title II higher education act

PREPARING *and* CREDENTIALING *the* NATION'S TEACHERS

THE SECRETARY'S REPORT ON THE TEACHER WORKFORCE

2022

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2022

U.S. DEPARTMENT OF EDUCATION
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February 2022

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Data presented in this publication are from states' and jurisdictions' required Title II reports to the U.S. Department of Education in 2015, 2016, 2017, 2018, 2019, and 2020. Respondents provided data on numerous check points regarding teacher preparation and credentials and received technical assistance as needed. Data in this report may be inconsistent with data published in earlier reports, as respondents are able to revise their previous submissions. Prior reports are available at https://title2.ed.gov.

CONTENTS

CONTENTS IV
FIGURES VI
TABLES VIII
INTRODUCTION XI
Report Highlights xi
Enrollment 1
CHAPTER 1: ENROLLMENT AND COMPLETION IN TEACHER PREPARATION PROGRAMS 1
Enrollment by State 2
Enrollment by Gender and Race/Ethnicity 5
Completion 6
Completion by State 7
Completion by Gender and Race/Ethnicity 9
Teacher Preparation Subject Areas 11
Summary 12
Teacher Preparation Providers 13
CHAPTER 2: NUMBER OF TEACHER PREPARATION PROVIDERS AND PROGRAMS 13
Teacher Preparation Programs 16
Teacher Preparation Program Entry and Exit Requirements 18
Teacher Preparation Program Performance 24
Summary 25
Requirements for an Initial Teaching Credential 26
CHAPTER 3: INITIAL TEACHING CREDENTIALS 26
Number of Initial Teaching Credentials 29
Summary 31
SUMMARY 32

CONTENTS

REFERENCES 33

KEY TERMS.....34

APPENDIX A: DATA NOTES AND SUPPLEMENTAL TABLES 36

Supplemental tables 36

FIGURES

FIGURE

1.1. Number of individuals enrolled in teacher preparation programs, by program type: 2012–13 to 2018–19 2

1.2. Percentage change in number of individuals enrolled in teacher preparation programs, by state or jurisdiction: 2012–13 to 2018–19 3

1.3. Percentage of teacher preparation program students who were enrolled in alternative non-IHE programs, by state or jurisdiction: 2018–19 4

1.4. Percentage of teacher preparation program enrollees and the K–12 student population by gender: 2018–19 5

1.5. Percentage of teacher preparation program enrollees and the K–12 student population by race/ethnicity: 2018–19 6

1.6. Number of individuals who completed teacher preparation programs, by program type: 2012–13 to 2018–19 7

1.7. Percentage change in number of individuals who completed teacher preparation programs, by state or jurisdiction: 2012–13 to 2018–19 8

1.8. Percentage of teacher preparation program completers who were enrolled in alternative non-IHE programs, by state or jurisdiction: 2018–19 9

1.9. Percentage distribution of gender among teacher preparation program completers and the K–12 student population: 2018–19 10

1.10. Percentage distribution of race/ethnicity among teacher preparation program completers and the K–12 student population: 2018–19 11

2.1. Number and percentage of teacher preparation providers, by program type: 2018–19 14

2.2. Number of teacher preparation providers, by year and program type: 2012–13 to 2018–19 15

2.3. Percentage change in the number of teacher preparation providers, by state or jurisdiction: 2012–13 to 2018–19 16

2.4. Number and percentage of teacher preparation programs, by program type: 2018–19 17

2.5. Number of teacher preparation programs, by year and program type: 2012–13 to 2018–19 17

2.6. Percentage change in the number of teacher preparation programs, by state or jurisdiction: 2012–13 to 2018–19 18

2.7. Number of states and jurisdictions using selected criteria to assess teacher preparation program performance: 2018–19 25

3.1. Number of states and jurisdictions that require a bachelor's degree in a subject area or academic content area in order to receive an initial teaching credential, by school level: 2018–19 27

FIGURES

3.2. The gap between the minimum passing score and the average score of program completers taking teaching credential assessments, by state or jurisdiction: 2018–19 28

3.3. Number and percentage of individuals receiving an initial teaching credential, by location of preparation: 2018–19 29

3.4. Percentage of individuals receiving an initial teaching credential who had prepared in another state, by state or jurisdiction: 2018–19 30

TABLES

TABLE

1.1. Number of individuals who had prepared to teach selected subject areas among individuals who completed teacher preparation programs, by program type: 2018–19 12

2.1. Total number and percentage of teacher preparation providers that offer undergraduate credentials only, graduate credentials only, or both, by program type: 2018-19 14

2.2. Percentage of graduate-level teacher preparation programs that have selected entry requirements, by program type: 2018–19 20

2.3. Percentage of graduate-level teacher preparation programs that have selected exit requirements, by program type: 2018–19 22

2.4. Average number of clock hours required for teacher preparation program milestones, by program type: 2018-19 24

3.1. Number of program completers who took one or more required tests, number of program completers who passed all tests taken, and the percentage of program completers who passed all tests they took for their area of specialization, by program type: 2018–19 29

1.1. Number of individuals who had prepared to teach selected subject areas among individuals who completed teacher preparation programs, by program type: 2018–19 ..... a1

S1.1. Number of individuals enrolled in teacher preparation programs, with percentage change over time, by year, state or jurisdiction, and program type: 2012–13 to 2018–19 ..... a2

S1.2. Percentage of teacher preparation students enrolled in each program type, by state: 2018–19, by state: 2018–19 ..... a17

S1.3. Total number and percentage distribution of gender and race/ethnicity among teacher preparation program enrollees and the K–12 student population, by state or jurisdiction: 2018–19 ..... a18

S1.4. Number of individuals who completed teacher preparation programs, with percentage change over time, by year, state or jurisdiction, and program type: 2012–13 to 2018–19 ..... a21

S1.5. Percentage of teacher preparation students who completed each program type, by state: 2018–19 ..... a36

TABLES

S1.6. Total number and percentage distribution of gender and race/ethnicity among teacher preparation program completers and the K–12 student population, by state or jurisdiction: 2018–19 ..... a37

S1.7. Number of individuals who had prepared to teach selected subject areas among individuals who completed teacher preparation programs, with percentage change over time, by year and program type: 2012–13 to 2018–19 ..... a40

2.1. Total number and percentage of teacher preparation providers that offer undergraduate credentials only, graduate credentials only, or both, by program type: 2018-19 ..... a42

2.2. Percentage of graduate-level teacher preparation programs that have selected entry requirements, by program type: 2018–19 ..... a43

2.3. Percentage of graduate-level teacher preparation programs that have selected exit requirements, by program type: 2018–19 ..... a44

2.4. Average number of clock hours required for teacher preparation program milestones, by program type: 2018-19 ..... a45

S2.1. Number of teacher preparation providers, with percentage change over time, by year, state or jurisdiction, and program type: 2012–13 to 2018–19 ..... a46

S2.2. Number of teacher preparation programs, with percentage change over time, by year, state or jurisdiction, and program type: 2012–13 to 2018–19 ..... a61

S2.3. Percentage of teacher preparation programs that have selected entry requirements, by program type and student level: 2018–19 ..... a76

S2.4. Percentage of teacher preparation programs that have selected exit requirements, by program type and student level: 2018–19 ..... a77

S2.5. Number of teacher preparation providers with one or more at-risk or low-performing programs, with percentage change over time, by year and state or jurisdiction: 2012–13 to 2018–19 ..... a78

S2.6. Number of teacher preparation providers with one or more at-risk or low-performing programs, with percentage change over time, by year and program type: 2012–13 to 2018–19 ..... a81

S2.7. List of at-risk and low-performing teacher preparation programs, with program type, risk

TABLES

type, and date designated as at-risk or low-performing, by state or jurisdiction: 2018–19 ..... a82

S2.8. Number of states and jurisdictions reporting using selected criteria to assess teacher preparation program performance: 2018–19 ..... a83

3.1. Number of program completers who took one or more required tests, number of program completers who passed all tests taken, and the percentage of program completers who passed all tests they took for their area of specialization, by program type: 2018–19..... a84

S3.1. Number of states and jurisdictions that require a bachelor's degree in a subject area or academic content area in order to receive an initial teaching credential, with percentage change over time, by year and school level: 2012–13 to 2018–19..... a85

S3.2. Number of teaching credential assessments used, minimum passing score, average scaled score among test takers, and the gap between the minimum passing and average scores, by state or jurisdiction: 2018–19 ..... a87

S3.3. Number of individuals receiving an initial teaching credential, with percentage change over time, by year, state or jurisdiction, and location of preparation: 2012–13 to 2018–19 ..... a90

S3.4. Percentage of individuals receiving an initial teaching credential who had prepared in state and in another state, by state or jurisdiction: 2018–19..... a99

INTRODUCTION

A supply of high-quality teachers is essential to the success of the nation's education system, and high-quality teacher preparation programs are essential to ensuring that supply of teachers. Title II of the Higher Education Act of 1965, as amended (HEA), requires that states and teacher preparation providers annually report information about teacher preparation programs and their quality to the U.S. Department of Education. This report presents key national and state-level information from those data, focusing on teacher preparation students and programs, as well as their performance, from academic years 2012–13 to 2018–19. [1]

Chapter 1 discusses the number of individuals who were enrolled in teacher preparation programs, the number who completed teacher preparation programs, and enrollees' and completers' demographic characteristics. Chapter 2 presents the number of teacher preparation providers and programs, teacher preparation programs' entry and exit requirements, the criteria used by states to assess teacher preparation programs' performance, and the number of programs that are low-performing programs or at risk of being low-performing programs based on the state's criteria. Chapter 3 provides state requirements for an initial teaching credential, test-taker performance on initial teaching credential assessments, the number of individuals who received initial teaching credentials, and the number of individuals who had prepared to teach in a state other than the one from which they received their initial teaching credential. The appendix contains a summary of the data collection process and a set of supplemental tables with additional data points that are not featured in the figures and tables in the main body of the report.

REPORT HIGHLIGHTS

- The number of students enrolled in and completing teacher preparation programs has declined in recent years. In academic year 2018–19, about 560,000 individuals were enrolled in teacher preparation programs in the United States, compared to 690,000 in 2012–13. [2] About 150,000 students completed teacher preparation programs in 2018–19, compared to 190,000 in 2012–13.
    - Most teacher preparation students (416,000 out of 560,000) attended traditional programs, as opposed to alternative programs. [3]

1 Data from earlier years are available in previous iterations of this report, which can be accessed on the Title II website (https://title2.ed.gov/Public/Home.aspx).

2 Enrollment counts include students who completed their program in the same academic year.

3 Traditional teacher preparation programs are usually bachelor's or master's degree programs at institutions of higher education that teachers complete prior to becoming the teacher of record (National Research Council, 2010). By comparison, alternative teacher preparation programs require less coursework, and students in alternative programs are usually already working as teachers of record while enrolled (Carver-Thomas & Darling-Hammond, 2017; U.S. Department of Education, 2020b).

- In contrast to the national downward trend, enrollment in alternative programs increased between 2012–13 and 2018–19. Enrollment in alternative programs based at an institution of higher education increased from 38,000 to 49,000. Enrollment in alternative programs not based at an institution of higher education increased from 47,000 to 95,000.
- Among both enrollees and completers, women and White teacher preparation students were overrepresented relative to the K–12 student population. Men, Black/African American, Hispanic, and Asian teacher preparation students were underrepresented (see figure 1.4 and figure 1.5 for detail).

- In academic year 2018–19, there were 2,178 teacher preparation providers and 21,510 teacher preparation programs in the United States. Most programs (72.3 percent) were traditional programs.
- Teacher preparation programs typically have requirements for program entry and exit, though requirements vary by program type.
- States set their own standards for identifying low-performing teacher preparation programs. In academic year 2018–19, only 72 teacher preparation providers (3.3 percent of all providers) in the country were identified by their state as having programs that were low-performing or at risk of being low-performing.
- Nationally, the pass rate for teaching credential assessments taken by teacher preparation program completers was more than 90 percent at both traditional and alternative programs.
- In academic year 2018–19, about 260,000 individuals received an initial teaching credential in the United States. Seventy-seven percent of these individuals had prepared to teach in the state that issued the credential.

CHAPTER 1: ENROLLMENT AND COMPLETION IN TEACHER PREPARATION PROGRAMS

Prospective teachers may enroll in one of three types of teacher preparation programs: traditional, alternative based at an institution of higher education ("alternative IHE"), or alternative not based at an institution of higher education ("alternative non-IHE"). Generally, traditional teacher preparation programs are based at institutions of higher education and lead to a bachelor's or master's degree (National Research Council, 2010). However, traditional programs can be housed outside of institutions of higher education, and institutions of higher education can also house alternative programs (National Academies of Sciences, Engineering, and Medicine, 2020). Teacher preparation programs' content and structure vary widely, even within these categories. Students in alternative programs usually work as teachers while participating in the program (U.S. Department of Education, 2020b). [4] Compared with alternative programs, traditional programs typically require more coursework in teaching methods and are more likely to require student-teaching placements (Carver-Thomas & Darling-Hammond, 2017).

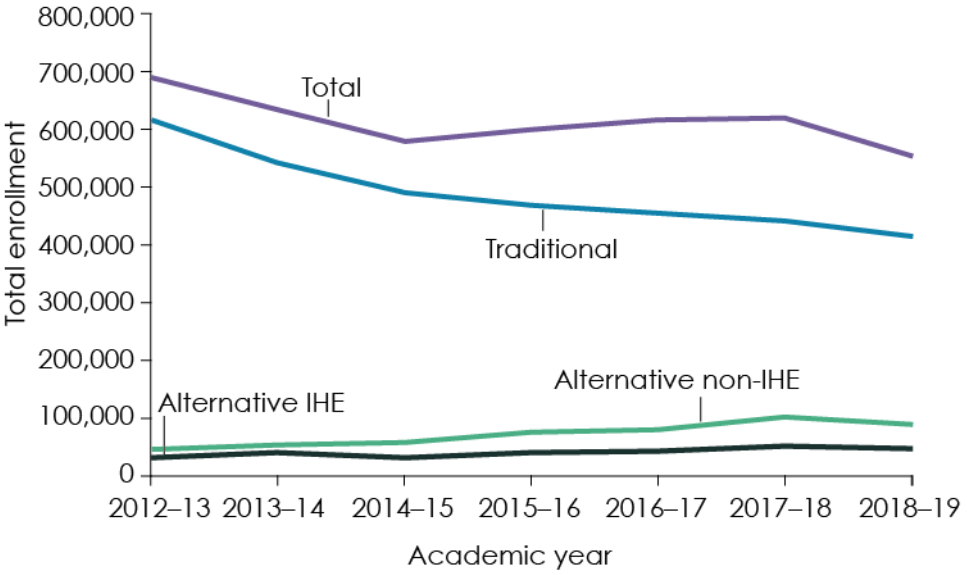
ENROLLMENT

In academic year 2018–19, about 560,000 individuals were enrolled in teacher preparation programs in the United States. [5] Most teacher preparation students (416,000, or about three-quarters of all enrollees) were enrolled in traditional programs. Alternative non-IHE programs served 95,000 students and alternative IHE programs served 49,000 students (figure 1.1).

4 The glossary of key terms for state reporting of teacher preparation programs to the U.S. Department of Education under Title II of the Higher Education Opportunity Act of 2008 defines an alternative route to a teaching credential as "A teacher preparation pathway that primarily serves candidates that are the teacher of record in a classroom while participating in the route. Alternative routes to a teaching credential are defined as such by the state." (U.S. Department of Education, 2020b, p. 16)

5 Enrollment counts are inclusive of completer counts (i.e., individuals who completed a teacher preparation program in a given year are also counted as enrolled in that year). In previous iterations of this report (U.S. Department of Education, 2016), enrollment counts and completer counts were mutually exclusive.

FIGURE 1.1. NUMBER OF INDIVIDUALS ENROLLED IN TEACHER PREPARATION PROGRAMS, BY PROGRAM TYPE: 2012–13 TO 2018–19



NOTE: See supplemental table S1.1 for details.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2012–13 to 2018–19.

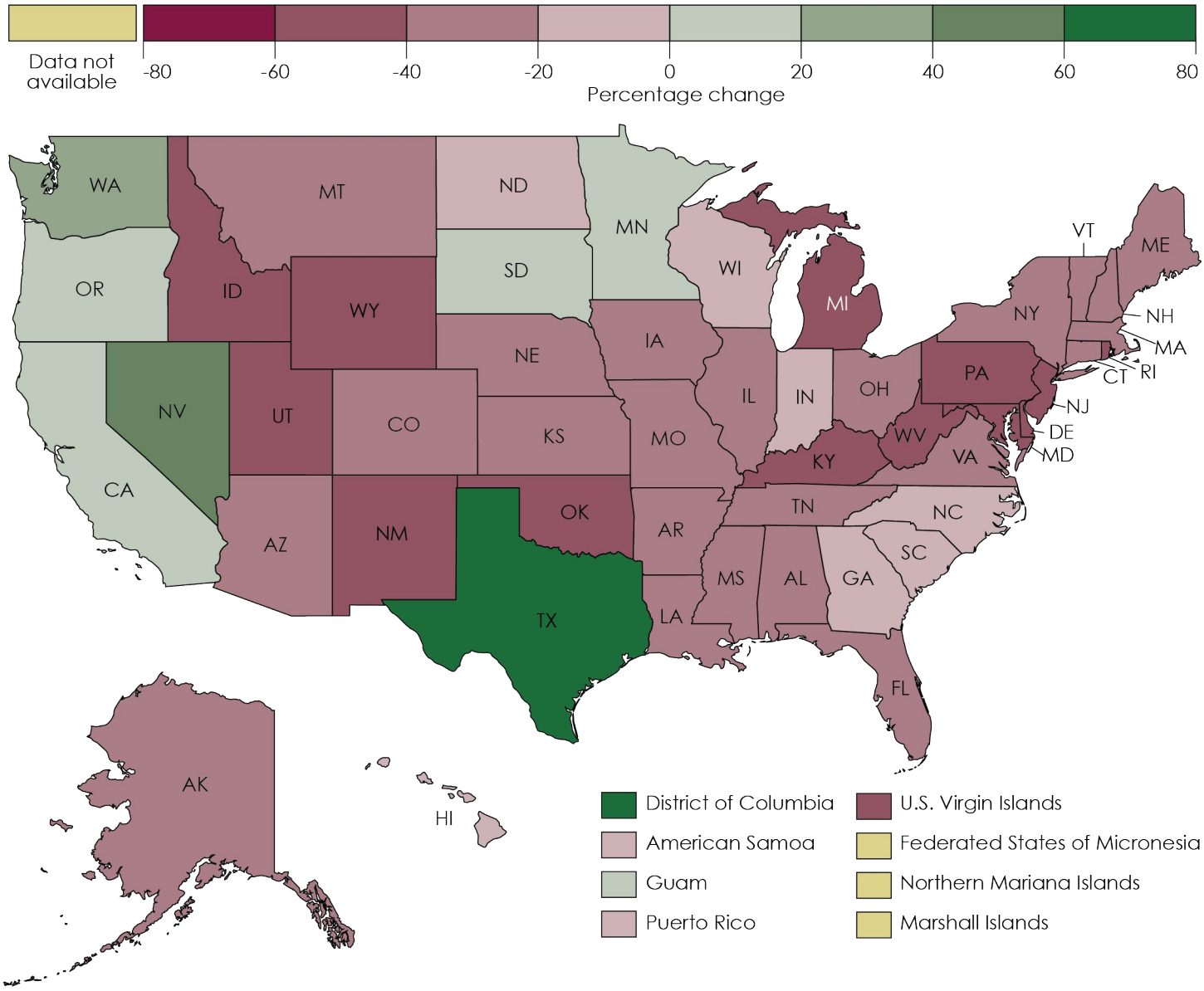
Enrollment changed considerably, overall and within program types, between 2012–13 and 2018–19.[6] Total enrollment declined by 19 percent, from 690,000 students to 560,000. Trends in enrollment counts differed between traditional and alternative programs, however. In traditional programs, enrollment was 32 percent lower in 2018–19 than it had been in 2012–13. By contrast, enrollment increased by 27 percent in alternative IHE programs and 103 percent in alternative non-IHE programs over the same period.

ENROLLMENT BY STATE

As in the nation overall, the number of teacher preparation program enrollees in most states also decreased between 2012–13 and 2018–19 (figure 1.2). Enrollment increased in a few states, however.

6 Due to a change in data collection practices and a corresponding change in reported enrollment counts, this report does not show enrollment counts prior to academic year 2012–13.

FIGURE 1.2. PERCENTAGE CHANGE IN NUMBER OF INDIVIDUALS ENROLLED IN TEACHER PREPARATION PROGRAMS, BY STATE OR JURISDICTION: 2012–13 TO 2018–19

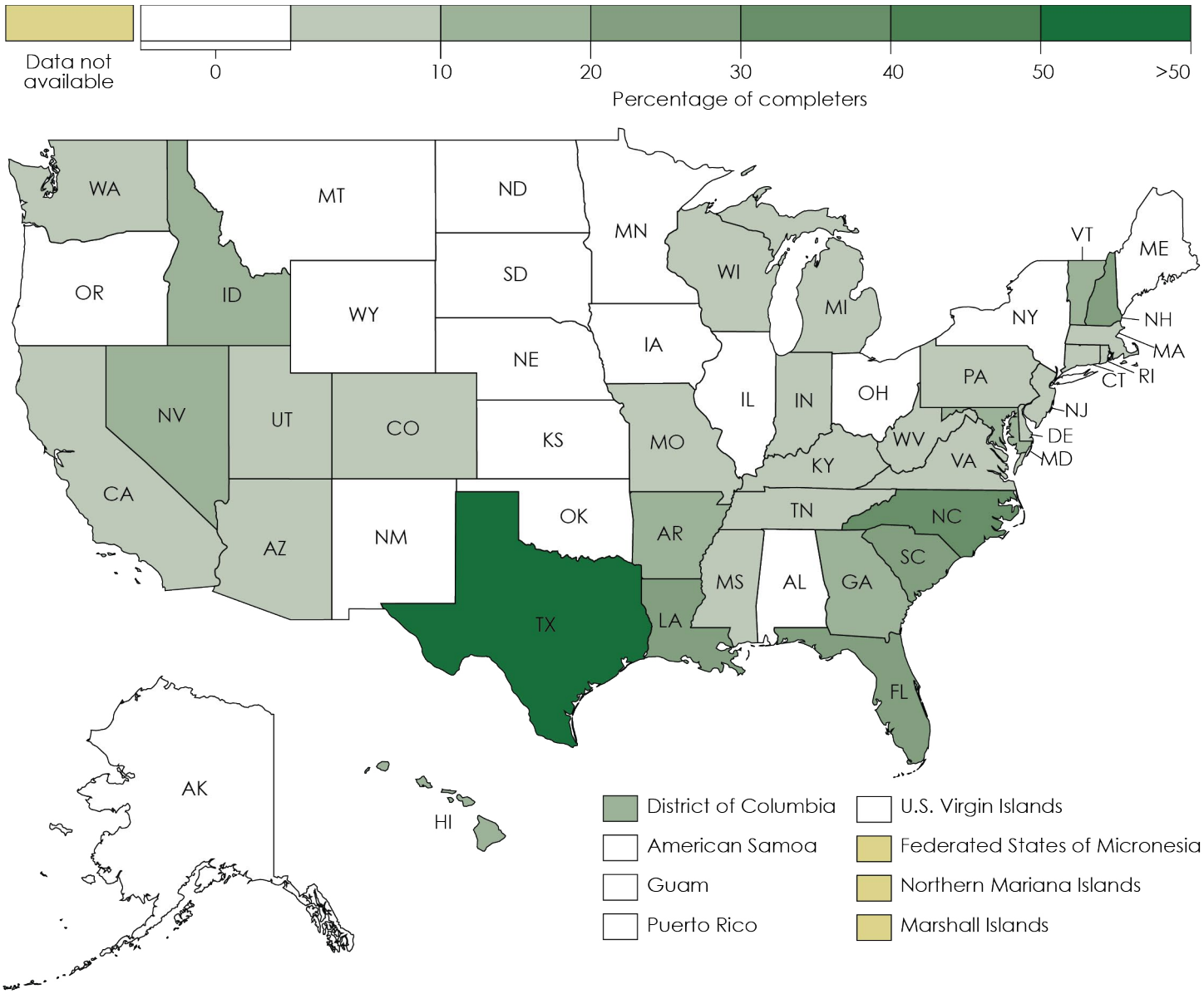


NOTE: See supplemental table S1.1 for details.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2012–13 to 2018–19.

The percentage of teacher preparation students enrolled in alternative non-IHE programs varies widely among states (figure 1.3). In 2018–19, for example, 21 states and jurisdictions had no students in alternative non-IHE programs, whereas in Texas, more than half of teacher preparation students were enrolled in these programs.

FIGURE 1.3. PERCENTAGE OF TEACHER PREPARATION PROGRAM STUDENTS WHO WERE ENROLLED IN ALTERNATIVE NON-IHE PROGRAMS, BY STATE OR JURISDICTION: 2018–19



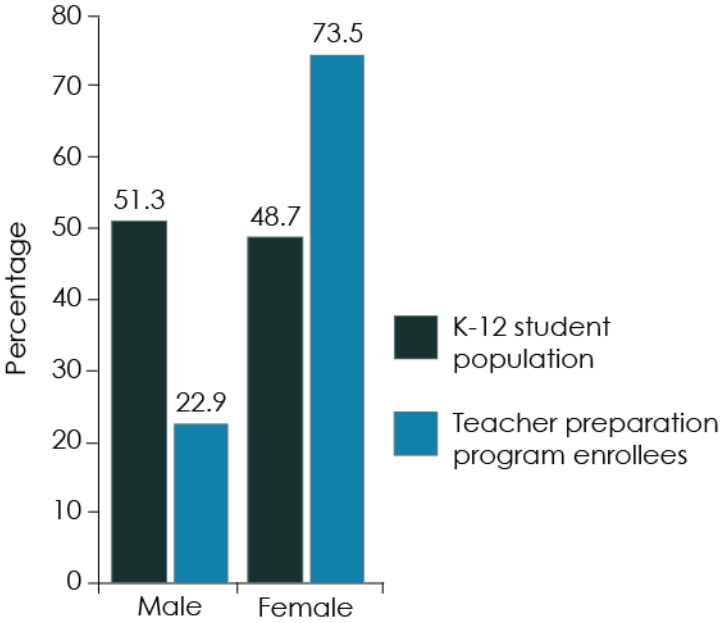
NOTE: See supplemental table S1.2 for details.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2018–19.

ENROLLMENT BY GENDER AND RACE/ETHNICITY

As of 2018–19, more than 70 percent of teacher preparation students were women. Consequently, women are overrepresented among teacher preparation students relative to K–12 students, 49 percent of whom are female (figure 1.4).

FIGURE 1.4. PERCENTAGE OF TEACHER PREPARATION PROGRAM ENROLLEES AND THE K–12 STUDENT POPULATION BY GENDER: 2018–19

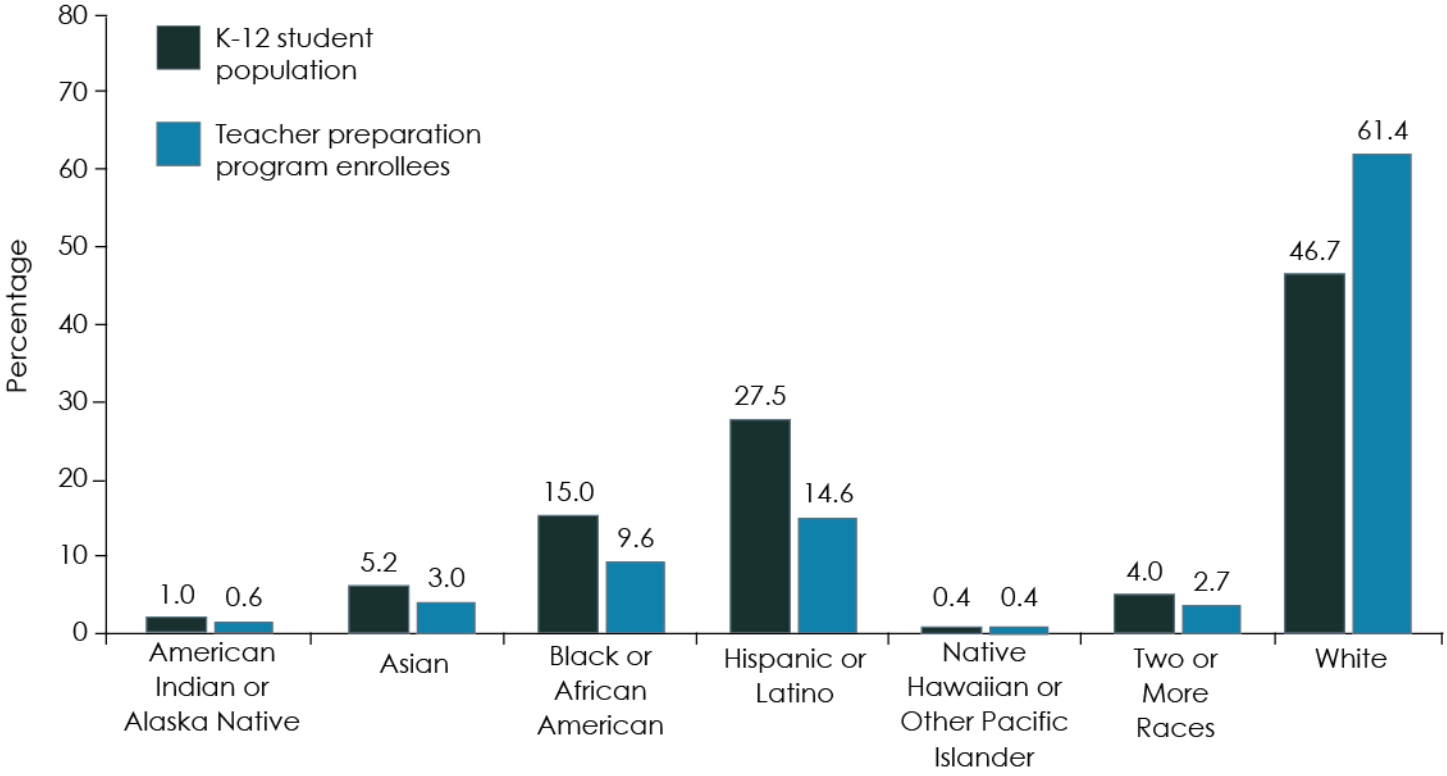


NOTE: See supplemental table S1.3 for details.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2018–19.

As the K–12 student population becomes more racially diverse, teachers' racial/ethnic backgrounds become increasingly policy relevant. Research evidence has shown, for example, that Black/African American students can benefit academically from having teachers who share their racial/ethnic backgrounds (Dee, 2004; Lindsay & Hart, 2017; National Academies of Sciences, Engineering, and Medicine, 2020). As of 2018–19, however, a larger percentage of teacher preparation program enrollees than K–12 students were White, and larger percentages of students than enrollees were Black/African American, Hispanic/Latino, and Asian (figure 1.5).

FIGURE 1.5. PERCENTAGE OF TEACHER PREPARATION PROGRAM ENROLLEES AND THE K–12 STUDENT POPULATION BY RACE/ETHNICITY: 2018–19



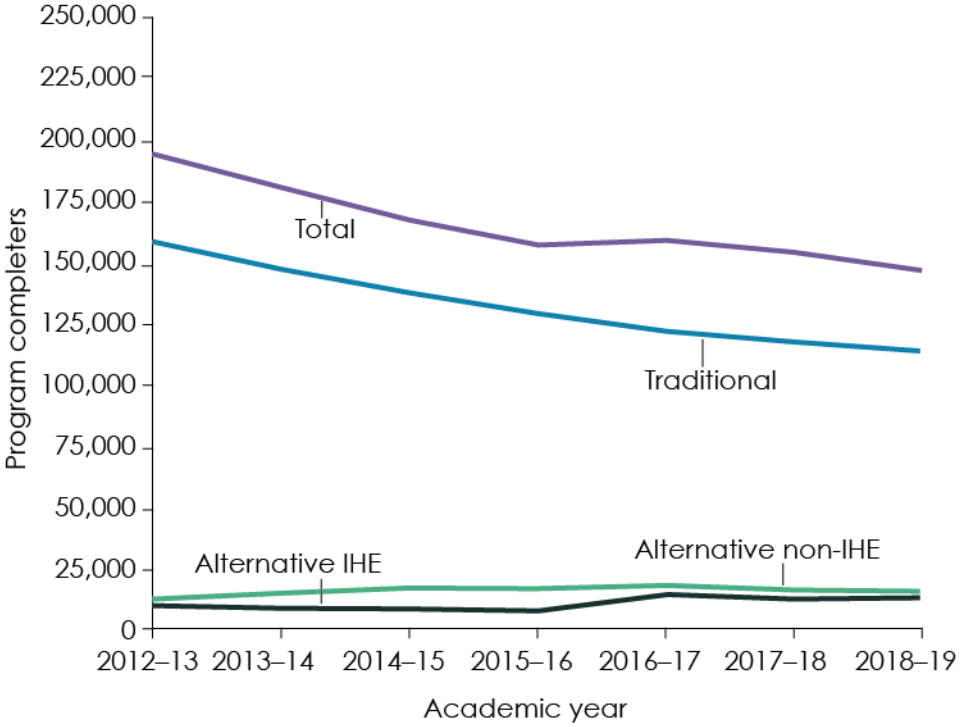
NOTE: See supplemental table S1.3 for details.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2018–19.

COMPLETION

Monitoring trends in the number of teacher preparation program students who complete their programs provides useful information about the near- and long-term supply of teachers. In academic year 2018–19, around 150,000 students completed teacher preparation programs in the United States (figure 1.6). Most (116,000) completed traditional programs, while 16,000 and 18,000 completed alternative IHE and alternative non-IHE programs, respectively. Reflecting their population size and relatively high numbers of enrollees in teacher preparation programs (see supplemental table S1.1), Texas had by far the highest number of teacher program completions (20,000), followed by California (12,700) and New York (12,400) (see supplemental table S1.4).

FIGURE 1.6. NUMBER OF INDIVIDUALS WHO COMPLETED TEACHER PREPARATION PROGRAMS, BY PROGRAM TYPE: 2012–13 TO 2018–19



NOTE: See supplemental table S1.4 for details.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2012–13 to 2018–19.

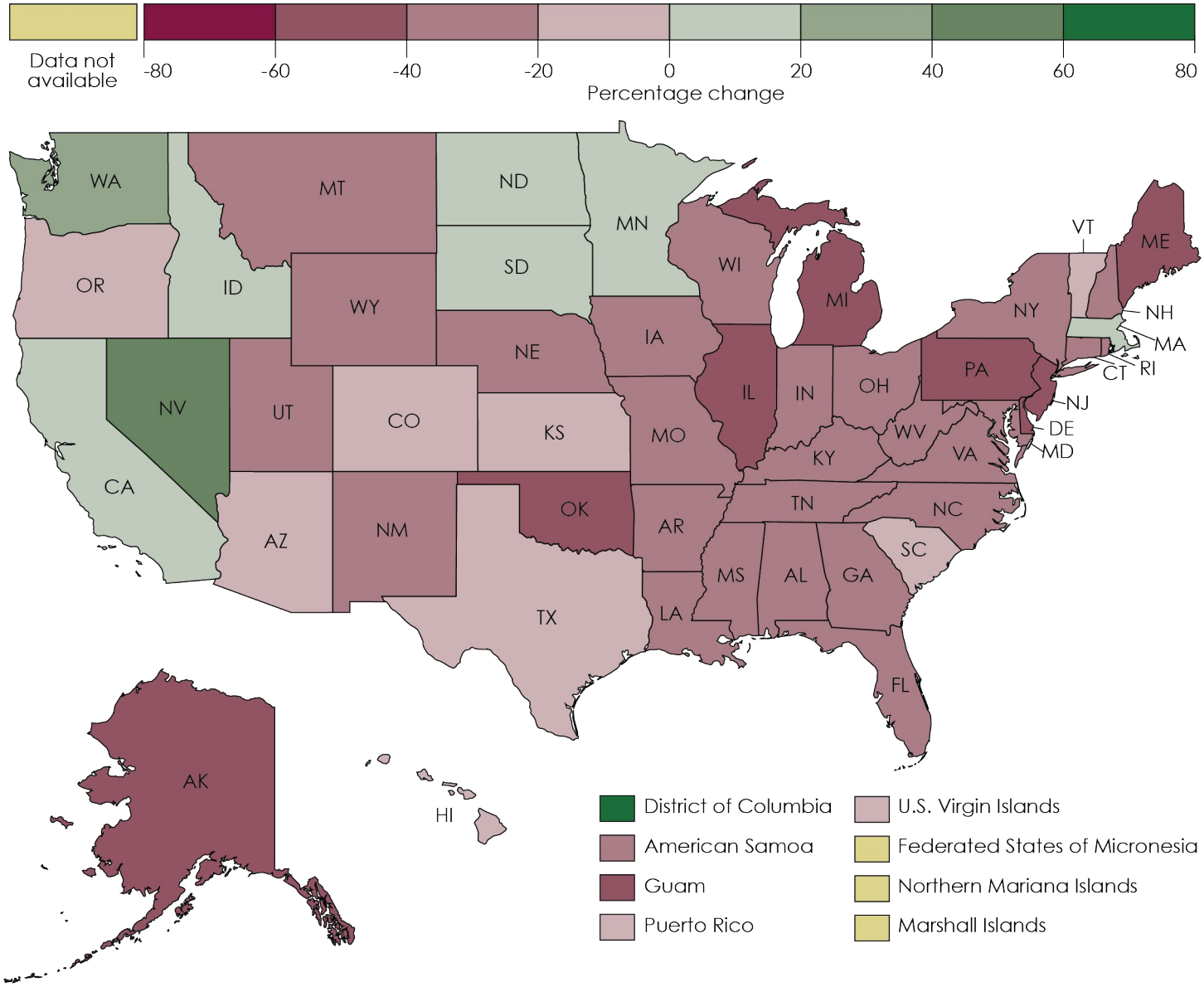
Between 2012–13 and 2018–19, the total number of completions steadily declined year over year, except for a small increase in 2016–17 (figure 1.6). The annual number of completions at the end of the period (150,000) was 22 percent lower than it was at the beginning (190,000). In traditional programs, completions fell each year, resulting in a 29 percent decline and mirroring the pattern of enrollment decline over most of the period.

