated agencies).

**Figure 1 - Colorado Educator Preparation Completers 2014-15**



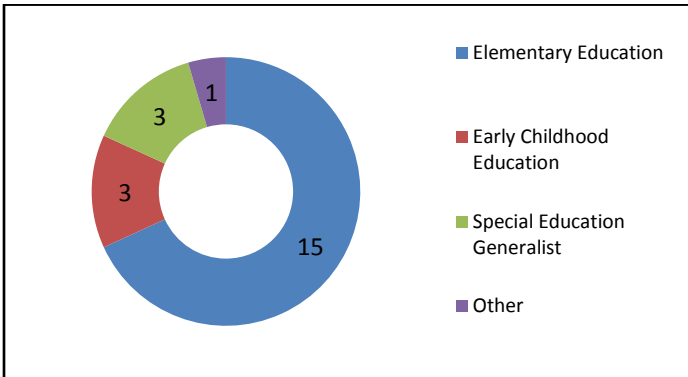
Students completed programs from 18 different institutions of higher education in 2014-15. The University of Northern Colorado had the largest number of completers, 582, encompassing 23% of all completers in the state of Colorado. Chart 1 below provides a percentage breakdown of completers from colleges and universities during the 2014-15 academic year.

**Chart 1: 2014-15 Educator Preparation Completers by Institution**

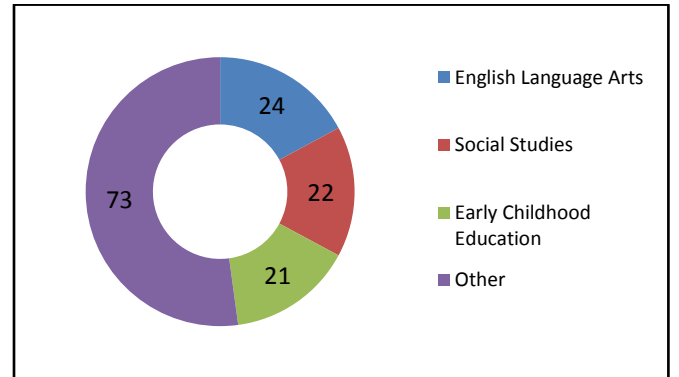


Elementary education programs produce the largest number of completers in the state (836). Chart 2 below provides information regarding the endorsement areas with the largest number of completers at each institution of higher education. Please note that the Rocky Mountain College of Art and Design offers only one program leading to K12 art educator licensure and has been excluded from Chart 2.

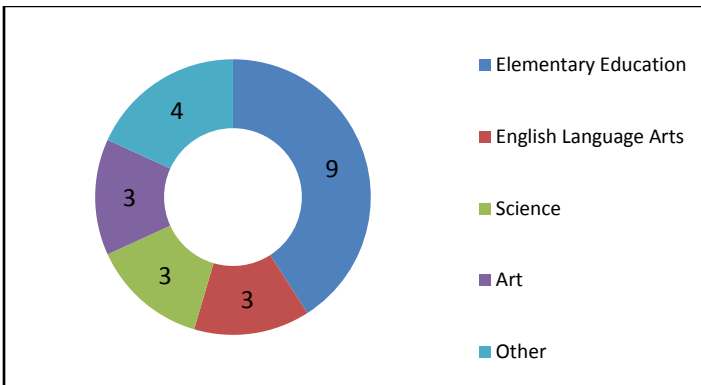
## Chart 2: Completers -- Area of Licensure/Endorsement by Institution



