

July 2023

PREPARING AND CREDENTIALING THE NATION'S TEACHERS

The Secretary's 13th Report on the Teacher Workforce



U.S. DEPARTMENT OF EDUCATION
OFFICE OF POSTSECONDARY EDUCATION



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U.S. Department of Education

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August 2023

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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 2014, 2015, 2016, 2017, 2018, 2019, 2020, and 2021. 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>.

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INTRODUCTION



Teacher preparation programs play a critical role in our nation's education system. They are responsible for training prospective teachers to provide a high-quality education to all students. In January of 2023, Secretary Cardona announced Raise the Bar: Lead the World, the U.S. Department of Education's call to action to transform P-12 education and unite the field around what truly works to advance educational equity and excellence. Eliminating educator shortages for every school is one of this effort's six key strategies. Teacher preparation programs have a critical role to play in this effort. To learn more about the Department's efforts to eliminate these shortages, please see [this resource](#).

Title II of the Higher Education Act of 1965, as amended (HEA), requires that all teacher preparation providers and states report key information about their teacher preparation programs to the U.S. Department of Education (ED). Each year, teacher preparation providers report to their respective states during the Institution and Program Report Card (IPRC) data collection by April 30. States and jurisdictions aggregate data from the IPRC and submit State Report Cards (SRC) to ED by October 30.¹ This report presents data about teacher preparation programs' enrollment and completion counts, the numbers and types of programs, program entry and exit requirements, state assessment of program performance, initial teaching credentials provided by states, and more, from academic years 2012–13 to 2019–20.² Because the coronavirus pandemic began in the second half of 2019–20, the report's introduction briefly discusses the impact of the pandemic on teacher preparation programs.

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.

¹ See the appendix for the IPRC and SRC documents.

² 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>).

THE IMPACT OF THE CORONAVIRUS PANDEMIC

From March 2020 through the rest of the academic year, the spread of coronavirus disrupted instruction in teacher preparation programs and the K–12 schools where teacher preparation students gain clinical experience (Education Week, 2020; Hess, 2020). Instruction and other programming were canceled or had to be moved to a virtual format. The Title II data collection did not require teacher preparation providers or states to describe the impact of COVID-19 on their teacher preparation programs and policies in 2019–20, though they were asked to provide contextual information where possible. The following quotations from teacher preparation providers illustrate how the pandemic presented challenges to states and teacher preparation providers in 2019–20. Many providers adapted by transitioning to a virtual format for teaching, student teaching, and other programming.

“Candidates apply skills and knowledge from teacher certification courses taught on-site in the partner school district in real school settings where classroom curricula, mentorship, and intense collaborative theory-to-practice teaching occur. Due to the disruptions from the COVID-19 global pandemic, candidates pivoted to remote teaching and learning halfway through the 2019–2020 school year.”

— Alternative provider based at an institution of higher education, Washington

“Teachers successfully transitioned to virtual programming and online teaching upon COVID-19 shutdowns across the state, nation, and globe.”

— Alternative provider not based at an institution of higher education, Wisconsin

“We continue to mandate that all students diversify their practicum sites to include traditional public, Urban/Diverse/Title I, charter, and private schools. ... Due to COVID-19 school closures, students were unable to observe in classrooms after March of 2020. Some students were able to student teach and/or observe virtually.”

— Traditional provider, Arizona

“We are working with the Honors program to encourage high performing students to enter teacher education in high needs areas. We have developed a “fast-track” for these students that could allow them to complete the program in less time than a typical student. Our university hosts 10 admissions related events per year. ... These events have continued even with COVID with the use of different internet platforms.”

— Traditional provider, Michigan

REPORT HIGHLIGHTS

- Chapter 1: Enrollment and Completion in Teacher Preparation Programs
 - The number of students enrolled in and completing teacher preparation programs has declined overall since 2012–13 (figures [1.1](#) and [1.6](#)). In academic year 2019–20, 601,467 individuals were enrolled in teacher preparation programs in the United States, compared with

692,840 in 2012–13.³ 152,939 students completed teacher preparation programs in 2019–20, compared with 192,334 in 2012–13.