In alternative programs, completions were higher in 2018–19 than in 2012–13, echoing the growth in alternative program enrollment over the period. In alternative IHE programs, completions increased by 19 percent, and in alternative non-IHE programs, completions increased by 18 percent. It is important to note that program enrollment and completion requirements differ by program type. For more information about requirements for program enrollment and completion (entry and exit), see Chapter 2.

COMPLETION BY STATE

The number of individuals who completed a teacher preparation program declined in most states, reflecting the national pattern (figure 1.7). Some states, however, contradicted the national trend and saw more completions in 2018–19 than 2012–13 (see supplemental table S1.4).

FIGURE 1.7. PERCENTAGE CHANGE IN NUMBER OF INDIVIDUALS WHO COMPLETED TEACHER PREPARATION PROGRAMS, BY STATE OR JURISDICTION: 2012–13 TO 2018–19

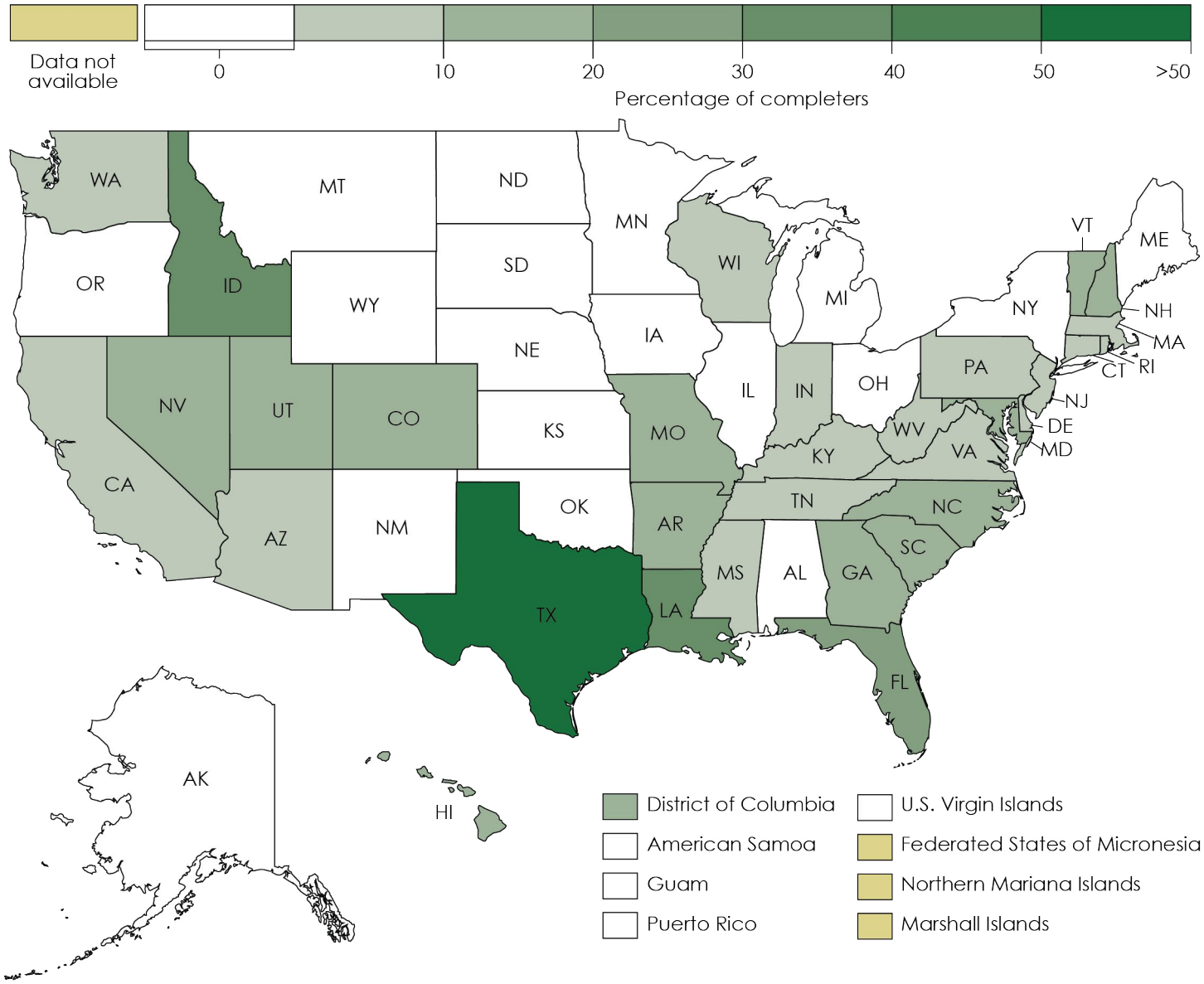


NOTE: See supplemental table S1.4 for details.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2012–13 to 2018–19.

States also differed regarding the percentage of completers who had attended alternative non-IHE programs. Mirroring enrollments, in Texas more than 50 percent of completions were from alternative non-IHE programs, whereas in 22 states and jurisdictions, no students completed alternative non-IHE programs (figure 1.8).

FIGURE 1.8. PERCENTAGE OF TEACHER PREPARATION PROGRAM COMPLETERS WHO WERE ENROLLED IN ALTERNATIVE NON-IHE PROGRAMS, BY STATE OR JURISDICTION: 2018–19



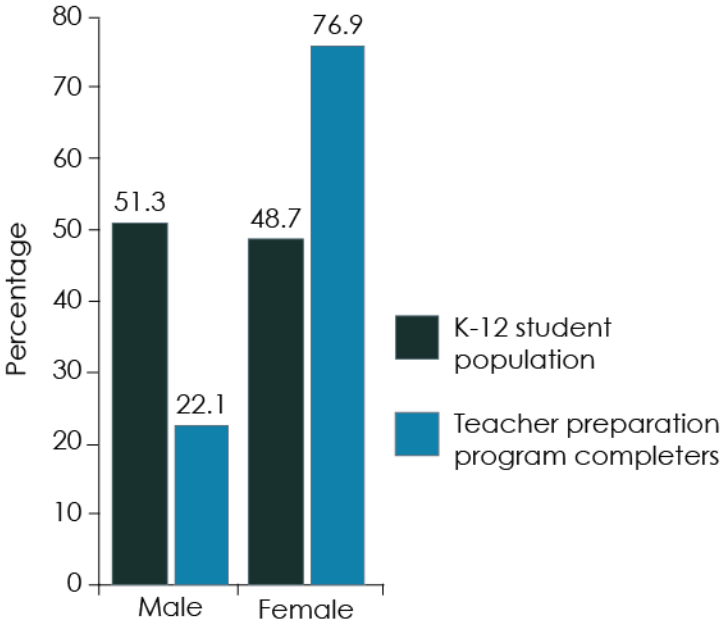
NOTE: See supplemental table S1.5 for details.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2018–19.

COMPLETION BY GENDER AND RACE/ETHNICITY

Women were overrepresented among teacher preparation completers, relative to the K–12 student population. In 2018–19, approximately 50 percent of K–12 students were female, compared with 77 percent of teacher preparation program completers (figure 1.9).

FIGURE 1.9. PERCENTAGE DISTRIBUTION OF GENDER AMONG TEACHER PREPARATION PROGRAM COMPLETERS AND THE K–12 STUDENT POPULATION: 2018–19

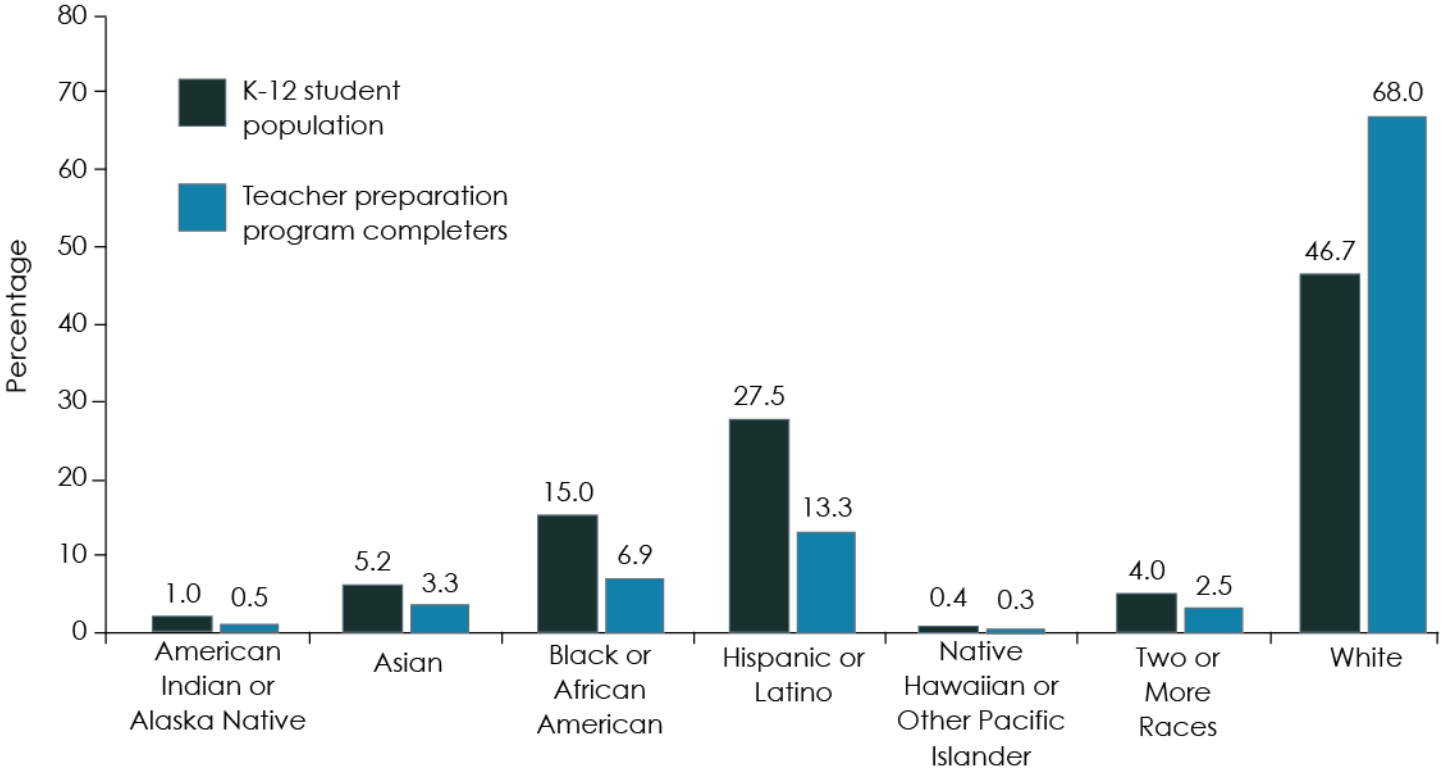


NOTE: See supplemental table S1.6 for details.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2018–19.

White teacher preparation completers (68 percent of the total) were overrepresented relative to the K–12 student population, among whom 47 percent were White. In contrast, Black/African American, Hispanic/Latino, and Asian teacher preparation program completers were underrepresented relative to the K–12 student population (figure 1.10). Among Black/African American and Hispanic/Latino teacher preparation students, the degree of underrepresentation was higher among completers (figure 1.5).

FIGURE 1.10. PERCENTAGE DISTRIBUTION OF RACE/ETHNICITY AMONG TEACHER PREPARATION PROGRAM COMPLETERS AND THE K–12 STUDENT POPULATION: 2018–19



NOTE: See supplemental table S1.6 for details.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2018–19.

TEACHER PREPARATION SUBJECT AREAS

Teacher preparation students prepare to teach one or more subject areas. In 2018–19, elementary education was the most popular subject area among completers in both traditional and alternative programs, and computer science was the least popular (table 1.1). Other science subject areas; including Chemistry, Earth Science, and Physics, were also among the least common subject areas that teacher preparation students had prepared to teach.

TABLE 1.1. NUMBER OF INDIVIDUALS WHO HAD PREPARED TO TEACH SELECTED SUBJECT AREAS AMONG INDIVIDUALS WHO COMPLETED TEACHER PREPARATION PROGRAMS, BY PROGRAM TYPE: 2018–19

	PROGRAM TYPE		
Subject area	Traditional	Alternative, institution of higher education-based	Alternative, not institution of higher education-based
Elementary education	48,685	4,840	6,763
Special education	19,002	3,884	3,990
Early childhood education	16,601	1,280	3,095
English/Language arts	9,395	1,431	2,478
Mathematics	6,588	1,035	1,883
English as a second language	5,839	690	1,670
Social studies	5,236	450	1,472
General science	2,837	675	1,809
Biology	2,410	629	403
Chemistry	715	216	111
Earth science	396	101	86
Physics	358	97	64
Computer science	17	8	30

NOTE: Subject areas are not mutually exclusive. Completers who had prepared to teach in more than one subject area were counted multiple times, once for each subject area. See supplemental table S1.7 for details.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2018–19.

SUMMARY

In academic year 2018–19, about 560,000 individuals were enrolled in and 150,000 completed teacher education programs in the United States. Although most enrollees and completers attended traditional programs, the percentage of enrollees and completers who attended alternative non-IHE programs varied greatly among states. Among both enrollees and completers, women and White teacher preparation students were overrepresented relative to the percentages of female and White students in the K–12 student population. In contrast, male, Black/African American, Hispanic, and Asian teacher preparation students were underrepresented relative to the K–12 student population. Nationally, both enrollment and completion numbers were in decline in the years leading up to 2018–19. One exception to this general trend is enrollment in alternative programs, which increased between 2012–13 and 2018–19.

CHAPTER 2: NUMBER OF TEACHER PREPARATION PROVIDERS AND PROGRAMS

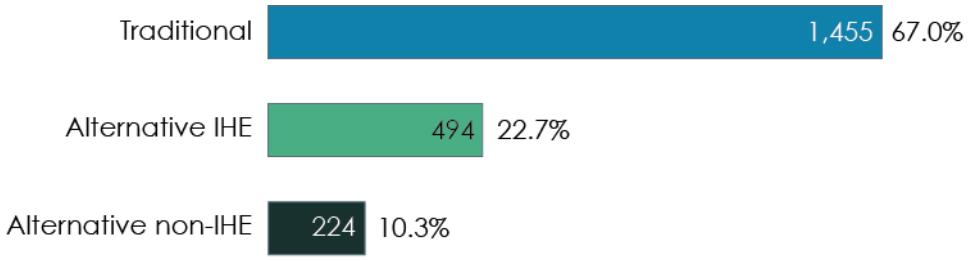
For reporting under Title II of the HEA, a teacher preparation provider is defined as "an [institution of higher education] or other organization that is authorized by the state to prepare teachers" (U.S. Department of Education, 2020b, p. 17). A teacher preparation program is defined as "a program, whether traditional or alternative, offered by a teacher preparation provider that leads to a specific state teacher credential in a specific field" (U.S. Department of Education, 2020b, p. 17). Teacher preparation programs fall into one of three types: traditional, alternative based at an institution of higher education ("alternative IHE"), or alternative not based at an institution of higher education ("alternative non-IHE"). Providers are similarly categorized as one of the following: those that host traditional programs, IHEs that host alternative programs, and non-IHE organizations that host alternative programs. [7] One provider can offer multiple programs of the same type (traditional or alternative).

TEACHER PREPARATION PROVIDERS

In academic year 2018–19, the United States had 2,178 teacher preparation providers, most of which (1,460) hosted traditional programs. Fewer providers hosted alternative IHE and alternative non-IHE programs (494 and 224, respectively) (figure 2.1). The level of credential offered by providers differed according to the type of program that they hosted. More than half (55 percent) of traditional providers offered both undergraduate and graduate level credentials. However, most alternative IHE and alternative non-IHE providers offered only graduate level credentials (83 and 98 percent, respectively) (table 2.1).

7 A single institution of higher education that hosts both traditional and alternative programs is counted as two providers (U.S. Department of Education, 2016).

FIGURE 2.1. NUMBER AND PERCENTAGE OF TEACHER PREPARATION PROVIDERS, BY PROGRAM TYPE: 2018–19



NOTE: See supplemental table S2.1 for details.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2018–19.

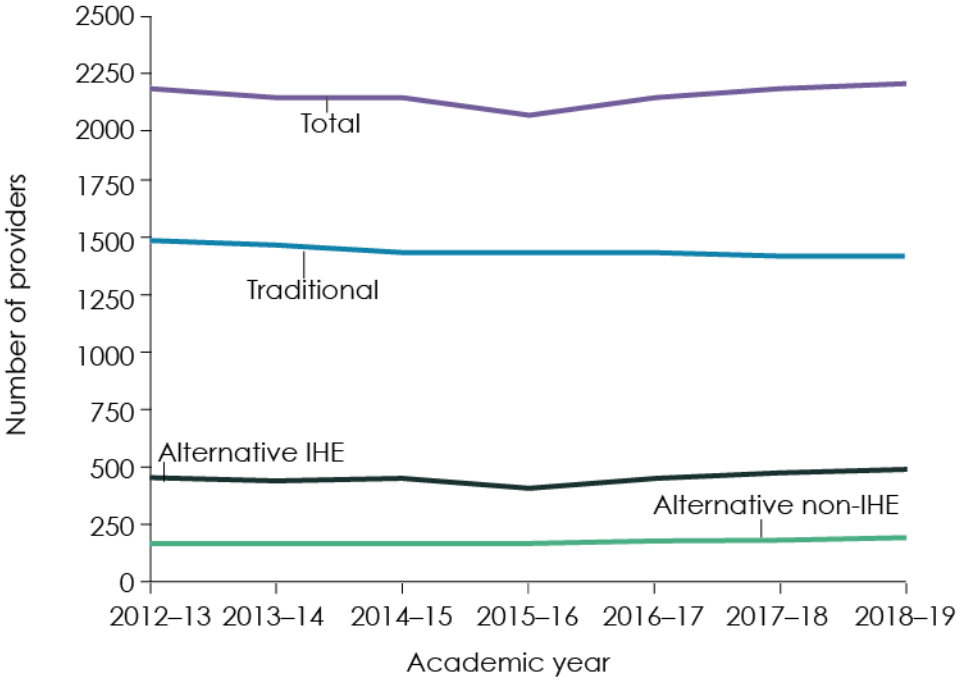
From 2012–13 to 2018–19, the number of providers remained about the same (2,171 compared to 2,173) (figure 2.2). The number of traditional providers decreased by 3 percent over the period, but this decline was offset by growth in the number of alternative providers. The number of alternative IHE providers grew by 4 percent, and the number of alternative non-IHE providers grew by 11 percent (see supplemental table S2.1).

TABLE 2.1. TOTAL NUMBER AND PERCENTAGE OF TEACHER PREPARATION PROVIDERS THAT OFFER UNDERGRADUATE CREDENTIALS ONLY, GRADUATE CREDENTIALS ONLY, OR BOTH, BY PROGRAM TYPE: 2018-19

	LEVEL OF CREDENTIAL OFFERED			
Program type	Total	Undergraduate only	Graduate only	Both undergraduate and graduate
All providers	2,173	26.0	34.8	39.3
Traditional	1,455	36.6	8.7	54.7
Alternative, institution of higher education-based	494	6.3	82.8	10.9
Alternative, not institution of higher education-based	224	0.4	98.2	1.3

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2018–19.

FIGURE 2.2. NUMBER OF TEACHER PREPARATION PROVIDERS, BY YEAR AND PROGRAM TYPE: 2012–13 TO 2018–19

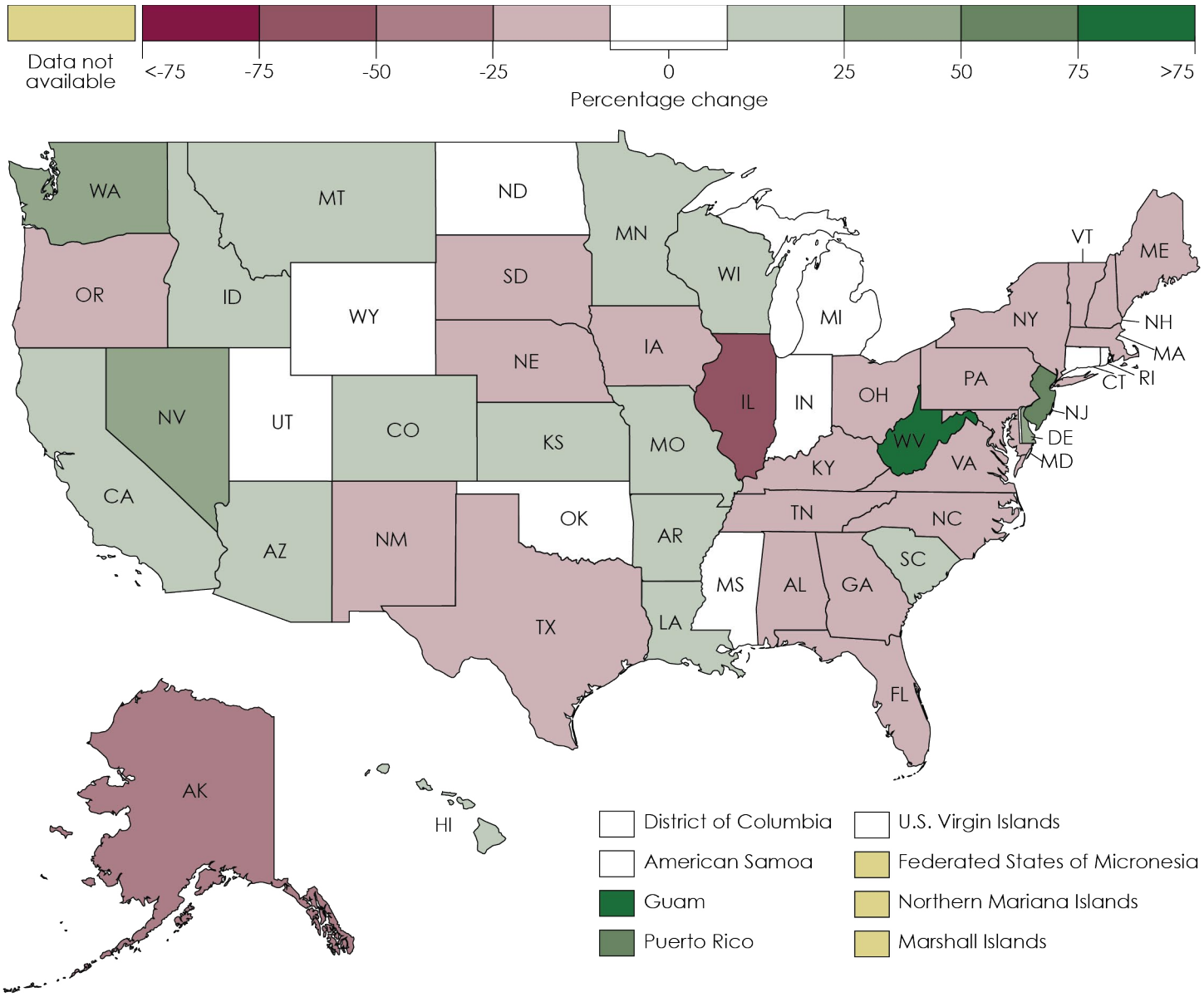


NOTE: See supplemental table S2.1 for details.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2012–13 to 2018–19.

The change in the number of teacher preparation providers from 2012–13 to 2018–19 varied greatly among states, increasing in some, decreasing in others, and remaining the same in a few (figure 2.3).

FIGURE 2.3. PERCENTAGE CHANGE IN THE NUMBER OF TEACHER PREPARATION PROVIDERS, BY STATE OR JURISDICTION: 2012–13 TO 2018–19



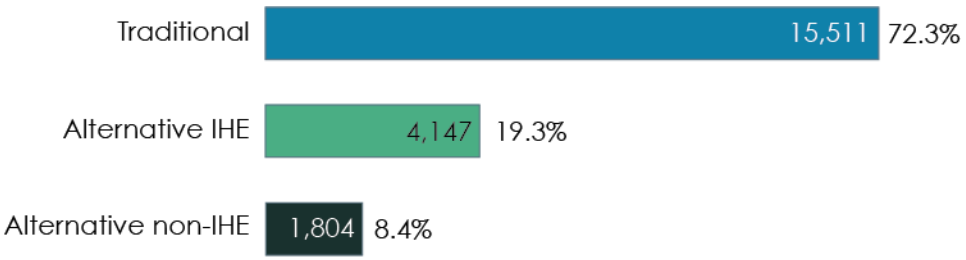
NOTE: See supplemental table S2.1 for details.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2012–13 to 2018–19.

TEACHER PREPARATION PROGRAMS

In 2018–19, the United States had 21,502 teacher preparation programs—15,551 traditional programs, 4,147 alternative IHE programs, and 1,804 alternative non-IHE programs (figure 2.4). The total number of teacher preparation programs fell by 19 percent between 2012–13 and 2018–19, from 27,000 to 22,000. All types of programs saw a decline over the period, and alternative non-IHE programs experienced the highest rate of decline. The number of traditional programs decreased by 16 percent, the number of alternative IHE programs by 22 percent, and the number of alternative non-IHE programs by 34 percent (see supplemental table S2.2).

FIGURE 2.4. NUMBER AND PERCENTAGE OF TEACHER PREPARATION PROGRAMS, BY PROGRAM TYPE: 2018–19



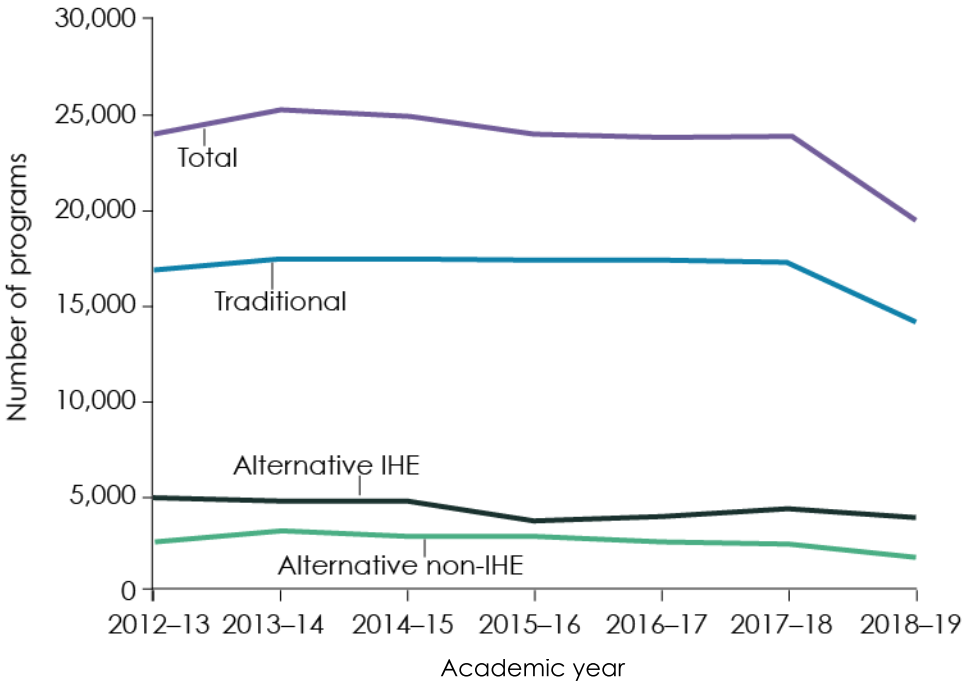
NOTE: See supplemental table S2.2 for details.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2018–19.

Although the number of teacher preparation programs declined between 2012–13 and 2018–19, the number of providers remained about the same over the same period (figure 2.5 and figure 2.2). This contrast between a decline in programs and lack of overall change in number of providers suggests that individual providers were reducing the number of programs that they offered, especially among providers that offered alternative programs.

FIGURE 2.5. NUMBER OF TEACHER PREPARATION PROGRAMS, BY YEAR AND PROGRAM TYPE: 2012–13 TO 2018–19

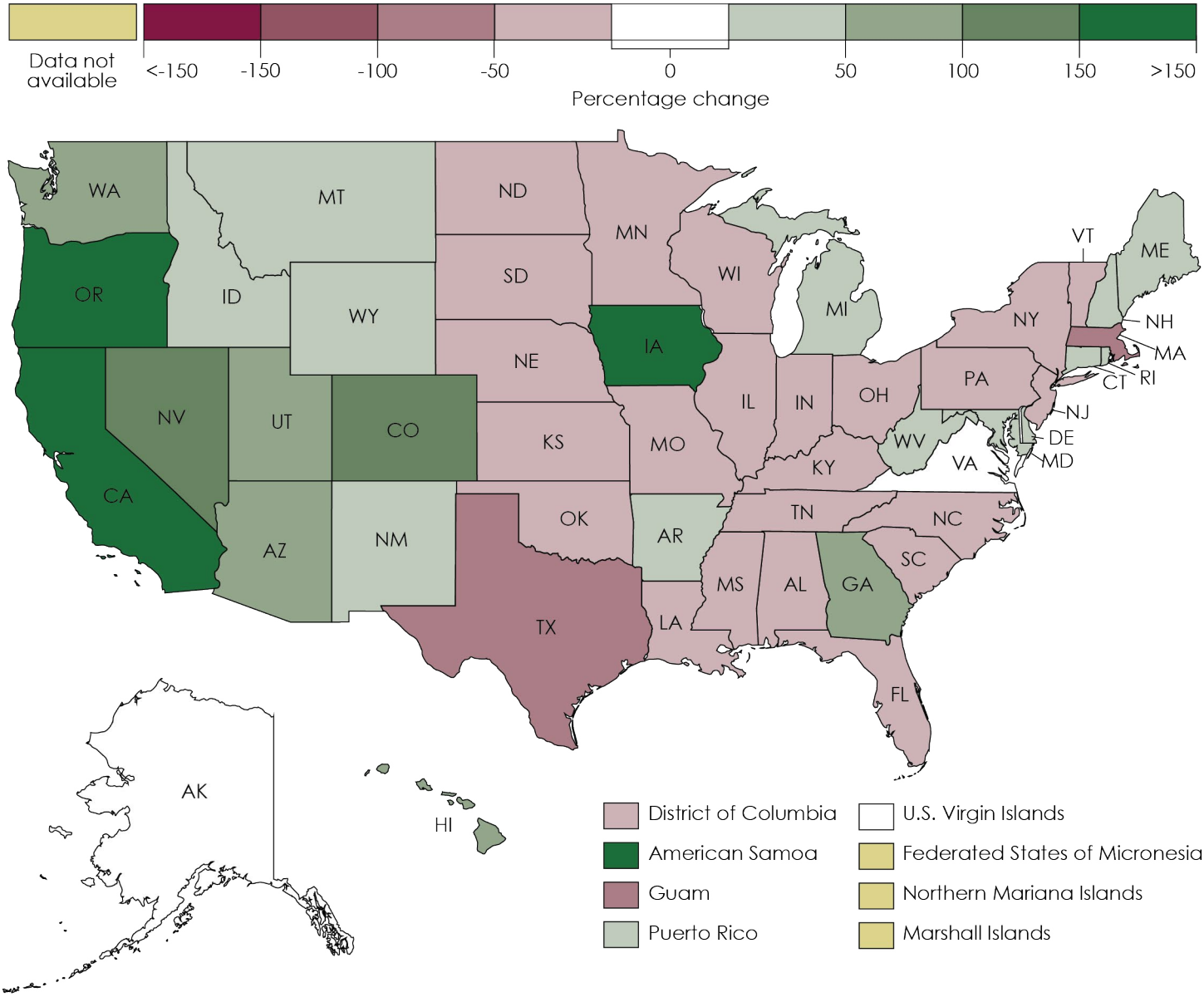
The change in the number of teacher preparation programs between 2012–13 and 2018–19 varied greatly among states. While the number of programs declined at the national level, the number of programs decreased in only around half of the states and jurisdictions, either remaining the same or increasing in the others (figure 2.6).



NOTE: See supplemental table S2.2 for details.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2012–13 to 2018–19.

FIGURE 2.6. PERCENTAGE CHANGE IN THE NUMBER OF TEACHER PREPARATION PROGRAMS, BY STATE OR JURISDICTION: 2012–13 TO 2018–19



NOTE: See supplemental table S2.2 for details.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2012–13 to 2018–19.

TEACHER PREPARATION PROGRAM ENTRY AND EXIT REQUIREMENTS

Nearly all teacher preparation programs have requirements for admission and completion. More than 90 percent of all programs require a transcript or minimum GPA for entry (see supplemental table S2.3), and more than 90 percent of teacher preparation programs require that students complete a minimum number of courses, credits, or semester hours and earn a minimum GPA in order to complete a

program (see supplemental table S2.4).

Although these requirements are common across all programs, the prevalence of other specific requirements does differ by program level (undergraduate or graduate) and type. For example, more than 90 percent of undergraduate traditional programs and about 70 percent of alternative IHE programs had a minimum GPA requirement for both entry and exit (see supplemental tables S2.3 and S2.4). With regard to entry requirements among graduate-level programs, a larger percentage of traditional programs than alternative programs require a minimum GPA in content area coursework, while a larger percentage of alternative than traditional programs require a subject area/academic content test or other subject matter verification (table 2.2).[8] All three types of graduate programs—traditional, alternative IHE, and alternative non-IHE—almost universally require undergraduate transcripts, and most require a minimum GPA and recommendations.

8 In the forms used for state reporting of teacher preparation programs to the U.S. Department of Education under Title II of the HEA, graduate-level programs are referred to as postgraduate programs (U.S. Department of Education, 2020b).

TABLE 2.2. PERCENTAGE OF GRADUATE-LEVEL TEACHER PREPARATION PROGRAMS THAT HAVE SELECTED ENTRY REQUIREMENTS, BY PROGRAM TYPE: 2018–19

Entry requirements	All programs	Traditional	Alternative, institution of higher education-based	Alternative, not institution of higher education-based
Any entry requirements	95.6	94.1	98.3	96.9
Transcript	94.6	93.1	97.7	94.6
Fingerprint check	41.3	35.2	44.0	62.3
Background check	55.3	50.0	58.3	72.6
Minimum number of courses/credits/semester hours completed	74.5	76.2	78.7	57.8
Minimum GPA	90.6	91.0	93.2	83.4
Minimum GPA in content area coursework	54.9	60.7	50.4	38.6
Minimum GPA in professional education coursework	41.0	47.6	36.2	22.4
Minimum ACT score	13.2	12.7	14.9	12.1
Minimum SAT score	13.0	12.4	14.7	11.7
Minimum basic skills test score	49.6	46.0	53.2	57.4
Subject area/academic content test or other subject matter verification	56.7	45.0	68.7	82.5
Recommendation(s)	72.5	74.7	71.1	65.9
Essay or personal statement	70.9	73.4	71.9	57.8
Interview	57.4	51.6	61.3	74.9
Other [1]	28.8	27.9	29.1	32.3

1 Includes all programs whose providers reported that they had "Other" entry requirements. Examples of other entry requirements specified by providers for graduate-level programs include GRE scores and a bachelor's degree.

NOTE: See supplemental table S2.3 for details.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2018–19.

To complete a graduate-level teacher preparation program of any type, most programs require students to complete a minimum number of courses/credits/semester hours and pass a subject area/academic content test or receive other subject matter verification. Graduate program types differ regarding other exit requirements. Whereas the majority of traditional and alternative IHE programs require a minimum GPA in professional education coursework for exit, only 35 percent of alternative non-IHE programs have this requirement. On the other hand, 61 percent of alternative non-IHE programs require recommendations for exit, compared with about 30 percent of traditional and alternative IHE programs (table 2.3).