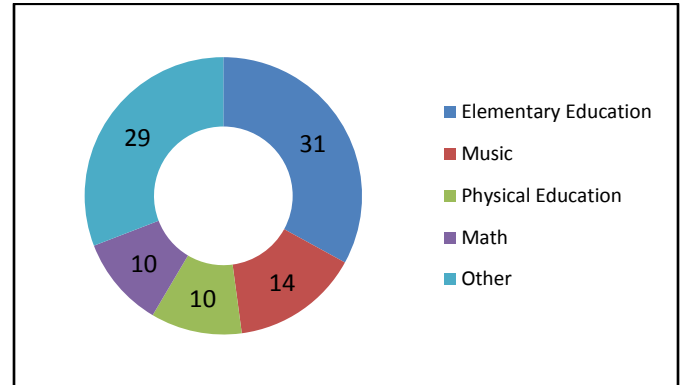
Colorado Christian University



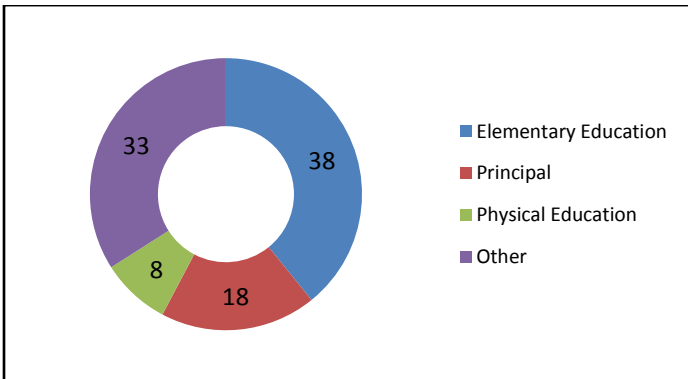
Colorado State University



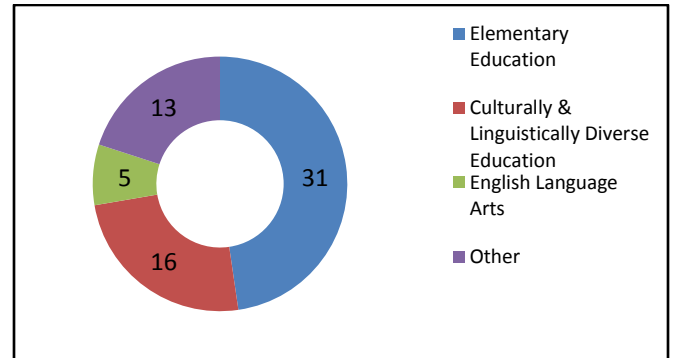
Colorado College



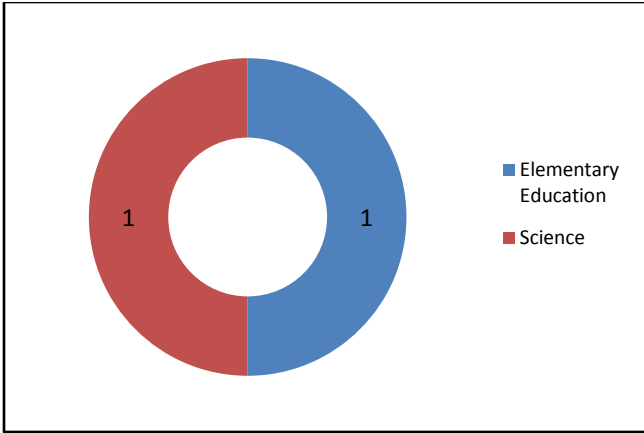
Colorado State University - Pueblo



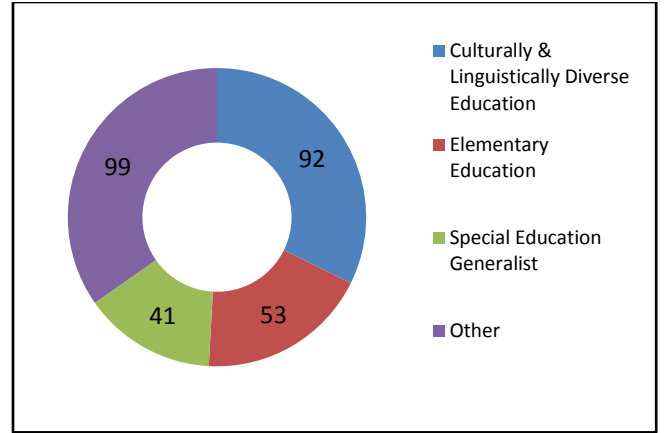
Colorado Mesa University



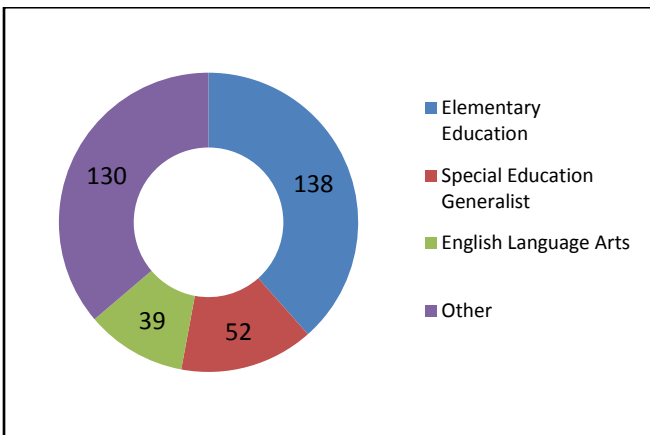
Fort Lewis College



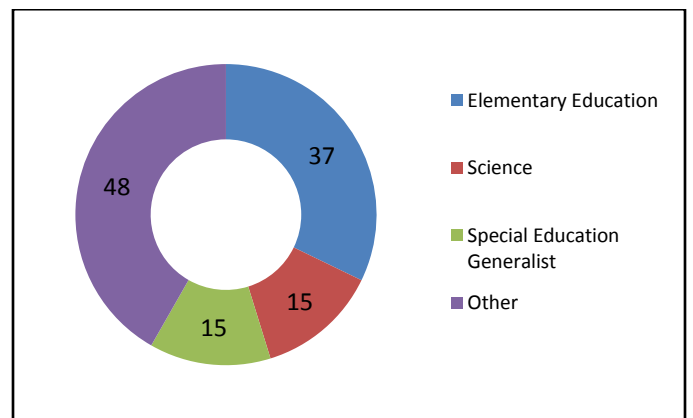
Jones International University



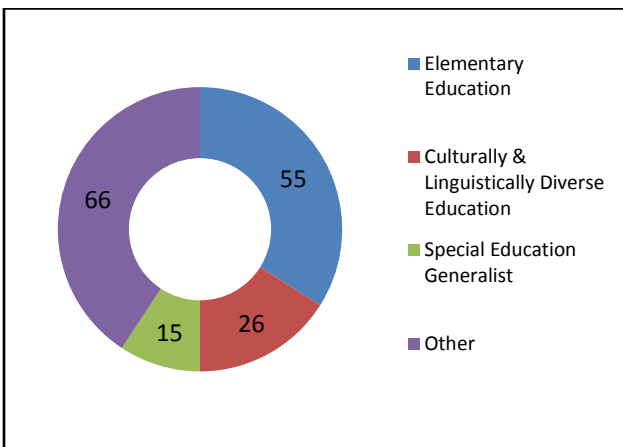
University of Colorado Boulder



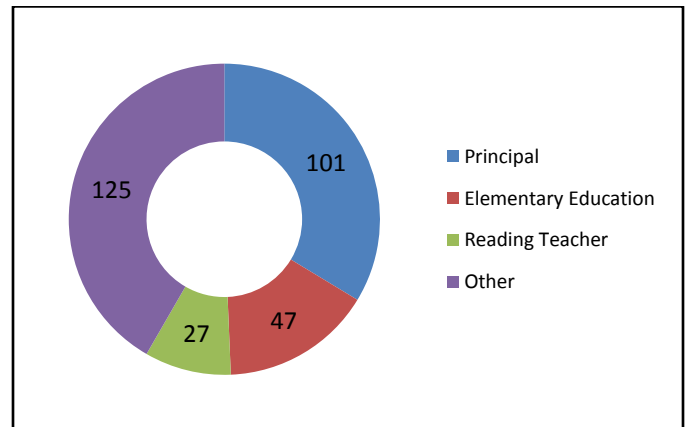
Metropolitan State University of Denver



University of Colorado Colorado Springs

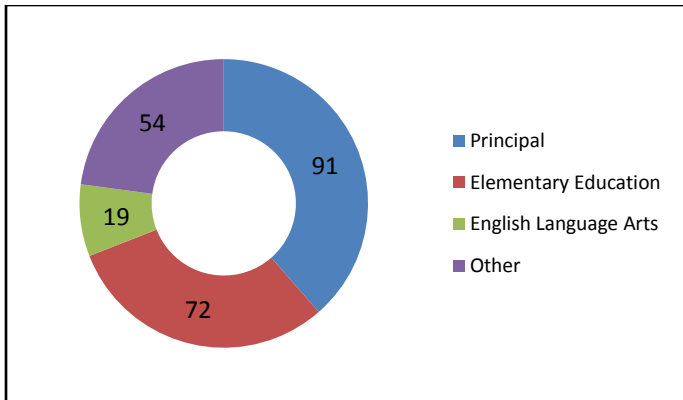


Regis University

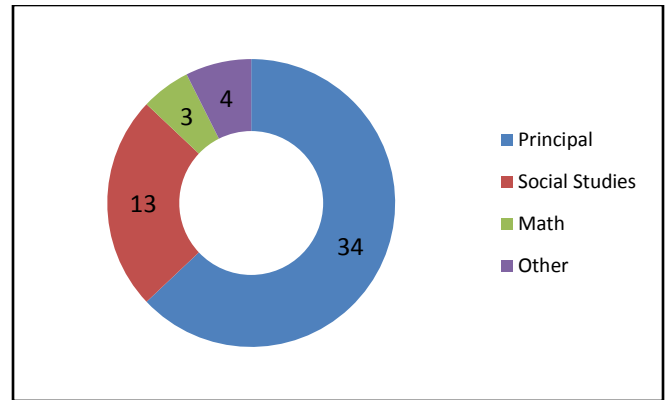


University of Colorado Denver