- Most teacher preparation students (420,653 out of 601,467) attended traditional programs, as opposed to alternative programs.⁴
- In contrast to the decline among all programs and traditional programs, enrollment in alternative programs increased between 2012–13 and 2019–20. Enrollment in alternative programs based at an institution of higher education increased from 38,392 to 51,810. Enrollment in alternative programs not based at an institution of higher education increased from 46,580 to 129,004.
- 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 (figures [1.4](#), [1.5](#), [1.9](#), and [1.10](#)).
- Chapter 2: Number of Teacher Preparation Providers and Programs
 - In academic year 2019–20, there were 21,856 teacher preparation programs at 2,190 teacher preparation providers in the United States (figures [2.4](#) and [2.1](#)). Most (71.6 percent) were traditional programs.
 - Teacher preparation programs typically have requirements for program entry and exit, though requirements vary by program type and student level (tables [2.2](#) and [2.3](#)).
 - States set their own standards for identifying low-performing teacher preparation programs. In academic year 2019–20, only 24 teacher preparation providers (1.1 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 (supplemental tables [S2.4](#) and [S2.1](#)).
- Chapter 3: Initial Teaching Credentials
 - Nationally, the pass rate for teaching credential assessments taken by teacher preparation program completers was around 90 percent or higher at traditional and alternative programs ([table 3.1](#)).
 - In academic year 2019–20, 215,089 individuals received an initial teaching credential in the United States ([figure 3.3](#)). Seventy-two percent of these individuals had prepared to teach in the state that issued the credential.

³ Enrollment counts include students who completed their program in the same academic year.

⁴ 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).

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 IHEs and often lead to a bachelor’s or master’s degree (National Research Council, 2010). Traditional programs can be housed outside of IHEs, however, and IHEs 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).⁵ Compared with alternative programs, traditional programs typically require more coursework in teaching methods and are more likely to require student-teaching placements.

ENROLLMENT

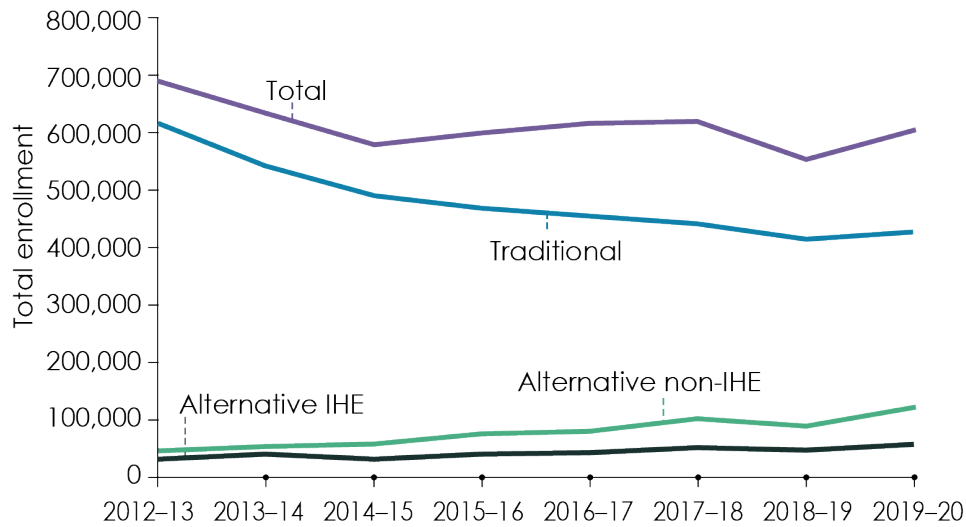
In academic year 2019–20, 601,467 individuals were enrolled in teacher preparation programs in the United States (figure 1.1).⁶ Most teacher preparation students (420,653, or almost three-quarters of all enrollees) were enrolled in traditional programs. Alternative non-IHE programs served 129,004 students and alternative IHE programs served 51,810 students.

⁵ For the purposes of state reporting on teacher preparation programs, ED 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).

⁶ Enrollment counts include 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 editions of this report (U.S. Department of Education, 2016), enrollment and completer counts were mutually exclusive.



FIGURE 1.1. NUMBER OF INDIVIDUALS ENROLLED IN TEACHER PREPARATION PROGRAMS, BY PROGRAM TYPE: 2012–13 TO 2019–20



NOTE: See supplemental table S1.1 for details.