TABLE 2.3. PERCENTAGE OF GRADUATE-LEVEL TEACHER PREPARATION PROGRAMS THAT HAVE SELECTED EXIT REQUIREMENTS, BY PROGRAM TYPE: 2018–19

Exit requirements	All programs	Traditional	Alternative, institution of higher education-based	Alternative, not institution of higher education-based
Any exit requirements	95.2	94.1	97.9	94.2
Transcript	64.6	68.1	67.7	43.0
Fingerprint check	35.5	39.4	34.3	21.1
Background check	39.1	42.4	38.5	26.0
Minimum number of courses/credits/semester hours completed	89.2	91.7	91.9	72.2
Minimum GPA	84.4	90.9	89.6	44.8
Minimum GPA in content area coursework	61.1	70.9	56.0	29.1
Minimum GPA in professional education coursework	74.6	82.4	77.2	35.0
Minimum ACT score	4.2	2.9	7.7	3.1
Minimum SAT score	4.2	2.9	7.4	3.1
Minimum basic skills test score	29.2	27.2	32.8	30.5
Subject area/academic content test or other subject matter verification	75.0	73.8	74.7	80.7
Recommendation(s)	34.9	32.5	27.7	60.5
Essay or personal statement	18.9	19.5	16.2	22.0
Interview	20.5	20.9	20.0	20.2
Other [1]	30.9	31.5	30.9	28.7

1 Includes all programs whose providers reported that they had "Other" exit requirements. Examples of other exit requirements specified by providers for graduate-level programs include a portfolio and a disposition assessment.

NOTE: See supplemental table S2.4 for details.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2018–19.

Many teacher preparation programs, and most traditional programs, require their students to gain experience working with K–12 students. These experiences include student teaching, but programs may also require clinical experience prior to working as a student teacher. Among all levels and types of teacher preparation programs, those with student teaching components require an average of 149 clock hours of supervised clinical experience prior to student teaching and an average of 541 hours of student teaching (table 2.4). [9] Traditional programs require more hours of supervised clinical experience prior to student teaching than alternative programs do. Traditional undergraduate programs, for example, require an average of 156 hours, whereas alternative IHE programs require 137 hours. Traditional undergraduate programs also require more hours of student teaching than alternative IHE programs do.

Teacher preparation programs in which candidates work as the teacher of record in a classroom, as is common in alternative programs, require that candidates have an average of about 150 clock hours of supervised clinical experience before working as the teacher of record in the program and an average of one year of teaching as the teacher of record before exiting. At the graduate level, alternative non-IHE programs require an average of 297 hours of supervised clinical experience prior to teaching as the teacher of record in a classroom, compared with 77 hours in alternative IHE programs and 122 hours in traditional programs.

9 The glossary of key terms for institutional reporting of teacher preparation programs to the U.S. Department of Education under Title II of the Higher Education Opportunity Act of 2008 defines supervised clinical experience as "A series of supervised field experiences (including student teaching) with K–12 students that occur as a sequenced, integral part of the preparation program prior to the candidate becoming the teacher of record. Please note that Title II, Section 202(d)(2) describes features of clinical experience. Courses in the curriculum that include the activities described in 202(d)(2) may be considered clinical coursework. The curriculum policies of each state and its institutions will identify coursework that is clinical and nonclinical." (U.S. Department of Education, 2020a, p. 12).

TABLE 2.4. AVERAGE NUMBER OF CLOCK HOURS REQUIRED FOR TEACHER PREPARATION PROGRAM MILESTONES, BY PROGRAM TYPE: 2018-19

	PROGRAMS WITH STUDENT TEACHING MODELS (MOST TRADITIONAL PROGRAMS)		PROGRAMS IN WHICH CANDIDATES ARE THE TEACHER OF RECORD IN A CLASSROOM DURING THE PROGRAM (MANY ALTERNATIVE PROGRAMS)	
Program type	Hours of supervised clinical experience required prior to student teaching	Hours of student teaching required	Hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	Years required of teaching as the teacher of record in a classroom
All programs	149	533	151	1
Undergraduate	154	529	139	1
Graduate	146	547	144	1
Traditional	153	536	134	1
Undergraduate	155	533	135	1
Graduate	151	548	122	1
Alternative, institution of higher education-based	133	526	85	1
Undergraduate	139	451	157	1
Graduate	133	547	77	1
Alternative, not institution of higher education-based	130	523	302	1
Undergraduate	—	—	0	2
Graduate	130	523	297	1

— Not available.

NOTE: A teacher preparation program can have both undergraduate and graduate components, and the undergraduate and graduate categories in this table are not mutually exclusive. Total averages for all programs and by program type are not the averages of the undergraduate and graduate categories.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2018–19.

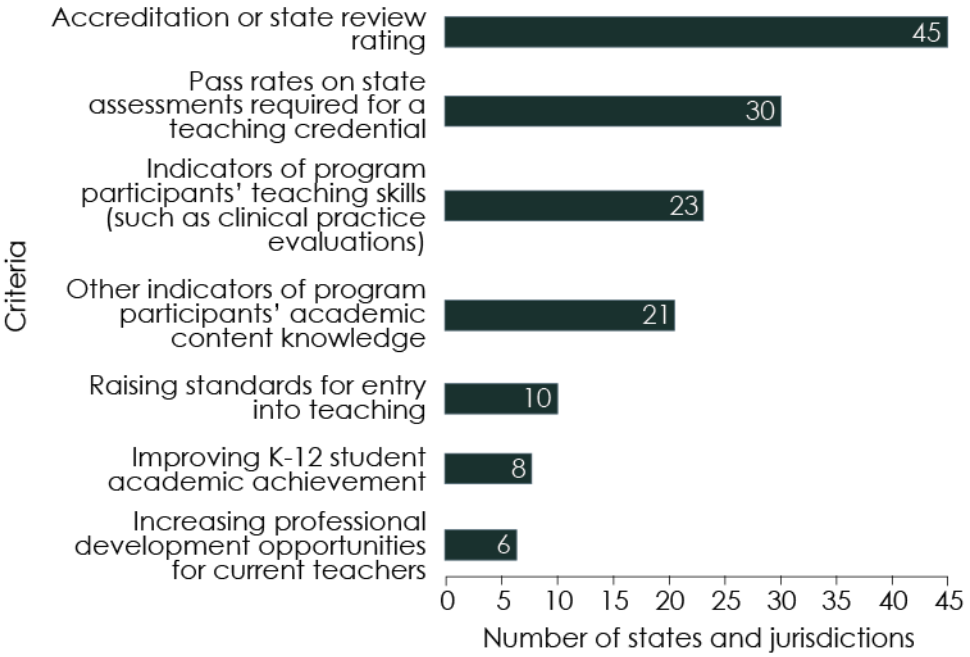
TEACHER PREPARATION PROGRAM PERFORMANCE

Under the HEA, states set criteria for assessing teacher preparation program performance and use them to identify low-performing programs. Nationally, few states have reported at-risk or low-performing programs. As of 2018–19, only 72 teacher preparation providers out of 2,178 had at least one at-risk or low-performing program (see supplemental tables S2.1 and S2.5). Most of these

providers (61) were in Texas, where most of the at-risk or low-performing programs were alternative programs (see supplemental tables S2.5 and S2.6). [10]

States use a variety of measures to assess the performance of teacher preparation programs. In 2018–19, the largest number of states (45) used accreditation or a state review rating to measure program performance, and the second largest number of states (30) used pass rates on the state assessments required for a teaching credential (figure 2.7). [11] [12] Fewer than 10 states used improvements in K–12 student academic achievement or professional development opportunities for current teachers to measure teacher preparation program performance.

FIGURE 2.7. NUMBER OF STATES AND JURISDICTIONS USING SELECTED CRITERIA TO ASSESS TEACHER PREPARATION PROGRAM PERFORMANCE: 2018–19



NOTE: See supplemental table S2.8 for details.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2018–19.

SUMMARY

In 2018–19, the United States had 2,178 teacher preparation providers that hosted 21,510 teacher preparation programs, among which 15,559 were traditional programs. Some requirements for program entry and exit were common among programs, though their prevalence did vary by program type and level. At the graduate level, the majority of traditional, alternative IHE, and alternative non-IHE programs require undergraduate transcripts, a minimum GPA, and recommendations for admission. To exit, most graduate-level programs require a minimum number of courses/credits/semester hours completed and a subject area/academic content test or other subject matter verification. States determine their own standards for identifying low-performing teacher preparation programs, and few teacher preparation providers nationally have been identified by states as having programs that are low-performing or at risk of being low-performing (only 72 out of 2,178 in 2018–19).

10 Texas is also the state with the highest number of teacher preparation programs (see supplemental table S2.2).

11 The state report card reporting instrument does not specify a particular kind of accreditation or state review rating. Teacher preparation programs may be nationally accredited by Council for the Accreditation of Educator Preparation (CAEP) or the Association for Advancing Quality in Educator Preparation (AAQEP). Teacher preparation programs may also be reviewed and approved or accredited at the state level.

12 Several states use performance-based assessments of prospective teachers to assess teacher preparation program performance or to award initial teaching credentials. The edTPA is one example of a performance-based assessment and is used by at least 18 states (Pearson Education Inc., 2021).

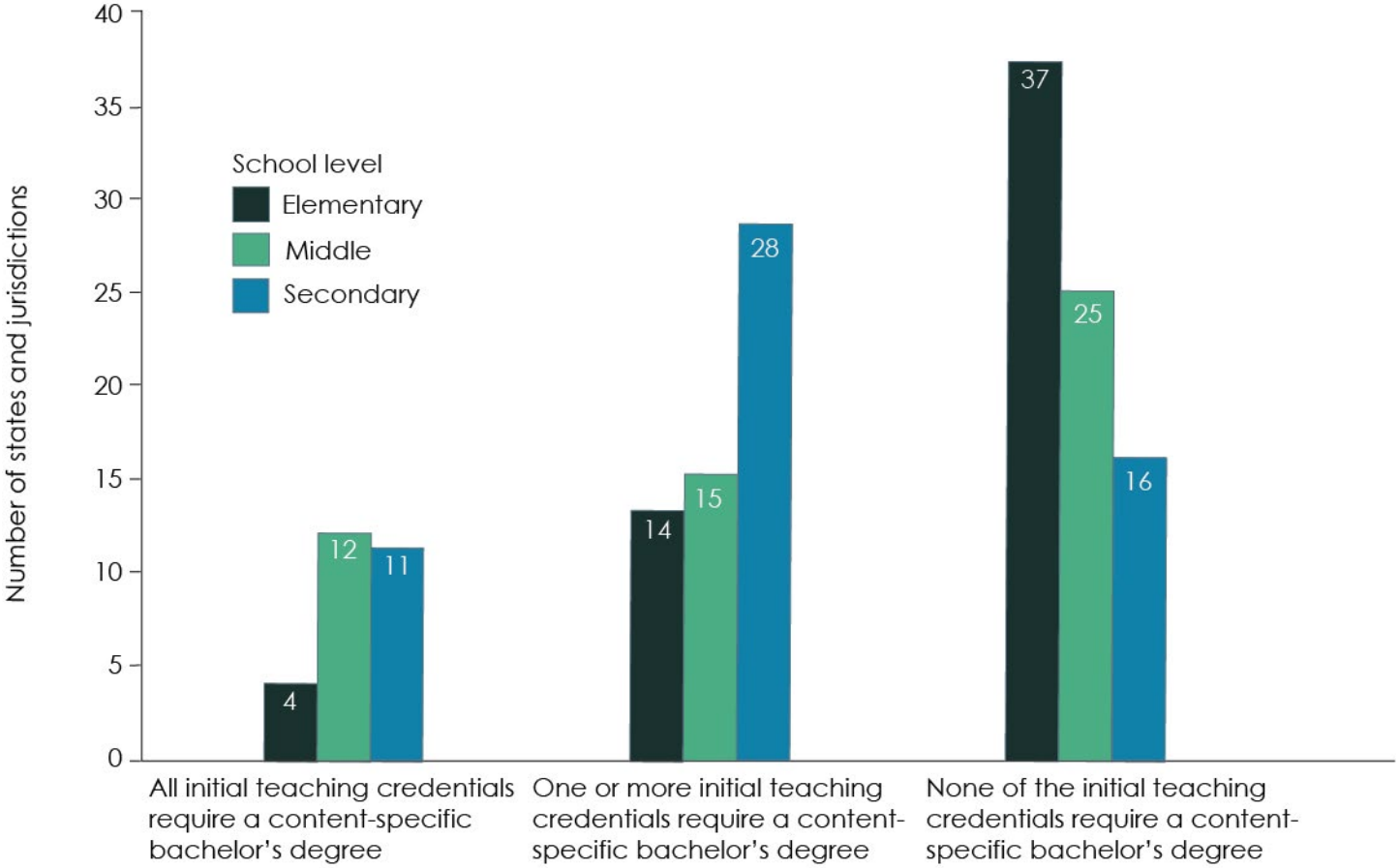
CHAPTER 3: INITIAL TEACHING CREDENTIALS

Completing a teacher preparation program does not automatically confer a teaching credential. Rather, prospective teachers must fulfill a variety of state-determined requirements to obtain a credential. States offer different types of teaching credentials, sometimes referred to as certificates or licenses. This chapter discusses state requirements for an initial teaching credential, scores and pass rates on teaching credential assessments, and the number of initial teaching credentials awarded in the United States from 2012–13 through 2018–19.

REQUIREMENTS FOR AN INITIAL TEACHING CREDENTIAL

A state may offer more than one initial teaching credential. Requirements for initial teaching credentials vary both by state and by credential within states. Some initial teaching credentials require a bachelor's degree in a subject area or academic content area. More states have this requirement for initial credentials at the middle school and secondary school levels than at the elementary level (figure 3.1). Only four states require a content-specific bachelor's degree (i.e., not a degree in elementary education) for all initial elementary-level teaching credentials, though 14 states have this requirement for at least one initial elementary-level teaching credential. For initial credentials at the middle-school level, 12 and 15 states require a content-specific bachelor's degree for all or at least one initial teaching credential, respectively. At the secondary level, 11 states require a content-specific bachelor's degree for all initial teaching credentials, and 28 states have this requirement for at least one initial teaching credential.

FIGURE 3.1. NUMBER OF STATES AND JURISDICTIONS THAT REQUIRE A BACHELOR'S DEGREE IN A SUBJECT AREA OR ACADEMIC CONTENT AREA IN ORDER TO RECEIVE AN INITIAL TEACHING CREDENTIAL, BY SCHOOL LEVEL: 2018–19

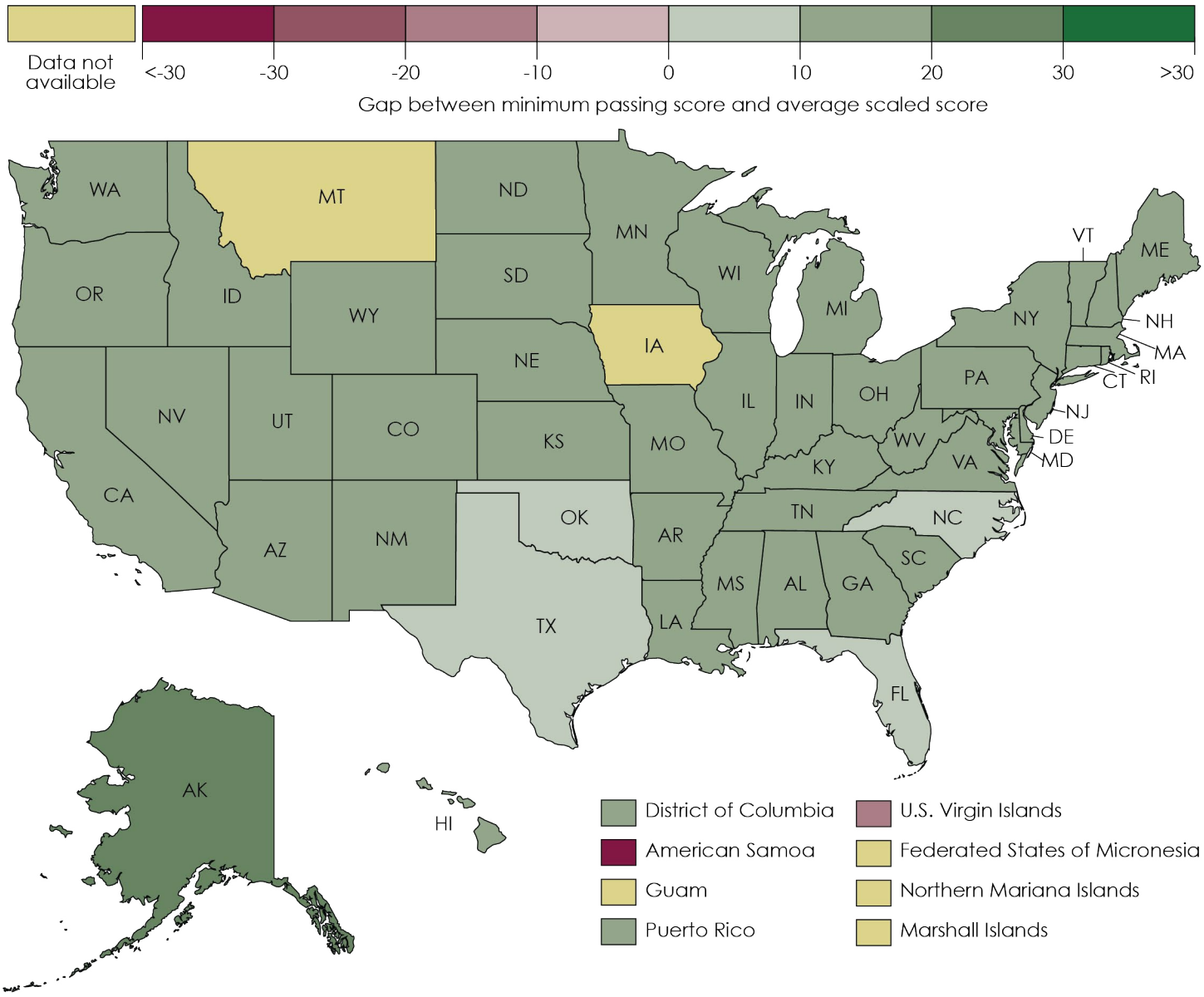


NOTE. In a given year, counts at the middle school level may not sum to the same number as at the elementary and secondary levels. Some states and jurisdictions grouped the middle grade levels with the elementary or secondary grade levels. See supplemental table S3.1 for details.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2018–19.

In most states, individuals who complete teacher preparation programs must pass an assessment before receiving a teaching credential. As of 2018–19, most program completers nationally scored higher than the minimum score required to pass the teaching credential assessment that they took. Test-takers' average scaled scores were higher than the minimum passing score in almost all states and jurisdictions, except for American Samoa and the U.S. Virgin Islands (figure 3.2).

FIGURE 3.2. THE GAP BETWEEN THE MINIMUM PASSING SCORE AND THE AVERAGE SCORE OF PROGRAM COMPLETERS TAKING TEACHING CREDENTIAL ASSESSMENTS, BY STATE OR JURISDICTION: 2018–19



NOTE: See supplemental table S3.2 for details.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2018–19.

Nationally, the pass rate for teaching credential assessments among program completers was 93 percent in 2018–19. By program type, the pass rates were 92 percent among completers of traditional programs, 93 percent among completers of alternative IHE programs, and 97 percent among completers of alternative non-IHE programs (table 3.1).

TABLE 3.1. NUMBER OF PROGRAM COMPLETERS WHO TOOK ONE OR MORE REQUIRED TESTS, NUMBER OF PROGRAM COMPLETERS WHO PASSED ALL TESTS TAKEN, AND THE PERCENTAGE OF PROGRAM COMPLETERS WHO PASSED ALL TESTS THEY TOOK FOR THEIR AREA OF SPECIALIZATION, BY PROGRAM TYPE: 2018–19

Program Type	Test takers	Test passers	Pass rate
Total	130,660	121,643	93.1
Traditional	101,489	93,715	92.3
Alternative, institution of higher education-based	11,842	11,041	93.2
Alternative, not institution of higher education-based	17,329	16,887	97.4

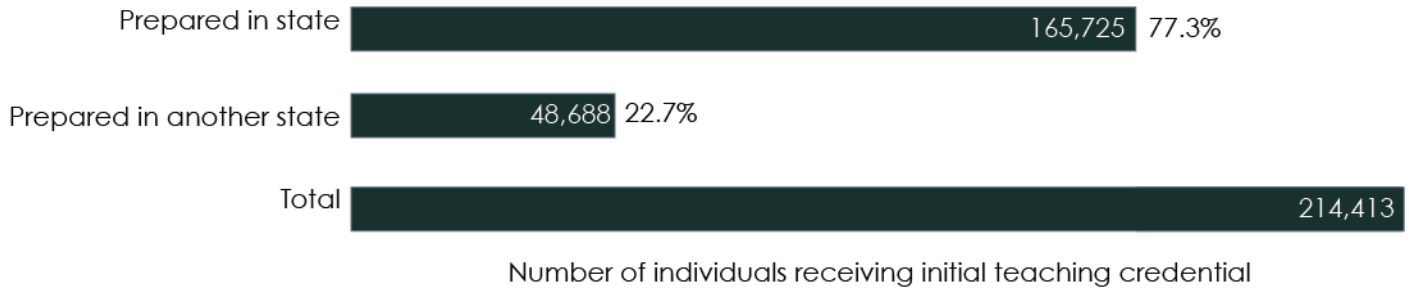
NOTE: Table applies only to program completers in the current year. Assessments were not included if they had fewer than 10 test takers.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2018–19.

NUMBER OF INITIAL TEACHING CREDENTIALS

In academic year 2018–19, about 214,000 individuals received an initial teaching credential in the United States (figure 3.3). The large majority (166,000) of these individuals received their credential in the same state in which they had prepared to teach, though some (49,000) had prepared in a different state. Between 2012–13 and 2018–19, the number of individuals receiving an initial teaching credential declined by 19 percent (see supplemental table S3.3).

FIGURE 3.3. NUMBER AND PERCENTAGE OF INDIVIDUALS RECEIVING AN INITIAL TEACHING CREDENTIAL, BY LOCATION OF PREPARATION: 2018–19



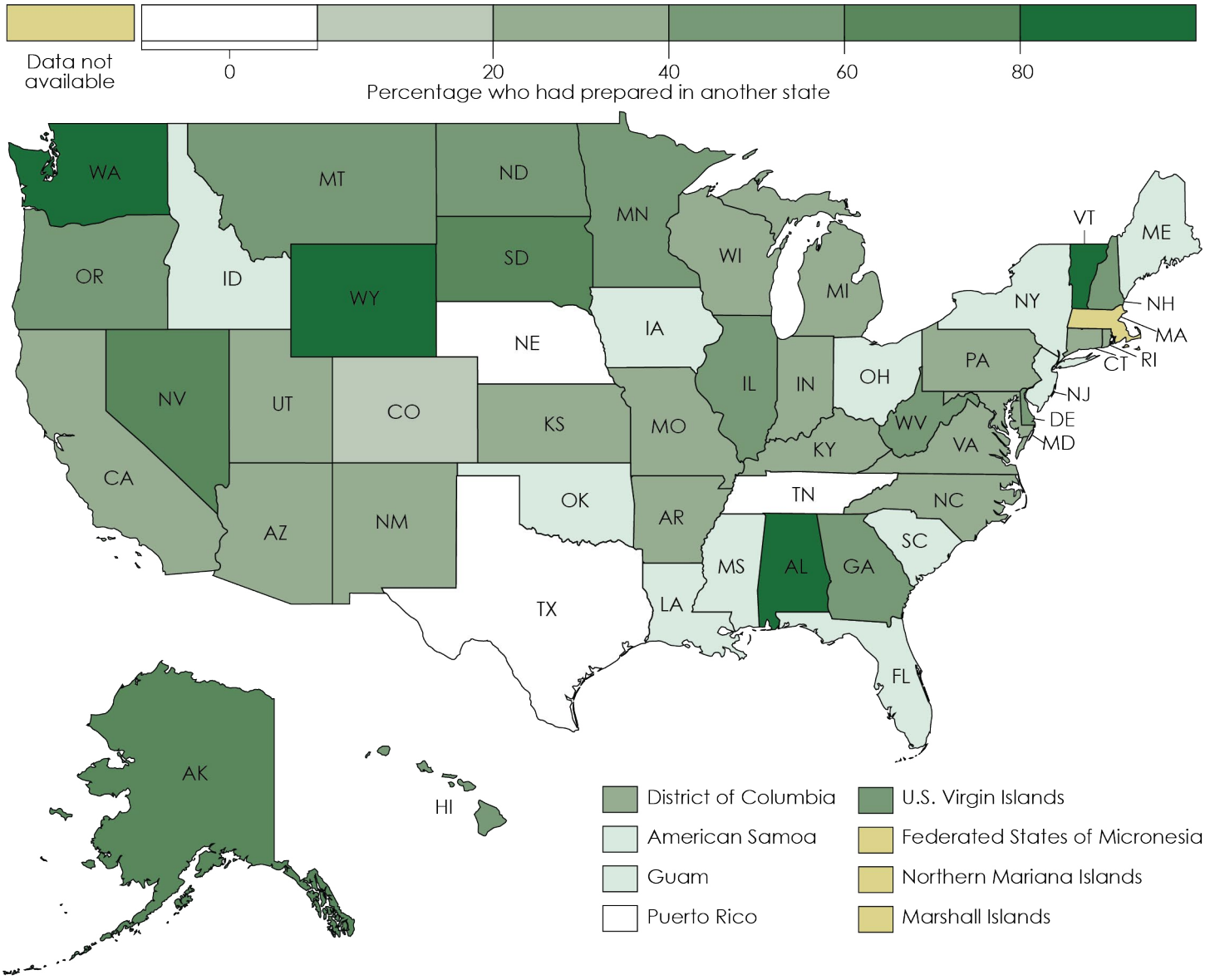
NOTE: See supplemental tables S3.3 and S3.4 for details.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2018–19.

The percentage of teaching credential recipients who had prepared to teach in a different state varies greatly among states (figure 3.4). Although most individuals receiving initial teaching credentials had prepared in the same state, in some states the opposite was true. In Wyoming, for example, more than 90 percent of credential recipients had prepared to teach in a different state. [13]

13 Wyoming has few teacher preparation providers and programs (1 provider and 17 programs as of 2018–19), which may help explain why nearly all Wyoming teaching credential recipients in 2018–19 had prepared to teach in a different state (see supplemental tables S2.1 and S2.2).

FIGURE 3.4. PERCENTAGE OF INDIVIDUALS RECEIVING AN INITIAL TEACHING CREDENTIAL WHO HAD PREPARED IN ANOTHER STATE, BY STATE OR JURISDICTION: 2018–19



NOTE: See supplemental table S3.4 for details.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2018–19.

SUMMARY

Some states require a bachelor's degree in a subject area or academic content area for initial teaching credentials, though this is more common for credentials at the middle- and secondary-school levels than at the elementary level. Most states do require that teacher preparation program completers pass an assessment before receiving a teaching credential. Nationally, pass rates for teaching credential assessments among teacher preparation program completers were more than 90 percent for all program types. In academic year 2018–19, about 260,000 individuals received an initial teaching credential in the United States. Most credential recipients had prepared to teach in the same state that conferred the credential.

SUMMARY

In academic year 2018–19, about 560,000 students were enrolled in teacher preparation programs, and 150,000 of them completed their programs. Nationally, the total number of teacher preparation enrollees and completers has declined in recent years. In contrast with the national trend, the number of teacher preparation students enrolled in alternative programs has increased, though most students remain enrolled in traditional programs. Female and White teacher preparation of K–12 students and completers were overrepresented relative to the percentages of students who were female or White; while male, Black/African American, Hispanic, and Asian teacher preparation K–12 students were underrepresented compared to the demographic percentages of students. There were 2,178 teacher preparation providers and 21,510 teacher preparation programs in the United States as of 2018–19. Each state is responsible for setting the standards to identify teacher preparation programs that are low-performing, and in 2018–19 they had identified only 72 providers (3.3 percent of all providers) that had programs that are low-performing or at risk of being low-performing. In addition, the pass rates for the teaching credential assessments taken by teacher preparation program completers were more than 90 percent at both traditional and alternative programs. About 260,000 individuals received an initial teaching credential in 2018–19.

Upcoming data collections will capture data about academic years 2019–20 and beyond, years during which COVID-19 had an impact on education systems nationwide. The data may provide insight regarding the impact of COVID-19 on teacher preparation programs and students. For example, numbers of enrolled and completing students, program completers' performance on assessments to obtain a teaching credential, or programs' requirements for entry and exit may have changed. The annual data collections will provide the opportunity to track such changes over time.

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KEY TERMS

Key terms used in this report and their definitions from the data collection instruments include the following (U.S. Department of Education, 2020a; U.S. Department of Education, 2020b):

Academic year: A period of 12 consecutive months starting Sept. 1 and ending Aug. 31.

Alternative route to a teaching credential or alternative teacher preparation program: A teacher preparation pathway that primarily serves candidates that are the teacher of record in a classroom while participating in the route. Alternative routes to a teaching credential are defined as such by the state.

Enrolled student or enrollee: An individual who has been admitted, enrolled, and registered in a teacher preparation program and participated in the program during the academic year. Participation may include taking a course, participating in clinical experience, or participating in other program activities. Individuals who were enrolled in and completed the program during the academic year are counted in the total count of enrolled students as well as in the subset of program completers.

Pass rate: The percentage of students who passed assessment(s) taken for an initial teaching credential in the field of preparation. This report displays the summary pass rate for teaching credential assessments, which is the percentage of students who passed all tests they took for their area of specialization among those who took one or more tests in their specialization areas.

Program completer: A person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for an initial teaching credential may not be used as a criterion for determining who is a program completer.

Scaled score: A scaled score is a conversion of a student's raw score on a test or a version of the test to a common scale that allows for score comparisons among students. Because most major testing programs use multiple versions of a test, the scale is used to control slight variations from one version of a test to the next.

Supervised clinical experience: A series of supervised field experiences (including student teaching) with PK–12 students that occur as a sequenced, integral part of the preparation program prior to the candidate becoming the teacher of record. Please note that Title II, Section 202(d)(2) describes features of clinical experience. Courses in the curriculum that include the activities described in 202(d)(2) may be considered clinical coursework. The curriculum policies of each state and its institutions will identify coursework that is clinical and nonclinical.

Teacher credential assessment: A test or other structured method that measures the qualifications of prospective teachers, has a pass-fail outcome, and is used by the state for teacher credentialing.

KEY TERMS

Teacher preparation program: A program, whether traditional or alternative, offered by a teacher preparation provider that leads to a specific state teacher credential in a specific field.

Teacher preparation provider: An institution of higher education or other organization that is authorized by the state to prepare teachers.

APPENDIX A: DATA NOTES AND SUPPLEMENTAL TABLES

Under Title II of the Higher Education Opportunity Act of 2008, states and teacher preparation providers annually report information about teacher preparation programs and their quality (Higher Education Opportunity Act, 2008). Teacher preparation providers report this information to their state, and states report this information to the U.S. Department of Education. Teacher preparation providers provide data about programs and their characteristics, numbers of students enrolled in and completing teacher preparation programs and their characteristics, and program performance (U.S. Department of Education, 2020a). States provide the U.S. Department of Education with data about teacher preparation providers and programs and their characteristics, numbers of students enrolled in and completing teacher preparation programs and their characteristics, criteria used by the state to assess teacher preparation program performance, and teacher preparation program performance (U.S. Department of Education, 2020b). The U.S. Department of Education subsequently consolidates the information and prepares this report for Congress.

Data collection practices have changed over the years. Some of these changes influenced how providers and states reported data, which in turn influenced how data are reported here. Due to changes in data collection practices regarding teacher preparation program enrollment counts and a resultant large change in the enrollment counts reported by providers and states, it was decided not to include enrollment from prior to academic year 2012–13 in this report. For consistency, the report does not show any data from prior to 2012–13. In addition, in this report, enrollment counts from prior to academic year 2018–19 were calculated by adding the reported number of completers to the reported number of enrollees. The reason is that, prior to academic year 2018–19, enrollment and completer counts reported by providers and states were mutually exclusive. In this report, enrollment counts include completers.

The following supplemental tables include the numbers that are shown in the figures and tables in the main body of the report, as well as additional numbers that may have been referenced in the main body of the report but were not featured in figures and tables.

SUPPLEMENTAL TABLES

[NEXT PAGE]

TABLE 1.1. NUMBER OF INDIVIDUALS WHO HAD PREPARED TO TEACH SELECTED SUBJECT AREAS AMONG INDIVIDUALS WHO COMPLETED TEACHER PREPARATION PROGRAMS, BY PROGRAM TYPE: 2018–19

	PROGRAM TYPE		
State	Traditional	Alternative, institution of higher education-based	Alternative, not institution of higher education-based
Elementary education	48,685	4,840	6,763
Special education	19,002	3,884	3,990
Early childhood education	16,601	1,280	3,095
English/Language arts	9,395	1,431	2,478
Mathematics	6,588	1,035	1,883
English as a second language	5,839	690	1,670
Social studies	5,236	450	1,472
General science	2,837	675	1,809
Biology	2,410	629	403
Chemistry	715	216	111
Earth science	396	101	86
Physics	358	97	64
Computer science	17	8	30

NOTE: Subject areas are not mutually exclusive. Completers who had prepared to teach in more than one subject area were counted multiple times, once for each subject area. See supplemental table S1.7 for details.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2018–19.