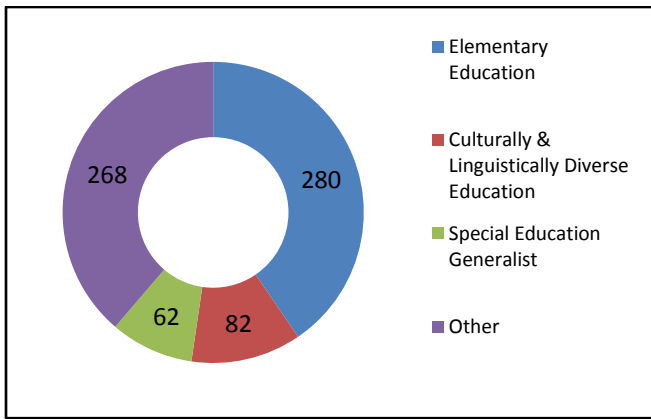




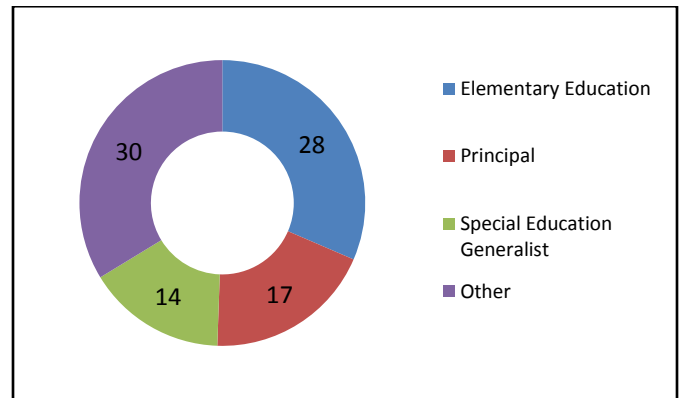
University of Denver



University of Phoenix



University of Northern Colorado



Western State Colorado University

Individuals completed programs in 33 licensure areas at Colorado colleges and universities during the 2015-16 academic year. Of particular note is the 102 completers in secondary mathematics, marking the third consecutive year more than 100 individuals completed the high demand program. A complete breakdown of completers by endorsement/licensure areas is included in Table 1 below. A list of institutions' abbreviations can be found in Appendix A.

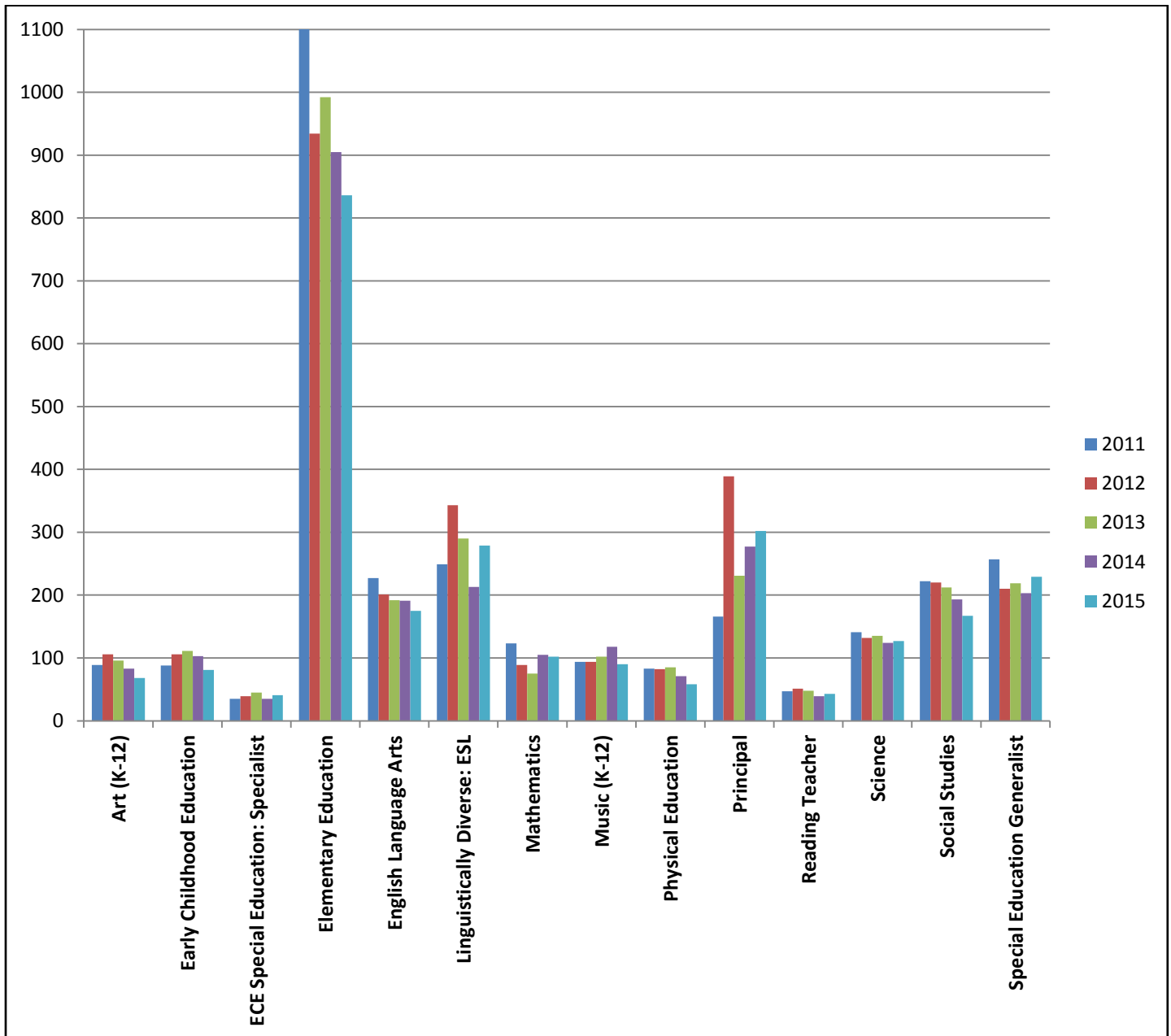
**Table 1: Institution of Higher Education Educator Preparation Program Completers by Endorsement/Licensure Areas**