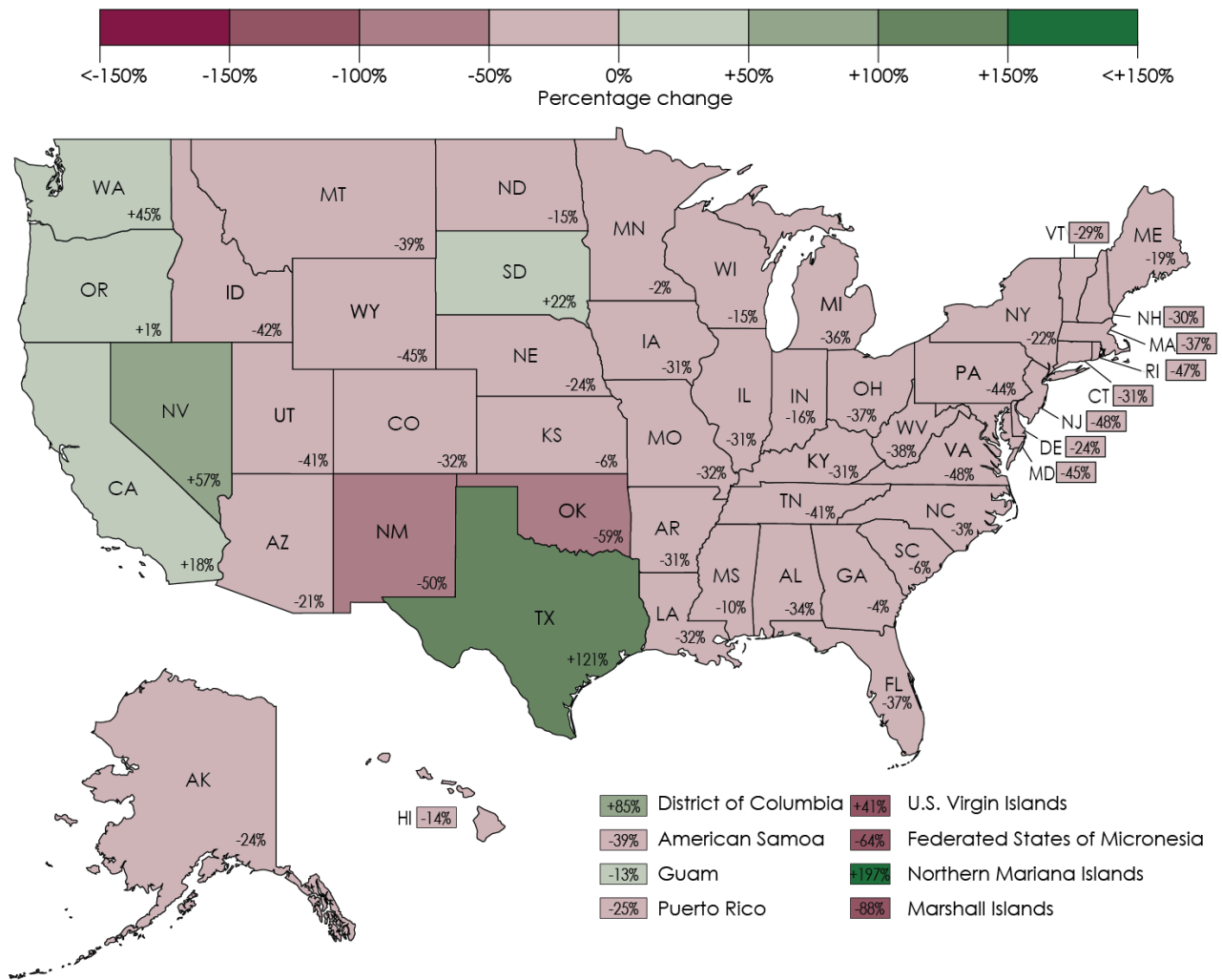
SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2012–13 to 2019–20.

As in the nation overall, the number of teacher preparation program enrollees decreased in most states between 2012–13 and 2019–20 (figure 1.2). Enrollment increased in a few states over this period, including Washington, Nevada, and Texas. The percentage of teacher preparation students enrolled in alternative non-IHE programs varied widely among states (figure 1.3). However, looking over the entire period from 2012–13 to 2019–20, total enrollment declined by 13.2 percent, from 692,840 students to 601,467. Trends in enrollment counts differed between traditional and alternative programs, however. In traditional programs, enrollment was 30.8 percent lower in 2019–20 than it had been in 2012–13. By contrast, enrollment increased by 34.9 percent in alternative IHE programs and 177 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 decreased in most states between 2012–13 and 2019–20 (figure 1.2). Enrollment increased in a few states over this period, including Washington, the District of Columbia, Nevada, and Texas. The percentage of teacher preparation students enrolled in alternative non-IHE programs varied widely among states (figure 1.3). In 2019–20, in most states, less than 10 percent of students were enrolled in alternative non-IHE programs, whereas in Texas, 75 percent of teacher preparation students were enrolled in these programs.