TABLE S1.1. NUMBER OF INDIVIDUALS ENROLLED IN TEACHER PREPARATION PROGRAMS, WITH PERCENTAGE CHANGE OVER TIME, BY YEAR, STATE OR JURISDICTION, AND PROGRAM TYPE: 2012–13 TO 2018–19

	ACADEMIC YEAR (2013–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
State or jurisdiction and program type	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
United States	692,840	634,942	589,584	600,318	604,264	608,750	559,360	-133,480	-19.3	-40,958	-6.8	-49,390	-8.1
Traditional	607,868	543,896	495,962	475,692	465,694	455,332	415,961	-191,907	-31.6	-59,731	-12.6	-39,371	-8.6
Alternative, institution of higher education-based	38,392	39,377	38,814	39,346	48,546	52,083	48,878	10,486	27.3	9,532	24.2	-3,205	-6.2
Alternative, not institution of higher education-based	46,580	51,669	54,808	85,280	90,024	101,335	94,521	47,941	102.9	9,241	10.8	-6,814	-6.7
Alabama	8,784	7,637	7,334	7,600	7,528	6,676	5,729	-3,055	-34.8	-1,871	-24.6	-947	-14.2
Traditional	6,645	5,823	5,423	5,602	5,554	5,225	4,569	-2,076	-31.2	-1,033	-18.4	-656	-12.6
Alternative, institution of higher education-based	1,663	1,375	1,424	1,602	1,381	1,451	1,160	-503	-30.2	-442	-27.6	-291	-20.1
Alternative, not institution of higher education-based	476	439	487	396	593	0	0	-476	-100.0	-396	-100.0	0	†
Alaska	959	959	899	838	963	875	665	-294	-30.7	-173	-20.6	-210	-24.0
Traditional	927	931	899	838	963	875	665	-262	-28.3	-173	-20.6	-210	-24.0
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	32	28	0	0	0	0	0	-32	-100.0	0	†	0	†
Arizona	48,340	43,215	30,090	30,301	39,685	41,910	35,919	-12,421	-25.7	5,618	18.5	-5,991	-14.3
Traditional	47,112	42,125	28,890	28,975	38,339	39,765	33,534	-13,578	-28.8	4,559	15.7	-6,231	-15.7
Alternative, institution of higher education-based	1,118	963	1,000	1,197	1,318	1,844	1,784	666	59.6	587	49.0	-60	-3.3
Alternative, not institution of higher education-based	110	127	200	129	28	301	601	491	446.4	472	365.9	300	99.7

TABLE S1.1. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2013–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Arkansas	8,511	7,424	6,035	5,641	5,471	5,801	5,506	-3,005	-35.3	-135	-2.4	-295	-5.1
Traditional	6,169	5,175	4,141	3,709	3,590	3,849	3,683	-2,486	-40.3	-26	-0.7	-166	-4.3
Alternative, institution of higher education-based	1,539	1,446	1,262	1,223	1,127	1,117	1,194	-345	-22.4	-29	-2.4	77	6.9
Alternative, not institution of higher education-based	803	803	632	709	754	835	629	-174	-21.7	-80	-11.3	-206	-24.7
California	30,515	29,202	31,568	32,588	35,880	37,557	34,468	3,953	13.0	1,880	5.8	-3,089	-8.2
Traditional	27,058	25,184	27,111	27,076	28,118	28,630	26,761	-297	-1.1	-315	-1.2	-1,869	-6.5
Alternative, institution of higher education-based	2,575	3,230	3,761	4,616	6,555	7,453	6,312	3,737	145.1	1,696	36.7	-1,141	-15.3
Alternative, not institution of higher education-based	882	788	696	896	1,207	1,474	1,395	513	58.2	499	55.7	-79	-5.4
Colorado	11,299	11,365	9,460	9,436	9,696	9,242	8,370	-2,929	-25.9	-1,066	-11.3	-872	-9.4
Traditional	10,344	9,921	8,024	8,036	8,316	7,966	6,967	-3,377	-32.6	-1,069	-13.3	-999	-12.5
Alternative, institution of higher education-based	291	803	699	644	525	551	825	534	183.5	181	28.1	274	49.7
Alternative, not institution of higher education-based	664	641	737	756	855	725	578	-86	-13.0	-178	-23.5	-147	-20.3
Connecticut	5,788	5,243	4,878	4,221	4,519	4,798	4,616	-1,172	-20.2	395	9.4	-182	-3.8
Traditional	5,416	4,839	4,609	4,009	4,149	4,377	4,279	-1,137	-21.0	270	6.7	-98	-2.2
Alternative, institution of higher education-based	24	20	25	13	28	23	26	2	8.3	13	100.0	3	13.0
Alternative, not institution of higher education-based	348	384	244	199	342	398	311	-37	-10.6	112	56.3	-87	-21.9

TABLE S1.1. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2013–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Delaware	3,604	2,749	2,574	2,456	1,686	1,893	1,960	-1,644	-45.6	-496	-20.2	67	3.5
Traditional	3,423	2,589	2,372	2,264	1,444	1,617	1,705	-1,718	-50.2	-559	-24.7	88	5.4
Alternative, institution of higher education-based	0	0	0	162	213	231	228	228	†	66	40.7	-3	-1.3
Alternative, not institution of higher education-based	181	160	202	30	29	45	27	-154	-85.1	-3	-10.0	-18	-40.0
District of Columbia	1,736	1,792	1,907	2,233	1,923	2,947	2,854	1,118	64.4	621	27.8	-93	-3.2
Traditional	940	868	794	689	695	640	580	-360	-38.3	-109	-15.8	-60	-9.4
Alternative, institution of higher education-based	141	31	29	13	742	1,847	1,778	1,637	1161.0	1,765	13576.9	-69	-3.7
Alternative, not institution of higher education-based	655	893	1,084	1,531	486	460	496	-159	-24.3	-1,035	-67.6	36	7.8
Florida	21,189	20,857	21,418	19,436	21,054	18,572	13,414	-7,775	-36.7	-6,022	-31.0	-5,158	-27.8
Traditional	16,360	15,366	14,928	13,450	13,417	11,468	8,261	-8,099	-49.5	-5,189	-38.6	-3,207	-28.0
Alternative, institution of higher education-based	3,539	4,029	4,569	4,071	5,276	3,941	1,934	-1,605	-45.4	-2,137	-52.5	-2,007	-50.9
Alternative, not institution of higher education-based	1,290	1,462	1,921	1,915	2,361	3,163	3,219	1,929	149.5	1,304	68.1	56	1.8
Georgia	17,621	17,207	15,195	13,866	14,774	15,521	16,138	-1,483	-8.4	2,272	16.4	617	4.0
Traditional	16,554	15,446	13,364	11,945	12,465	13,012	13,367	-3,187	-19.3	1,422	11.9	355	2.7
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	1,067	1,761	1,831	1,921	2,309	2,509	2,771	1,704	159.7	850	44.2	262	10.4

TABLE S1.1. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2013–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Hawaii	1,991	2,005	2,016	1,796	1,637	1,677	1,737	-254	-12.8	-59	-3.3	60	3.6
Traditional	1,398	1,440	1,440	1,218	979	956	1,062	-336	-24.0	-156	-12.8	106	11.1
Alternative, institution of higher education-based	507	469	461	388	412	497	458	-49	-9.7	70	18.0	-39	-7.8
Alternative, not institution of higher education-based	86	96	115	190	246	224	217	131	152.3	27	14.2	-7	-3.1
Idaho	7,184	6,590	4,168	5,002	4,389	4,067	3,703	-3,481	-48.5	-1,299	-26.0	-364	-9.0
Traditional	6,742	6,018	3,388	4,147	3,603	2,889	2,888	-3,854	-57.2	-1,259	-30.4	-1	0.0
Alternative, institution of higher education-based	9	11	16	66	110	168	203	194	2155.6	137	207.6	35	20.8
Alternative, not institution of higher education-based	433	561	764	789	676	1,010	612	179	41.3	-177	-22.4	-398	-39.4
Illinois	26,468	21,153	19,317	17,690	17,649	17,075	18,387	-8,081	-30.5	697	3.9	1,312	7.7
Traditional	25,387	20,242	18,751	17,280	17,298	16,614	17,929	-7,458	-29.4	649	3.8	1,315	7.9
Alternative, institution of higher education-based	941	773	498	410	351	461	458	-483	-51.3	48	11.7	-3	-0.7
Alternative, not institution of higher education-based	140	138	68	0	0	0	0	-140	-100.0	0	†	0	†
Indiana	12,649	10,185	9,873	9,942	10,165	9,891	10,972	-1,677	-13.3	1,030	10.4	1,081	10.9
Traditional	10,768	8,058	7,784	7,510	7,583	7,134	8,073	-2,695	-25.0	563	7.5	939	13.2
Alternative, institution of higher education-based	1,881	2,127	2,089	2,432	2,571	2,530	2,415	534	28.4	-17	-0.7	-115	-4.5
Alternative, not institution of higher education-based	0	0	0	0	11	227	484	484	†	484	†	257	113.2

TABLE S1.1. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2013–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Iowa	10,534	9,546	9,046	8,806	7,861	7,983	7,473	-3,061	-29.1	-1,333	-15.1	-510	-6.4
Traditional	10,525	9,499	8,980	8,726	7,765	7,897	7,381	-3,144	-29.9	-1,345	-15.4	-516	-6.5
Alternative, institution of higher education-based	9	47	66	80	96	86	92	83	922.2	12	15.0	6	7.0
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Kansas	7,569	7,280	7,078	6,991	7,010	7,344	6,010	-1,559	-20.6	-981	-14.0	-1,334	-18.2
Traditional	7,315	6,954	6,735	6,644	6,620	6,633	5,300	-2,015	-27.5	-1,344	-20.2	-1,333	-20.1
Alternative, institution of higher education-based	254	326	343	347	390	711	710	456	179.5	363	104.6	-1	-0.1
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Kentucky	14,430	10,181	7,216	6,856	6,884	6,984	6,760	-7,670	-53.2	-96	-1.4	-224	-3.2
Traditional	13,246	9,423	6,169	5,673	5,535	5,425	5,170	-8,076	-61.0	-503	-8.9	-255	-4.7
Alternative, institution of higher education-based	1,095	701	973	1,092	1,272	1,497	1,544	449	41.0	452	41.4	47	3.1
Alternative, not institution of higher education-based	89	57	74	91	77	62	46	-43	-48.3	-45	-49.5	-16	-25.8
Louisiana	8,006	7,832	7,115	6,784	7,651	6,760	5,543	-2,463	-30.8	-1,241	-18.3	-1,217	-18.0
Traditional	4,342	4,058	3,780	3,469	3,399	3,257	3,041	-1,301	-30.0	-428	-12.3	-216	-6.6
Alternative, institution of higher education-based	2,445	2,166	1,975	1,738	1,561	1,659	1,224	-1,221	-49.9	-514	-29.6	-435	-26.2
Alternative, not institution of higher education-based	1,219	1,608	1,360	1,577	2,691	1,844	1,278	59	4.8	-299	-19.0	-566	-30.7

TABLE S1.1. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2013–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Maine	2,730	2,503	2,478	2,680	2,516	2,259	2,130	-600	-22.0	-550	-20.5	-129	-5.7
Traditional	2,612	2,343	2,364	2,566	2,406	2,259	2,130	-482	-18.5	-436	-17.0	-129	-5.7
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	118	160	114	114	110	0	0	-118	-100.0	-114	-100.0	0	†
Maryland	10,877	9,123	8,108	7,776	6,935	6,703	5,851	-5,026	-46.2	-1,925	-24.8	-852	-12.7
Traditional	9,761	8,205	7,169	6,881	6,082	5,795	5,158	-4,603	-47.2	-1,723	-25.0	-637	-11.0
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	1,116	918	939	895	853	908	693	-423	-37.9	-202	-22.6	-215	-23.7
Massachusetts	19,845	19,467	22,447	15,988	16,714	16,321	13,228	-6,617	-33.3	-2,760	-17.3	-3,093	-19.0
Traditional	18,878	18,561	21,378	15,209	15,910	15,539	12,488	-6,390	-33.8	-2,721	-17.9	-3,051	-19.6
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	967	906	1,069	779	804	782	740	-227	-23.5	-39	-5.0	-42	-5.4
Michigan	18,822	15,238	14,749	10,988	9,512	9,694	10,168	-8,654	-46.0	-820	-7.5	474	4.9
Traditional	18,523	14,966	14,520	10,816	9,344	9,234	9,123	-9,400	-50.7	-1,693	-15.7	-111	-1.2
Alternative, institution of higher education-based	299	272	214	160	158	222	308	9	3.0	148	92.5	86	38.7
Alternative, not institution of higher education-based	0	0	15	12	10	238	737	737	†	725	6041.7	499	209.7

TABLE S1.1. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2013–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Minnesota	10,227	10,606	10,823	12,472	11,281	11,058	10,576	349	3.4	-1,896	-15.2	-482	-4.4
Traditional	10,143	10,514	10,649	10,907	10,066	9,992	9,842	-301	-3.0	-1,065	-9.8	-150	-1.5
Alternative, institution of higher education-based	84	92	174	1,565	1,215	1,066	734	650	773.8	-831	-53.1	-332	-31.1
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Mississippi	6,471	6,222	5,119	4,573	4,307	4,234	4,224	-2,247	-34.7	-349	-7.6	-10	-0.2
Traditional	4,214	3,858	3,314	2,844	2,768	2,771	2,836	-1,378	-32.7	-8	-0.3	65	2.3
Alternative, institution of higher education-based	1,587	1,747	1,237	1,240	1,154	866	1,181	-406	-25.6	-59	-4.8	315	36.4
Alternative, not institution of higher education-based	670	617	568	489	385	597	207	-463	-69.1	-282	-57.7	-390	-65.3
Missouri	14,729	14,888	12,422	11,738	12,129	11,600	10,247	-4,482	-30.4	-1,491	-12.7	-1,353	-11.7
Traditional	13,071	13,349	10,788	10,410	10,337	9,674	8,684	-4,387	-33.6	-1,726	-16.6	-990	-10.2
Alternative, institution of higher education-based	915	899	737	547	873	863	685	-230	-25.1	138	25.2	-178	-20.6
Alternative, not institution of higher education-based	743	640	897	781	919	1,063	878	135	18.2	97	12.4	-185	-17.4
Montana	3,756	3,391	2,952	3,037	2,616	2,408	2,393	-1,363	-36.3	-644	-21.2	-15	-0.6
Traditional	3,564	3,177	2,781	2,852	2,538	2,408	2,384	-1,180	-33.1	-468	-16.4	-24	-1.0
Alternative, institution of higher education-based	192	214	171	185	78	0	9	-183	-95.3	-176	-95.1	9	†
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†

TABLE S1.1. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2013–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Nebraska	5,278	5,184	4,934	5,184	4,439	4,183	3,780	-1,498	-28.4	-1,404	-27.1	-403	-9.6
Traditional	5,240	5,138	4,884	5,124	4,358	4,099	3,643	-1,597	-30.5	-1,481	-28.9	-456	-11.1
Alternative, institution of higher education-based	38	46	50	60	81	84	137	99	260.5	77	128.3	53	63.1
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Nevada	3,345	3,877	3,942	4,294	5,507	6,024	4,732	1,387	41.5	438	10.2	-1,292	-21.4
Traditional	3,027	3,215	2,966	3,199	3,914	3,992	3,093	66	2.2	-106	-3.3	-899	-22.5
Alternative, institution of higher education-based	318	662	485	612	723	906	777	459	144.3	165	27.0	-129	-14.2
Alternative, not institution of higher education-based	0	0	491	483	870	1,126	862	862	†	379	78.5	-264	-23.4
New Hampshire	3,931	3,836	3,624	3,511	2,778	2,800	2,397	-1,534	-39.0	-1,114	-31.7	-403	-14.4
Traditional	3,626	3,514	3,338	3,281	2,594	2,599	1,830	-1,796	-49.5	-1,451	-44.2	-769	-29.6
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	305	322	286	230	184	201	567	262	85.9	337	146.5	366	182.1
New Jersey	19,206	19,627	17,667	14,261	14,013	11,316	10,556	-8,650	-45.0	-3,705	-26.0	-760	-6.7
Traditional	14,776	14,486	13,498	12,864	12,335	9,874	8,605	-6,171	-41.8	-4,259	-33.1	-1,269	-12.9
Alternative, institution of higher education-based	403	484	399	1,054	1,575	1,019	1,527	1,124	278.9	473	44.9	508	49.9
Alternative, not institution of higher education-based	4,027	4,657	3,770	343	103	423	424	-3,603	-89.5	81	23.6	1	0.2

TABLE S1.1. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2013–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
New Mexico	4,907	4,561	4,680	3,431	3,174	2,510	2,609	-2,298	-46.8	-822	-24.0	99	3.9
Traditional	3,330	2,842	2,916	1,906	1,509	1,129	1,332	-1,998	-60.0	-574	-30.1	203	18.0
Alternative, institution of higher education-based	1,577	1,719	1,764	1,525	1,665	1,381	1,277	-300	-19.0	-248	-16.3	-104	-7.5
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
New York	65,918	60,055	54,764	55,727	50,777	52,562	50,116	-15,802	-24.0	-5,611	-10.1	-2,446	-4.7
Traditional	62,288	56,488	50,857	51,232	45,499	45,875	43,780	-18,508	-29.7	-7,452	-14.5	-2,095	-4.6
Alternative, institution of higher education-based	3,630	3,567	3,907	4,495	5,278	6,687	6,336	2,706	74.5	1,841	41.0	-351	-5.2
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
North Carolina	19,229	19,845	19,607	19,873	18,570	20,070	18,785	-444	-2.3	-1,088	-5.5	-1,285	-6.4
Traditional	13,345	13,034	12,536	11,635	10,490	10,505	9,503	-3,842	-28.8	-2,132	-18.3	-1,002	-9.5
Alternative, institution of higher education-based	2,064	2,329	2,011	1,839	1,633	2,035	2,220	156	7.6	381	20.7	185	9.1
Alternative, not institution of higher education-based	3,820	4,482	5,060	6,399	6,447	7,530	7,062	3,242	84.9	663	10.4	-468	-6.2
North Dakota	2,342	2,469	2,155	2,168	2,029	2,082	2,145	-197	-8.4	-23	-1.1	63	3.0
Traditional	2,342	2,469	2,155	2,168	2,005	2,082	2,145	-197	-8.4	-23	-1.1	63	3.0
Alternative, institution of higher education-based	0	0	0	0	24	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†

TABLE S1.1. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2013–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Ohio	26,746	23,368	20,582	19,889	18,867	18,326	16,134	-10,612	-39.7	-3,755	-18.9	-2,192	-12.0
Traditional	26,746	23,368	20,582	19,889	18,867	18,326	16,134	-10,612	-39.7	-3,755	-18.9	-2,192	-12.0
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Oklahoma	10,040	7,068	7,580	6,880	5,369	4,949	4,776	-5,264	-52.4	-2,104	-30.6	-173	-3.5
Traditional	8,987	5,978	6,490	5,666	5,369	4,949	4,776	-4,211	-46.9	-890	-15.7	-173	-3.5
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	1,053	1,090	1,090	1,214	0	0	0	-1,053	-100.0	-1,214	-100.0	0	†
Oregon	3,563	3,445	3,478	3,742	4,127	3,835	3,741	178	5.0	-1	0.0	-94	-2.5
Traditional	3,563	3,445	3,478	3,742	4,127	3,835	3,741	178	5.0	-1	0.0	-94	-2.5
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Pennsylvania	33,918	27,185	22,103	20,762	19,680	19,035	17,942	-15,976	-47.1	-2,820	-13.6	-1,093	-5.7
Traditional	32,845	26,429	21,411	20,231	19,028	18,425	16,910	-15,935	-48.5	-3,321	-16.4	-1,515	-8.2
Alternative, institution of higher education-based	1,029	714	627	442	440	441	802	-227	-22.1	360	81.4	361	81.9
Alternative, not institution of higher education-based	44	42	65	89	212	169	230	186	422.7	141	158.4	61	36.1

TABLE S1.1. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2013–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Rhode Island	3,027	2,771	1,940	1,971	1,847	1,876	1,595	-1,432	-47.3	-376	-19.1	-281	-15.0
Traditional	2,974	2,715	1,879	1,925	1,797	1,822	1,568	-1,406	-47.3	-357	-18.5	-254	-13.9
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	53	56	61	46	50	54	27	-26	-49.1	-19	-41.3	-27	-50.0
South Carolina	8,438	7,303	8,488	8,321	7,694	7,500	7,375	-1,063	-12.6	-946	-11.4	-125	-1.7
Traditional	7,526	6,383	7,178	6,874	6,578	6,016	5,782	-1,744	-23.2	-1,092	-15.9	-234	-3.9
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	912	920	1,310	1,447	1,116	1,484	1,593	681	74.7	146	10.1	109	7.3
South Dakota	2,075	2,158	2,277	2,305	2,469	2,148	2,254	179	8.6	-51	-2.2	106	4.9
Traditional	1,995	2,051	2,128	2,171	2,275	2,148	2,254	259	13.0	83	3.8	106	4.9
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	80	107	149	134	194	0	0	-80	-100.0	-134	-100.0	0	†
Tennessee	13,446	11,860	11,230	9,444	9,031	9,103	8,517	-4,929	-36.7	-927	-9.8	-586	-6.4
Traditional	11,234	9,842	9,364	7,767	7,380	7,368	6,394	-4,840	-43.1	-1,373	-17.7	-974	-13.2
Alternative, institution of higher education-based	1,526	1,487	1,395	1,319	1,415	1,471	1,842	316	20.7	523	39.7	371	25.2
Alternative, not institution of higher education-based	686	531	471	358	236	264	281	-405	-59.0	-77	-21.5	17	6.4

TABLE S1.1. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2013–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Texas	58,076	57,819	56,408	90,026	96,914	106,344	96,771	38,695	66.6	6,745	7.5	-9,573	-9.0
Traditional	30,366	28,326	25,799	29,401	29,997	30,573	27,752	-2,614	-8.6	-1,649	-5.6	-2,821	-9.2
Alternative, institution of higher education-based	5,551	4,763	4,321	2,121	3,626	4,183	3,280	-2,271	-40.9	1,159	54.6	-903	-21.6
Alternative, not institution of higher education-based	22,159	24,730	26,288	58,504	63,291	71,588	65,739	43,580	196.7	7,235	12.4	-5,849	-8.2
Utah	12,309	9,659	11,871	13,387	12,359	8,783	7,083	-5,226	-42.5	-6,304	-47.1	-1,700	-19.4
Traditional	11,907	9,175	11,251	12,544	11,517	7,974	6,338	-5,569	-46.8	-6,206	-49.5	-1,636	-20.5
Alternative, institution of higher education-based	50	114	91	140	155	161	44	-6	-12.0	-96	-68.6	-117	-72.7
Alternative, not institution of higher education-based	352	370	529	703	687	648	701	349	99.1	-2	-0.3	53	8.2
Vermont	2,040	2,268	2,605	2,205	2,084	1,843	1,523	-517	-25.3	-682	-30.9	-320	-17.4
Traditional	1,770	1,916	2,221	1,886	1,682	1,464	1,250	-520	-29.4	-636	-33.7	-214	-14.6
Alternative, institution of higher education-based	0	0	0	6	152	150	99	99	†	93	1550.0	-51	-34.0
Alternative, not institution of higher education-based	270	352	384	313	250	229	174	-96	-35.6	-139	-44.4	-55	-24.0
Virginia	16,952	15,108	15,426	13,849	10,676	10,918	10,447	-6,505	-38.4	-3,402	-24.6	-471	-4.3
Traditional	16,257	14,494	14,718	13,123	10,136	10,409	9,969	-6,288	-38.7	-3,154	-24.0	-440	-4.2
Alternative, institution of higher education-based	502	358	318	341	372	402	353	-149	-29.7	12	3.5	-49	-12.2
Alternative, not institution of higher education-based	193	256	390	385	168	107	125	-68	-35.2	-260	-67.5	18	16.8

TABLE S1.1. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2013–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Washington	7,774	7,580	7,691	8,239	8,995	12,044	10,059	2,285	29.4	1,820	22.1	-1,985	-16.5
Traditional	7,455	7,242	7,283	7,824	8,379	11,054	8,790	1,335	17.9	966	12.3	-2,264	-20.5
Alternative, institution of higher education-based	319	338	408	415	616	990	1,157	838	262.7	742	178.8	167	16.9
Alternative, not institution of higher education-based	0	0	0	0	0	0	112	112	†	112	†	112	†
West Virginia	4,743	4,803	4,454	4,306	3,295	3,278	2,598	-2,145	-45.2	-1,708	-39.7	-680	-20.7
Traditional	4,705	4,738	4,453	4,306	3,255	3,185	2,485	-2,220	-47.2	-1,821	-42.3	-700	-22.0
Alternative, institution of higher education-based	38	65	1	0	0	0	0	-38	-100.0	0	†	0	†
Alternative, not institution of higher education-based	0	0	0	0	40	93	113	113	†	113	†	20	21.5
Wisconsin	13,417	12,608	11,382	10,872	10,673	11,302	10,742	-2,675	-19.9	-130	-1.2	-560	-5.0
Traditional	12,880	12,041	10,935	10,439	10,243	10,748	10,150	-2,730	-21.2	-289	-2.8	-598	-5.6
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	537	567	447	433	430	554	592	55	10.2	159	36.7	38	6.9
Wyoming	1,425	1,247	1,128	1,063	1,026	1,072	833	-592	-41.5	-230	-21.6	-239	-22.3
Traditional	1,425	1,247	1,128	1,063	1,026	1,072	833	-592	-41.5	-230	-21.6	-239	-22.3
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†

TABLE S1.1. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2013–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
American Samoa	405	485	79	107	229	331	381	-24	-5.9	274	256.1	50	15.1
Traditional	405	485	79	107	229	331	381	-24	-5.9	274	256.1	50	15.1
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Federated States of Micronesia	1,067	—	—	519	834	492	—	†	†	†	†	†	†
Traditional	1,067	—	—	519	834	492	—	†	†	†	†	†	†
Alternative, institution of higher education-based	0	—	—	0	0	0	—	†	†	†	†	†	†
Alternative, not institution of higher education-based	0	—	—	0	0	0	—	†	†	†	†	†	†
Guam	521	452	461	467	293	519	584	63.0	12.1	117	25.1	65	12.5
Traditional	521	452	461	467	257	472	576	55.0	10.6	109	23.3	104	22.0
Alternative, institution of higher education-based	0	0	0	0	36	47	8	8.0	†	8	†	-39	-83.0
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0.0	†	0	†	0	†
Marshall Islands	486	415	—	136	393	481	—	†	†	†	†	†	†
Traditional	486	415	—	136	393	481	—	†	†	†	†	†	†
Alternative, institution of higher education-based	0	0	—	0	0	0	—	†	†	†	†	†	†
Alternative, not institution of higher education-based	0	0	—	0	0	0	—	†	†	†	†	†	†

TABLE S1.1. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2013–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Northern Mariana Islands	125	108	170	198	154	145	—	†	†	†	†	†	†
Traditional	125	108	170	198	154	145	—	†	†	†	†	†	†
Alternative, institution of higher education-based	0	0	0	0	0	0	—	†	†	†	†	†	†
Alternative, not institution of higher education-based	0	0	0	0	0	0	—	†	†	†	†	†	†
Puerto Rico	13,245	13,718	12,508	11,417	13,479	11,002	11,722	-1,523	-11.5	305	2.7	720	6.5
Traditional	13,006	12,728	11,194	10,231	10,130	7,960	7,965	-5,041	-38.8	-2,266	-22.1	5	0.1
Alternative, institution of higher education-based	239	990	1,314	1,186	3,349	3,042	3,757	3,518	1472.0	2,571	216.8	715	23.5
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
U.S. Virgin Islands	212	200	65	29	54	27	122	-90	-42.5	93	320.7	95	351.9
Traditional	212	200	65	29	54	27	122	-90	-42.5	93	320.7	95	351.9
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†

† Not applicable.

— Not available.

NOTE: Due to a change in data collection practices and a corresponding change in reported enrollment counts, the first academic year shown in this table is 2012–13. Enrollment counts are inclusive of completer counts (i.e., individuals who completed a teacher preparation program in a given year are also counted as enrolled in that year). Prior to academic year 2018–19, enrollment and completer counts were reported separately. Therefore, in this table, enrollment counts prior to academic year 2018–19 were calculated by adding the reported number of completers to the reported number of enrollees.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2012–13 to 2018–19.

TABLE S1.2. PERCENTAGE OF TEACHER PREPARATION STUDENTS ENROLLED IN EACH PROGRAM TYPE, BY STATE: 2018–19, BY STATE: 2018–19

	PROGRAM TYPE		
State	Traditional	Alternative, institution of higher education-based	Alternative, not institution of higher education-based
United States	74.4	8.7	16.9
Alabama	79.8	20.2	0.0
Alaska	100.0	0.0	0.0
Arizona	93.4	5.0	1.7
Arkansas	66.9	21.7	11.4
California	77.6	18.3	4.0
Colorado	83.2	9.9	6.9
Connecticut	92.7	0.6	6.7
Delaware	87.0	11.6	1.4
D.C.	20.3	62.3	17.4
Florida	61.6	14.4	24.0
Georgia	82.8	0.0	17.2
Hawaii	61.1	26.4	12.5
Idaho	78.0	5.5	16.5
Illinois	97.5	2.5	0.0
Indiana	73.6	22.0	4.4
Iowa	98.8	1.2	0.0
Kansas	88.2	11.8	0.0
Kentucky	76.5	22.8	0.7
Louisiana	54.9	22.1	23.1
Maine	100.0	0.0	0.0
Maryland	88.2	0.0	11.8
Massachusetts	94.4	0.0	5.6
Michigan	89.7	3.0	7.2
Minnesota	93.1	6.9	0.0
Mississippi	67.1	28.0	4.9
Missouri	84.7	6.7	8.6
Montana	99.6	0.4	0.0
Nebraska	96.4	3.6	0.0
Nevada	65.4	16.4	18.2
New Hampshire	76.3	0.0	23.7
New Jersey	81.5	14.5	4.0
New Mexico	51.1	48.9	0.0
New York	87.4	12.6	0.0
North Carolina	50.6	11.8	37.6
North Dakota	100.0	0.0	0.0
Ohio	100.0	0.0	0.0
Oklahoma	100.0	0.0	0.0
Oregon	100.0	0.0	0.0
Pennsylvania	94.2	4.5	1.3
Rhode Island	98.3	0.0	1.7
South Carolina	78.4	0.0	21.6
South Dakota	100.0	0.0	0.0
Tennessee	75.1	21.6	3.3
Texas	28.7	3.4	67.9
Utah	89.5	0.6	9.9
Vermont	82.1	6.5	11.4
Virginia	95.4	3.4	1.2
Washington	87.4	11.5	1.1
West Virginia	95.7	0.0	4.3
Wisconsin	94.5	0.0	5.5
Wyoming	100.0	0.0	0.0
American Samoa	100.0	0.0	0.0
Guam	98.6	1.4	0.0
Puerto Rico	67.9	32.1	0.0
U.S. Virgin Islands	100.0	0.0	0.0

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2018–19.

TABLE S1.3. TOTAL NUMBER AND PERCENTAGE DISTRIBUTION OF GENDER AND RACE/ETHNICITY AMONG TEACHER PREPARATION PROGRAM ENROLLEES AND THE K–12 STUDENT POPULATION, BY STATE OR JURISDICTION: 2018–19

	TEACHER PREPARATION PROGRAM ENROLLEES										K–12 STUDENT POPULATION									
		GENDER		RACE/ETHNICITY								GENDER		RACE/ETHNICITY						
State or jurisdiction	Total	Male	Female	White	Black or African American	Hispanic /Latino of any race	Asian	Native Hawaiian or Pacific Islander	American Indian or Alaska Native	Two or more races	Total	Male	Female	White	Black or African American	Hispanic / Latino of any race	Asian	Native Hawaiian or Pacific Islander	American Indian or Alaska Native	Two or more races
United States	559,360	22.9	73.5	61.4	9.6	14.6	3.0	0.4	0.6	2.7	50,743,999	51.3	48.7	46.7	15.0	27.5	5.2	0.4	1.0	4.0
Alabama	5,729	20.2	79.8	81.8	12.2	1.5	0.6	0.1	0.7	1.6	738,495	51.3	48.7	54.2	32.5	8.4	1.5	0.1	0.9	2.4
Alaska	665	25.1	74.7	55.8	0.9	3.0	1.7	0.5	20.9	6.8	130,963	51.6	48.4	47.5	2.7	6.7	5.8	3.1	22.8	11.5
Arizona	35,919	15.4	78.9	49.6	17.2	15.7	1.4	0.4	0.9	2.8	1,135,899	51.2	48.8	37.8	5.5	45.6	2.9	0.4	4.5	3.3
Arkansas	5,506	25.6	73.8	83.5	7.6	3.6	1.0	0.1	1.0	1.8	491,804	51.3	48.7	60.6	20.3	13.2	1.6	0.9	0.6	2.8
California	34,468	27.6	71.2	44.3	4.0	31.1	7.8	0.6	0.6	4.6	6,171,666	51.3	48.7	22.9	5.4	54.6	11.7	0.5	0.5	4.5
Colorado	8,370	24.6	75.4	70.3	2.6	16.7	2.2	0.2	0.7	4.2	911,341	51.4	48.6	53.4	4.5	33.6	3.2	0.3	0.7	4.4
Connecticut	4,616	24.6	73.7	73.7	6.2	9.7	2.9	0.0	0.2	2.0	514,698	51.1	48.9	52.8	12.6	25.5	5.2	0.1	0.3	3.6
Delaware	1,960	19.2	80.6	71.2	12.5	4.1	2.6	0.0	0.2	5.7	138,405	51.2	48.8	43.5	30.1	17.7	4.0	0.1	0.4	4.0
D.C.	2,854	31.8	67.1	46.8	21.8	6.9	12.4	0.0	0.1	2.6	88,110	50.6	49.4	11.9	67.4	16.4	1.5	0.1	0.2	2.5
Florida	13,414	19.4	68.9	56.7	9.5	19.9	1.6	0.3	0.1	1.9	2,846,429	51.4	48.6	37.4	21.9	33.9	2.8	0.2	0.3	3.6
Georgia	16,138	23.0	76.8	62.4	23.9	5.1	2.0	0.1	0.1	1.9	1,767,202	51.1	48.9	39.0	36.6	16.1	4.2	0.1	0.2	3.8
Hawaii	1,737	24.1	75.2	21.8	2.4	3.8	32.8	23.1	1.0	12.7	181,278	52.1	47.9	12.0	1.6	15.2	27.7	27.8	0.2	15.5
Idaho	3,703	22.7	76.0	81.5	0.6	4.5	1.3	0.1	0.3	4.3	309,875	51.4	48.6	75.0	1.1	18.3	1.2	0.3	1.1	2.9
Illinois	18,387	24.4	75.5	66.8	7.4	13.9	3.6	0.1	0.2	4.1	1,960,857	51.3	48.7	47.7	16.6	26.4	5.1	0.1	0.3	3.7
Indiana	10,972	20.9	79.1	83.3	4.8	4.4	1.6	0.0	0.2	2.2	1,055,351	51.3	48.7	67.2	12.7	12.3	2.5	0.1	0.2	5.0
Iowa	7,473	24.3	75.6	87.1	1.6	3.6	1.0	0.1	0.3	1.8	506,310	51.5	48.5	75.2	6.3	11.0	2.5	0.3	0.4	4.2
Kansas	6,010	24.4	75.4	82.0	2.6	6.7	1.0	0.1	1.0	4.5	491,442	51.4	48.6	63.9	6.9	20.0	2.8	0.2	0.8	5.4
Kentucky	6,760	24.8	71.8	88.0	3.0	1.8	0.8	0.0	0.1	1.4	677,821	51.6	48.4	76.2	10.5	7.1	1.8	0.1	0.1	4.1
Louisiana	5,543	19.1	74.5	68.9	14.1	2.6	0.9	0.1	0.5	2.4	711,235	51.1	48.9	44.3	43.2	7.4	1.6	0.1	0.6	2.7
Maine	2,130	25.8	74.1	86.1	1.3	2.4	0.8	0.0	0.9	1.3	175,254	51.6	48.4	88.9	3.8	2.4	1.5	0.1	0.7	2.7
Maryland	5,851	24.1	75.7	62.4	17.5	6.6	4.9	0.1	0.3	3.7	896,827	51.3	48.7	36.5	33.6	18.1	6.6	0.1	0.3	4.7
Massachusetts	13,228	17.2	67.9	62.0	2.7	5.3	2.2	0.0	0.1	1.0	951,852	51.2	48.7	58.9	9.2	20.8	7.0	0.1	0.2	3.8
Michigan	10,168	23.3	76.7	82.8	4.4	3.5	1.8	0.0	0.3	2.0	1,457,101	51.3	48.7	66.0	17.7	8.0	3.5	0.1	0.6	4.2
Minnesota	10,576	25.4	74.4	83.9	3.8	3.4	3.5	0.1	0.6	2.5	889,294	51.5	48.5	65.7	11.2	9.5	6.9	0.1	1.7	5.0
Mississippi	4,224	21.2	78.7	77.1	19.0	1.8	0.5	0.1	0.2	0.9	471,298	51.1	48.9	44.0	48.1	4.0	1.1	0.1	0.2	2.5

TABLE S1.3. CONT'D

State or jurisdiction	TEACHER PREPARATION PROGRAM ENROLLEES										K–12 STUDENT POPULATION									
		GENDER		RACE/ETHNICITY								GENDER		RACE/ETHNICITY						
	Total	Male	Female	White	Black or African American	Hispanic /Latino of any race	Asian	Native Hawaiian or Pacific Islander	American Indian or Alaska Native	Two or more races	Total	Male	Female	White	Black or African American	Hispanic / Latino of any race	Asian	Native Hawaiian or Pacific Islander	American Indian or Alaska Native	Two or more races
Missouri	10,247	21.3	78.5	86.7	5.2	2.4	0.8	0.2	0.4	2.3	908,331	51.6	48.4	70.7	15.7	6.7	2.1	0.3	0.4	4.3
Montana	2,393	28.6	71.4	85.0	0.4	3.8	1.1	0.2	4.5	2.8	147,709	51.4	48.6	78.6	0.8	4.7	0.7	0.2	10.9	3.9
Nebraska	3,780	24.7	75.2	88.0	1.2	5.6	0.9	0.4	0.4	2.9	326,392	51.7	48.3	66.0	6.6	19.2	2.8	0.1	1.3	3.9
Nevada	4,732	23.4	76.5	51.4	5.9	20.1	4.7	0.8	0.5	6.1	498,614	51.4	48.6	31.7	11.4	42.7	5.4	1.4	0.9	6.6
New Hampshire	2,397	23.9	74.1	86.1	0.5	2.0	1.3	0.0	0.4	1.1	177,357	51.6	48.4	85.0	2.1	5.8	3.3	0.1	0.2	3.5
New Jersey	10,556	24.6	75.2	66.9	6.7	14.7	4.1	0.2	0.1	2.2	1,365,642	51.4	48.6	43.2	15.2	28.8	10.3	0.2	0.1	2.1
New Mexico	2,609	23.2	76.7	49.4	2.5	37.6	1.8	0.4	4.5	1.9	333,536	51.2	48.8	23.0	1.9	61.9	1.1	0.1	9.9	2.1
New York	50,116	23.1	76.0	54.6	9.9	14.4	6.3	0.2	0.3	3.4	2,673,930	51.4	48.6	42.7	16.9	27.4	9.5	0.2	0.7	2.6
North Carolina	18,785	22.1	77.0	61.9	21.7	3.8	1.3	0.0	1.2	2.2	1,552,497	51.3	48.7	47.6	25.1	18.0	3.5	0.1	1.2	4.5
North Dakota	2,145	27.1	72.7	88.4	0.9	2.8	1.0	0.3	3.2	2.2	113,689	51.6	48.4	76.3	5.0	5.4	1.6	0.2	8.4	3.1
Ohio	16,134	23.3	76.0	86.9	3.8	2.2	0.9	0.1	0.2	2.3	1,694,341	51.3	48.7	69.3	16.6	6.0	2.5	0.1	0.1	5.3
Oklahoma	4,776	19.6	77.2	67.7	4.0	6.5	1.2	0.1	7.1	8.5	698,800	51.3	48.7	48.5	8.5	17.7	2.0	0.4	13.2	9.8
Oregon	3,741	26.5	71.9	71.6	1.6	10.6	4.2	0.6	1.2	4.8	573,758	51.3	48.7	61.9	2.2	23.5	4.0	0.8	1.2	6.4
Pennsylvania	17,942	20.9	78.5	82.3	5.2	3.9	1.8	0.1	0.2	1.9	1,709,342	51.3	48.7	64.8	14.6	12.1	4.1	0.1	0.2	4.2
Rhode Island	1,595	18.1	81.6	82.5	2.1	5.3	1.8	0.1	0.2	2.2	141,742	51.4	48.6	56.5	8.7	26.2	3.3	0.2	0.8	4.4
South Carolina	7,375	21.1	78.4	71.1	17.4	2.7	0.9	0.4	0.4	2.1	780,862	51.2	48.8	50.3	33.2	10.0	1.6	0.1	0.3	4.4
South Dakota	2,254	25.6	74.4	89.9	0.5	1.3	0.4	0.0	3.9	0.9	138,444	51.4	48.6	73.0	3.2	6.5	1.7	0.1	10.8	4.6
Tennessee	8,517	21.9	77.0	76.5	11.6	3.1	1.5	0.1	0.2	2.2	1,006,309	51.3	48.7	61.9	21.9	10.8	2.0	0.1	0.2	3.1
Texas	96,771	24.9	64.7	39.8	15.9	28.2	2.6	0.1	0.4	1.8	5,433,471	51.3	48.7	27.4	12.6	52.5	4.5	0.2	0.4	2.4
Utah	7,083	17.8	82.2	87.8	0.4	4.5	1.1	0.5	0.4	2.7	676,449	51.5	48.5	74.0	1.4	17.4	1.7	1.6	1.1	2.8
Vermont	1,523	25.4	73.4	84.1	1.3	2.8	1.6	0.0	0.4	1.8	83,716	52.0	48.0	89.5	2.5	2.4	2.3	0.1	0.3	2.8
Virginia	10,447	18.1	81.8	70.2	11.5	5.2	3.5	0.2	0.2	3.1	1,289,367	51.5	48.5	48.4	22.2	16.2	7.1	0.2	0.3	5.7
Washington	10,059	22.5	76.6	70.3	1.8	11.0	4.1	0.3	0.8	4.3	1,124,783	51.6	48.4	53.3	4.5	23.7	7.9	1.1	1.2	8.4
West Virginia	2,598	23.6	76.3	91.3	2.4	1.0	0.5	0.1	0.2	1.5	267,976	51.8	48.2	89.7	4.2	1.9	0.7	0.0	0.1	3.4
Wisconsin	10,742	24.0	75.9	86.9	3.3	4.5	1.8	0.2	0.8	1.1	859,333	51.5	48.5	69.3	9.1	12.3	4.0	0.1	1.1	4.1

TABLE S1.3. CONT'D

State or jurisdiction	TEACHER PREPARATION PROGRAM ENROLLEES										K–12 STUDENT POPULATION									
		GENDER		RACE/ETHNICITY								GENDER		RACE/ETHNICITY						
	Total	Male	Female	White	Black or African American	Hispanic /Latino of any race	Asian	Native Hawaiian or Pacific Islander	American Indian or Alaska Native	Two or more races	Total	Male	Female	White	Black or African American	Hispanic / Latino of any race	Asian	Native Hawaiian or Pacific Islander	American Indian or Alaska Native	Two or more races
Wyoming	833	28.6	71.4	78.4	0.4	6.4	0.6	0.4	0.4	2.8	94,313	51.7	48.3	77.7	1.1	13.8	0.8	0.2	3.6	2.8
American Samoa	381	26.2	73.8	0.0	0.0	0.0	3.9	94.8	0.0	1.3	11,064	52.9	47.1	0.1	0.0	0.0	0.5	99.3	0.0	0.0
Guam	584	26.9	73.1	1.9	0.2	0.5	43.2	51.7	0.0	2.6	29,719	52.4	47.6	0.7	0.2	0.2	22.3	74.0	0.1	2.7
Puerto Rico	11,722	24.1	59.6	0.2	0.6	77.3	0.0	0.0	0.1	2.0	307,282	50.5	49.5	0.1	0.0	99.8	0.0	0.0	0.1	0.0
U.S. Virgin Islands	122	6.6	93.4	7.4	79.5	6.6	0.8	0.0	0.0	0.0	10,718	50.9	49.1	1.7	76.6	20.6	0.6	0.1	0.1	0.4

NOTE: Detail may not sum to total due to rounding and response categories that are not shown. Due to the low number, the 0.1% of teacher preparation program enrollees whose gender is non-binary or other is not shown in the table. The percentages of enrollees whose gender or race/ethnicity are unreported are also not shown.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2018–19.