Endorsement/Licensure Area	AY 15-16 Completers	Completers by Institution
Administrator	11	UCD 10; RU 1
Agriculture and Renewable Natural Resources	5	CSU 5
Art (K-12)	68	CC 3; CMU 5; CSU 9; CSUP 2; FLC: 2; MSUD 18; RU 1; RMCAD 4; DU 8; UNC 15; WSCU 1
Business and Marketing Education	2	CSU 1; UP 1
Business Education	3	CSU 1; RU 1
CLDE Specialist: Bilingual Education	1	UCB 1
Culturally and Linguistically Diverse Education	279	CMU 2; CSUP 2, FLC 16; MSUD 24; RU 26; UCB 92; UCCS 4; UCD 26; UNC 82; WSCU 3

<b>Endorsement/Licensure Area</b>	<b>AY 15-16 Completers</b>	<b>Completers by Institution</b>
Drama	15	UNC 15
Early Childhood Education	81	CCU 3; CSU 21; RU 6; UCCS 1; UNC 50
ECE Special Education	23	RU 6; UNC 17
ECE Special Education: Specialist	41	RU 2; UCD 20; DU; 2; UNC 17
Elementary Education	836	CCU 15; CC 9; CMU 38; CSUP 31; FLC 31; JIU 1; MSUD 138; RU 55; UCB 53; UCCS 37; UCD 47; DU 72; UNC 280; UP 1; WSCU 28
English Language Arts	175	CC 3; CMU 5; CSU 24; CSUP 7; FLC 5; UCB 24; UCCS 8; UCD 13; DU 19; UNC 15; UP 2; WSCU 6
Family and Consumer Studies	6	CSU 6
Foreign Language	29	CC 1; CMU 1; CSU 3; CSUP 2; MSUD 4; RU 1; UCB 2; UCD 2; DU 2; UNC 8; WSCU 3
Gifted Education Specialist	4	UCCS 1; UNC 3
Instructional Technology Specialist	6	UCD 6
Instructional Technology Teacher	1	CSUP 1
Mathematics	102	CCU 1; CMU 2; CSU 18; CSUP 10; FLC 3; MSUD 4; RU 2; UCB 14; UCCS 4; UCD 7; DU 10; UNC 22; UP 3; WSCU 2
Music (K-12)	90	CC 2; CMU 5; CSU 5; CSUP 14; FLC 1; MSUD 14; UCB 19; DU 5; UNC 24; WSCU 1
Physical Education	58	CMU 8; CSUP 10; FLC 2; MSUD 18; UNC 16; WSCU 4
Principal	302	CMU 18; RU 7; UCCS 14; UCD 101; DU 91; UNC 20; UP 34; WSCU 17
Reading Specialist	10	RU 6; UCCS 4
Reading Teacher	43	RU 6; UCB 10; UCD 27
School Librarian	9	UCD 2; DU 7
Science	127	CC 3; CMU 3; CSU 20; CSUP 2; FLC 2; JIU 1; MSUD 16; RU 7; UCB 15; UCCS 15; UCD 12; DU 11; UNC 13; WSCU 7
Social Studies	167	CC 1; CMU 4; CSU 22; CSUP 6; FLC 3; MSUD 32; RU 10; UCB 14; UCCS 12; UCD 11; DU 9; UNC 27; UP 13; WSCU 3
Special Education Director	2	UNC 2
Special Education Generalist	229	CCU 3; CMU 4; CSUP 7; MSUD 52; RU 15; UCB 41; UCCS 15; UCD 16; UNC 62; WSCU 14
Special Ed. Specialist: Deaf/Hard of Hearing	2	UNC 2
Special Ed. Specialist: Visually Impaired	2	UNC 2
Speech	1	CSU 1
Technology Education (previously Industrial Arts)	3	CSU 3
Undeclared or Unknown	5	RU 5
<b>Grand Total</b>	<b>2529</b>	

Specific teaching and administrative areas show variability in terms of the numbers of completers during the last three years. Elementary education remains the most consistently popular endorsement area (33.1% of all completers), as the total numbers of completers in other endorsement areas continue to fluctuate. Significant numbers of educators continue to complete programs leading to principal licensure (302 in 2014-15) and culturally and linguistically diverse (CLD) endorsements (279). Simultaneously, relatively low numbers of completers can be found in the world languages (29), math (102), science (127) and early childhood education (81) domains – all of which continue to be areas of high demand for school districts due to the limited number of licensed educators in these fields. Chart 4 below highlights this variance.

**Chart 4 – Institution of Higher Education Completers by Area (minimum 30 completers in 2014-15 AY)**



In contrast to declining completer numbers at traditional educator preparation programs at colleges and universities, alternative teacher licensure programs saw an increase of 42% from the previous year. During the 2014-15 academic year, 816 individuals completed an alternative licensure program from one of the 27 designated agencies authorized to provide alternative teacher preparation. Of those, 37% completed programs in elementary education and 36% in the identified high-needs areas of special education, mathematics, science and foreign/world language combined. Table 2 lists the number of alternative program completers by designated agency during the 2014-15 academic year.