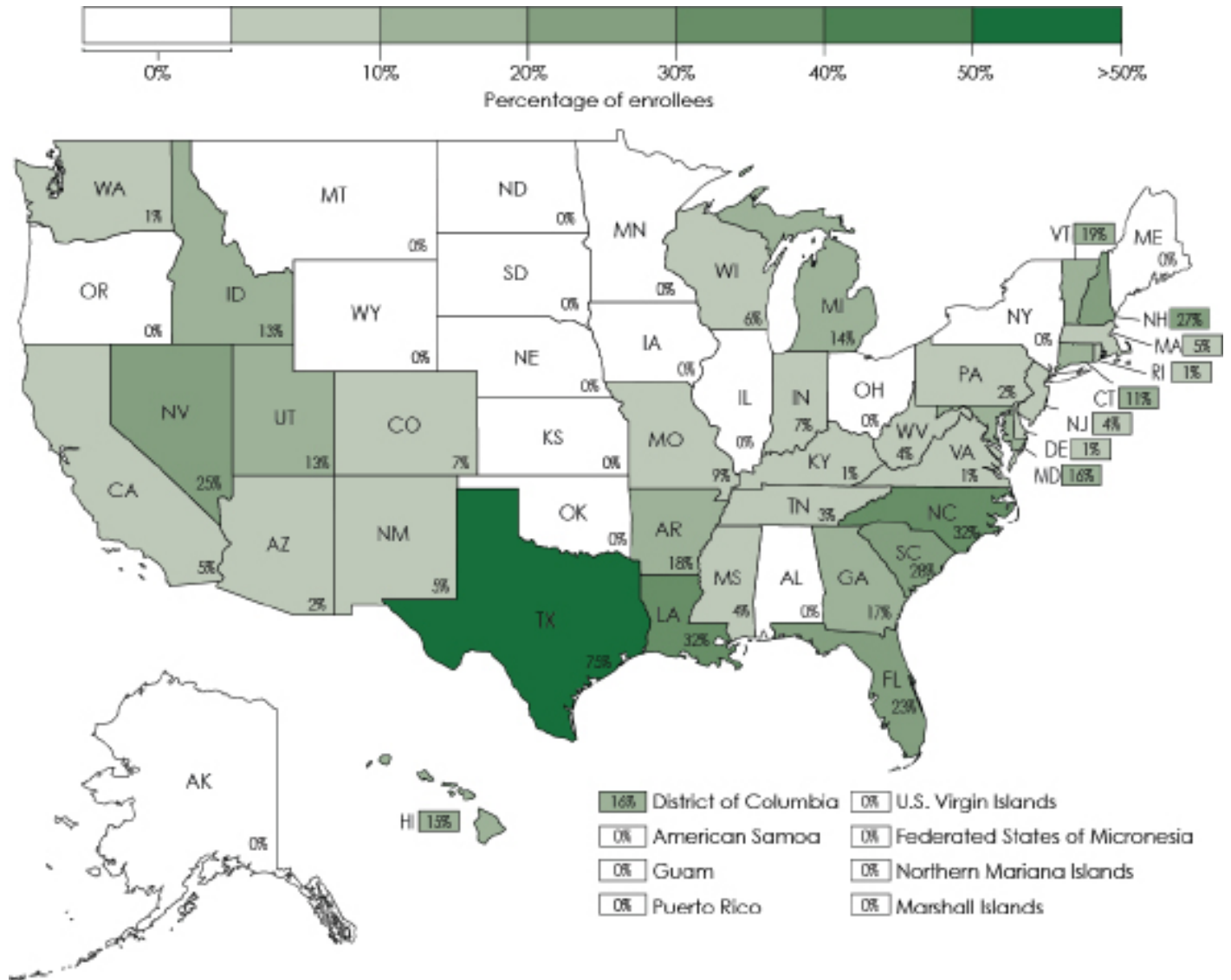
FIGURE 1.2. PERCENTAGE CHANGE IN TEACHER PREPARATION PROGRAM ENROLLMENT, BY STATE OR JURISDICTION: 2012–13 TO 2019–20



NOTE: See supplemental table S1.1 for details. Percentages are rounded.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2012–13 to 2019–20.