TABLE S1.4. NUMBER OF INDIVIDUALS WHO COMPLETED TEACHER PREPARATION PROGRAMS, WITH PERCENTAGE CHANGE OVER TIME, BY YEAR, STATE OR JURISDICTION, AND PROGRAM TYPE: 2012–13 TO 2018–19

State or jurisdiction and program type	ACADEMIC YEAR (2012–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
United States	192,334	180,654	171,999	159,506	160,020	152,803	150,207	-42,127	-21.9	-9,299	-5.8	-2,596	-1.7
Traditional	163,488	149,279	139,295	127,749	124,355	118,674	116,047	-47,441	-29.0	-11,702	-9.2	-2,627	-2.2
Alternative, institution of higher education-based	13,296	13,021	12,695	12,650	16,507	15,183	15,844	2,548	19.2	3,194	25.2	661	4.4
Alternative, not institution of higher education-based	15,550	18,354	20,009	19,107	19,158	18,946	18,316	2,766	17.8	-791	-4.1	-630	-3.3
Alabama	2,966	2,506	2,191	2,411	2,417	2,391	2,001	-965	-32.5	-410	-17.0	-390	-16.3
Traditional	2,337	2,016	1,704	1,853	1,879	1,923	1,605	-732	-31.3	-248	-13.4	-318	-16.5
Alternative, institution of higher education-based	507	405	403	470	435	468	396	-111	-21.9	-74	-15.7	-72	-15.4
Alternative, not institution of higher education-based	122	85	84	88	103	0	0	-122	-100.0	-88	-100.0	0	†
Alaska	218	252	224	211	221	185	118	-100	-45.9	-93	-44.1	-67	-36.2
Traditional	203	238	224	211	221	185	118	-85	-41.9	-93	-44.1	-67	-36.2
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	15	14	0	0	0	0	0	-15	-100.0	0	†	0	†
Arizona	6,089	5,651	5,499	4,966	4,873	5,344	5,547	-542	-8.9	581	11.7	203	3.8
Traditional	5,638	5,309	5,054	4,560	4,434	4,860	4,976	-662	-11.7	416	9.1	116	2.4
Alternative, institution of higher education-based	430	296	355	359	425	467	535	105	24.4	176	49.0	68	14.6
Alternative, not institution of higher education-based	21	46	90	47	14	17	36	15	71.4	-11	-23.4	19	111.8

TABLE S1.4. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2012–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Arkansas	2,350	2,166	2,091	1,904	1,908	1,739	1,748	-602	-25.6	-156	-8.2	9	0.5
Traditional	1,715	1,620	1,561	1,385	1,381	1,202	1,182	-533	-31.1	-203	-14.7	-20	-1.7
Alternative, institution of higher education-based	344	368	358	306	333	340	317	-27	-7.8	11	3.6	-23	-6.8
Alternative, not institution of higher education-based	291	178	172	213	194	197	249	-42	-14.4	36	16.9	52	26.4
California	11,080	10,414	10,636	11,206	12,048	12,603	12,714	1,634	14.7	1,508	13.5	111	0.9
Traditional	9,527	8,793	8,839	8,873	8,979	9,015	9,054	-473	-5.0	181	2.0	39	0.4
Alternative, institution of higher education-based	1,208	1,361	1,522	2,014	2,699	3,165	3,069	1,861	154.1	1,055	52.4	-96	-3.0
Alternative, not institution of higher education-based	345	260	275	319	370	423	591	246	71.3	272	85.3	168	39.7
Colorado	2,839	2,928	2,809	2,465	2,659	2,543	2,703	-136	-4.8	238	9.7	160	6.3
Traditional	2,397	2,233	2,046	1,758	1,838	1,837	1,858	-539	-22.5	100	5.7	21	1.1
Alternative, institution of higher education-based	149	373	354	308	365	305	408	259	173.8	100	32.5	103	33.8
Alternative, not institution of higher education-based	293	322	409	399	456	401	437	144	49.1	38	9.5	36	9.0
Connecticut	1,904	1,685	1,517	1,394	1,494	1,475	1,431	-473	-24.8	37	2.7	-44	-3.0
Traditional	1,736	1,474	1,343	1,264	1,301	1,263	1,315	-421	-24.3	51	4.0	52	4.1
Alternative, institution of higher education-based	12	20	22	13	22	20	16	4	33.3	3	23.1	-4	-20.0
Alternative, not institution of higher education-based	156	191	152	117	171	192	100	-56	-35.9	-17	-14.5	-92	-47.9

TABLE S1.4. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2012–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Delaware	746	681	615	564	459	437	396	-350	-46.9	-168	-29.8	-41	-9.4
Traditional	688	615	563	503	379	352	329	-359	-52.2	-174	-34.6	-23	-6.5
Alternative, institution of higher education-based	0	0	0	46	67	69	53	53	†	7	15.2	-16	-23.2
Alternative, not institution of higher education-based	58	66	52	15	13	16	14	-44	-75.9	-1	-6.7	-2	-12.5
District of Columbia	618	593	702	903	755	821	1,047	429	69.4	144	15.9	226	27.5
Traditional	327	311	299	305	223	178	209	-118	-36.1	-96	-31.5	31	17.4
Alternative, institution of higher education-based	62	19	6	8	341	472	654	592	954.8	646	8,075.0	182	38.6
Alternative, not institution of higher education-based	229	263	397	590	191	171	184	-45	-19.7	-406	-68.8	13	7.6
Florida	6,846	6,418	6,199	5,621	7,840	5,392	4,790	-2,056	-30.0	-831	-14.8	-602	-11.2
Traditional	5,055	4,837	4,192	3,803	5,309	3,418	2,753	-2,302	-45.5	-1,050	-27.6	-665	-19.5
Alternative, institution of higher education-based	1,146	1,020	1,172	1,078	2,531	1,022	953	-193	-16.8	-125	-11.6	-69	-6.8
Alternative, not institution of higher education-based	645	561	835	740	0	952	1,084	439	68.1	344	46.5	132	13.9
Georgia	5,746	5,556	5,006	3,968	3,921	3,807	4,054	-1,692	-29.4	86	2.2	247	6.5
Traditional	5,296	4,989	4,399	3,530	3,368	3,229	3,402	-1,894	-35.8	-128	-3.6	173	5.4
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	450	567	607	438	553	578	652	202	44.9	214	48.9	74	12.8

TABLE S1.4. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2012–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Hawaii	590	563	537	554	512	546	577	-13	-2.2	23	4.2	31	5.7
Traditional	340	305	304	309	230	248	260	-80	-23.5	-49	-15.9	12	4.8
Alternative, institution of higher education-based	173	174	168	164	179	199	226	53	30.6	62	37.8	27	13.6
Alternative, not institution of higher education-based	77	84	65	81	103	99	91	14	18.2	10	12.3	-8	-8.1
Idaho	1,351	1,193	1,103	1,279	1,192	1,213	1,364	13	1.0	85	6.6	151	12.4
Traditional	1,193	994	812	891	775	763	793	-400	-33.5	-98	-11.0	30	3.9
Alternative, institution of higher education-based	6	5	7	24	17	34	30	24	400.0	6	25.0	-4	-11.8
Alternative, not institution of higher education-based	152	194	284	364	400	416	541	389	255.9	177	48.6	125	30.0
Illinois	8,534	6,454	5,520	4,927	4,889	4,219	4,338	-4,196	-49.2	-589	-12.0	119	2.8
Traditional	8,084	6,169	5,314	4,851	4,734	4,099	4,253	-3,831	-47.4	-598	-12.3	154	3.8
Alternative, institution of higher education-based	375	232	138	76	155	120	85	-290	-77.3	9	11.8	-35	-29.2
Alternative, not institution of higher education-based	75	53	68	0	0	0	0	-75	-100.0	0	†	0	†
Indiana	4,382	3,510	3,297	3,129	3,038	3,105	3,484	-898	-20.5	355	11.3	379	12.2
Traditional	3,684	2,837	2,654	2,379	2,310	2,342	2,672	-1,012	-27.5	293	12.3	330	14.1
Alternative, institution of higher education-based	698	673	643	750	728	759	799	101	14.5	49	6.5	40	5.3
Alternative, not institution of higher education-based	0	0	0	0	0	4	13	13	†	13	†	9	225.0

TABLE S1.4. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2012–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Iowa	2,649	2,404	2,133	2,109	2,115	1,944	1,917	-732	-27.6	-192	-9.1	-27	-1.4
Traditional	2,647	2,382	2,116	2,075	2,079	1,907	1,870	-777	-29.4	-205	-9.9	-37	-1.9
Alternative, institution of higher education-based	2	22	17	34	36	37	47	45	2,250.0	13	38.2	10	27.0
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Kansas	2,065	1,901	1,808	1,843	1,921	1,902	1,933	-132	-6.4	90	4.9	31	1.6
Traditional	1,986	1,794	1,716	1,726	1,809	1,778	1,674	-312	-15.7	-52	-3.0	-104	-5.8
Alternative, institution of higher education-based	79	107	92	117	112	124	259	180	227.8	142	121.4	135	108.9
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Kentucky	3,222	2,752	2,222	2,222	2,073	2,407	2,189	-1,033	-32.1	-33	-1.5	-218	-9.1
Traditional	2,828	2,545	2,024	1,975	1,799	1,842	1,706	-1,122	-39.7	-269	-13.6	-136	-7.4
Alternative, institution of higher education-based	367	193	186	224	258	550	472	105	28.6	248	110.7	-78	-14.2
Alternative, not institution of higher education-based	27	14	12	23	16	15	11	-16	-59.3	-12	-52.2	-4	-26.7
Louisiana	2,586	2,525	2,299	2,166	2,365	2,106	2,050	-536	-20.7	-116	-5.4	-56	-2.7
Traditional	1,309	1,202	1,074	1,023	964	844	912	-397	-30.3	-111	-10.9	68	8.1
Alternative, institution of higher education-based	914	745	668	567	518	556	470	-444	-48.6	-97	-17.1	-86	-15.5
Alternative, not institution of higher education-based	363	578	557	576	883	706	668	305	84.0	92	16.0	-38	-5.4

TABLE S1.4. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2012–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Maine	728	679	554	569	551	417	411	-317	-43.5	-158	-27.8	-6	-1.4
Traditional	610	519	440	455	441	417	411	-199	-32.6	-44	-9.7	-6	-1.4
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	118	160	114	114	110	0	0	-118	-100.0	-114	-100.0	0	†
Maryland	2,784	2,687	2,618	2,592	2,382	2,092	1,904	-880	-31.6	-688	-26.5	-188	-9.0
Traditional	2,446	2,349	2,274	2,248	2,072	1,802	1,679	-767	-31.4	-569	-25.3	-123	-6.8
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	338	338	344	344	310	290	225	-113	-33.4	-119	-34.6	-65	-22.4
Massachusetts	4,267	4,947	8,500	4,336	4,231	4,035	4,726	459	10.8	390	9.0	691	17.1
Traditional	3,988	4,542	7,970	4,043	3,958	3,752	4,455	467	11.7	412	10.2	703	18.7
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	279	405	530	293	273	283	271	-8	-2.9	-22	-7.5	-12	-4.2
Michigan	4,450	3,951	3,650	3,120	2,653	2,511	2,404	-2,046	-46.0	-716	-22.9	-107	-4.3
Traditional	4,334	3,839	3,536	3,043	2,599	2,487	2,370	-1,964	-45.3	-673	-22.1	-117	-4.7
Alternative, institution of higher education-based	116	112	114	67	44	24	34	-82	-70.7	-33	-49.3	10	41.7
Alternative, not institution of higher education-based	0	0	0	10	10	0	0	0	†	-10	-100.0	0	†

TABLE S1.4. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2012–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Minnesota	2,927	3,057	2,952	3,407	3,082	3,154	3,017	90	3.1	-390	-11.4	-137	-4.3
Traditional	2,919	3,041	2,921	3,015	2,635	2,677	2,791	-128	-4.4	-224	-7.4	114	4.3
Alternative, institution of higher education-based	8	16	31	392	447	477	226	218	2,725.0	-166	-42.3	-251	-52.6
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Mississippi	2,305	2,326	1,867	1,778	1,687	1,583	1,653	-652	-28.3	-125	-7.0	70	4.4
Traditional	1,421	1,324	1,102	1,010	990	953	993	-428	-30.1	-17	-1.7	40	4.2
Alternative, institution of higher education-based	592	709	515	533	476	298	524	-68	-11.5	-9	-1.7	226	75.8
Alternative, not institution of higher education-based	292	293	250	235	221	332	136	-156	-53.4	-99	-42.1	-196	-59.0
Missouri	4,609	4,498	4,183	3,908	3,875	3,386	3,555	-1,054	-22.9	-353	-9.0	169	5.0
Traditional	4,129	3,997	3,626	3,343	3,196	2,768	2,802	-1,327	-32.1	-541	-16.2	34	1.2
Alternative, institution of higher education-based	280	291	281	169	189	221	217	-63	-22.5	48	28.4	-4	-1.8
Alternative, not institution of higher education-based	200	210	276	396	490	397	536	336	168.0	140	35.4	139	35.0
Montana	808	793	726	691	664	566	614	-194	-24.0	-77	-11.1	48	8.5
Traditional	762	751	686	628	622	566	614	-148	-19.4	-14	-2.2	48	8.5
Alternative, institution of higher education-based	46	42	40	63	42	0	0	-46	-100.0	-63	-100.0	0	†
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†

TABLE S1.4. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2012–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Nebraska	1,804	1,656	1,610	1,568	1,404	1,361	1,438	-366	-20.3	-130	-8.3	77	5.7
Traditional	1,783	1,643	1,581	1,549	1,366	1,313	1,389	-394	-22.1	-160	-10.3	76	5.8
Alternative, institution of higher education-based	21	13	29	19	38	48	49	28	133.3	30	157.9	1	2.1
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Nevada	771	768	768	817	895	773	1,107	336	43.6	290	35.5	334	43.2
Traditional	694	577	577	579	647	551	675	-19	-2.7	96	16.6	124	22.5
Alternative, institution of higher education-based	77	191	191	238	212	159	239	162	210.4	1	0.4	80	50.3
Alternative, not institution of higher education-based	0	0	0	0	36	63	193	193	†	193	†	130	206.3
New Hampshire	1,074	1,069	1,008	825	770	703	739	-335	-31.2	-86	-10.4	36	5.1
Traditional	1,007	983	927	750	719	643	643	-364	-36.1	-107	-14.3	0	0.0
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	67	86	81	75	51	60	96	29	43.3	21	28.0	36	60.0
New Jersey	6,236	6,169	5,774	3,986	4,177	3,366	2,918	-3,318	-53.2	-1,068	-26.8	-448	-13.3
Traditional	4,457	3,819	3,709	3,281	3,078	3,100	2,348	-2,109	-47.3	-933	-28.4	-752	-24.3
Alternative, institution of higher education-based	125	241	230	423	1,022	243	499	374	299.2	76	18.0	256	105.3
Alternative, not institution of higher education-based	1,654	2,109	1,835	282	77	23	71	-1,583	-95.7	-211	-74.8	48	208.7

TABLE S1.4. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2012–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
New Mexico	1,141	1,036	1,032	936	822	733	798	-343	-30.1	-138	-14.7	65	8.9
Traditional	788	740	606	567	459	408	427	-361	-45.8	-140	-24.7	19	4.7
Alternative, institution of higher education-based	353	296	426	369	363	325	371	18	5.1	2	0.5	46	14.2
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
New York	18,046	17,694	14,716	13,844	13,697	13,326	12,387	-5,659	-31.4	-1,457	-10.5	-939	-7.0
Traditional	16,976	16,283	13,466	12,484	12,102	11,700	10,778	-6,198	-36.5	-1,706	-13.7	-922	-7.9
Alternative, institution of higher education-based	1,070	1,411	1,250	1,360	1,595	1,626	1,609	539	50.4	249	18.3	-17	-1.0
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
North Carolina	5,513	5,529	4,675	4,224	4,308	4,222	4,023	-1,490	-27.0	-201	-4.8	-199	-4.7
Traditional	4,604	4,270	3,666	3,202	3,077	2,819	2,795	-1,809	-39.3	-407	-12.7	-24	-0.9
Alternative, institution of higher education-based	538	799	544	548	508	593	665	127	23.6	117	21.4	72	12.1
Alternative, not institution of higher education-based	371	460	465	474	723	810	563	192	51.8	89	18.8	-247	-30.5
North Dakota	673	683	689	655	643	637	734	61	9.1	79	12.1	97	15.2
Traditional	673	683	689	655	643	637	734	61	9.1	79	12.1	97	15.2
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†

TABLE S1.4. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2012–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Ohio	6,667	6,066	5,753	5,174	4,771	4,563	4,418	-2,249	-33.7	-756	-14.6	-145	-3.2
Traditional	6,667	6,066	5,753	5,174	4,771	4,563	4,418	-2,249	-33.7	-756	-14.6	-145	-3.2
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Oklahoma	2,153	2,152	2,092	2,051	1,398	1,314	1,239	-914	-42.5	-812	-39.6	-75	-5.7
Traditional	1,630	1,607	1,547	1,444	1,398	1,314	1,239	-391	-24.0	-205	-14.2	-75	-5.7
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	523	545	545	607	0	0	0	-523	-100.0	-607	-100.0	0	†
Oregon	1,672	1,432	1,341	1,452	1,608	1,645	1,628	-44	-2.6	176	12.1	-17	-1.0
Traditional	1,672	1,432	1,341	1,452	1,608	1,645	1,628	-44	-2.6	176	12.1	-17	-1.0
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Pennsylvania	10,372	8,555	6,979	6,375	6,201	5,821	5,720	-4,652	-44.9	-655	-10.3	-101	-1.7
Traditional	9,897	8,241	6,727	6,113	5,912	5,581	5,417	-4,480	-45.3	-696	-11.4	-164	-2.9
Alternative, institution of higher education-based	468	301	242	222	192	164	212	-256	-54.7	-10	-4.5	48	29.3
Alternative, not institution of higher education-based	7	13	10	40	97	76	91	84	1,200.0	51	127.5	15	19.7

TABLE S1.4. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2012–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Rhode Island	821	620	604	582	538	582	544	-277	-33.7	-38	-6.5	-38	-6.5
Traditional	797	594	578	559	513	555	517	-280	-35.1	-42	-7.5	-38	-6.8
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	24	26	26	23	25	27	27	3	12.5	4	17.4	0	0.0
South Carolina	2,594	2,341	2,280	2,310	2,207	2,106	2,168	-426	-16.4	-142	-6.1	62	2.9
Traditional	2,408	2,128	1,991	1,885	1,896	1,790	1,834	-574	-23.8	-51	-2.7	44	2.5
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	186	213	289	425	311	316	334	148	79.6	-91	-21.4	18	5.7
South Dakota	696	743	658	674	727	653	700	4	0.6	26	3.9	47	7.2
Traditional	681	699	626	642	671	653	700	19	2.8	58	9.0	47	7.2
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	15	44	32	32	56	0	0	-15	-100.0	-32	-100.0	0	†
Tennessee	4,453	4,182	3,405	3,143	2,904	2,803	2,705	-1,748	-39.3	-438	-13.9	-98	-3.5
Traditional	3,696	3,332	2,705	2,459	2,294	2,145	1,953	-1,743	-47.2	-506	-20.6	-192	-9.0
Alternative, institution of higher education-based	553	626	477	489	500	527	599	46	8.3	110	22.5	72	13.7
Alternative, not institution of higher education-based	204	224	223	195	110	131	153	-51	-25.0	-42	-21.5	22	16.8

TABLE S1.4. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2012–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Texas	20,828	20,549	21,357	21,295	22,574	21,622	20,069	-759	-3.6	-1,226	-5.8	-1,553	-7.2
Traditional	11,203	9,964	9,374	9,635	9,540	9,422	9,050	-2,153	-19.2	-585	-6.1	-372	-3.9
Alternative, institution of higher education-based	2,182	1,420	1,623	625	791	841	819	-1,363	-62.5	194	31.0	-22	-2.6
Alternative, not institution of higher education-based	7,443	9,165	10,360	11,035	12,243	11,359	10,200	2,757	37.0	-835	-7.6	-1,159	-10.2
Utah	2,693	2,452	2,563	2,673	2,365	2,133	2,047	-646	-24.0	-626	-23.4	-86	-4.0
Traditional	2,561	2,306	2,404	2,491	2,153	1,869	1,820	-741	-28.9	-671	-26.9	-49	-2.6
Alternative, institution of higher education-based	25	39	41	32	47	46	0	-25	-100.0	-32	-100.0	-46	-100.0
Alternative, not institution of higher education-based	107	107	118	150	165	218	227	120	112.1	77	51.3	9	4.1
Vermont	476	478	478	413	450	500	384	-92	-19.3	-29	-7.0	-116	-23.2
Traditional	398	402	386	345	340	375	270	-128	-32.2	-75	-21.7	-105	-28.0
Alternative, institution of higher education-based	0	0	0	0	59	46	47	47	†	47	†	1	2.2
Alternative, not institution of higher education-based	78	76	92	68	51	79	67	-11	-14.1	-1	-1.5	-12	-15.2
Virginia	4,013	3,924	4,015	3,643	3,372	3,208	3,167	-846	-21.1	-476	-13.1	-41	-1.3
Traditional	3,683	3,535	3,601	3,280	2,976	2,900	2,820	-863	-23.4	-460	-14.0	-80	-2.8
Alternative, institution of higher education-based	201	201	224	212	228	201	222	21	10.4	10	4.7	21	10.4
Alternative, not institution of higher education-based	129	188	190	151	168	107	125	-4	-3.1	-26	-17.2	18	16.8

TABLE S1.4. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2012–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Washington	2,412	2,339	2,385	2,810	2,729	3,020	2,994	582	24.1	184	6.5	-26	-0.9
Traditional	2,306	2,225	2,214	2,635	2,458	2,694	2,466	160	6.9	-169	-6.4	-228	-8.5
Alternative, institution of higher education-based	106	114	171	175	271	326	442	336	317.0	267	152.6	116	35.6
Alternative, not institution of higher education-based	0	0	0	0	0	0	86	86	†	86	†	86	†
West Virginia	1,192	1,178	1,128	1,075	895	994	794	-398	-33.4	-281	-26.1	-200	-20.1
Traditional	1,175	1,137	1,127	1,075	887	965	765	-410	-34.9	-310	-28.8	-200	-20.7
Alternative, institution of higher education-based	17	41	1	0	0	0	0	-17	-100.0	0	†	0	†
Alternative, not institution of higher education-based	0	0	0	0	8	29	29	29	†	29	†	0	0.0
Wisconsin	3,856	3,741	3,426	2,920	2,795	2,830	2,845	-1,011	-26.2	-75	-2.6	15	0.5
Traditional	3,660	3,525	3,256	2,772	2,639	2,671	2,630	-1,030	-28.1	-142	-5.1	-41	-1.5
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	196	216	170	148	156	159	215	19	9.7	67	45.3	56	35.2
Wyoming	274	256	234	211	212	241	211	-63	-23.0	0	0.0	-30	-12.4
Traditional	274	256	234	211	212	241	211	-63	-23.0	0	0.0	-30	-12.4
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†

TABLE S1.4. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2012–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
American Samoa	106	224	16	29	68	14	72	-34	-32.1	43	148.3	58	414.3
Traditional	106	224	16	29	68	14	72	-34	-32.1	43	148.3	58	414.3
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Federated States of Micronesia	118	—	—	82	83	89	—	†	†	†	†	†	†
Traditional	118	—	—	82	83	89	—	†	†	†	†	†	†
Alternative, institution of higher education-based	0	—	—	0	0	0	—	†	†	†	†	†	†
Alternative, not institution of higher education-based	0	—	—	0	0	0	—	†	†	†	†	†	†
Guam	149	90	97	107	61	92	68	-81	-54.4	-39	-36.4	-24	-26.1
Traditional	149	90	97	107	51	80	60	-89	-59.7	-47	-43.9	-20	-25.0
Alternative, institution of higher education-based	0	0	0	0	10	12	8	8	†	8	†	-4	-33.3
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Marshall Islands	69	95	—	19	71	77	—	†	†	†	†	†	†
Traditional	69	95	—	19	71	77	—	†	†	†	†	†	†
Alternative, institution of higher education-based	0	0	—	0	0	0	—	†	†	†	†	†	†
Alternative, not institution of higher education-based	0	0	—	0	0	0	—	†	†	†	†	†	†

TABLE S1.4. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2012–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Northern Mariana Islands	31	34	30	38	20	14	—	†	†	†	†	†	†
Traditional	31	34	30	38	20	14	—	†	†	†	†	†	†
Alternative, institution of higher education-based	0	0	0	0	0	0	—	†	†	†	†	†	†
Alternative, not institution of higher education-based	0	0	0	0	0	0	—	†	†	†	†	†	†
Puerto Rico	1,756	1,489	1,403	1,322	1,411	1,426	1,591	-165	-9.4	269	20.3	165	11.6
Traditional	1,710	1,344	1,249	1,166	1,159	1,127	1,318	-392	-22.9	152	13.0	191	16.9
Alternative, institution of higher education-based	46	145	154	156	252	299	273	227	493.5	117	75.0	-26	-8.7
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
U.S. Virgin Islands	16	20	25	10	19	12	14	-2	-12.5	4	40.0	2	16.7
Traditional	16	20	25	10	19	12	14	-2	-12.5	4	40.0	2	16.7
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†

— Not available.

† Not applicable.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2012–13 to 2018–19.

TABLE S1.5. PERCENTAGE OF TEACHER PREPARATION STUDENTS WHO COMPLETED EACH PROGRAM TYPE, BY STATE: 2018–19

State	PROGRAM TYPE		
		Alternative, institution of higher education-based	Alternative, not institution of higher education-based
United States	77.3	10.5	12.2
Alabama	80.2	19.8	0.0
Alaska	100.0	0.0	0.0
Arizona	89.7	9.6	0.6
Arkansas	67.6	18.1	14.2
California	71.2	24.1	4.6
Colorado	68.7	15.1	16.2
Connecticut	91.9	1.1	7.0
Delaware	83.1	13.4	3.5
D.C.	20.0	62.5	17.6
Florida	57.5	19.9	22.6
Georgia	83.9	0.0	16.1
Hawaii	45.1	39.2	15.8
Idaho	58.1	2.2	39.7
Illinois	98.0	2.0	0.0
Indiana	76.7	22.9	0.4
Iowa	97.5	2.5	0.0
Kansas	86.6	13.4	0.0
Kentucky	77.9	21.6	0.5
Louisiana	44.5	22.9	32.6
Maine	100.0	0.0	0.0
Maryland	88.2	0.0	11.8
Massachusetts	94.3	0.0	5.7
Michigan	98.6	1.4	0.0
Minnesota	92.5	7.5	0.0
Mississippi	60.1	31.7	8.2
Missouri	78.8	6.1	15.1
Montana	100.0	0.0	0.0
Nebraska	96.6	3.4	0.0
Nevada	61.0	21.6	17.4
New Hampshire	87.0	0.0	13.0
New Jersey	80.5	17.1	2.4
New Mexico	53.5	46.5	0.0
New York	87.0	13.0	0.0
North Carolina	69.5	16.5	14.0
North Dakota	100.0	0.0	0.0
Ohio	100.0	0.0	0.0
Oklahoma	100.0	0.0	0.0
Oregon	100.0	0.0	0.0
Pennsylvania	94.7	3.7	1.6
Rhode Island	95.0	0.0	5.0
South Carolina	84.6	0.0	15.4
South Dakota	100.0	0.0	0.0
Tennessee	72.2	22.1	5.7
Texas	45.1	4.1	50.8
Utah	88.9	0.0	11.1
Vermont	70.3	12.2	17.4
Virginia	89.0	7.0	3.9
Washington	82.4	14.8	2.9
West Virginia	96.3	0.0	3.7
Wisconsin	92.4	0.0	7.6
Wyoming	100.0	0.0	0.0
American Samoa	100.0	0.0	0.0
Federated States of Micronesia	88.2	11.8	0.0
Guam	82.8	17.2	0.0
Marshall Islands	100.0	0.0	0.0

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2018–19.