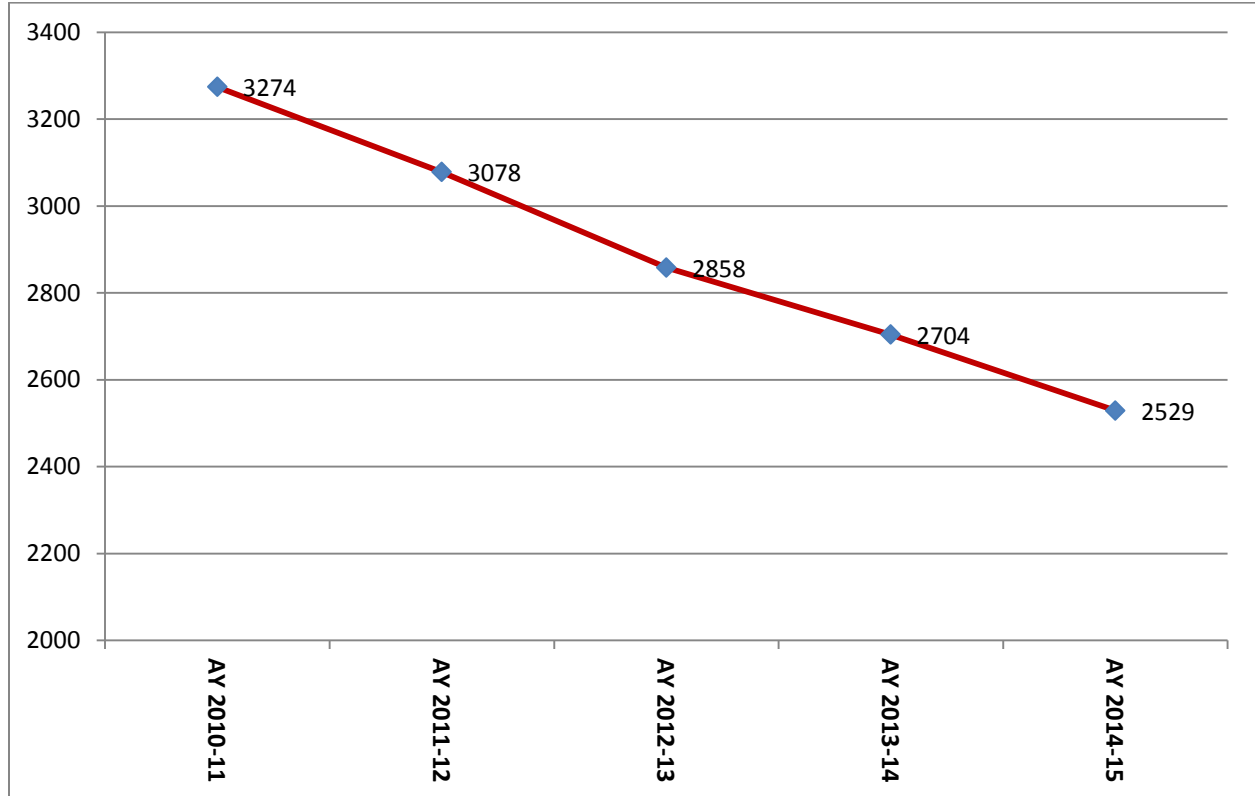
**Table 2: Alternative Teacher Licensure Program Completers by Designated Agency  
2014-15**

<b>Designated agency</b>	<b># of completers</b>	<b>% of total completers</b>
Archdiocese of Denver	16	2%
ASPIRE: University of Colorado Denver	185	23%
Boulder Journey School	30	4%
Centennial BOCES	39	5%
Colorado Christian University	31	4%
Colorado State University - Pueblo	11	1%
Denver Public Schools	83	10%
Douglas County School District	7	<1%
Eagle Rock School and Professional Development	6	<1%
East Central BOCES	7	<1%
Friends' School	32	4%
Metropolitan State University of Denver	103	13%
Mountain BOCES	28	3%
Northeast BOCES	20	2%
Northwest BOCES	5	<1%
Public Education & Business Coalition	62	8%
Pikes Peak BOCES	40	5%
San Luis Valley BOCES	11	1%
Southeast BOCES	16	2%
Stanley British Primary School	48	6%
University of Colorado - Colorado Springs	13	2%
West Central Licensing Program	4	<1%
Western State Colorado University	19	2%
<b>TOTAL</b>	<b>816</b>	<b>100%</b>

### **Completer Analysis and Trends**

During the 2014-15 academic year, 2,529 students completed traditional educator preparation programs at colleges/universities, versus 2704 completers in 2013-2014, which is a 6% reduction and marks the fifth consecutive year the number of completers from university/college-based educator preparation programs has declined. From 2010 to 2015, there is a decrease of 22.7% in the total number of completers from traditional educator preparation programs at colleges/universities, as illustrated in Chart 3 below.

**Chart 3 – Colorado Educator Preparation Institution of Higher Education Completers  
2011-2015**



This downward trend in completer numbers mirrors national patterns (USDOE, 2013). Fortunately, the increasing numbers of completers from alternative teacher preparation programs have offset this downturn in numbers from the higher education institutions. CDHE continues to conduct research regarding the decreasing numbers of K12 educators within the labor pool and estimates a shortfall of approximately 300 teachers annually throughout Colorado (DHE, 2015). This shortage is expected to be much more prevalent in rural school districts, which have historically been more difficult to staff. Of additional concern is the projected increase in the number of experienced educators leaving the classroom.

### **III. Enrollment**

Similar to declining numbers of completers, enrollment in educator preparation programs at institutions of higher education also declined by 6.1% in the 2014-15 academic year, continuing a trend of decreased enrollments annually since 2011. These decreased enrollments align with national trends. Table 3 below provides both cumulative enrollment figures and individual enrollments for the 18 colleges/universities that included at least one program completer during the 2014-15 academic years.