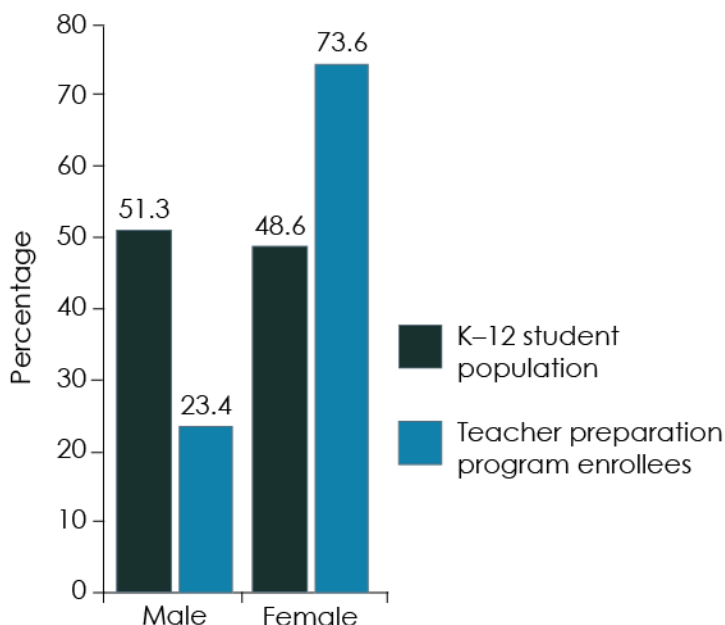
FIGURE 1.3. PERCENTAGE OF TEACHER PREPARATION PROGRAM STUDENTS WHO WERE ENROLLED IN ALTERNATIVE NON-IHE PROGRAMS, BY STATE OR JURISDICTION: 2019–20



NOTE: See supplemental table S1.2 for details. Percentages are rounded.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2019–20.

FIGURE 1.4. PERCENTAGE OF K–12 STUDENTS AND TEACHER PREPARATION PROGRAM ENROLLEES WHO WERE MALE AND FEMALE: 2019–20



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, 2019–20.