TABLE S1.6. TOTAL NUMBER AND PERCENTAGE DISTRIBUTION OF GENDER AND RACE/ETHNICITY AMONG TEACHER PREPARATION PROGRAM COMPLETERS AND THE K–12 STUDENT POPULATION, BY STATE OR JURISDICTION: 2018–19

	TEACHER PREPARATION PROGRAM ENROLLEES										K–12 STUDENT POPULATION									
		GENDER		RACE/ETHNICITY								GENDER		RACE/ETHNICITY						
State or jurisdiction	Total	Male	Female	White	Black or African American	Hispanic /Latino of any race	Asian	Native Hawaiian or Pacific Islander	American Indian or Alaska Native	Two or more races	Total	Male	Female	White	Black or African American	Hispanic / Latino of any race	Asian	Native Hawaiian or Pacific Islander	American Indian or Alaska Native	Two or more races
United States	150,207	22.1	76.9	68.0	6.9	13.3	3.3	0.3	0.5	2.5	50,743,999	51.3	48.7	46.7	15.0	27.5	5.2	0.4	1.0	4.0
Alabama	2,001	18.0	82.0	80.1	13.4	1.6	0.9	0.1	0.6	1.6	738,495	51.3	48.7	54.2	32.5	8.4	1.5	0.1	0.9	2.4
Alaska	118	32.2	67.8	66.1	0.8	1.7	3.4	0.8	6.8	6.8	130,963	51.6	48.4	47.5	2.7	6.7	5.8	3.1	22.8	11.5
Arizona	5,547	18.1	81.7	57.7	12.3	15.8	2.2	0.5	0.9	3.1	1,135,899	51.2	48.8	37.8	5.5	45.6	2.9	0.4	4.5	3.3
Arkansas	1,748	26.1	73.7	86.6	5.9	2.8	0.6	0.1	1.1	2.1	491,804	51.3	48.7	60.6	20.3	13.2	1.6	0.9	0.6	2.8
California	12,714	27.2	72.3	47.5	2.7	27.0	8.8	0.5	0.5	4.7	6,171,666	51.3	48.7	22.9	5.4	54.6	11.7	0.5	0.5	4.5
Colorado	2,703	25.6	74.3	74.8	1.9	12.0	2.3	0.2	0.6	4.7	911,341	51.4	48.6	53.4	4.5	33.6	3.2	0.3	0.7	4.4
Connecticut	1,431	23.3	76.1	76.4	4.1	8.2	2.7	0.0	0.3	1.8	514,698	51.1	48.9	52.8	12.6	25.5	5.2	0.1	0.3	3.6
Delaware	396	15.4	84.3	68.9	13.1	3.3	2.5	0.0	0.3	1.5	138,405	51.2	48.8	43.5	30.1	17.7	4.0	0.1	0.4	4.0
District of Columbia	1,047	30.9	68.7	49.5	21.7	5.5	13.3	0.0	0.0	1.2	88,110	50.6	49.4	11.9	67.4	16.4	1.5	0.1	0.2	2.5
Florida	4,790	21.5	77.7	59.9	7.5	18.7	1.8	0.3	0.1	1.5	2,846,429	51.4	48.6	37.4	21.9	33.9	2.8	0.2	0.3	3.6
Georgia	4,054	19.9	80.0	66.4	20.5	5.6	1.9	0.0	0.1	1.7	1,767,202	51.1	48.9	39.0	36.6	16.1	4.2	0.1	0.2	3.8
Hawaii	577	26.7	73.0	24.8	1.6	2.8	27.6	20.6	0.9	14.6	181,278	52.1	47.9	12.0	1.6	15.2	27.7	27.8	0.2	15.5
Idaho	1,364	20.2	77.6	87.3	0.4	3.2	1.0	0.1	0.1	2.9	309,875	51.4	48.6	75.0	1.1	18.3	1.2	0.3	1.1	2.9
Illinois	4,338	23.2	76.8	72.6	4.8	11.8	3.6	0.1	0.1	4.3	1,960,857	51.3	48.7	47.7	16.6	26.4	5.1	0.1	0.3	3.7
Indiana	3,484	18.7	81.3	87.4	3.4	4.3	1.8	0.1	0.2	1.8	1,055,351	51.3	48.7	67.2	12.7	12.3	2.5	0.1	0.2	5.0
Iowa	1,917	25.1	74.9	89.5	1.4	2.7	0.8	0.1	0.2	2.0	506,310	51.5	48.5	75.2	6.3	11.0	2.5	0.3	0.4	4.2
Kansas	1,933	23.1	76.7	81.5	2.5	7.1	1.1	0.0	1.0	3.5	491,442	51.4	48.6	63.9	6.9	20.0	2.8	0.2	0.8	5.4
Kentucky	2,189	22.0	76.8	88.4	2.9	2.1	1.0	0.0	0.1	1.4	677,821	51.6	48.4	76.2	10.5	7.1	1.8	0.1	0.1	4.1
Louisiana	2,050	19.6	80.3	75.2	14.5	2.5	0.9	0.0	0.6	2.1	711,235	51.1	48.9	44.3	43.2	7.4	1.6	0.1	0.6	2.7
Maine	411	23.8	75.7	89.5	1.5	1.2	1.0	0.0	0.2	1.5	175,254	51.6	48.4	88.9	3.8	2.4	1.5	0.1	0.7	2.7
Maryland	1,904	19.4	80.6	70.4	12.2	6.3	5.4	0.1	0.2	2.7	896,827	51.3	48.7	36.5	33.6	18.1	6.6	0.1	0.3	4.7
Massachusetts	4,726	16.1	68.4	61.8	2.3	5.2	2.6	0.0	0.0	0.8	951,852	51.2	48.7	58.9	9.2	20.8	7.0	0.1	0.2	3.8
Michigan	2,404	20.5	79.5	87.2	2.9	2.5	2.7	0.1	0.4	1.2	1,457,101	51.3	48.7	66.0	17.7	8.0	3.5	0.1	0.6	4.2
Minnesota	3,017	24.7	75.1	85.2	3.0	2.8	4.0	0.0	0.4	2.0	889,294	51.5	48.5	65.7	11.2	9.5	6.9	0.1	1.7	5.0

TABLE S1.6. CONT'D

State or jurisdiction	TEACHER PREPARATION PROGRAM ENROLLEES										K–12 STUDENT POPULATION									
		GENDER		RACE/ETHNICITY								GENDER		RACE/ETHNICITY						
	Total	Male	Female	White	Black or African American	Hispanic /Latino of any race	Asian	Native Hawaiian or Pacific Islander	American Indian or Alaska Native	Two or more races	Total	Male	Female	White	Black or African American	Hispanic / Latino of any race	Asian	Native Hawaiian or Pacific Islander	American Indian or Alaska Native	Two or more races
Mississippi	1,653	23.8	76.2	80.7	14.9	2.4	0.5	0.0	0.2	0.7	471,298	51.1	48.9	44.0	48.1	4.0	1.1	0.1	0.2	2.5
Missouri	3,555	21.9	77.9	89.0	4.2	1.9	0.8	0.1	0.5	1.9	908,331	51.6	48.4	70.7	15.7	6.7	2.1	0.3	0.4	4.3
Montana	614	26.7	73.3	86.8	0.0	2.9	0.7	0.0	4.1	2.6	147,709	51.4	48.6	78.6	0.8	4.7	0.7	0.2	10.9	3.9
Nebraska	1,438	25.4	74.5	89.1	1.1	4.4	1.0	0.4	0.3	3.0	326,392	51.7	48.3	66.0	6.6	19.2	2.8	0.1	1.3	3.9
Nevada	1,107	21.3	78.7	57.3	4.5	17.7	5.1	0.7	0.5	6.8	498,614	51.4	48.6	31.7	11.4	42.7	5.4	1.4	0.9	6.6
New Hampshire	739	21.9	75.6	86.3	0.3	1.6	1.4	0.1	0.0	1.2	177,357	51.6	48.4	85.0	2.1	5.8	3.3	0.1	0.2	3.5
New Jersey	2,918	21.4	78.4	68.8	5.5	13.9	4.0	0.3	0.2	2.3	1,365,642	51.4	48.6	43.2	15.2	28.8	10.3	0.2	0.1	2.1
New Mexico	798	23.9	76.1	49.4	2.5	38.2	1.0	0.3	5.0	1.6	333,536	51.2	48.8	23.0	1.9	61.9	1.1	0.1	9.9	2.1
New York	12,387	20.3	78.9	58.3	8.1	12.9	6.5	0.1	0.3	2.9	2,673,930	51.4	48.6	42.7	16.9	27.4	9.5	0.2	0.7	2.6
North Carolina	4,023	18.9	81.1	72.9	15.2	4.2	1.5	0.0	0.8	1.8	1,552,497	51.3	48.7	47.6	25.1	18.0	3.5	0.1	1.2	4.5
North Dakota	734	25.7	73.8	91.3	0.7	2.0	0.8	0.1	2.2	1.1	113,689	51.6	48.4	76.3	5.0	5.4	1.6	0.2	8.4	3.1
Ohio	4,418	21.8	77.0	88.3	2.8	2.0	1.0	0.1	0.2	2.1	1,694,341	51.3	48.7	69.3	16.6	6.0	2.5	0.1	0.1	5.3
Oklahoma	1,239	16.4	83.6	73.5	2.9	6.4	1.7	0.2	6.7	7.6	698,800	51.3	48.7	48.5	8.5	17.7	2.0	0.4	13.2	9.8
Oregon	1,628	26.3	71.4	72.1	1.4	10.5	3.7	0.7	1.1	4.2	573,758	51.3	48.7	61.9	2.2	23.5	4.0	0.8	1.2	6.4
Pennsylvania	5,720	20.8	78.8	84.9	4.4	3.6	1.7	0.1	0.1	1.6	1,709,342	51.3	48.7	64.8	14.6	12.1	4.1	0.1	0.2	4.2
Rhode Island	544	14.0	85.3	83.5	1.1	2.8	2.6	0.4	0.2	2.2	141,742	51.4	48.6	56.5	8.7	26.2	3.3	0.2	0.8	4.4
South Carolina	2,168	19.9	79.7	79.1	13.5	3.0	1.1	0.1	0.4	2.0	780,862	51.2	48.8	50.3	33.2	10.0	1.6	0.1	0.3	4.4
South Dakota	700	22.9	77.1	87.4	0.6	1.4	0.3	0.0	1.4	0.7	138,444	51.4	48.6	73.0	3.2	6.5	1.7	0.1	10.8	4.6
Tennessee	2,705	22.7	77.2	82.6	9.0	3.5	1.5	0.0	0.2	1.8	1,006,309	51.3	48.7	61.9	21.9	10.8	2.0	0.1	0.2	3.1
Texas	20,069	24.4	75.3	48.8	12.2	33.3	2.9	0.0	0.3	1.9	5,433,471	51.3	48.7	27.4	12.6	52.5	4.5	0.2	0.4	2.4
Utah	2,047	17.7	82.3	87.0	0.3	4.5	1.3	0.5	0.4	2.9	676,449	51.5	48.5	74.0	1.4	17.4	1.7	1.6	1.1	2.8
Vermont	384	22.1	76.3	87.0	2.1	2.9	0.8	0.0	0.8	1.3	83,716	52.0	48.0	89.5	2.5	2.4	2.3	0.1	0.3	2.8
Virginia	3,167	18.9	81.1	76.9	6.7	4.1	3.1	0.2	0.2	2.5	1,289,367	51.5	48.5	48.4	22.2	16.2	7.1	0.2	0.3	5.7
Washington	2,994	20.9	77.7	72.6	1.6	10.3	4.2	0.3	0.7	3.7	1,124,783	51.6	48.4	53.3	4.5	23.7	7.9	1.1	1.2	8.4
West Virginia	794	22.5	77.5	94.3	1.1	1.1	0.4	0.0	0.1	0.8	267,976	51.8	48.2	89.7	4.2	1.9	0.7	0.0	0.1	3.4

TABLE S1.6. CONT'D

State or jurisdiction	TEACHER PREPARATION PROGRAM ENROLLEES										K–12 STUDENT POPULATION									
		GENDER		RACE/ETHNICITY								GENDER		RACE/ETHNICITY						
	Total	Male	Female	White	Black or African American	Hispanic /Latino of any race	Asian	Native Hawaiian or Pacific Islander	American Indian or Alaska Native	Two or more races	Total	Male	Female	White	Black or African American	Hispanic / Latino of any race	Asian	Native Hawaiian or Pacific Islander	American Indian or Alaska Native	Two or more races
Wisconsin	2,845	23.6	76.3	90.2	1.5	3.5	1.9	0.1	0.5	1.1	859,333	51.5	48.5	69.3	9.1	12.3	4.0	0.1	1.1	4.1
Wyoming	211	26.5	73.5	82.5	0.5	5.7	0.5	0.0	0.0	2.4	94,313	51.7	48.3	77.7	1.1	13.8	0.8	0.2	3.6	2.8
American Samoa	72	30.6	69.4	0.0	0.0	0.0	0.0	100.0	0.0	0.0	11,064	52.9	47.1	0.1	0.0	0.0	0.5	99.3	0.0	0.0
Guam	68	23.5	76.5	4.4	0.0	1.5	32.4	61.8	0.0	0.0	29,719	52.4	47.6	0.7	0.2	0.2	22.3	74.0	0.1	2.7
Puerto Rico	1,591	21.2	71.2	0.1	0.0	91.5	0.0	0.0	0.0	0.9	307,282	50.5	49.5	0.1	0.0	99.8	0.0	0.0	0.1	0.0
U.S. Virgin Islands	14	7.1	92.9	7.1	85.7	0.0	0.0	0.0	0.0	0.0	10,718	50.9	49.1	1.7	76.6	20.6	0.6	0.1	0.1	0.4

NOTE: Detail may not sum to total due to rounding and response categories that are not shown. Due to the low number, the 0.1% of teacher preparation program completers whose gender is non-binary or other is not shown in the table. The percentages of completers whose gender or race/ethnicity are unreported are also not shown.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2018–19.

TABLE S1.7. NUMBER OF INDIVIDUALS WHO HAD PREPARED TO TEACH SELECTED SUBJECT AREAS AMONG INDIVIDUALS WHO COMPLETED TEACHER PREPARATION PROGRAMS, WITH PERCENTAGE CHANGE OVER TIME, BY YEAR AND PROGRAM TYPE: 2012–13 TO 2018–19

State or jurisdiction and program type	ACADEMIC YEAR (2012–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Traditional													
Elementary education	67,927	59,388	54,703	51,484	51,448	49,869	48,685	-19,242	-28.3	-2,799	-5.4	-1,184	-2.4
Special education	25,476	24,043	22,999	21,438	20,281	19,871	19,002	-6,474	-25.4	-2,436	-11.4	-869	-4.4
Early childhood education	21,656	20,880	19,138	19,494	18,614	17,379	16,601	-5,055	-23.3	-2,893	-14.8	-778	-4.5
English/Language arts	14,284	13,259	11,977	11,257	10,835	10,374	9,395	-4,889	-34.2	-1,862	-16.5	-979	-9.4
Mathematics	11,362	10,328	8,965	8,332	7,995	7,722	6,588	-4,774	-42.0	-1,744	-20.9	-1,134	-14.7
Social studies	8,606	7,860	6,803	6,133	6,432	6,236	5,839	-2,767	-32.2	-294	-4.8	-397	-6.4
English as a second language	9,374	9,423	8,488	8,195	7,833	7,184	5,236	-4,138	-44.1	-2,959	-36.1	-1,948	-27.1
General science	4,049	3,842	3,749	3,535	3,661	3,506	2,837	-1,212	-29.9	-698	-19.7	-669	-19.1
Biology	3,328	3,059	2,877	2,677	2,591	2,490	2,410	-918	-27.6	-267	-10.0	-80	-3.2
Chemistry	1,010	963	919	815	795	878	715	-295	-29.2	-100	-12.3	-163	-18.6
Physics	545	607	483	495	458	427	396	-149	-27.3	-99	-20.0	-31	-7.3
Earth science	560	559	508	477	435	533	358	-202	-36.1	-119	-24.9	-175	-32.8
Computer science	32	49	32	11	58	28	17	-15	-46.9	6	54.5	-11	-39.3
Alternative, institution of higher education-based													
Elementary education	3,184	3,172	2,887	2,970	4,079	4,047	4,840	1,656	52.0	1,870	63.0	793	19.6
Special education	2,636	2,485	2,795	2,872	3,506	3,375	3,884	1,248	47.3	1,012	35.2	509	15.1
Early childhood education	996	941	797	823	1,039	1,132	1,280	284	28.5	457	55.5	148	13.1
English/Language arts	1,243	1,331	1,295	1,260	1,367	1,357	1,431	188	15.1	171	13.6	74	5.5
Mathematics	1,130	1,156	1,069	1,000	1,042	1,051	1,035	-95	-8.4	35	3.5	-16	-1.5
Social studies	628	616	565	585	624	658	690	62	9.9	105	17.9	32	4.9
English as a second language	216	356	379	385	913	603	450	234	108.3	65	16.9	-153	-25.4
General science	534	648	590	519	510	624	675	141	26.4	156	30.1	51	8.2
Biology	521	558	591	578	584	565	629	108	20.7	51	8.8	64	11.3
Chemistry	171	181	223	191	181	210	216	45	26.3	25	13.1	6	2.9
Physics	90	80	108	97	82	80	101	11	12.2	4	4.1	21	26.2

TABLE S1.7. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2012–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Earth science	54	59	60	66	60	59	97	43	79.6	31	47.0	38	64.4
Computer science	2	8	7	2	12	10	8	6	300.0	6	300.0	-2	-20.0
Alternative, not institution of higher education-based													
Elementary education	3,991	5,030	5,799	5,782	5,864	7,557	6,763	2,772	69.5	981	17.0	-794	-10.5
Special education	2,628	3,447	2,686	2,591	2,850	3,498	3,990	1,362	51.8	1,399	54.0	492	14.1
Early childhood education	2,093	3,421	3,302	2,722	3,090	4,325	3,095	1,002	47.9	373	13.7	-1,230	-28.4
English/Language arts	1,698	2,342	2,171	2,184	2,054	2,553	2,478	780	45.9	294	13.5	-75	-2.9
Mathematics	1,849	2,303	1,883	1,871	1,602	1,886	1,883	34	1.8	12	0.6	-3	-0.2
Social studies	884	1,451	1,093	1,365	1,056	1,752	1,670	786	88.9	305	22.3	-82	-4.7
English as a second language	1,049	1,537	1,214	1,316	1,427	1,385	1,472	423	40.3	156	11.9	87	6.3
General science	1,239	1,721	1,335	1,670	1,414	1,890	1,809	570	46.0	139	8.3	-81	-4.3
Biology	526	710	645	487	551	503	403	-123	-23.4	-84	-17.2	-100	-19.9
Chemistry	216	249	229	174	188	192	111	-105	-48.6	-63	-36.2	-81	-42.2
Physics	146	160	132	99	92	128	86	-60	-41.1	-13	-13.1	-42	-32.8
Earth science	110	100	79	77	59	83	64	-46	-41.8	-13	-16.9	-19	-22.9
Computer science	18	21	36	23	30	24	30	12	66.7	7	30.4	6	25.0

NOTE: Subject areas are not mutually exclusive. Completers who had prepared to teach in more than one subject area were counted multiple times, once for each subject area.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2012–13 to 2018–19.

TABLE 2.1. TOTAL NUMBER AND PERCENTAGE OF TEACHER PREPARATION PROVIDERS THAT OFFER UNDERGRADUATE CREDENTIALS ONLY, GRADUATE CREDENTIALS ONLY, OR BOTH, BY PROGRAM TYPE: 2018-19

	LEVEL OF CREDENTIAL OFFERED			
Program type	Total	Undergraduate only	Graduate only	Both undergraduate and graduate
All providers	2,173	26.0	34.8	39.3
Traditional	1,455	36.6	8.7	54.7
Alternative, institution of higher education-based	494	6.3	82.8	10.9
Alternative, not institution of higher education-based	224	0.4	98.2	1.3

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2018–19.

TABLE 2.2. PERCENTAGE OF GRADUATE-LEVEL TEACHER PREPARATION PROGRAMS THAT HAVE SELECTED ENTRY REQUIREMENTS, BY PROGRAM TYPE: 2018–19

Entry requirements	All programs	Traditional	Alternative, institution of higher education-based	Alternative, not institution of higher education-based
Any entry requirements	95.6	94.1	98.3	96.9
Transcript	94.6	93.1	97.7	94.6
Fingerprint check	41.3	35.2	44.0	62.3
Background check	55.3	50.0	58.3	72.6
Minimum number of courses/credits/semester hours completed	74.5	76.2	78.7	57.8
Minimum GPA	90.6	91.0	93.2	83.4
Minimum GPA in content area coursework	54.9	60.7	50.4	38.6
Minimum GPA in professional education coursework	41.0	47.6	36.2	22.4
Minimum ACT score	13.2	12.7	14.9	12.1
Minimum SAT score	13.0	12.4	14.7	11.7
Minimum basic skills test score	49.6	46.0	53.2	57.4
Subject area/academic content test or other subject matter verification	56.7	45.0	68.7	82.5
Recommendation(s)	72.5	74.7	71.1	65.9
Essay or personal statement	70.9	73.4	71.9	57.8
Interview	57.4	51.6	61.3	74.9
Other [1]	28.8	27.9	29.1	32.3

1 Includes all programs whose providers reported that they had "Other" entry requirements. Examples of other entry requirements specified by providers for graduate-level programs include GRE scores and a bachelor's degree.

NOTE: See supplemental table S2.3 for details.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2018–19.

TABLE 2.3. PERCENTAGE OF GRADUATE-LEVEL TEACHER PREPARATION PROGRAMS THAT HAVE SELECTED EXIT REQUIREMENTS, BY PROGRAM TYPE: 2018–19

Exit requirements	All programs	Traditional	Alternative, institution of higher education-based	Alternative, not institution of higher education-based
Any exit requirements	95.2	94.1	97.9	94.2
Transcript	64.6	68.1	67.7	43.0
Fingerprint check	35.5	39.4	34.3	21.1
Background check	39.1	42.4	38.5	26.0
Minimum number of courses/credits/semester hours completed	89.2	91.7	91.9	72.2
Minimum GPA	84.4	90.9	89.6	44.8
Minimum GPA in content area coursework	61.1	70.9	56.0	29.1
Minimum GPA in professional education coursework	74.6	82.4	77.2	35.0
Minimum ACT score	4.2	2.9	7.7	3.1
Minimum SAT score	4.2	2.9	7.4	3.1
Minimum basic skills test score	29.2	27.2	32.8	30.5
Subject area/academic content test or other subject matter verification	75.0	73.8	74.7	80.7
Recommendation(s)	34.9	32.5	27.7	60.5
Essay or personal statement	18.9	19.5	16.2	22.0
Interview	20.5	20.9	20.0	20.2
Other [1]	30.9	31.5	30.9	28.7

1 Includes all programs whose providers reported that they had "Other" exit requirements. Examples of other exit requirements specified by providers for graduate-level programs include a portfolio and a disposition assessment.

NOTE: See supplemental table S2.4 for details.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2018–19.

TABLE 2.4. AVERAGE NUMBER OF CLOCK HOURS REQUIRED FOR TEACHER PREPARATION PROGRAM MILESTONES, BY PROGRAM TYPE: 2018-19

	PROGRAMS WITH STUDENT TEACHING MODELS (MOST TRADITIONAL PROGRAMS)		PROGRAMS IN WHICH CANDIDATES ARE THE TEACHER OF RECORD IN A CLASSROOM DURING THE PROGRAM (MANY ALTERNATIVE PROGRAMS)	
Program type	Hours of supervised clinical experience required prior to student teaching	Hours of student teaching required	Hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	Years required of teaching as the teacher of record in a classroom
All programs	149	533	151	1
Undergraduate	154	529	139	1
Graduate	146	547	144	1
Traditional	153	536	134	1
Undergraduate	155	533	135	1
Graduate	151	548	122	1
Alternative, institution of higher education-based	133	526	85	1
Undergraduate	139	451	157	1
Graduate	133	547	77	1
Alternative, not institution of higher education-based	130	523	302	1
Undergraduate	—	—	0	2
Graduate	130	523	297	1

— Not available.

NOTE: A teacher preparation program can have both undergraduate and graduate components, and the undergraduate and graduate categories in this table are not mutually exclusive. Total averages for all programs and by program type are not the averages of the undergraduate and graduate categories.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2018–19.

TABLE S2.1. NUMBER OF TEACHER PREPARATION PROVIDERS, WITH PERCENTAGE CHANGE OVER TIME, BY YEAR, STATE OR JURISDICTION, AND PROGRAM TYPE: 2012–13 TO 2018–19

	ACADEMIC YEAR (2013–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
State or jurisdiction and program type	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
United States	2,171	2,135	2,133	2,103	2,137	2,172	2,173	2	0.1	70	3.3	1	0.0
Traditional	1,497	1,483	1,475	1,473	1,473	1,466	1,455	-42	-2.8	-18	-1.2	-11	-0.8
Alternative, institution of higher education-based	473	451	456	427	453	486	494	21	4.4	67	15.7	8	1.6
Alternative, not institution of higher education-based	201	201	202	203	211	220	224	23	11.4	21	10.3	4	1.8
Alabama	45	45	45	45	45	43	43	-2	-4.4	-2	-4.4	0	0.0
Traditional	27	27	27	27	27	26	26	-1	-3.7	-1	-3.7	0	0.0
Alternative, institution of higher education-based	17	17	17	17	17	17	17	0	0.0	0	0.0	0	0.0
Alternative, not institution of higher education-based	1	1	1	1	1	0	0	-1	-100.0	-1	-100.0	0	†
Alaska	5	5	4	4	4	4	3	-2	-40.0	-1	-25.0	-1	-25.0
Traditional	4	4	4	4	4	4	3	-1	-25.0	-1	-25.0	-1	-25.0
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	1	1	0	0	0	0	0	-1	-100.0	0	†	0	†
Arizona	24	24	26	25	26	27	26	2	8.3	1	4.0	-1	-3.7
Traditional	14	14	14	13	14	14	14	0	0.0	1	7.7	0	0.0
Alternative, institution of higher education-based	9	9	9	10	11	11	10	1	11.1	0	0.0	-1	-9.1
Alternative, not institution of higher education-based	1	1	3	2	1	2	2	1	100.0	0	0.0	0	0.0

TABLE S2.1. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2013–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Arkansas	30	31	33	34	36	36	37	7	23.3	3	8.8	1	2.8
Traditional	19	19	20	20	20	19	19	0	0.0	-1	-5.0	0	0.0
Alternative, institution of higher education-based	9	9	10	10	10	11	11	2	22.2	1	10.0	0	0.0
Alternative, not institution of higher education-based	2	3	3	4	6	6	7	5	250.0	3	75.0	1	16.7
California	144	143	143	144	146	146	152	8	5.6	8	5.6	6	4.1
Traditional	81	82	82	81	80	81	82	1	1.2	1	1.2	1	1.2
Alternative, institution of higher education-based	55	53	52	52	53	55	58	3	5.5	6	11.5	3	5.5
Alternative, not institution of higher education-based	8	8	9	11	13	10	12	4	50.0	1	9.1	2	20.0
Colorado	41	41	40	41	48	49	48	7	17.1	7	17.1	-1	-2.0
Traditional	18	18	17	17	20	21	21	3	16.7	4	23.5	0	0.0
Alternative, institution of higher education-based	5	6	6	7	9	10	11	6	120.0	4	57.1	1	10.0
Alternative, not institution of higher education-based	18	17	17	17	19	18	16	-2	-11.1	-1	-5.9	-2	-11.1
Connecticut	18	18	18	18	19	18	18	0	0.0	0	0.0	0	0.0
Traditional	15	15	15	15	15	14	14	-1	-6.7	-1	-6.7	0	0.0
Alternative, institution of higher education-based	1	1	1	1	1	1	1	0	0.0	0	0.0	0	0.0
Alternative, not institution of higher education-based	2	2	2	2	3	3	3	1	50.0	1	50.0	0	0.0

TABLE S2.1. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2013–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Delaware	5	5	5	6	7	7	7	2	40.0	1	16.7	0	0.0
Traditional	4	4	4	4	4	4	4	0	0.0	0	0.0	0	0.0
Alternative, institution of higher education-based	0	0	0	1	2	2	2	2	†	1	100.0	0	0.0
Alternative, not institution of higher education-based	1	1	1	1	1	1	1	0	0.0	0	0.0	0	0.0
District of Columbia	15	17	15	15	13	14	15	0	0.0	0	0.0	1	7.1
Traditional	8	8	7	7	7	7	8	0	0.0	1	14.3	1	14.3
Alternative, institution of higher education-based	3	3	2	2	2	3	3	0	0.0	1	50.0	0	0.0
Alternative, not institution of higher education-based	4	6	6	6	4	4	4	0	0.0	-2	-33.3	0	0.0
Florida	75	73	73	71	69	71	71	-4	-5.3	0	0.0	0	0.0
Traditional	46	46	47	47	46	47	46	0	0.0	-1	-2.1	-1	-2.1
Alternative, institution of higher education-based	28	26	25	23	22	23	23	-5	-17.9	0	0.0	0	0.0
Alternative, not institution of higher education-based	1	1	1	1	1	1	2	1	100.0	1	100.0	1	100.0
Georgia	72	61	59	59	59	63	63	-9	-12.5	4	6.8	0	0.0
Traditional	47	40	39	40	40	41	41	-6	-12.8	1	2.5	0	0.0
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	25	21	20	19	19	22	22	-3	-12.0	3	15.8	0	0.0

TABLE S2.1. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2013–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Hawaii	14	14	15	15	15	15	16	2	14.3	1	6.7	1	6.7
Traditional	6	6	6	6	6	6	6	0	0.0	0	0.0	0	0.0
Alternative, institution of higher education-based	6	5	6	6	6	6	6	0	0.0	0	0.0	0	0.0
Alternative, not institution of higher education-based	2	3	3	3	3	3	4	2	100.0	1	33.3	1	33.3
Idaho	13	11	14	14	14	14	14	1	7.7	0	0.0	0	0.0
Traditional	9	8	7	7	7	7	7	-2	-22.2	0	0.0	0	0.0
Alternative, institution of higher education-based	3	2	5	5	5	5	6	3	100.0	1	20.0	1	20.0
Alternative, not institution of higher education-based	1	1	2	2	2	2	1	0	0.0	-1	-50.0	-1	-50.0
Illinois	67	65	64	61	60	60	58	-9	-13.4	-3	-4.9	-2	-3.3
Traditional	56	56	55	55	55	55	54	-2	-3.6	-1	-1.8	-1	-1.8
Alternative, institution of higher education-based	10	8	8	6	5	5	4	-6	-60.0	-2	-33.3	-1	-20.0
Alternative, not institution of higher education-based	1	1	1	0	0	0	0	-1	-100.0	0	†	0	†
Indiana	76	74	73	73	73	74	76	0	0.0	3	4.1	2	2.7
Traditional	44	43	43	43	42	42	43	-1	-2.3	0	0.0	1	2.4
Alternative, institution of higher education-based	32	31	30	30	30	30	31	-1	-3.1	1	3.3	1	3.3
Alternative, not institution of higher education-based	0	0	0	0	1	2	2	2	†	2	†	0	0.0

TABLE S2.1. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2013–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Iowa	34	36	35	35	34	31	31	-3	-8.8	-4	-11.4	0	0.0
Traditional	32	32	32	32	32	29	29	-3	-9.4	-3	-9.4	0	0.0
Alternative, institution of higher education-based	2	4	3	3	2	2	2	0	0.0	-1	-33.3	0	0.0
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Kansas	29	29	31	31	31	30	30	1	3.4	-1	-3.2	0	0.0
Traditional	23	23	25	25	25	24	24	1	4.3	-1	-4.0	0	0.0
Alternative, institution of higher education-based	6	6	6	6	6	6	6	0	0.0	0	0.0	0	0.0
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Kentucky	48	47	47	43	43	43	42	-6	-12.5	-1	-2.3	-1	-2.3
Traditional	29	28	28	25	25	25	26	-3	-10.3	1	4.0	1	4.0
Alternative, institution of higher education-based	17	17	17	16	16	16	15	-2	-11.8	-1	-6.2	-1	-6.2
Alternative, not institution of higher education-based	2	2	2	2	2	2	1	-1	-50.0	-1	-50.0	-1	-50.0
Louisiana	40	41	43	44	44	45	47	7	17.5	3	6.8	2	4.4
Traditional	18	17	18	18	18	18	19	1	5.6	1	5.6	1	5.6
Alternative, institution of higher education-based	19	19	19	19	19	21	20	1	5.3	1	5.3	-1	-4.8
Alternative, not institution of higher education-based	3	5	6	7	7	6	8	5	166.7	1	14.3	2	33.3

TABLE S2.1. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2013–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Maine	17	17	17	17	16	15	15	-2	-11.8	-2	-11.8	0	0.0
Traditional	16	16	16	16	15	15	15	-1	-6.2	-1	-6.2	0	0.0
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	1	1	1	1	1	0	0	-1	-100.0	-1	-100.0	0	†
Maryland	36	35	34	34	34	34	33	-3	-8.3	-1	-2.9	-1	-2.9
Traditional	23	23	23	23	23	23	23	0	0.0	0	0.0	0	0.0
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	13	12	11	11	11	11	10	-3	-23.1	-1	-9.1	-1	-9.1
Massachusetts	72	70	68	65	64	60	56	-16	-22.2	-9	-13.8	-4	-6.7
Traditional	54	54	54	53	52	49	47	-7	-13.0	-6	-11.3	-2	-4.1
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	18	16	14	12	12	11	9	-9	-50.0	-3	-25.0	-2	-18.2
Michigan	38	39	39	38	38	40	38	0	0.0	0	0.0	-2	-5.0
Traditional	36	36	34	33	33	33	31	-5	-13.9	-2	-6.1	-2	-6.1
Alternative, institution of higher education-based	2	3	3	4	4	4	4	2	100.0	0	0.0	0	0.0
Alternative, not institution of higher education-based	0	0	2	1	1	3	3	3	†	2	200.0	0	0.0

TABLE S2.1. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2013–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Minnesota	31	31	32	38	38	37	35	4	12.9	-3	-7.9	-2	-5.4
Traditional	30	30	30	30	30	29	29	-1	-3.3	-1	-3.3	0	0.0
Alternative, institution of higher education-based	1	1	2	8	8	8	6	5	500.0	-2	-25.0	-2	-25.0
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Mississippi	30	30	30	31	31	31	30	0	0.0	-1	-3.2	-1	-3.2
Traditional	15	15	15	15	15	15	15	0	0.0	0	0.0	0	0.0
Alternative, institution of higher education-based	12	12	12	13	13	12	12	0	0.0	-1	-7.7	0	0.0
Alternative, not institution of higher education-based	3	3	3	3	3	4	3	0	0.0	0	0.0	-1	-25.0
Missouri	53	53	55	55	51	51	56	3	5.7	1	1.8	5	9.8
Traditional	39	39	41	41	40	40	41	2	5.1	0	0.0	1	2.5
Alternative, institution of higher education-based	12	12	12	12	8	9	11	-1	-8.3	-1	-8.3	2	22.2
Alternative, not institution of higher education-based	2	2	2	2	3	2	4	2	100.0	2	100.0	2	100.0
Montana	10	10	10	10	10	10	11	1	10.0	1	10.0	1	10.0
Traditional	9	9	9	9	9	10	10	1	11.1	1	11.1	0	0.0
Alternative, institution of higher education-based	1	1	1	1	1	0	1	0	0.0	0	0.0	1	†
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†

TABLE S2.1. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2013–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Nebraska	17	17	17	17	17	16	16	-1	-5.9	-1	-5.9	0	0.0
Traditional	16	16	16	16	16	15	15	-1	-6.2	-1	-6.2	0	0.0
Alternative, institution of higher education-based	1	1	1	1	1	1	1	0	0.0	0	0.0	0	0.0
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Nevada	13	14	15	15	22	20	19	6	46.2	4	26.7	-1	-5.0
Traditional	10	11	10	9	10	9	9	-1	-10.0	0	0.0	0	0.0
Alternative, institution of higher education-based	3	3	2	4	7	6	5	2	66.7	1	25.0	-1	-16.7
Alternative, not institution of higher education-based	0	0	3	2	5	5	5	5	†	3	150.0	0	0.0
New Hampshire	16	16	17	17	16	16	15	-1	-6.2	-2	-11.8	-1	-6.2
Traditional	15	15	15	15	14	14	13	-2	-13.3	-2	-13.3	-1	-7.1
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	1	1	2	2	2	2	2	1	100.0	0	0.0	0	0.0
New Jersey	27	28	28	38	38	38	41	14	51.9	3	7.9	3	7.9
Traditional	24	24	24	24	24	24	25	1	4.2	1	4.2	1	4.2
Alternative, institution of higher education-based	2	3	3	9	12	11	13	11	550.0	4	44.4	2	18.2
Alternative, not institution of higher education-based	1	1	1	5	2	3	3	2	200.0	-2	-40.0	0	0.0

TABLE S2.1. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2013–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
New Mexico	20	20	19	19	19	19	19	-1	-5.0	0	0.0	0	0.0
Traditional	10	10	10	10	9	9	9	-1	-10.0	-1	-10.0	0	0.0
Alternative, institution of higher education-based	10	10	9	9	10	10	10	0	0.0	1	11.1	0	0.0
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
New York	141	139	135	133	131	131	128	-13	-9.2	-5	-3.8	-3	-2.3
Traditional	118	118	115	114	112	112	110	-8	-6.8	-4	-3.5	-2	-1.8
Alternative, institution of higher education-based	23	21	20	19	19	19	18	-5	-21.7	-1	-5.3	-1	-5.3
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
North Carolina	76	75	73	74	73	73	75	-1	-1.3	1	1.4	2	2.7
Traditional	47	47	46	47	46	47	47	0	0.0	0	0.0	0	0.0
Alternative, institution of higher education-based	24	23	22	22	23	20	21	-3	-12.5	-1	-4.5	1	5.0
Alternative, not institution of higher education-based	5	5	5	5	4	6	7	2	40.0	2	40.0	1	16.7
North Dakota	12	12	12	12	13	12	12	0	0.0	0	0.0	0	0.0
Traditional	12	12	12	12	12	12	12	0	0.0	0	0.0	0	0.0
Alternative, institution of higher education-based	0	0	0	0	1	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†

TABLE S2.1. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2013–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Ohio	51	51	52	52	52	51	49	-2	-3.9	-3	-5.8	-2	-3.9
Traditional	51	51	52	52	52	51	49	-2	-3.9	-3	-5.8	-2	-3.9
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Oklahoma	23	23	23	24	23	23	23	0	0.0	-1	-4.2	0	0.0
Traditional	22	22	22	23	23	23	23	1	4.5	0	0.0	0	0.0
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	1	1	1	1	0	0	0	-1	-100.0	-1	-100.0	0	†
Oregon	19	18	18	17	17	15	15	-4	-21.1	-2	-11.8	0	0.0
Traditional	19	18	18	17	17	15	15	-4	-21.1	-2	-11.8	0	0.0
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Pennsylvania	127	123	122	123	124	121	122	-5	-3.9	-1	-0.8	1	0.8
Traditional	91	91	91	91	92	91	91	0	0.0	0	0.0	0	0.0
Alternative, institution of higher education-based	35	31	30	30	29	27	28	-7	-20.0	-2	-6.7	1	3.7
Alternative, not institution of higher education-based	1	1	1	2	3	3	3	2	200.0	1	50.0	0	0.0

TABLE S2.1. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2013–2019) '12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	2012–13 TO 2018–19 Amount	Percent change	2015–16 TO 2018–19 Amount	Percent change	2017–18 TO 2018–19 Amount	Percent change
Rhode Island	10	10	9	10	9	10	10	0	0.0	0	0.0	0	0.0
Traditional	9	9	8	9	8	9	9	0	0.0	0	0.0	0	0.0
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	1	1	1	1	1	1	1	0	0.0	0	0.0	0	0.0
South Carolina	34	34	33	33	34	35	36	2	5.9	3	9.1	1	2.9
Traditional	31	31	30	30	30	30	30	-1	-3.2	0	0.0	0	0.0
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	3	3	3	3	4	5	6	3	100.0	3	100.0	1	20.0
South Dakota	13	13	13	13	13	11	11	-2	-15.4	-2	-15.4	0	0.0
Traditional	12	12	12	12	12	11	11	-1	-8.3	-1	-8.3	0	0.0
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	1	1	1	1	1	0	0	-1	-100.0	-1	-100.0	0	†
Tennessee	70	67	68	67	67	69	66	-4	-5.7	-1	-1.5	-3	-4.3
Traditional	37	36	36	36	37	37	36	-1	-2.7	0	0.0	-1	-2.7
Alternative, institution of higher education-based	29	27	28	28	28	30	28	-1	-3.4	0	0.0	-2	-6.7
Alternative, not institution of higher education-based	4	4	4	3	2	2	2	-2	-50.0	-1	-33.3	0	0.0

TABLE S2.1. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2013–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Texas	212	199	197	153	154	179	182	-30	-14.2	29	19.0	3	1.7
Traditional	73	72	73	75	75	77	77	4	5.5	2	2.7	0	0.0
Alternative, institution of higher education-based	79	65	68	22	31	59	64	-15	-19.0	42	190.9	5	8.5
Alternative, not institution of higher education-based	60	62	56	56	48	43	41	-19	-31.7	-15	-26.8	-2	-4.7
Utah	12	12	12	12	12	12	12	0	0.0	0	0.0	0	0.0
Traditional	10	10	10	10	10	10	10	0	0.0	0	0.0	0	0.0
Alternative, institution of higher education-based	1	1	1	1	1	1	1	0	0.0	0	0.0	0	0.0
Alternative, not institution of higher education-based	1	1	1	1	1	1	1	0	0.0	0	0.0	0	0.0
Vermont	17	16	15	16	16	16	13	-4	-23.5	-3	-18.8	-3	-18.8
Traditional	13	12	11	11	11	11	9	-4	-30.8	-2	-18.2	-2	-18.2
Alternative, institution of higher education-based	0	0	0	1	4	4	3	3	†	2	200.0	-1	-25.0
Alternative, not institution of higher education-based	4	4	4	4	1	1	1	-3	-75.0	-3	-75.0	0	0.0
Virginia	41	40	40	40	40	40	40	-1	-2.4	0	0.0	0	0.0
Traditional	36	36	36	36	36	36	36	0	0.0	0	0.0	0	0.0
Alternative, institution of higher education-based	4	3	3	3	3	3	3	-1	-25.0	0	0.0	0	0.0
Alternative, not institution of higher education-based	1	1	1	1	1	1	1	0	0.0	0	0.0	0	0.0

TABLE S2.1. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2013–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Washington	29	29	28	29	34	39	42	13	44.8	13	44.8	3	7.7
Traditional	22	22	21	21	24	26	26	4	18.2	5	23.8	0	0.0
Alternative, institution of higher education-based	7	7	7	8	10	13	14	7	100.0	6	75.0	1	7.7
Alternative, not institution of higher education-based	0	0	0	0	0	0	2	2	†	2	†	2	†
West Virginia	23	22	21	20	34	45	47	24	104.3	27	135.0	2	4.4
Traditional	20	20	20	20	20	20	20	0	0.0	0	0.0	0	0.0
Alternative, institution of higher education-based	3	2	1	0	0	0	0	-3	-100.0	0	†	0	†
Alternative, not institution of higher education-based	0	0	0	0	14	25	27	27	†	27	†	2	8.0
Wisconsin	40	40	41	41	41	42	41	1	2.5	0	0.0	-1	-2.4
Traditional	33	33	33	33	33	33	33	0	0.0	0	0.0	0	0.0
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	7	7	8	8	8	9	8	1	14.3	0	0.0	-1	-11.1
Wyoming	1	1	1	1	1	1	1	0	0.0	0	0.0	0	0.0
Traditional	1	1	1	1	1	1	1	0	0.0	0	0.0	0	0.0
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†

TABLE S2.1. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2013–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
American Samoa	2	2	1	1	2	2	2	0	0.0	1	100.0	0	0.0
Traditional	2	2	1	1	2	2	2	0	0.0	1	100.0	0	0.0
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Federated States of Micronesia	1	—	—	1	1	1	—	†	†	†	†	†	†
Traditional	1	—	—	1	1	1	—	†	†	†	†	†	†
Alternative, institution of higher education-based	0	—	—	0	0	0	—	†	†	†	†	†	†
Alternative, not institution of higher education-based	0	—	—	0	0	0	—	†	†	†	†	†	†
Guam	1	1	1	1	2	2	2	1	100.0	1	100.0	0	0.0
Traditional	1	1	1	1	1	1	1	0	0.0	0	0.0	0	0.0
Alternative, institution of higher education-based	0	0	0	0	1	1	1	1	†	1	†	0	0.0
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Marshall Islands	2	2	—	1	2	2	—	†	†	†	†	†	†
Traditional	2	2	—	1	2	2	—	†	†	†	†	†	†
Alternative, institution of higher education-based	0	0	—	0	0	0	—	†	†	†	†	†	†
Alternative, not institution of higher education-based	0	0	—	0	0	0	—	†	†	†	†	†	†

TABLE S2.1. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2013–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Northern Mariana Islands	1	1	1	1	1	1	—	†	†	†	†	†	†
Traditional	1	1	1	1	1	1	—	†	†	†	†	†	†
Alternative, institution of higher education-based	0	0	0	0	0	0	—	†	†	†	†	†	†
Alternative, not institution of higher education-based	0	0	0	0	0	0	—	†	†	†	†	†	†
Puerto Rico	37	44	52	55	60	61	62	25	67.6	7	12.7	1	1.6
Traditional	35	35	37	37	37	37	38	3	8.6	1	2.7	1	2.7
Alternative, institution of higher education-based	2	9	15	18	23	24	24	22	1100.0	6	33.3	0	0.0
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
U.S. Virgin Islands	1	1	1	1	1	1	1	0	0.0	0	0.0	0	0.0
Traditional	1	1	1	1	1	1	1	0	0.0	0	0.0	0	0.0
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†

— Not available.