**Table 3: Program Enrollments by Institution, 2010-15**

<i>Institution</i>	<i>2010</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>	<i>Change 2014- 2015</i>
Adams State University <sup>1</sup>	486	473	378	314	246	175	-28.9%
Colorado Christian University	227	245	214	209	195	165	-15.4%
Colorado College	62	59	55	42	43	37	-14.0%
Colorado Mesa University	364	219	257	260	200	217	+8.5%
Colorado State University	772	879	795	576	868	892	+2.8%
Colorado State University - Pueblo	387	411	367	325	280	282	+0.7%
Fort Lewis College	219	227	180	170	180	171	-5.0%
Jones International University	121	125	135	79	44	30	-31.8%
Metropolitan State University of Denver <sup>2</sup>	1868	1931	2001	1913	1770	1448	-18.2%
Regis University <sup>4</sup>	907	1139	732	869	706	545	-22.8%
Rocky Mtn. Coll. Art & Design	55	59	47	40	20	39	+95.0%
University of Colorado Boulder	871	694	823	786	712	803	+12.8%
University of Colorado Colorado Springs	426	351	458	713	655	778	+18.8%
University of Colorado Denver	1339	1255	990	866	864	774	-10.4%
University of Denver <sup>5</sup>	174	213	329	350	239	289	+20.9%
University of Northern Colorado	3770	3986	3689	3498	3222	2900	-10.0%
University of Phoenix <sup>3</sup>	782	746	431	289	195	265	+35.9%
Western State Colorado University	140	111	122	88	98	97	-1.0%
<b>Grand Total</b>	<b>12950</b>	<b>13103</b>	<b>11987</b>	<b>11387</b>	<b>10537</b>	<b>9891</b>	<b>-6.1%</b>

<sup>1</sup>2013 data includes students enrolled as part of the Colorado Boettcher Teacher Residency Program.

<sup>2</sup>2013 enrollment data includes student enrollment within the post-baccalaureate ALP program.

<sup>3</sup>University of Phoenix did not report all Elementary Education enrollees in 2009.

<sup>4</sup>2013 enrollment data includes students within the post-baccalaureate archdiocese education program.

<sup>5</sup>University of Denver 2013 enrollment data includes students enrolled as part of the Denver Teacher Residency Program.

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

Institutions of higher education offer a variety of programs to support the development of educators. While some focus on the undergraduate population, other colleges/universities offer post-baccalaureate and graduate entry points into the education professions. This varied approach is beneficial to both the institutions and the student population, as it provides multiple avenues towards teacher licensure and a career in education. A list of the enrollments at the various levels for each institution is listed in Table 4 below.

**Table 4: Program Enrollments for all Endorsement/Licensure Areas by Level by Institution, 2014-15**

<b>Institution</b>	<b>Undergraduate</b>	<b>Post-Baccalaureate</b>	<b>Graduate</b>	<b>Grand Total</b>
Adams State University	103	9	76	188
Colorado Christian University	160		5	165
Colorado College	5		32	37
Colorado Mesa University	138	37	42	217
Colorado State University	660	205	27	892
Colorado State University - Pueblo	183	54	50	287
Fort Lewis College	154	18		172
Jones International University			30	30
Metropolitan State University of Denver	954	318	189	1461
Regis University	182	18	348	548
Rocky Mtn. Coll. Art & Design	39			39
University of Colorado Boulder	376	106	336	818
University of Colorado Colorado Springs	553		225	778
University of Colorado Denver	62		712	774
University of Denver		67	230	297
University of Northern Colorado	2193	16	692	2901
University of Phoenix	124		141	265
Western State Colorado University	16		81	97
<b>Grand Total</b>	<b>5902</b>	<b>848</b>	<b>3216</b>	<b>9966</b>
<b>% Grand Total</b>	<b>59.2%</b>	<b>8.5%</b>	<b>32.3%</b>	

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

Changes in the enrollment population in the various license and endorsement areas continue to have an impact on Colorado’s education environment. In historical areas of high need, enrollments have remained relatively stable with a minor decline in the number of math students enrolled (-6), offset by a minor gain in the number of students enrolled in science education programs (+7). Table 5 below highlights changes in enrollment by endorsement area from 2010 - 2015.

**Table 5: College/University-Based Program Enrollments by Endorsement/Licensure Areas, 2010-2015<sup>1</sup>**

<b>Endorsement/Licensure Area</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>% change 14-15</b>
Administrator	61	53	20	25	29	30	+3.4%
Agriculture and Renewable Natural Resources	18	24	25	29	53	48	-9.4%
Art (K-12)	389	402	382	338	289	315	+8.9%
Business and Marketing Education	34	15	8	1	4	7	+75.0%
Business Education	30	28	16	21	17	13	-23.5%
CLDE Specialist: Bilingual Education	42	34	36	21	4	7	+75.0%
Culturally and Linguistically Diverse Education	1204	1165	1091	1152	970	1010	+4.1%
Drama	72	59	63	59	70	73	+4.3%
Early Childhood Education	537	662	659	576	590	476	-19.3%
ECE Special Education	91	114	99	106	85	113	-32.9%
ECE Special Education: Specialist	180	198	179	210	191	193	+1.0%
Elementary Education	4213	4072	3801	3533	3254	2886	-11.3%
English Language Arts	931	1001	778	771	726	730	+0.6%
Family and Consumer Studies	34	45	28	23	31	36	+16.1%
Foreign Language	222	234	228	180	169	151	-10.7%
Gifted Education Specialist	59	51	46	35	31	27	-12.9%
Instructional Technology Specialist	26	20	35	36	30	29	-3.3%
Instructional Technology Teacher	28	50	52	26	23	7	-69.6%
Marketing Education	--	--	--	--	1	1	No change
Mathematics	470	505	424	449	428	422	-1.4%
Music (K-12)	430	511	578	571	572	542	-5.2%
Physical Education	398	371	337	281	245	219	-10.6%
Principal	926	768	858	762	819	778	-5.0%
Reading Specialist	--	21	59	90	61	47	-23.0%
Reading Teacher	252	221	170	165	149	162	+8.0%
School Librarian	96	144	34	18	11	25	+127.0%
Science	536	539	498	470	482	489	+1.5%
Social Studies	973	1189	978	859	750	700	-6.7%
Special Education Director	53	58	46	44	44	44	No change
Special Education Generalist	1342	1379	1187	1203	1094	1009	-7.8%
Special Education Specialist	8	8	3	1	4	1	-75.0%
Special Education Specialist: Deaf/Hard of Hearing	36	39	24	22	16	24	+50.0%
Special Education Specialist: Visually Impaired	51	40	7	7	8	6	-25.0%
Speech	10	22	22	14	9	11	+22.2%
Teacher Librarian (requires 1 or more years of teaching experience)	71	51	29	14	9	10	+11.1%
Technology Education (previously Industrial Arts)	4	4	7	9	21	15	-28.6%
Undeclared or Unknown	13	13	1	19	3	36	
<b>Grand Total</b>	<b>12950</b>	<b>13103</b>	<b>11987</b>	<b>11227</b>	<b>11292</b>	<b>10692</b>	<b>-5.3%</b>