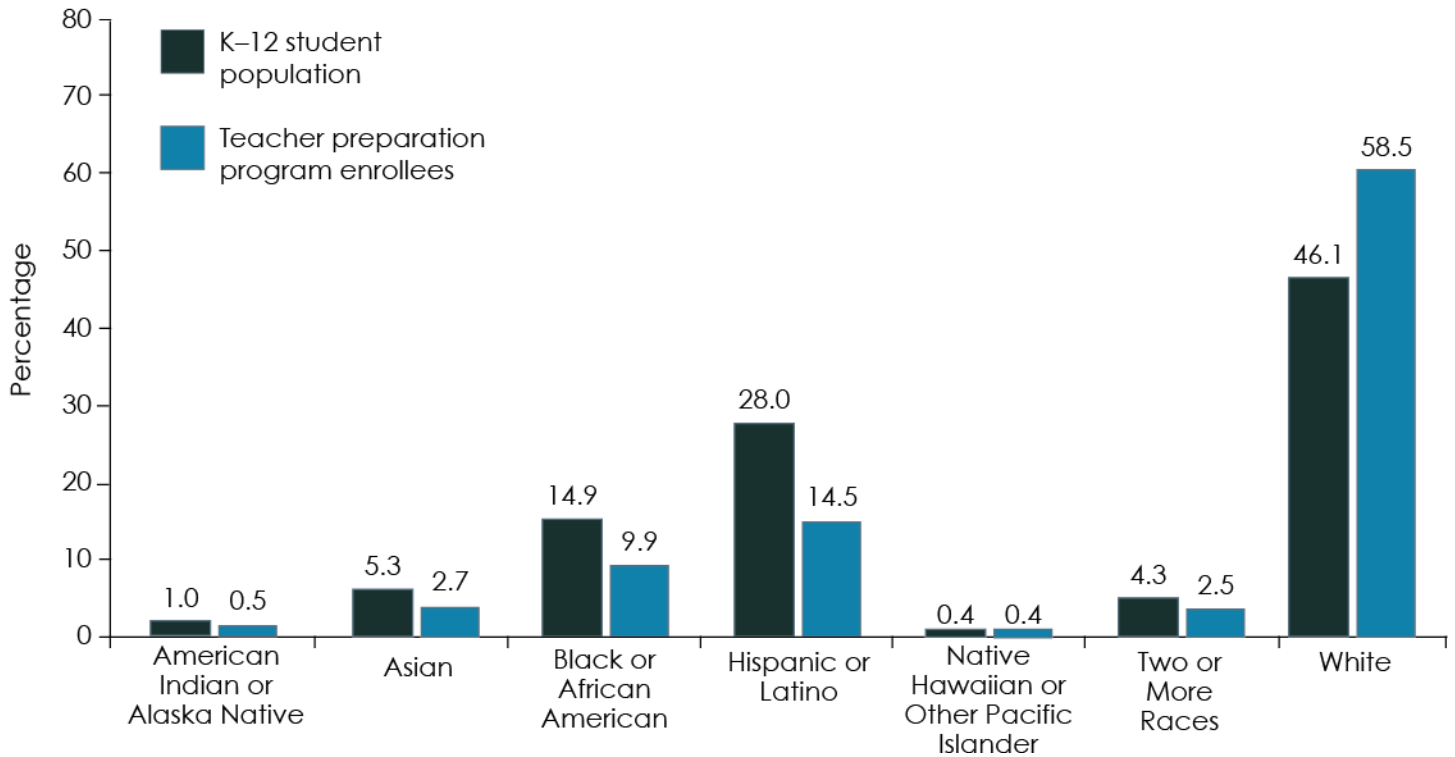
ENROLLMENT BY GENDER AND RACE/ETHNICITY

As of 2019–20, more than 70 percent of teacher preparation students were women (figure 1.4). Consequently, women are overrepresented among teacher preparation students relative to K–12 students, 48.6 percent of whom are female.

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 National Academies of Sciences, Engineering, and Medicine, 2020). In 2019–20, 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).

The racial/ethnic diversity of teacher preparation students differed by state (table S1.3). Some states with higher (than the national average) populations of Black/African American, Hispanic/Latino, and Asian students also had higher proportions of teacher preparation students from these backgrounds. For example, in North Carolina, 24.5 percent of K–12 students and 22.5 percent of teacher preparation students were Black/African American, compared to 14.9 percent of K–12 students and 9.9 percent of teacher preparation students nationally. In Hawaii, 26.9 percent of K–12 students and 33.1 percent of teacher preparation students were Asian, compared to 5.3 percent of K–12 students and 2.7 percent of teacher preparation students nationally.

FIGURE 1.5. PERCENTAGE OF K–12 STUDENTS AND TEACHER PREPARATION PROGRAM ENROLLEES FROM EACH RACE/ETHNICITY: 2019–20



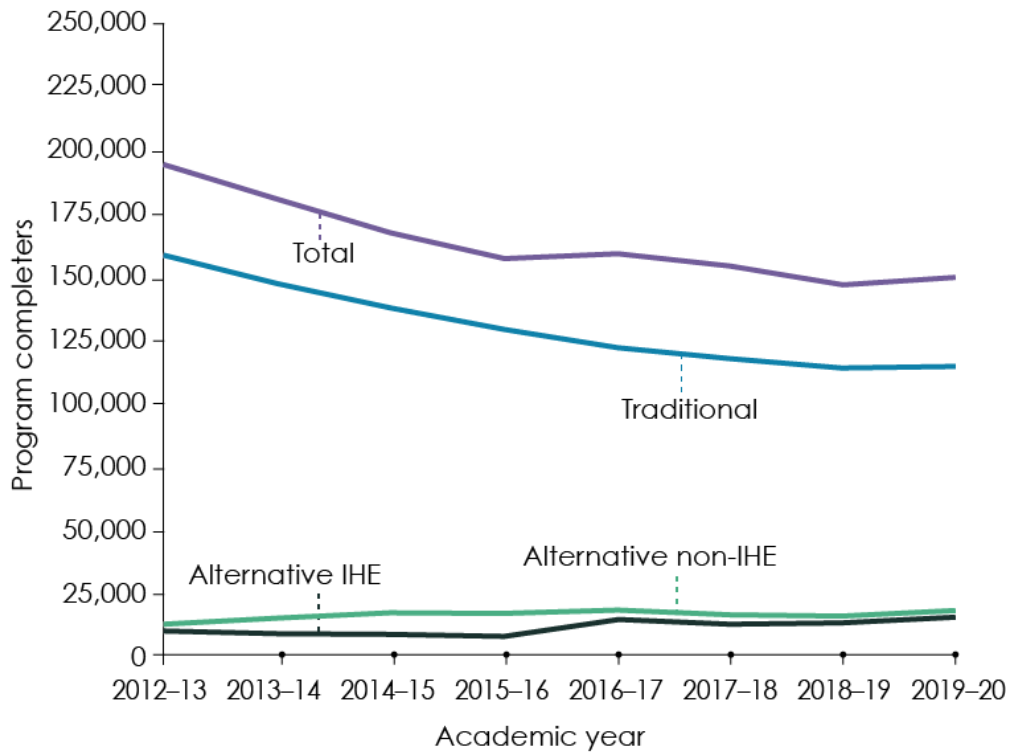
NOTE: See supplemental table S1.3 for details.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2019–20.

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 2019–20, 152,939 students completed teacher preparation programs in the United States (figure 1.6). Most (117,567) completed traditional programs, while 17,552 completed alternative IHE programs, and 17,820 completed alternative non-IHE programs. Between 2012–13 and 2019–20, the gap between traditional and alternative program completions narrowed as the number of traditional program completers decreased and the number of alternative program completers increased. Texas had the highest number of teacher program completers (19,968), followed by New York (14,313) and California (14,300) (supplemental table S1.4). The high number of completers in these states reflects their relatively high population size and number of enrollees in teacher preparation programs (supplemental table S1.1).