† Not applicable.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2012–13 to 2018–19.

TABLE S2.2. NUMBER OF TEACHER PREPARATION PROGRAMS, WITH PERCENTAGE CHANGE OVER TIME, BY YEAR, STATE OR JURISDICTION, AND PROGRAM TYPE: 2012–13 TO 2018–19

	ACADEMIC YEAR (2012–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
State or jurisdiction and program type	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
United States	26,589	27,912	27,535	26,446	26,229	26,345	21,502	-5,087	-19.1	-4,944	-18.7	-4,843	-18.4
Traditional	18,514	19,233	19,236	19,163	19,205	19,027	15,551	-2,963	-16.0	-3,612	-18.8	-3,476	-18.3
Alternative, institution of higher education-based	5,325	5,198	5,170	4,104	4,245	4,714	4,147	-1,178	-22.1	43	1.0	-567	-12.0
Alternative, not institution of higher education-based	2,750	3,481	3,129	3,179	2,779	2,604	1,804	-946	-34.4	-1,375	-43.3	-800	-30.7
Alabama	563	564	562	559	557	534	453	-110	-19.5	-106	-19.0	-81	-15.2
Traditional	328	327	327	324	326	322	265	-63	-19.2	-59	-18.2	-57	-17.7
Alternative, institution of higher education-based	213	215	213	213	209	212	188	-25	-11.7	-25	-11.7	-24	-11.3
Alternative, not institution of higher education-based	22	22	22	22	22	0	0	-22	-100.0	-22	-100.0	0	†
Alaska	32	28	26	28	25	25	32	0	0.0	4	14.3	7	28.0
Traditional	31	27	26	28	25	25	32	1	3.2	4	14.3	7	28.0
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	1	1	0	0	0	0	0	-1	-100.0	0	†	0	†
Arizona	131	136	149	138	144	168	204	73	55.7	66	47.8	36	21.4
Traditional	99	102	109	104	108	108	127	28	28.3	23	22.1	19	17.6
Alternative, institution of higher education-based	30	32	33	30	34	35	75	45	150.0	45	150.0	40	114.3
Alternative, not institution of higher education-based	2	2	7	4	2	25	2	0	0.0	-2	-50.0	-23	-92.0

TABLE S2.2. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2012–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Arkansas	257	266	281	301	303	300	316	59	23.0	15	5.0	16	5.3
Traditional	184	185	193	198	202	194	194	10	5.4	-4	-2.0	0	0.0
Alternative, institution of higher education-based	47	48	55	57	54	59	79	32	68.1	22	38.6	20	33.9
Alternative, not institution of higher education-based	26	33	33	46	47	47	43	17	65.4	-3	-6.5	-4	-8.5
California	595	596	713	711	700	729	1,652	1,057	177.6	941	132.3	923	126.6
Traditional	373	374	436	429	424	437	939	566	151.7	510	118.9	502	114.9
Alternative, institution of higher education-based	211	211	256	253	242	263	617	406	192.4	364	143.9	354	134.6
Alternative, not institution of higher education-based	11	11	21	29	34	29	96	85	772.7	67	231.0	67	231.0
Colorado	193	192	207	424	450	463	438	245	126.9	14	3.3	-25	-5.4
Traditional	149	148	155	196	208	208	176	27	18.1	-20	-10.2	-32	-15.4
Alternative, institution of higher education-based	24	25	34	72	82	83	105	81	337.5	33	45.8	22	26.5
Alternative, not institution of higher education-based	20	19	18	156	160	172	157	137	685.0	1	0.6	-15	-8.7
Connecticut	130	130	225	220	238	229	169	39	30.0	-51	-23.2	-60	-26.2
Traditional	109	109	196	191	202	192	140	31	28.4	-51	-26.7	-52	-27.1
Alternative, institution of higher education-based	1	1	1	1	1	1	1	0	0.0	0	0.0	0	0.0
Alternative, not institution of higher education-based	20	20	28	28	35	36	28	8	40.0	0	0.0	-8	-22.2

TABLE S2.2. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2012–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Delaware	52	53	53	54	55	58	56	4	7.7	2	3.7	-2	-3.4
Traditional	48	49	49	50	51	47	44	-4	-8.3	-6	-12.0	-3	-6.4
Alternative, institution of higher education-based	0	0	0	3	3	10	6	6	†	3	100.0	-4	-40.0
Alternative, not institution of higher education-based	4	4	4	1	1	1	6	2	50.0	5	500.0	5	500.0
District of Columbia	121	133	132	124	121	120	110	-11	-9.1	-14	-11.3	-10	-8.3
Traditional	78	78	75	72	72	66	60	-18	-23.1	-12	-16.7	-6	-9.1
Alternative, institution of higher education-based	34	33	24	22	42	47	35	1	2.9	13	59.1	-12	-25.5
Alternative, not institution of higher education-based	9	22	33	30	7	7	15	6	66.7	-15	-50.0	8	114.3
Florida	496	449	436	396	446	407	298	-198	-39.9	-98	-24.7	-109	-26.8
Traditional	463	422	410	372	423	382	272	-191	-41.3	-100	-26.9	-110	-28.8
Alternative, institution of higher education-based	32	26	25	23	22	24	24	-8	-25.0	1	4.3	0	0.0
Alternative, not institution of higher education-based	1	1	1	1	1	1	2	1	100.0	1	100.0	1	100.0
Georgia	535	728	587	508	491	491	817	282	52.7	309	60.8	326	66.4
Traditional	508	696	561	485	468	466	459	-49	-9.6	-26	-5.4	-7	-1.5
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	27	32	26	23	23	25	358	331	1225.9	335	1456.5	333	1332.0

TABLE S2.2. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2012–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Hawaii	54	50	54	54	55	58	98	44	81.5	44	81.5	40	69.0
Traditional	27	27	29	29	26	26	40	13	48.1	11	37.9	14	53.8
Alternative, institution of higher education-based	19	14	16	16	19	20	42	23	121.1	26	162.5	22	110.0
Alternative, not institution of higher education-based	8	9	9	9	10	12	16	8	100.0	7	77.8	4	33.3
Idaho	111	103	131	132	186	184	147	36	32.4	15	11.4	-37	-20.1
Traditional	88	87	90	91	132	128	116	28	31.8	25	27.5	-12	-9.4
Alternative, institution of higher education-based	13	6	30	30	43	45	21	8	61.5	-9	-30.0	-24	-53.3
Alternative, not institution of higher education-based	10	10	11	11	11	11	10	0	0.0	-1	-9.1	-1	-9.1
Illinois	684	661	667	676	695	712	586	-98	-14.3	-90	-13.3	-126	-17.7
Traditional	638	627	636	656	685	692	557	-81	-12.7	-99	-15.1	-135	-19.5
Alternative, institution of higher education-based	42	30	27	20	10	20	29	-13	-31.0	9	45.0	9	45.0
Alternative, not institution of higher education-based	4	4	4	0	0	0	0	-4	-100.0	0	†	0	†
Indiana	1,103	1,056	1,010	1,000	1,020	987	715	-388	-35.2	-285	-28.5	-272	-27.6
Traditional	621	592	585	569	561	538	443	-178	-28.7	-126	-22.1	-95	-17.7
Alternative, institution of higher education-based	482	464	425	431	425	413	263	-219	-45.4	-168	-39.0	-150	-36.3
Alternative, not institution of higher education-based	0	0	0	0	34	36	9	9	†	9	†	-27	-75.0

TABLE S2.2. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2012–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Iowa	154	172	175	182	178	176	390	236	153.2	208	114.3	214	121.6
Traditional	152	152	153	160	156	155	388	236	155.3	228	142.5	233	150.3
Alternative, institution of higher education-based	2	20	22	22	22	21	2	0	0.0	-20	-90.9	-19	-90.5
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Kansas	411	408	413	401	401	376	282	-129	-31.4	-119	-29.7	-94	-25.0
Traditional	321	318	323	312	313	308	258	-63	-19.6	-54	-17.3	-50	-16.2
Alternative, institution of higher education-based	90	90	90	89	88	68	24	-66	-73.3	-65	-73.0	-44	-64.7
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Kentucky	758	745	740	707	715	709	540	-218	-28.8	-167	-23.6	-169	-23.8
Traditional	477	473	467	449	448	445	336	-141	-29.6	-113	-25.2	-109	-24.5
Alternative, institution of higher education-based	270	261	262	247	256	253	185	-85	-31.5	-62	-25.1	-68	-26.9
Alternative, not institution of higher education-based	11	11	11	11	11	11	19	8	72.7	8	72.7	8	72.7
Louisiana	795	797	828	813	752	749	514	-281	-35.3	-299	-36.8	-235	-31.4
Traditional	250	227	233	220	208	202	195	-55	-22.0	-25	-11.4	-7	-3.5
Alternative, institution of higher education-based	456	462	458	445	396	414	242	-214	-46.9	-203	-45.6	-172	-41.5
Alternative, not institution of higher education-based	89	108	137	148	148	133	77	-12	-13.5	-71	-48.0	-56	-42.1

TABLE S2.2. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2012–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Maine	81	79	83	83	77	78	92	11	13.6	9	10.8	14	17.9
Traditional	80	78	82	82	76	78	92	12	15.0	10	12.2	14	17.9
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	1	1	1	1	1	0	0	-1	-100.0	-1	-100.0	0	†
Maryland	226	232	240	239	241	239	296	70	31.0	57	23.8	57	23.8
Traditional	208	215	224	224	225	223	253	45	21.6	29	12.9	30	13.5
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	18	17	16	15	16	16	43	25	138.9	28	186.7	27	168.8
Massachusetts	1,727	2,001	1,599	1,582	1,578	1,599	614	-1,113	-64.4	-968	-61.2	-985	-61.6
Traditional	1,358	1,373	1,336	1,335	1,337	1,383	525	-833	-61.3	-810	-60.7	-858	-62.0
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	369	628	263	247	241	216	89	-280	-75.9	-158	-64.0	-127	-58.8
Michigan	405	426	424	380	389	447	483	78	19.3	103	27.1	36	8.1
Traditional	338	351	344	363	372	372	464	126	37.3	101	27.8	92	24.7
Alternative, institution of higher education-based	67	75	77	15	15	18	16	-51	-76.1	1	6.7	-2	-11.1
Alternative, not institution of higher education-based	0	0	3	2	2	57	3	3	†	1	50.0	-54	-94.7

TABLE S2.2. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2012–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Minnesota	499	488	598	615	612	590	403	-96	-19.2	-212	-34.5	-187	-31.7
Traditional	498	487	595	586	583	561	374	-124	-24.9	-212	-36.2	-187	-33.3
Alternative, institution of higher education-based	1	1	3	29	29	29	29	28	2800.0	0	0.0	0	0.0
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Mississippi	154	157	156	158	158	150	149	-5	-3.2	-9	-5.7	-1	-0.7
Traditional	114	117	116	117	117	116	125	11	9.6	8	6.8	9	7.8
Alternative, institution of higher education-based	33	33	33	34	34	26	17	-16	-48.5	-17	-50.0	-9	-34.6
Alternative, not institution of higher education-based	7	7	7	7	7	8	7	0	0.0	0	0.0	-1	-12.5
Missouri	1,090	1,075	1,048	1,016	956	958	637	-453	-41.6	-379	-37.3	-321	-33.5
Traditional	819	807	808	782	766	766	494	-325	-39.7	-288	-36.8	-272	-35.5
Alternative, institution of higher education-based	214	211	183	176	127	138	106	-108	-50.5	-70	-39.8	-32	-23.2
Alternative, not institution of higher education-based	57	57	57	58	63	54	37	-20	-35.1	-21	-36.2	-17	-31.5
Montana	112	122	122	121	122	118	116	4	3.6	-5	-4.1	-2	-1.7
Traditional	111	121	121	120	121	118	114	3	2.7	-6	-5.0	-4	-3.4
Alternative, institution of higher education-based	1	1	1	1	1	0	2	1	100.0	1	100.0	2	†
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†

TABLE S2.2. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2012–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Nebraska	386	379	372	373	377	368	258	-128	-33.2	-115	-30.8	-110	-29.9
Traditional	385	378	371	372	376	367	257	-128	-33.2	-115	-30.9	-110	-30.0
Alternative, institution of higher education-based	1	1	1	1	1	1	1	0	0.0	0	0.0	0	0.0
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Nevada	56	84	91	97	141	132	133	77	137.5	36	37.1	1	0.8
Traditional	40	65	63	59	67	59	80	40	100.0	21	35.6	21	35.6
Alternative, institution of higher education-based	16	19	10	22	38	37	38	22	137.5	16	72.7	1	2.7
Alternative, not institution of higher education-based	0	0	18	16	36	36	15	15	†	-1	-6.2	-21	-58.3
New Hampshire	146	163	174	177	176	176	147	1	0.7	-30	-16.9	-29	-16.5
Traditional	143	160	166	169	168	168	119	-24	-16.8	-50	-29.6	-49	-29.2
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	3	3	8	8	8	8	28	25	833.3	20	250.0	20	250.0
New Jersey	456	456	459	488	481	477	380	-76	-16.7	-108	-22.1	-97	-20.3
Traditional	453	452	454	452	447	443	297	-156	-34.4	-155	-34.3	-146	-33.0
Alternative, institution of higher education-based	2	3	4	27	29	31	80	78	3900.0	53	196.3	49	158.1
Alternative, not institution of higher education-based	1	1	1	9	5	3	3	2	200.0	-6	-66.7	0	0.0

TABLE S2.2. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2012–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
New Mexico	96	97	100	97	74	80	122	26	27.1	25	25.8	42	52.5
Traditional	73	74	76	73	45	50	62	-11	-15.1	-11	-15.1	12	24.0
Alternative, institution of higher education-based	23	23	24	24	29	30	60	37	160.9	36	150.0	30	100.0
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
New York	1,871	1,906	1,925	1,967	2,044	2,010	1,129	-742	-39.7	-838	-42.6	-881	-43.8
Traditional	1,718	1,758	1,771	1,797	1,881	1,879	1,025	-693	-40.3	-772	-43.0	-854	-45.4
Alternative, institution of higher education-based	153	148	154	170	163	131	104	-49	-32.0	-66	-38.8	-27	-20.6
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
North Carolina	859	835	855	855	763	765	681	-178	-20.7	-174	-20.4	-84	-11.0
Traditional	498	500	509	508	507	506	455	-43	-8.6	-53	-10.4	-51	-10.1
Alternative, institution of higher education-based	254	224	223	223	221	203	189	-65	-25.6	-34	-15.2	-14	-6.9
Alternative, not institution of higher education-based	107	111	123	124	35	56	37	-70	-65.4	-87	-70.2	-19	-33.9
North Dakota	117	121	127	127	119	119	114	-3	-2.6	-13	-10.2	-5	-4.2
Traditional	117	121	127	127	118	119	114	-3	-2.6	-13	-10.2	-5	-4.2
Alternative, institution of higher education-based	0	0	0	0	1	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†

TABLE S2.2. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2012–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Ohio	724	730	729	713	699	684	551	-173	-23.9	-162	-22.7	-133	-19.4
Traditional	724	730	729	713	699	684	551	-173	-23.9	-162	-22.7	-133	-19.4
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Oklahoma	201	197	208	211	221	216	196	-5	-2.5	-15	-7.1	-20	-9.3
Traditional	200	196	207	210	221	216	196	-4	-2.0	-14	-6.7	-20	-9.3
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	1	1	1	1	0	0	0	-1	-100.0	-1	-100.0	0	†
Oregon	58	88	84	80	77	69	195	137	236.2	115	143.8	126	182.6
Traditional	58	88	84	80	77	69	195	137	236.2	115	143.8	126	182.6
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Pennsylvania	1,450	1,363	1,391	1,434	1,381	1,387	1,116	-334	-23.0	-318	-22.2	-271	-19.5
Traditional	1,124	1,084	1,120	1,151	1,134	1,137	894	-230	-20.5	-257	-22.3	-243	-21.4
Alternative, institution of higher education-based	319	272	264	262	225	228	206	-113	-35.4	-56	-21.4	-22	-9.6
Alternative, not institution of higher education-based	7	7	7	21	22	22	16	9	128.6	-5	-23.8	-6	-27.3

TABLE S2.2. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2012–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Rhode Island	65	66	61	58	59	60	71	6	9.2	13	22.4	11	18.3
Traditional	63	64	59	56	57	58	70	7	11.1	14	25.0	12	20.7
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	2	2	2	2	2	2	1	-1	-50.0	-1	-50.0	-1	-50.0
South Carolina	329	315	319	319	322	354	295	-34	-10.3	-24	-7.5	-59	-16.7
Traditional	296	282	286	286	284	287	259	-37	-12.5	-27	-9.4	-28	-9.8
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	33	33	33	33	38	67	36	3	9.1	3	9.1	-31	-46.3
South Dakota	134	135	136	138	137	126	118	-16	-11.9	-20	-14.5	-8	-6.3
Traditional	133	134	135	137	136	126	118	-15	-11.3	-19	-13.9	-8	-6.3
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	1	1	1	1	1	0	0	-1	-100.0	-1	-100.0	0	†
Tennessee	966	973	975	1,008	1,027	1,082	792	-174	-18.0	-216	-21.4	-290	-26.8
Traditional	554	575	575	595	611	635	454	-100	-18.1	-141	-23.7	-181	-28.5
Alternative, institution of higher education-based	389	375	377	393	398	424	321	-68	-17.5	-72	-18.3	-103	-24.3
Alternative, not institution of higher education-based	23	23	23	20	18	23	17	-6	-26.1	-3	-15.0	-6	-26.1

TABLE S2.2. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2012–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Texas	5,235	5,999	5,694	4,470	4,183	4,270	2,374	-2,861	-54.7	-2,096	-46.9	-1,896	-44.4
Traditional	1,633	2,028	1,871	1,867	1,760	1,673	1,097	-536	-32.8	-770	-41.2	-576	-34.4
Alternative, institution of higher education-based	1,818	1,767	1,716	603	797	1,228	793	-1,025	-56.4	190	31.5	-435	-35.4
Alternative, not institution of higher education-based	1,784	2,204	2,107	2,000	1,626	1,369	484	-1,300	-72.9	-1,516	-75.8	-885	-64.6
Utah	83	84	85	86	85	95	140	57	68.7	54	62.8	45	47.4
Traditional	77	78	78	79	78	88	136	59	76.6	57	72.2	48	54.5
Alternative, institution of higher education-based	3	3	3	3	3	3	1	-2	-66.7	-2	-66.7	-2	-66.7
Alternative, not institution of higher education-based	3	3	4	4	4	4	3	0	0.0	-1	-25.0	-1	-25.0
Vermont	87	121	121	121	121	119	82	-5	-5.7	-39	-32.2	-37	-31.1
Traditional	83	117	103	102	102	100	64	-19	-22.9	-38	-37.3	-36	-36.0
Alternative, institution of higher education-based	0	0	0	1	18	18	17	17	†	16	1600.0	-1	-5.6
Alternative, not institution of higher education-based	4	4	18	18	1	1	1	-3	-75.0	-17	-94.4	0	0.0
Virginia	508	498	502	502	508	522	508	0	0.0	6	1.2	-14	-2.7
Traditional	476	473	477	477	482	496	473	-3	-0.6	-4	-0.8	-23	-4.6
Alternative, institution of higher education-based	31	24	24	24	25	25	34	3	9.7	10	41.7	9	36.0
Alternative, not institution of higher education-based	1	1	1	1	1	1	1	0	0.0	0	0.0	0	0.0

TABLE S2.2. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2012–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Washington	175	178	179	186	189	203	318	143	81.7	132	71.0	115	56.7
Traditional	161	164	162	161	161	159	244	83	51.6	83	51.6	85	53.5
Alternative, institution of higher education-based	14	14	17	25	28	44	64	50	357.1	39	156.0	20	45.5
Alternative, not institution of higher education-based	0	0	0	0	0	0	10	10	†	10	†	10	†
West Virginia	181	274	279	280	283	291	230	49	27.1	-50	-17.9	-61	-21.0
Traditional	173	267	278	280	255	241	176	3	1.7	-104	-37.1	-65	-27.0
Alternative, institution of higher education-based	8	7	1	0	0	0	0	-8	-100.0	0	†	0	†
Alternative, not institution of higher education-based	0	0	0	0	28	50	54	54	†	54	†	4	8.0
Wisconsin	681	705	701	706	714	719	606	-75	-11.0	-100	-14.2	-113	-15.7
Traditional	618	637	631	634	636	654	525	-93	-15.0	-109	-17.2	-129	-19.7
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	63	68	70	72	78	65	81	18	28.6	9	12.5	16	24.6
Wyoming	12	12	12	12	12	12	17	5	41.7	5	41.7	5	41.7
Traditional	12	12	12	12	12	12	17	5	41.7	5	41.7	5	41.7
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†

TABLE S2.2. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2012–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
American Samoa	2	3	2	1	3	4	6	4	200.0	5	500.0	2	50.0
Traditional	2	3	2	1	3	4	6	4	200.0	5	500.0	2	50.0
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Federated States of Micronesia	2	—	—	2	2	2	—	-2	-100	-2	-100	-2	-100
Traditional	2	—	—	2	2	2	—	-2	-100	-2	-100	-2	-100
Alternative, institution of higher education-based	0	—	—	0	0	0	—	0	†	0	†	0	†
Alternative, not institution of higher education-based	0	—	—	0	0	0	—	0	†	0	†	0	†
Guam	14	14	14	14	14	14	4	-10	-71.4	-10	-71.4	-10	-71.4
Traditional	14	14	14	14	13	13	2	-12	-85.7	-12	-85.7	-11	-84.6
Alternative, institution of higher education-based	0	0	0	0	1	1	2	2	†	2	†	1	100.0
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Marshall Islands	16	16	—	15	26	16	—	-16	-100	-15	-100	-16	-100
Traditional	16	16	—	15	26	16	—	-16	-100	-15	-100	-16	-100
Alternative, institution of higher education-based	0	0	—	0	0	0	—	0	†	0	†	0	†
Alternative, not institution of higher education-based	0	0	—	0	0	0	—	0	†	0	†	0	†

TABLE S2.2. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2012–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Northern Mariana Islands	1	1	1	1	1	1	—	-1	-100	-1	-100	-1	-100
Traditional	1	1	1	1	1	1	—	-1	-100	-1	-100	-1	-100
Alternative, institution of higher education-based	0	0	0	0	0	0	—	0	†	0	†	0	†
Alternative, not institution of higher education-based	0	0	0	0	0	0	—	0	†	0	†	0	†
Puerto Rico	206	249	277	284	323	316	309	103	50.0	25	8.8	-7	-2.2
Traditional	194	190	193	187	209	205	180	-14	-7.2	-7	-3.7	-25	-12.2
Alternative, institution of higher education-based	12	59	84	97	114	111	129	117	975.0	32	33.0	18	16.2
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
U.S. Virgin Islands	3	3	3	2	2	2	3	0	0.0	1	50.0	1	50.0
Traditional	3	3	3	2	2	2	3	0	0.0	1	50.0	1	50.0
Alternative, institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative, not institution of higher education-based	0	0	0	0	0	0	0	0	†	0	†	0	†

— Not available.

† Not applicable.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2012–13 to 2018–19.

TABLE S2.3. PERCENTAGE OF TEACHER PREPARATION PROGRAMS THAT HAVE SELECTED ENTRY REQUIREMENTS, BY PROGRAM TYPE AND STUDENT LEVEL: 2018–19

		TRADITIONAL		ALTERNATIVE, INSTITUTION OF HIGHER EDUCATION-BASED		ALTERNATIVE, NOT INSTITUTION OF HIGHER EDUCATION-BASED	
Entry requirements	All programs	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate
Any entry requirements	99.5	98.7	94.1	74.3	98.3	5.7	96.9
Transcript	96.2	88.9	93.1	69.9	97.7	5.7	94.6
Fingerprint check	41.0	35.0	35.2	23.0	44.0	2.9	62.3
Background check	60.2	59.0	50.0	36.3	58.3	2.9	72.6
Minimum number of courses/ credits/semester hours completed	85.0	86.0	76.2	56.6	78.7	5.7	57.8
Minimum GPA	95.4	95.1	91.0	69.0	93.2	5.7	83.4
Minimum GPA in content area coursework	64.7	67.6	60.7	51.3	50.4	2.9	38.6
Minimum GPA in professional education coursework	57.8	68.6	47.6	49.6	36.2	0.0	22.4
Minimum ACT score	25.4	31.7	12.7	11.5	14.9	0.0	12.1
Minimum SAT score	24.3	30.0	12.4	12.4	14.7	0.0	11.7
Minimum basic skills test score	65.3	69.3	46.0	37.2	53.2	2.9	57.4
Subject area/academic content test or other subject matter verification	51.9	24.6	45.0	25.7	68.7	5.7	82.5
Recommendation(s)	73.3	63.7	74.7	38.1	71.1	2.9	65.9
Essay or personal statement	70.7	58.9	73.4	36.3	71.9	2.9	57.8
Interview	59.8	47.9	51.6	31.9	61.3	2.9	74.9
Other [1]	34.3	30.8	27.9	21.2	29.1	2.9	32.3

1 Includes all programs whose providers reported that they had "Other" entry requirements.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2018–19.

TABLE S2.4. PERCENTAGE OF TEACHER PREPARATION PROGRAMS THAT HAVE SELECTED EXIT REQUIREMENTS, BY PROGRAM TYPE AND STUDENT LEVEL: 2018–19

		TRADITIONAL		ALTERNATIVE, INSTITUTION OF HIGHER EDUCATION-BASED		ALTERNATIVE, NOT INSTITUTION OF HIGHER EDUCATION-BASED	
Exit requirements	All programs	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate
Any exit requirements	99.1	98.2	94.1	75.2	97.9	5.7	94.2
Transcript	71.7	76.0	68.1	52.2	67.7	2.9	43.0
Fingerprint check	38.1	40.4	39.4	23.9	34.3	0.0	21.1
Background check	42.9	46.1	42.4	31.9	38.5	0.0	26.0
Minimum number of courses/credits/ semester hours completed	95.2	97.6	91.7	72.6	91.9	0.0	72.2
Minimum GPA	90.7	96.1	90.9	71.7	89.6	0.0	44.8
Minimum GPA in content area coursework	73.3	83.7	70.9	62.8	56.0	0.0	29.1
Minimum GPA in professional education coursework	81.9	88.1	82.4	62.8	77.2	0.0	35.0
Minimum ACT score	6.9	7.2	2.9	4.4	7.7	0.0	3.1
Minimum SAT score	6.7	7.0	2.9	5.3	7.4	0.0	3.1
Minimum basic skills test score	35.8	35.7	27.2	24.8	32.8	2.9	30.5
Subject area/academic content test or other subject matter verification	79.7	78.3	73.8	47.8	74.7	2.9	80.7
Recommendation(s)	39.3	37.7	32.5	17.7	27.7	0.0	60.5
Essay or personal statement	23.7	23.8	19.5	20.4	16.2	0.0	22.0
Interview	25.3	25.4	20.9	19.5	20.0	0.0	20.2
Other [1]	36.2	36.0	31.5	18.6	30.9	2.9	28.7

1 Includes all programs whose providers reported that they had "Other" exit requirements.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2018–19.

TABLE S2.5. NUMBER OF TEACHER PREPARATION PROVIDERS WITH ONE OR MORE AT-RISK OR LOW-PERFORMING PROGRAMS, WITH PERCENTAGE CHANGE OVER TIME, BY YEAR AND STATE OR JURISDICTION: 2012–13 TO 2018–19

State or jurisdiction and program type	ACADEMIC YEAR (2012–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
United States	44	42	64	49	52	118	72	28	63.6	23	46.9	-46	-39.0
Alabama	0	0	0	0	0	0	0	0	†	0	†	0	†
Alaska	0	0	0	0	0	0	0	0	†	0	†	0	†
Arizona	0	0	0	0	0	0	0	0	†	0	†	0	†
Arkansas	0	0	0	0	0	0	0	0	†	0	†	0	†
California	3	0	3	1	0	1	2	-1	-33.3	1	100.0	1	100.0
Colorado	0	0	0	0	0	0	0	0	†	0	†	0	†
Connecticut	1	3	2	0	1	1	0	-1	-100.0	0	†	-1	-100.0
Delaware	0	0	0	0	3	4	0	0	†	0	†	-4	-100.0
District of Columbia	0	0	0	0	1	4	1	1	†	1	†	-3	-75.0
Florida	0	0	16	4	2	1	0	0	†	-4	-100.0	-1	-100.0
Georgia	2	0	0	0	0	3	1	-1	-50.0	1	†	-2	-66.7
Hawaii	0	0	0	0	0	0	0	0	†	0	†	0	†
Idaho	0	0	6	6	6	6	0	0	†	-6	-100.0	-6	-100.0
Illinois	0	0	0	0	0	0	0	0	†	0	†	0	†
Indiana	2	1	0	0	0	2	5	3	150.0	5	†	3	150.0
Iowa	0	1	1	1	0	0	0	0	†	-1	-100.0	0	†
Kansas	1	1	1	0	0	1	0	-1	-100.0	0	†	-1	-100.0
Kentucky	0	1	7	5	3	0	0	0	†	-5	-100.0	0	†
Louisiana	0	0	0	0	0	0	0	0	†	0	†	0	†
Maine	0	0	0	0	0	0	0	0	†	0	†	0	†
Maryland	0	0	1	1	0	0	0	0	†	-1	-100.0	0	†
Massachusetts	0	0	0	0	0	0	0	0	†	0	†	0	†
Michigan	3	4	3	5	2	2	0	-3	-100.0	-5	-100.0	-2	-100.0
Minnesota	0	0	0	0	0	0	0	0	†	0	†	0	†
Mississippi	0	0	0	0	0	0	0	0	†	0	†	0	†

TABLE S2.5. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2012–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Missouri	0	0	0	0	0	0	0	0	†	0	†	0	†
Montana	0	0	0	0	0	0	0	0	†	0	†	0	†
Nebraska	0	0	0	0	0	0	0	0	†	0	†	0	†
Nevada	0	0	0	0	0	0	0	0	†	0	†	0	†
New Hampshire	0	0	0	0	0	0	0	0	†	0	†	0	†
New Jersey	0	0	0	0	0	0	0	0	†	0	†	0	†
New Mexico	0	0	0	0	0	0	0	0	†	0	†	0	†
New York	15	11	9	3	10	10	0	-15	-100.0	-3	-100.0	-10	-100.0
North Carolina	0	0	0	0	0	0	0	0	†	0	†	0	†
North Dakota	0	0	0	0	0	0	0	0	†	0	†	0	†
Ohio	1	2	1	2	1	4	0	-1	-100.0	-2	-100.0	-4	-100.0
Oklahoma	2	3	2	3	0	0	0	-2	-100.0	-3	-100.0	0	†
Oregon	0	0	0	0	0	0	0	0	†	0	†	0	†
Pennsylvania	0	0	0	0	0	0	0	0	†	0	†	0	†
Rhode Island	0	0	0	0	0	0	0	0	†	0	†	0	†
South Carolina	2	6	1	4	4	4	2	0	0.0	-2	-50.0	-2	-50.0
South Dakota	0	0	0	0	0	0	0	0	†	0	†	0	†
Tennessee	0	0	0	0	0	0	0	0	†	0	†	0	†
Texas	8	4	5	8	13	69	61	53	662.5	53	662.5	-8	-11.6
Utah	0	0	0	0	0	0	0	0	†	0	†	0	†
Vermont	0	0	0	0	0	0	0	0	†	0	†	0	†
Virginia	0	1	1	1	1	1	0	0	†	-1	-100.0	-1	-100.0
Washington	1	1	0	0	0	0	0	-1	-100.0	0	†	0	†
West Virginia	0	0	0	0	0	0	0	0	†	0	†	0	†
Wisconsin	0	0	0	0	0	0	0	0	†	0	†	0	†

TABLE S2.5. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2012–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Wyoming	0	0	0	0	0	0	0	0	†	0	†	0	†
American Samoa	0	0	0	0	0	0	0	0	†	0	†	0	†
Federated States of Micronesia	0	0	0	0	0	0	0	0	†	0	†	0	†
Guam	0	0	0	0	0	0	0	0	†	0	†	0	†
Marshall Islands	0	0	0	0	0	0	0	0	†	0	†	0	†
Northern Mariana Islands	0	0	0	0	0	0	0	0	†	0	†	0	†
Puerto Rico	3	3	5	5	5	5	—	†	†	†	†	†	†
U.S. Virgin Islands	0	0	0	0	0	0	0	0	†	0	†	0	†

— Not available.