<sup>1</sup>Enrollment numbers include students enrolled in more than one endorsement/licensure area during the 2013-14 and 2014-15 academic years



## IV. Demographics

For students enrolled in educator preparation programs, the demographics of age, race and ethnicity, and gender remains stable. In general, Colorado’s emerging teaching and educational administrative work force tends to be young, female and white/non-Hispanic. One important factor to note, however, is that this demographic data only includes those students enrolled in educator preparation programs at colleges/universities. Demographic data from the alternative certification and licensure programs is not available, and not included.

### Gender

As seen in Table 6, more than three-quarters (75.45%) of all students enrolled in an educator preparation program are female. As a percentage, the number of male teachers has increased during the last five years, but the increase has been minimal and, when evaluated with the decrease in the total numbers of students enrolled in educator preparation programs, reflects a decrease of 113 male teachers from the previous academic year.

**Table 6: Institution of Higher Education-Based Educator Preparation Program Enrollments For All Endorsement/Licensure Areas by Gender, 2009-2015**

<b>Gender</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
Female	8418 76.10%	9852 76.08%	9992 76.26%	9143 76.27%	8613 76.72%	7946 75.65%	7464 75.45%
Male	2639 23.86%	3087 23.84%	3103 23.68%	2828 23.59%	2601 23.17%	2523 24.02%	2410 24.36%
Unknown	8 0.07%	13 0.10%	12 0.09%	23 0.19%	14 0.12%	35 0.33%	17 .17%
<b>Grand Total</b>	<b>11062</b>	<b>12950</b>	<b>13103</b>	<b>11987</b>	<b>11227</b>	<b>10504</b>	<b>9891</b>

### Race and Ethnicity

Racial and ethnic diversity among candidates remained generally static during the 2014-15 academic year. While there was a minor decrease in the numbers of students identifying themselves as multi-racial (non-Hispanic), the majority of the candidates self-identified as white (non-Hispanic). There was a slight increase in the percentage of Native American candidates (0.8%), but – as seen in the majority of ethnic stratifications – these variances were minimal. Table 7 provides additional detail regarding the racial and ethnic composition of candidates.

**Table 7: Endorsement/Licensure Areas by Race and Ethnicity, 2011-2015**

Federal Race and Ethnicity Categories	2011	2012	2013	2014	2015	Percentage 2015
Asian	204	189	164	160	133	1.3%
Black or African American, non-Hispanic	266	253	224	204	193	2.0%
Hawaiian or Pacific Islander	13	16	12	12	13	0.1%
Hispanic <sup>1</sup>	1261	1315	1329	1218	1226	12.4%
Native American or Alaskan Native	116	106	92	74	76	0.8%
Unknown Ethnicity	1727	1395	1279	1001	862	8.7%
White, non-Hispanic	9384	8538	7924	7575	7145	72.1%
More than one race/ethnicity (non-Hispanic)	128	180	207	227	213	2.2%
Non-Resident Alien	24	30	35	33	40	0.4%
<b>Grand Total</b>	<b>13103</b>	<b>11987</b>	<b>11227</b>	<b>10504</b>	<b>9891</b>	

<sup>1</sup> Under the new federal categories, “Hispanic” is prioritized over other categories. That is, if an individual claims “Hispanic” ethnicity, they cannot claim any other category. Accordingly, “More than one race or ethnicity” is for non-Hispanics only.

## Age

The majority (80.3%) of enrolled candidates are under the age of 35. This pattern has been consistent since 2009. Inclusion of demographic data from alternative licensure programs would likely result in an increase in the numbers of students in the 35+ stratum, but this data is not currently available. Table 8 provides detail regarding the age of students enrolled in educator preparation programs in Colorado colleges and universities during the 2014-15 academic year.

**Table 8: Institution of Higher Education-Based Educator Preparation Program Enrollments For All Endorsement/Licensure Areas by Age, 2009-2014**

Age	2009	2010	2011	2012	2013	2014	2015
24 years or younger	<b>5087</b> 45.99%	<b>5487</b> 42.37%	<b>5887</b> 44.93%	<b>5732</b> 47.82%	<b>5441</b> 48.46%	<b>4989</b> 47.50%	<b>4868</b> 49.22%
25-34 years	<b>3513</b> 31.76%	<b>4358</b> 33.65%	<b>4283</b> 32.69%	<b>3803</b> 31.73%	<b>3499</b> 31.17%	<b>3269</b> 31.12%	<b>3075</b> 31.09%
35+ years	<b>2638</b> 23.85%	<b>3323</b> 25.66%	<b>3163</b> 24.14%	<b>2631</b> 21.95%	<b>2465</b> 21.96%	<b>2246</b> 21.38%	<b>2095</b> 21.18%
<b>Grand Total</b>	<b>11062</b>	<b>12950</b>	<b>13103</b>	<b>11987</b>	<b>11227</b>	<b>10504</b>	<b>9891</b>

Note: Some students are in more than one age bracket because they had birthdays at some point during the academic year that moved them from one age bracket to the next. The Grand Total, however, reflects the number of unduplicated students.

The age demographics of educator preparation differ from the total population of students enrolled at four-year institutions, as educator preparation students tend to be older. For students in all programs within Colorado four-year colleges and universities, 89.22% (140,212 of 155,407) of students are under 35 years of age, compared to 80.3% in educator preparation. Further, educator preparation is comprised of 31.09% of students

in the 25-34 age group, a number approximately 10% higher than the general population of 25-34 year old students enrolled in four year institutions (21.79%) in Colorado.