FIGURE 1.6. NUMBER OF INDIVIDUALS WHO COMPLETED TEACHER PREPARATION PROGRAMS, BY PROGRAM TYPE: 2012–13 TO 2019–20



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 2019–20.

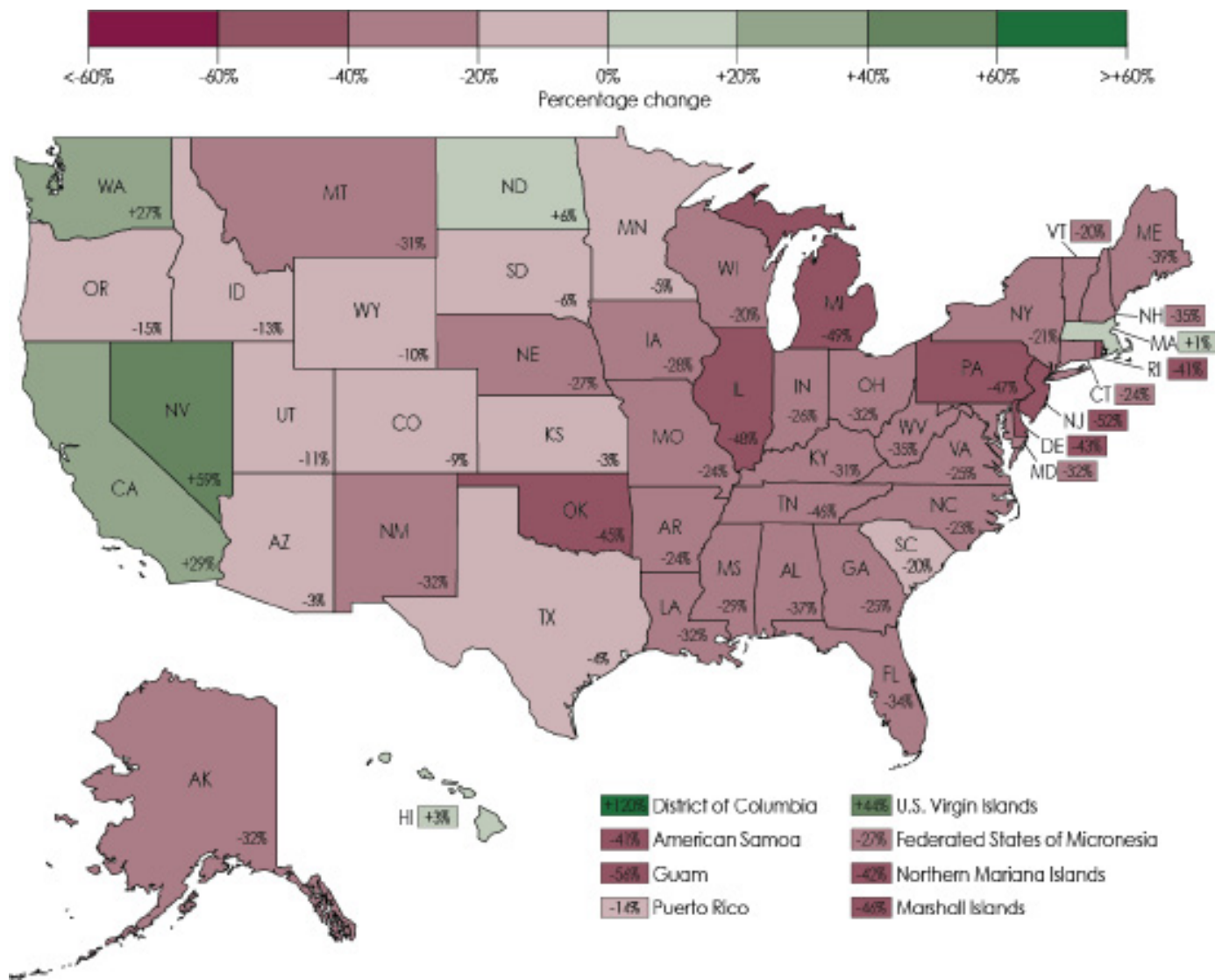
Although the total number of completers increased by 1.8 percent between 2018–19 and 2019–20, the number declined over the longer period between 2012–13 and 2019–20 (supplemental table S1.4 and figure 1.6). The annual number of completers at the end of the period (152,939) was 20.5 percent lower than it was at the beginning (192,334). In traditional programs, completions decreased in most years, except for a 1.3 percent increase in 2019–20, resulting in a 28.1 percent decline overall and mirroring the pattern of enrollment decline over most of the period.