† Not applicable.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2012–13 to 2018–19.

TABLE S2.6. NUMBER OF TEACHER PREPARATION PROVIDERS WITH ONE OR MORE AT-RISK OR LOW-PERFORMING PROGRAMS, WITH PERCENTAGE CHANGE OVER TIME, BY YEAR AND PROGRAM TYPE: 2012–13 TO 2018–19

State or jurisdiction and program type	ACADEMIC YEAR (2012–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Total	44	42	64	49	52	118	72	28	63.6	23	46.9	-46	-39.0
At-risk	23	25	39	33	30	76	42	19	82.6	9	27.3	-34	-44.7
Traditional	21	24	37	30	24	50	16	-5	-23.8	-14	-46.7	-34	-68.0
Alternative, institution of higher education-based	2	0	1	0	1	15	11	9	450.0	11	†	-4	-26.7
Alternative, not institution of higher education-based	0	1	1	3	5	11	15	15	†	12	400.0	4	36.4
Low-performing	21	18	30	20	25	46	30	9	42.9	10	50.0	-16	-34.8
Traditional	21	17	27	19	21	27	12	-9	-42.9	-7	-36.8	-15	-55.6
Alternative, institution of higher education-based	0	1	3	1	2	5	11	11	†	10	1000.0	6	120.0
Alternative, not institution of higher education-based	0	0	0	0	2	14	7	7	†	7	†	-7	-50.0

† Not applicable.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2012–13 to 2018–19.

TABLE S2.7. LIST OF AT-RISK AND LOW-PERFORMING TEACHER PREPARATION PROGRAMS, WITH PROGRAM TYPE, RISK TYPE, AND DATE DESIGNATED AS AT-RISK OR LOW-PERFORMING, BY STATE OR JURISDICTION: 2018–19

State or jurisdiction	Institution name	Program type	Program	Risk type	Date designated as at-risk or low-performing
California	University of LaVerne	Alternative, IHE-based	Entire Program	At risk	3/26/20
California	University of LaVerne	Traditional	Entire Program	At risk	3/26/20
D.C.	Teach-Now Graduate School of Education	Alternative, IHE-based	Teacher Education - Music	At risk	10/31/20
Georgia	Savannah State University	Traditional	Entire Program	At risk	7/1/20
Indiana	Manchester University	Alternative, IHE-based	Entire Program	At risk	10/21/19
Indiana	Franklin College	Traditional	Entire Program	Low performing	4/21/20
Indiana	Indiana Institute of Technology	Traditional	Entire Program	Low performing	4/29/19
Indiana	Manchester University	Traditional	Entire Program	At risk	10/21/19
Indiana	Vincennes University	Traditional	Entire Program	Low performing	10/21/19
South Carolina	Morris College	Traditional	Entire Program	At risk	10/31/18
South Carolina	North Greenville University	Traditional	Entire Program	At risk	10/31/18
Texas	Alamo Colleges	Alternative, IHE-based	Entire Program	Low performing	2/21/20
Texas	Dallas Baptist University	Alternative, IHE-based	Entire Program	At risk	2/22/19
Texas	Houston Baptist University	Alternative, IHE-based	Entire Program	Low performing	2/21/20
Texas	Houston Community College System (ACP)	Alternative, IHE-based	Entire Program	Low performing	2/21/20
Texas	Lamar University	Alternative, IHE-based	Entire Program	Low performing	2/21/20
Texas	Lonestar Colleges	Alternative, IHE-based	Entire Program	Low performing	2/21/20

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2018–19.

TABLE S2.8. NUMBER OF STATES AND JURISDICTIONS REPORTING USING SELECTED CRITERIA TO ASSESS TEACHER PREPARATION PROGRAM PERFORMANCE: 2018–19

Selected criteria	
Accreditation or state review rating	45
Pass rates on state assessments required for a teaching credential	30
Other indicators of program participants' academic content knowledge	21
Indicators of program participants' teaching skills (such as clinical practice evaluations)	23
Increasing professional development opportunities for current teachers	6
Improving student academic achievement	8
Raising standards for entry into teaching	10

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2018–19.

TABLE 3.1. NUMBER OF PROGRAM COMPLETERS WHO TOOK ONE OR MORE REQUIRED TESTS, NUMBER OF PROGRAM COMPLETERS WHO PASSED ALL TESTS TAKEN, AND THE PERCENTAGE OF PROGRAM COMPLETERS WHO PASSED ALL TESTS THEY TOOK FOR THEIR AREA OF SPECIALIZATION, BY PROGRAM TYPE: 2018–19

Entry requirements	All programs	Traditional	Alternative, institution of higher education-based
Total	130,660	121,643	93.1
Traditional	101,489	93,715	92.3
Alternative, institution of higher education-based	11,842	11,041	93.2
Alternative, not institution of higher education-based	17,329	16,887	97.4

NOTE: Table applies only to program completers in the current year. Assessments were not included if they had fewer than 10 test takers.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2018–19.

TABLE S3.1. NUMBER OF STATES AND JURISDICTIONS THAT REQUIRE A BACHELOR'S DEGREE IN A SUBJECT AREA OR ACADEMIC CONTENT AREA IN ORDER TO RECEIVE AN INITIAL TEACHING CREDENTIAL, WITH PERCENTAGE CHANGE OVER TIME, BY YEAR AND SCHOOL LEVEL: 2012–13 TO 2018–19

State or jurisdiction and program type	ACADEMIC YEAR (2012–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent	Amount	Percent change
Elementary school													
All initial teaching credentials require a bachelor's degree in a subject area or academic content area	4	4	4	4	2	2	4	0	0.0	0	0.0	2	100.0
One or more initial teaching credentials require a bachelor's degree in a subject area or academic content area	11	10	10	11	16	17	14	3	27.3	3	27.3	-3	-17.6
No initial teaching credentials require a bachelor's degree in a subject area or academic content area	42	43	43	43	40	39	37	-5	-11.9	-6	-14.0	-2	-5.1
Middle school													
All initial teaching credentials require a bachelor's degree in a subject area or academic content area	12	12	12	13	11	11	12	0	0.0	-1	-7.7	1	9.1
One or more initial teaching credentials require a bachelor's degree in a subject area or academic content area	12	11	11	11	15	17	15	3	25.0	4	36.4	-2	-11.8
No initial teaching credentials require a bachelor's degree in a subject area or academic content area	28	29	29	29	28	26	25	-3	-10.7	-4	-13.8	-1	-3.8

TABLE S3.1. CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2012–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent	Amount	Percent change
Secondary school													
All initial teaching credentials require a bachelor's degree in a subject area or academic content area	16	17	17	18	11	11	11	-5	-31.2	-7	-38.9	0	0.0
One or more initial teaching credentials require a bachelor's degree in a subject area or academic content area	18	17	18	19	29	31	28	10	55.6	9	47.4	-3	-9.7
No initial teaching credentials require a bachelor's degree in a subject area or academic content area	23	23	22	21	18	16	16	-7	-30.4	-5	-23.8	0	0.0

NOTE: In a given year, counts at the middle school level may not sum to the same number as at the elementary and secondary levels. Some states and jurisdictions grouped the middle grade levels with the elementary or secondary grade levels.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2012–13 to 2018–19.

TABLE S3.2. NUMBER OF TEACHING CREDENTIAL ASSESSMENTS USED, MINIMUM PASSING SCORE, AVERAGE SCALED SCORE AMONG TEST TAKERS, AND THE GAP BETWEEN THE MINIMUM PASSING AND AVERAGE SCORES, BY STATE OR JURISDICTION: 2018–19

State or jurisdiction	Number of teaching credential assessments	Average minimum passing score	Average scaled score on teaching credential assessments	Gap
United States	†	60.0	72.6	12.6
Alabama	21	51.7	64.3	12.6
Alaska	3	56.0	78.7	22.7
Arizona	14	60.9	73.8	12.9
Arkansas	21	57.7	71.5	13.8
California	63	52.3	63.7	11.5
Colorado	14	56.9	73.7	16.8
Connecticut	16	60.8	73.1	12.3
Delaware	14	56.0	70.7	14.7
D.C.	22	56.8	76.0	19.2
Florida	10	64.3	74.0	9.7
Georgia	46	52.8	71.3	18.5
Hawaii	12	56.7	69.0	12.3
Idaho	27	56.9	72.0	15.1
Illinois	47	64.3	74.6	10.3
Indiana	25	60.0	70.7	10.7
Iowa	—	—	—	†
Kansas	13	57.2	74.0	16.8
Kentucky	21	58.0	72.5	14.5
Louisiana	33	57.4	70.3	12.9
Maine	10	56.4	74.7	18.3
Maryland	22	56.1	72.9	16.8
Massachusetts	17	70.0	80.3	10.3
Michigan	13	60.0	73.5	13.5
Minnesota	45	67.6	80.0	12.4
Mississippi	16	57.7	69.7	12.0
Missouri	25	60.0	72.3	12.3
Montana	—	—	—	†
Nebraska	14	55.6	72.9	17.2
Nevada	12	56.0	73.3	17.3
New Hampshire	11	57.7	73.1	15.4

TABLE S3.2. CONT'D

State or jurisdiction	Number of teaching credential assessments	Average minimum passing score	Average scaled score on teaching credential assessments	Gap
New Jersey	13	56.3	70.9	14.5
New Mexico	18	60.7	73.3	12.6
New York	39	54.9	66.9	12.0
North Carolina	23	61.2	70.3	9.1
North Dakota	12	55.7	71.5	15.9
Ohio	20	60.0	73.9	13.9
Oklahoma	11	70.0	79.8	9.8
Oregon	22	60.6	77.7	17.1
Pennsylvania	30	52.1	63.9	11.8
Rhode Island	12	57.4	73.0	15.6
South Carolina	32	57.3	72.6	15.3
South Dakota	10	56.4	72.6	16.2
Tennessee	28	56.5	71.9	15.4
Texas	46	70.0	79.9	9.9
Utah	22	57.2	74.0	16.8
Vermont	8	56.4	73.8	17.4
Virginia	21	60.4	77.2	16.8
Washington	23	58.4	70.0	11.6
West Virginia	16	57.1	71.3	14.3
Wisconsin	24	52.4	63.2	10.9
Wyoming	5	57.0	71.7	14.7
American Samoa	3	57.7	9.9	-47.8
Federated States of Micronesia	—	—	—	†
Guam	—	—	—	†
Marshall Islands	—	—	—	†
Northern Mariana Islands	—	—	—	†
Puerto Rico	4	40.4	56.6	16.2
U.S. Virgin Islands	1	63.0	43.0	-20.0

TABLE S3.2. CONT'D

State or jurisdiction	Number of teaching credential assessments	Average minimum passing score	Average scaled score on teaching credential assessments	Gap

— Not available.

† Not applicable.

NOTE: Data in this table represent weighted averages from a total of 1,050 assessments across all programs and program types. Assessments were not included if they had fewer than 10 test takers or if the data were erroneous (for example, if the minimum passing score or state average scaled score was not within the range of the minimum and maximum score). Data for each assessment record were weighted by the number of test takers to calculate the overall weighted averages. Percentages in the minimum passing score column are the weighted averages of the percentage of points needed out of the of points available to a test taker to pass each assessment offered in the state. Percentages in the average scaled score column are the weighted averages of the average scale score for each assessment out of the points available to test takers on the assessment. Table applies only to program completers in the current year.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2018–19.

TABLE S3.3. NUMBER OF INDIVIDUALS RECEIVING AN INITIAL TEACHING CREDENTIAL, WITH PERCENTAGE CHANGE OVER TIME, BY YEAR, STATE OR JURISDICTION, AND LOCATION OF PREPARATION: 2012–13 TO 2018–19

State or jurisdiction and program type	ACADEMIC YEAR (2013–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
United States	263,425	253,802	248,810	220,877	227,379	216,708	214,413	-49,012	-18.6	-6,464	-2.9	-2,295	-1.1
Prepared in state	207,540	197,470	196,615	161,384	168,495	162,079	165,725	-41,815	-20.1	4,341	2.7	3,646	2.2
Prepared in another state	55,885	56,332	52,195	59,493	58,884	54,629	48,688	-7,197	-12.9	-10,805	-18.2	-5,941	-10.9
Alabama	3,714	3,193	2,835	2,938	3,128	3,126	2,788	-926	-24.9	-150	-5.1	-338	-10.8
Prepared in state	3,714	1,554	1,054	672	844	1,069	503	-3,211	-86.5	-169	-25.1	-566	-52.9
Prepared in another state	0	1,639	1,781	2,266	2,284	2,057	2,285	2,285	†	19	0.8	228	11.1
Alaska	943	984	991	914	896	881	824	-119	-12.6	-90	-9.8	-57	-6.5
Prepared in state	261	247	372	129	241	255	203	-58	-22.2	74	57.4	-52	-20.4
Prepared in another state	682	737	619	785	655	626	621	-61	-8.9	-164	-20.9	-5	-0.8
Arizona	6,141	6,545	5,879	4,572	5,020	6,699	6,862	721	11.7	2,290	50.1	163	2.4
Prepared in state	4,496	4,718	4,191	2,726	2,726	3,799	4,165	-331	-7.4	1,439	52.8	366	9.6
Prepared in another state	1,645	1,827	1,688	1,846	2,294	2,900	2,697	1,052	64.0	851	46.1	-203	-7.0
Arkansas	1,754	2,632	1,689	1,654	1,471	2,660	2,577	823	46.9	923	55.8	-83	-3.1
Prepared in state	1,638	2,469	1,393	1,405	1,188	2,015	2,012	374	22.8	607	43.2	-3	-0.1
Prepared in another state	116	163	296	249	283	645	565	449	387.1	316	126.9	-80	-12.4
California	14,607	14,349	14,981	15,422	16,029	16,629	17,019	2,412	16.5	1,597	10.4	390	2.3
Prepared in state	11,201	10,830	11,341	11,473	12,141	12,699	13,340	2,139	19.1	1,867	16.3	641	5.0
Prepared in another state	3,406	3,519	3,640	3,949	3,888	3,930	3,679	273	8.0	-270	-6.8	-251	-6.4
Colorado	3,418	3,047	2,779	2,879	3,278	3,362	3,169	-249	-7.3	290	10.1	-193	-5.7
Prepared in state	3,067	2,707	2,329	2,492	2,951	2,982	2,807	-260	-8.5	315	12.6	-175	-5.9
Prepared in another state	351	340	450	387	327	380	362	11	3.1	-25	-6.5	-18	-4.7

TABLE S3.3.CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2013–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Connecticut	2,663	1,182	1,565	1,411	1,557	1,436	2,545	-118	-4.4	1,134	80.4	1,109	77.2
Prepared in state	1,562	422	826	694	792	672	1,810	248	15.9	1,116	160.8	1,138	169.3
Prepared in another state	1,101	760	739	717	765	764	735	-366	-33.2	18	2.5	-29	-3.8
Delaware	1,243	1,146	1,038	1,176	1,039	1,014	1,123	-120	-9.7	-53	-4.5	109	10.7
Prepared in state	635	519	474	641	606	536	598	-37	-5.8	-43	-6.7	62	11.6
Prepared in another state	608	627	564	535	433	478	525	-83	-13.7	-10	-1.9	47	9.8
District of Columbia	1,176	1,147	2,144	918	1,104	1,258	1,704	528	44.9	786	85.6	446	35.5
Prepared in state	890	791	1,627	543	620	848	1,035	145	16.3	492	90.6	187	22.1
Prepared in another state	286	356	517	375	484	410	669	383	133.9	294	78.4	259	63.2
Florida	17,441	17,441	18,010	18,804	19,825	14,208	12,087	-5,354	-30.7	-6,717	-35.7	-2,121	-14.9
Prepared in state	13,993	13,993	15,533	13,680	15,532	10,862	11,388	-2,605	-18.6	-2,292	-16.8	526	4.8
Prepared in another state	3,448	3,448	2,477	5,124	4,293	3,346	699	-2,749	-79.7	-4,425	-86.4	-2,647	-79.1
Georgia	8,867	10,501	8,333	8,507	8,911	7,951	5,661	-3,206	-36.2	-2,846	-33.5	-2,290	-28.8
Prepared in state	6,358	7,415	5,837	5,829	6,021	5,406	3,254	-3,104	-48.8	-2,575	-44.2	-2,152	-39.8
Prepared in another state	2,509	3,086	2,496	2,678	2,890	2,545	2,407	-102	-4.1	-271	-10.1	-138	-5.4
Hawaii	2,539	1,425	1,652	1,229	1,067	1,030	1,252	-1,287	-50.7	23	1.9	222	21.6
Prepared in state	1,281	606	1,003	791	527	587	627	-654	-51.1	-164	-20.7	40	6.8
Prepared in another state	1,258	819	649	438	540	443	625	-633	-50.3	187	42.7	182	41.1
Idaho	1,315	1,242	1,086	1,476	1,234	1,278	1,279	-36	-2.7	-197	-13.3	1	0.1
Prepared in state	998	641	526	1,115	821	795	1,044	46	4.6	-71	-6.4	249	31.3
Prepared in another state	317	601	560	361	413	483	235	-82	-25.9	-126	-34.9	-248	-51.3

TABLE S3.3.CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2013–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Illinois	10,650	20,668	15,944	10,535	12,529	10,135	8,987	-1,663	-15.6	-1,548	-14.7	-1,148	-11.3
Prepared in state	8,777	16,504	13,812	6,061	8,517	4,823	4,855	-3,922	-44.7	-1,206	-19.9	32	0.7
Prepared in another state	1,873	4,164	2,132	4,474	4,012	5,312	4,132	2,259	120.6	-342	-7.6	-1,180	-22.2
Indiana	4,135	3,095	2,436	2,728	2,611	2,530	3,749	-386	-9.3	1,021	37.4	1,219	48.2
Prepared in state	3,164	2,701	1,786	1,843	1,339	1,388	2,666	-498	-15.7	823	44.7	1,278	92.1
Prepared in another state	971	394	650	885	1,272	1,142	1,083	112	11.5	198	22.4	-59	-5.2
Iowa	2,761	2,648	2,558	2,347	2,622	2,181	2,203	-558	-20.2	-144	-6.1	22	1.0
Prepared in state	2,436	2,337	2,287	2,127	2,362	1,701	1,898	-538	-22.1	-229	-10.8	197	11.6
Prepared in another state	325	311	271	220	260	480	305	-20	-6.2	85	38.6	-175	-36.5
Kansas	1,868	2,720	2,671	2,623	2,821	2,687	2,569	701	37.5	-54	-2.1	-118	-4.4
Prepared in state	1,286	1,851	1,979	1,911	2,013	1,980	1,961	675	52.5	50	2.6	-19	-1.0
Prepared in another state	582	869	692	712	808	707	608	26	4.5	-104	-14.6	-99	-14.0
Kentucky	3,229	3,226	2,341	2,411	2,262	2,905	2,560	-669	-20.7	149	6.2	-345	-11.9
Prepared in state	2,668	2,665	1,871	1,953	1,792	2,259	1,612	-1,056	-39.6	-341	-17.5	-647	-28.6
Prepared in another state	561	561	470	458	470	646	948	387	69.0	490	107.0	302	46.7
Louisiana	3,135	2,991	2,771	2,565	2,593	2,498	2,363	-772	-24.6	-202	-7.9	-135	-5.4
Prepared in state	2,265	2,105	1,845	1,804	2,018	2,020	2,073	-192	-8.5	269	14.9	53	2.6
Prepared in another state	870	886	926	761	575	478	290	-580	-66.7	-471	-61.9	-188	-39.3
Maine	941	883	813	764	569	2,556	1,637	696	74.0	873	114.3	-919	-36.0
Prepared in state	707	683	590	584	547	2,369	1,436	729	103.1	852	145.9	-933	-39.4
Prepared in another state	234	200	223	180	22	187	201	-33	-14.1	21	11.7	14	7.5

TABLE S3.3.CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2013–2019) '12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	2012–13 TO 2018–19 Amount	Percent change	2015–16 TO 2018–19 Amount	Percent change	2017–18 TO 2018–19 Amount	Percent change
Maryland	3,079	3,652	3,597	2,952	3,157	3,790	6,279	3,200	103.9	3,327	112.7	2,489	65.7
Prepared in state	1,151	1,104	1,049	317	1,304	2,284	4,881	3,730	324.1	4,564	1439.7	2,597	113.7
Prepared in another state	1,928	2,548	2,548	2,635	1,853	1,506	1,398	-530	-27.5	-1,237	-46.9	-108	-7.2
Massachusetts	7,375	8,860	6,118	6,007	10,307	6,470	—	†	†	†	†	†	†
Prepared in state	6,272	7,677	5,765	5,650	9,703	6,264	—	†	†	†	†	†	†
Prepared in another state	1,103	1,183	353	357	604	206	—	†	†	†	†	†	†
Michigan	4,495	5,010	4,978	3,738	2,731	2,660	3,604	-891	-19.8	-134	-3.6	944	35.5
Prepared in state	3,906	4,552	4,526	3,385	2,281	2,137	2,689	-1,217	-31.2	-696	-20.6	552	25.8
Prepared in another state	589	458	452	353	450	523	915	326	55.3	562	159.2	392	75.0
Minnesota	3,887	4,068	3,376	3,174	3,880	3,490	2,375	-1,512	-38.9	-799	-25.2	-1,115	-31.9
Prepared in state	2,397	1,907	1,406	766	1,240	1,738	1,337	-1,060	-44.2	571	74.5	-401	-23.1
Prepared in another state	1,490	2,161	1,970	2,408	2,640	1,752	1,038	-452	-30.3	-1,370	-56.9	-714	-40.8
Mississippi	2,648	1,541	2,362	1,102	1,964	2,896	1,645	-1,003	-37.9	543	49.3	-1,251	-43.2
Prepared in state	1,931	885	1,945	797	1,793	2,863	1,611	-320	-16.6	814	102.1	-1,252	-43.7
Prepared in another state	717	656	417	305	171	33	34	-683	-95.3	-271	-88.9	1	3.0
Missouri	5,911	4,990	4,069	5,383	5,640	4,074	4,127	-1,784	-30.2	-1,256	-23.3	53	1.3
Prepared in state	4,702	3,572	2,202	3,545	3,979	2,304	2,745	-1,957	-41.6	-800	-22.6	441	19.1
Prepared in another state	1,209	1,418	1,867	1,838	1,661	1,770	1,382	173	14.3	-456	-24.8	-388	-21.9
Montana	1,405	1,390	1,382	1,260	1,172	851	699	-706	-50.2	-561	-44.5	-152	-17.9
Prepared in state	768	754	750	713	872	528	416	-352	-45.8	-297	-41.7	-112	-21.2
Prepared in another state	637	636	632	547	300	323	283	-354	-55.6	-264	-48.3	-40	-12.4

TABLE S3.3.CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2013–2019) '12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	2012–13 TO 2018–19 Amount	Percent change	2015–16 TO 2018–19 Amount	Percent change	2017–18 TO 2018–19 Amount	Percent change
Nebraska	1,795	2,527	2,282	2,111	1,977	1,802	1,932	137	7.6	-179	-8.5	130	7.2
Prepared in state	1,441	2,189	2,019	1,852	1,683	1,469	1,932	491	34.1	80	4.3	463	31.5
Prepared in another state	354	338	263	259	294	333	0	-354	-100.0	-259	-100.0	-333	-100.0
Nevada	1,929	1,948	1,883	2,087	2,765	1,409	2,334	405	21.0	247	11.8	925	65.6
Prepared in state	702	644	779	765	679	828	754	52	7.4	-11	-1.4	-74	-8.9
Prepared in another state	1,227	1,304	1,104	1,322	2,086	581	1,580	353	28.8	258	19.5	999	171.9
New Hampshire	844	864	768	901	1,103	972	860	16	1.9	-41	-4.6	-112	-11.5
Prepared in state	489	509	469	659	619	530	504	15	3.1	-155	-23.5	-26	-4.9
Prepared in another state	355	355	299	242	484	442	356	1	0.3	114	47.1	-86	-19.5
New Jersey	15,042	10,439	20,710	12,275	13,507	11,964	11,122	-3,920	-26.1	-1,153	-9.4	-842	-7.0
Prepared in state	15,042	10,439	20,710	10,949	12,401	10,917	10,183	-4,859	-32.3	-766	-7.0	-734	-6.7
Prepared in another state	0	0	0	1,326	1,106	1,047	939	939	†	-387	-29.2	-108	-10.3
New Mexico	1,526	—	1,032	1,114	2,823	2,479	2,373	847	55.5	1,259	113.0	-106	-4.3
Prepared in state	1,141	—	582	649	2,563	1,819	1,636	495	43.4	987	152.1	-183	-10.1
Prepared in another state	385	—	450	465	260	660	737	352	91.4	272	58.5	77	11.7
New York	25,084	21,152	19,082	9,678	9,659	9,967	9,726	-15,358	-61.2	48	0.5	-241	-2.4
Prepared in state	25,084	21,152	18,960	9,257	9,036	9,210	9,162	-15,922	-63.5	-95	-1.0	-48	-0.5
Prepared in another state	0	0	122	421	623	757	564	564	†	143	34.0	-193	-25.5
North Carolina	4,950	4,383	3,974	3,314	3,374	4,611	4,216	-734	-14.8	902	27.2	-395	-8.6
Prepared in state	2,196	2,006	1,904	1,808	1,051	2,773	2,645	449	20.4	837	46.3	-128	-4.6
Prepared in another state	2,754	2,377	2,070	1,506	2,323	1,838	1,571	-1,183	-43.0	65	4.3	-267	-14.5

TABLE S3.3.CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2013–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
North Dakota	1,205	586	716	563	552	564	647	-558	-46.3	84	14.9	83	14.7
Prepared in state	527	-4	265	29	110	153	313	-214	-40.6	284	979.3	160	104.6
Prepared in another state	678	590	451	534	442	411	334	-344	-50.7	-200	-37.5	-77	-18.7
Ohio	8,069	7,509	9,117	8,535	7,706	7,356	6,815	-1,254	-15.5	-1,720	-20.2	-541	-7.4
Prepared in state	7,141	6,406	7,322	7,042	6,494	6,298	5,817	-1,324	-18.5	-1,225	-17.4	-481	-7.6
Prepared in another state	928	1,103	1,795	1,493	1,212	1,058	998	70	7.5	-495	-33.2	-60	-5.7
Oklahoma	1,787	3,859	3,948	3,856	3,486	2,915	4,120	2,333	130.6	264	6.8	1,205	41.3
Prepared in state	699	2,901	3,025	3,072	2,778	2,676	3,343	2,644	378.3	271	8.8	667	24.9
Prepared in another state	1,088	958	923	784	708	239	777	-311	-28.6	-7	-0.9	538	225.1
Oregon	1,954	1,722	1,340	3,103	1,478	1,528	2,050	96	4.9	-1,053	-33.9	522	34.2
Prepared in state	1,082	656	341	1,316	4	389	1,091	9	0.8	-225	-17.1	702	180.5
Prepared in another state	872	1,066	999	1,787	1,474	1,139	959	87	10.0	-828	-46.3	-180	-15.8
Pennsylvania	16,186	12,064	11,161	8,249	4,557	5,768	5,505	-10,681	-66.0	-2,744	-33.3	-263	-4.6
Prepared in state	13,957	11,155	10,196	6,847	3,568	4,702	4,380	-9,577	-68.6	-2,467	-36.0	-322	-6.8
Prepared in another state	2,229	909	965	1,402	989	1,066	1,125	-1,104	-49.5	-277	-19.8	59	5.5
Rhode Island	818	813	851	826	854	833	735	-83	-10.1	-91	-11.0	-98	-11.8
Prepared in state	611	636	610	562	612	588	488	-123	-20.1	-74	-13.2	-100	-17.0
Prepared in another state	207	177	241	264	242	245	247	40	19.3	-17	-6.4	2	0.8
South Carolina	2,761	2,358	2,168	1,980	1,932	1,866	1,632	-1,129	-40.9	-348	-17.6	-234	-12.5
Prepared in state	2,389	2,048	1,880	1,714	1,616	1,648	1,345	-1,044	-43.7	-369	-21.5	-303	-18.4
Prepared in another state	372	310	288	266	316	218	287	-85	-22.8	21	7.9	69	31.7

TABLE S3.3.CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2013–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
South Dakota	1,828	1,300	1,099	1,093	785	616	497	-1,331	-72.8	-596	-54.5	-119	-19.3
Prepared in state	1,258	1,016	935	842	607	493	141	-1,117	-88.8	-701	-83.3	-352	-71.4
Prepared in another state	570	284	164	251	178	123	356	-214	-37.5	105	41.8	233	189.4
Tennessee	5,592	4,994	4,662	3,324	3,411	2,957	3,091	-2,501	-44.7	-233	-7.0	134	4.5
Prepared in state	2,572	2,311	3,274	3,324	3,411	2,957	3,091	519	20.2	-233	-7.0	134	4.5
Prepared in another state	3,020	2,683	1,388	0	0	0	0	-3,020	-100.0	0	†	0	†
Texas	27,651	26,112	26,216	26,072	26,464	26,197	19,978	-7,673	-27.7	-6,094	-23.4	-6,219	-23.7
Prepared in state	24,641	22,694	22,341	22,401	22,917	23,002	19,978	-4,663	-18.9	-2,423	-10.8	-3,024	-13.1
Prepared in another state	3,010	3,418	3,875	3,671	3,547	3,195	0	-3,010	-100.0	-3,671	-100.0	-3,195	-100.0
Utah	2,572	2,329	2,544	2,613	2,442	2,825	3,901	1,329	51.7	1,288	49.3	1,076	38.1
Prepared in state	2,323	2,114	2,275	2,267	2,140	2,531	2,920	597	25.7	653	28.8	389	15.4
Prepared in another state	249	215	269	346	302	294	981	732	294.0	635	183.5	687	233.7
Vermont	1,048	352	458	580	505	504	519	-529	-50.5	-61	-10.5	15	3.0
Prepared in state	538	200	316	208	155	441	167	-371	-69.0	-41	-19.7	-274	-62.1
Prepared in another state	510	152	142	372	350	63	352	-158	-31.0	-20	-5.4	289	458.7
Virginia	5,888	5,576	5,782	5,627	5,924	5,624	9,326	3,438	58.4	3,699	65.7	3,702	65.8
Prepared in state	2,347	2,251	2,556	2,393	2,694	3,012	6,342	3,995	170.2	3,949	165.0	3,330	110.6
Prepared in another state	3,541	3,325	3,226	3,234	3,230	2,612	2,984	-557	-15.7	-250	-7.7	372	14.2
Washington	2,410	1,621	2,591	4,602	4,752	4,805	2,485	75	3.1	-2,117	-46.0	-2,320	-48.3
Prepared in state	1,033	1,395	2,352	2,747	2,466	2,578	221	-812	-78.6	-2,526	-92.0	-2,357	-91.4
Prepared in another state	1,377	226	239	1,855	2,286	2,227	2,264	887	64.4	409	22.0	37	1.7

TABLE S3.3.CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2013–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
West Virginia	1,100	1,435	921	898	819	870	789	-311	-28.3	-109	-12.1	-81	-9.3
Prepared in state	447	1,007	533	539	424	536	421	-26	-5.8	-118	-21.9	-115	-21.5
Prepared in another state	653	428	388	359	395	334	368	-285	-43.6	9	2.5	34	10.2
Wisconsin	5,148	5,092	5,419	5,852	5,385	5,359	5,194	46	0.9	-658	-11.2	-165	-3.1
Prepared in state	3,327	4,158	4,230	4,916	4,426	4,138	3,867	540	16.2	-1,049	-21.3	-271	-6.5
Prepared in another state	1,821	934	1,189	936	959	1,221	1,327	-494	-27.1	391	41.8	106	8.7
Wyoming	962	893	818	721	559	602	863	-99	-10.3	142	19.7	261	43.4
Prepared in state	269	248	215	199	173	181	61	-208	-77.3	-138	-69.3	-120	-66.3
Prepared in another state	693	645	603	522	386	421	802	109	15.7	280	53.6	381	90.5
American Samoa	50	79	70	75	—	78	442	392	784.0	367	489.3	364	466.7
Prepared in state	50	79	60	75	—	78	409	359	718.0	334	445.3	331	424.4
Prepared in another state	0	0	10	0	—	0	33	33	†	33	†	33	†
Federated States of Micronesia	1,015	1,040	601	82	83	89	—	†	†	†	†	†	†
Prepared in state	1,015	1,040	0	82	83	89	—	†	†	†	†	†	†
Prepared in another state	0	0	601	0	0	0	—	†	†	†	†	†	†
Guam	93	91	89	80	77	92	101	8	8.6	21	26.2	9	9.8
Prepared in state	69	72	68	59	60	73	84	15	21.7	25	42.4	11	15.1
Prepared in another state	24	19	21	21	17	19	17	-7	-29.2	-4	-19.0	-2	-10.5
Marshall Islands	87	27	32	40	16	32	—	†	†	†	†	†	†
Prepared in state	87	14	24	40	12	30	—	†	†	†	†	†	†
Prepared in another state	0	13	8	0	4	2	—	†	†	†	†	†	†

TABLE S3.3.CONT'D

State or jurisdiction and program type	ACADEMIC YEAR (2013–2019)							2012–13 TO 2018–19		2015–16 TO 2018–19		2017–18 TO 2018–19	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	Amount	Percent change	Amount	Percent change	Amount	Percent change
Northern Mariana Islands	98	123	53	50	47	45	—	†	†	†	†	†	†
Prepared in state	31	34	30	38	23	33	—	†	†	†	†	†	†
Prepared in another state	67	89	23	12	24	12	—	†	†	†	†	†	†
Puerto Rico	2,484	1,874	—	1,076	901	712	961	-1,523	-61.3	-115	-10.7	249	35.0
Prepared in state	2,464	1,862	—	1,076	901	712	961	-1,503	-61.0	-115	-10.7	249	35.0
Prepared in another state	20	12	—	0	0	0	0	-20	-100.0	0	†	0	†
U.S. Virgin Islands	109	64	25	11	19	12	20	-89	-81.7	9	81.8	8	66.7
Prepared in state	44	29	25	11	19	12	11	-33	-75.0	0	0.0	-1	-8.3
Prepared in another state	65	35	0	0	0	0	9	-56	-86.2	9	†	9	†

— Not available.

† Not applicable.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2012–13 to 2018–19.

TABLE S3.4. PERCENTAGE OF INDIVIDUALS RECEIVING AN INITIAL TEACHING CREDENTIAL WHO HAD PREPARED IN STATE AND IN ANOTHER STATE, BY STATE OR JURISDICTION: 2018–19

State or jurisdiction	Prepared in state	Prepared in another state
United States	77.3	22.7
Alabama	18.0	82.0
Alaska	24.6	75.4
Arizona	60.7	39.3
Arkansas	78.1	21.9
California	78.4	21.6
Colorado	88.6	11.4
Connecticut	71.1	28.9
Delaware	53.3	46.7
D.C.	60.7	39.3
Florida	94.2	5.8
Georgia	57.5	42.5
Hawaii	50.1	49.9
Idaho	81.6	18.4
Illinois	54.0	46.0
Indiana	71.1	28.9
Iowa	86.2	13.8
Kansas	76.3	23.7
Kentucky	63.0	37.0
Louisiana	87.7	12.3
Maine	87.7	12.3
Maryland	77.7	22.3
Massachusetts	—	—
Michigan	74.6	25.4
Minnesota	56.3	43.7
Mississippi	97.9	2.1
Missouri	66.5	33.5
Montana	59.5	40.5
Nebraska	100.0	0.0
Nevada	32.3	67.7
New Hampshire	58.6	41.4
New Jersey	91.6	8.4
New Mexico	68.9	31.1
New York	94.2	5.8
North Carolina	62.7	37.3
North Dakota	48.4	51.6
Ohio	85.4	14.6
Oklahoma	81.1	18.9
Oregon	53.2	46.8
Pennsylvania	79.6	20.4
Rhode Island	66.4	33.6
South Carolina	82.4	17.6
South Dakota	28.4	71.6
Tennessee	100.0	0.0
Texas	100.0	0.0
Utah	74.9	25.1
Vermont	32.2	67.8
Virginia	68.0	32.0
Washington	8.9	91.1
West Virginia	53.4	46.6
Wisconsin	74.5	25.5
Wyoming	7.1	92.9
American Samoa	92.5	7.5
Guam	83.2	16.8
Puerto Rico	100.0	0.0
U.S. Virgin Islands	55.0	45.0

— Not available.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2018–19.