## **V. Reauthorization and Programmatic Approval**

CDHE and CDE monitor educator preparation providers through periodic and regular programmatic review. As stipulated in 23-1-121(4)(a)(I), C.R.S., the Colorado Commission on Higher Education (CCHE) and CDHE, in conjunction with the State Board of Education (SBoE) and CDE, are required to review all educator preparation providers not more frequently than once every five years to ensure the programs meet the statutory requirements for reauthorization.

In addition to on-campus reauthorization site visits, both CDE and CDHE review all new educator preparation program proposals submitted by institutions of higher education. Upon successful review by CDE and CDHE staff, new program proposals are approved by both the SBoE and CCHE.

### **Reauthorization**

During the 2015 calendar year, the educator preparation providers at the following institutions underwent reauthorization review:

- Colorado State University
- Denver Seminary
- Rocky Mountain College of Art and Design

In all instances, review teams are comprised of academic experts in the field of educator preparation, individuals familiar with the P20 pipeline in Colorado and, when possible, a local K12 practitioner from a partner district associated with the institution. Per statute, each reauthorization visit coincided with accreditation visits from national accreditation agencies to reduce or eliminate duplicative reporting.

### **Programmatic Approval**

During the 2015 calendar year, the following new programs were approved by both the CSBoE and CCHE:

- Culturally and Linguistically Diverse Education Endorsement at Colorado State University – Pueblo
- Culturally and Linguistically Diverse Bilingual Education Endorsement at the University of Colorado Boulder
- Dance Teaching Endorsement at the University of Northern Colorado
- Culturally and Linguistically Diverse Bilingual Education Endorsement at Fort Lewis College
- Science and Mathematics Educator Endorsement Programs at Colorado State University

## **VI. Areas of Focus and Recommendations**

In 2016, CDHE and CDE will embark on various initiatives designed to support educator preparation providers and the educator population throughout Colorado. These ventures center on: modifying and adopting best practices regarding teacher quality and educator preparation program review, supporting the development of

rural educator recruiting and retention throughout Colorado, and supporting existing initiatives such as concurrent enrollment and educator effectiveness.

### **Areas of Focus**

The Professional Services and Educator Licensing division of CDE began the task of analyzing and aligning the current rules established with licensure in 2014. Through collecting and analyzing stakeholder feedback and public commentary, the division is progressing with potential modifications that will result in a more streamlined licensing experience for both new and existing educators. This process will be completed in 2016.

Supporting the recruitment and retention of educators within rural school districts in Colorado will be an area of focus for the Student Success and Academic Affairs division of CDHE in 2016. Through strategic collaboration with local organizations, such as Boards of Cooperative Educational Services (BOCES) and Colorado Association of School Personnel Administrators (CASPA), external grant funds have been allocated to support three specific initiatives for rural teacher recruitment, retention and academic content development. It is expected that more cohesive avenues connecting educators and these rural districts will result in a more robust and stable educator workforce in all regions of the state.

Concurrent enrollment (CE) programs, courses that allow students to earn high school and college/university course credit simultaneously, currently exist within 95% of all school districts in Colorado. Yet, the number of K12 educators meeting the academic requirements to teach CE remains limited and individual qualifications for CE teachers have come under increased scrutiny by regional and national accreditation agencies. These qualification requirements are a significant barrier to the objectives associated with reducing the academic achievement gap for diverse student populations and preparing students to post-secondary academic success. Further, CE programs are linked to the development of a viable pipeline of talented labor as concurrent enrollment is largely seen as “a critical career pathways tool to align education, training and work based learning” (CWDC, 2015).

To increase the number of teachers qualified to facilitate CE courses, CDHE continues to secure external funding to support the development of these educators through collaboration with the Concurrent Enrollment Advisory Board. In 2016, this will include the funding of graduate level instruction to teachers through CSU – Global Campus in both the math and English language arts disciplines and with Adams State University to provide instruction in U.S. History. Through these efforts, it is expected that an additional 30-45 teachers will become CE qualified by the end of 2016.

### **Recommendations**

Developing an understanding regarding the long-term decline of educator numbers in Colorado is a critical component in the process of examining avenues to increase the number of individuals interested in pursuing a career in education. Lines of research should be taken regarding the reasons individuals do not consider a career as a teacher, principal or school service provider, and potential incentives to promote teaching and education as a profession.

Continued collaboration and communication with school district leadership, including Human Resource Directors, will continue to ensure alignment between institutions of higher education and the needs of local districts. Further, additional research regarding out-of-state educator recruitment will continue in an effort to

ascertain why various Colorado districts continue to recruit teaching candidates from outside of Colorado, and how the quality of the candidates emerging from Colorado institutions compare with their peers from other colleges/universities throughout the United States.

Programmatic modification should continue to be reviewed by both CDE and CDHE to align with national trends regarding outcome-based assessments, multi-disciplinary curriculum design and instruction and adherence to district needs regarding culturally and linguistically diverse (CLD) endorsement and other areas of licensure perceived as “high needs.”

**References:**

Colorado Department of Higher Education (2014). *Annual Report on Concurrent Enrollment*. CDHE: Denver, CO.

Colorado Department of Higher Education (2015). *Legislative Report on The Skills for Jobs Act*. CDHE: Denver, CO.

Colorado Workforce Development Council (2015). *Talent Pipeline Report*. CWDC: Denver, CO.

United States Department of Education (2013). *Title II Report*. USDOE: Washington, DC.

## **Appendix A: Institutions' Abbreviations**

ASU – Adams State University  
CCU – Colorado Christian University  
CC – Colorado College  
CMU – Colorado Mesa University  
CSU – Colorado State University  
CSUP – Colorado State University Pueblo  
FLC – Fort Lewis College  
JIU – Jones International University  
MSUD – Metropolitan State University of Denver  
RU – Regis University  
RMCAD – Rocky Mountain College of Art and Design  
UCB – University of Colorado Boulder  
UCCS – University of Colorado Colorado Springs  
UCD – University of Colorado Denver  
DU – University of Denver  
UNC – University of Northern Colorado  
UP – University of Phoenix  
WSCU – Western State Colorado University