In alternative programs, however, completions were higher in 2019–20 than in 2012–13, echoing the growth in alternative program enrollment over the period. In alternative IHE programs, completions increased by 32 percent, and in alternative non-IHE programs, completions increased by 14.6 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 teacher preparation program completers declined in most states, reflecting the national pattern (figure 1.7). However, such other states and jurisdictions as Nevada and the District of Columbia contradicted the national trend and saw more completions in 2019–20 than 2012–13 (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 2019–20

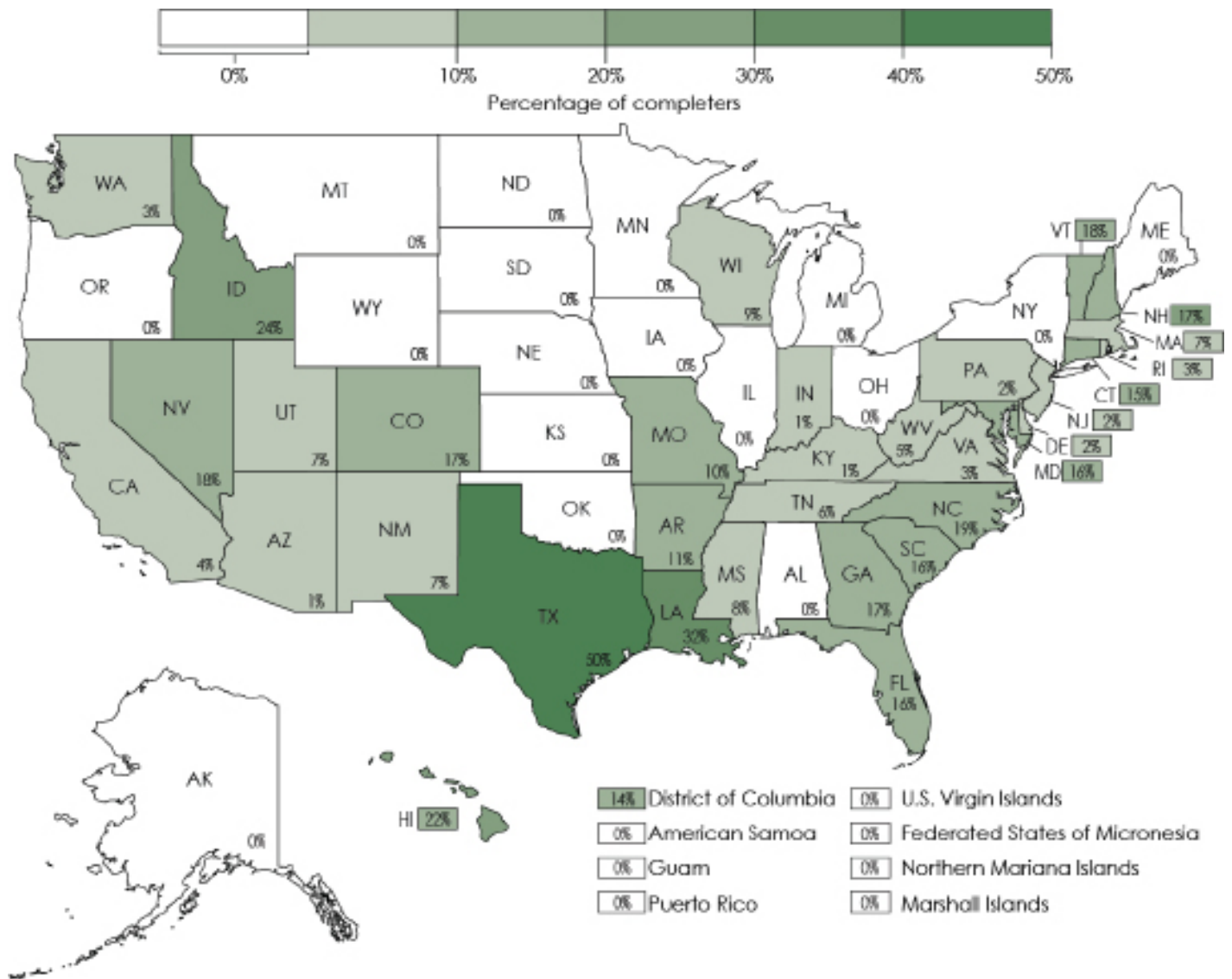


NOTE: See supplemental table S1.4 for details. Percentages are rounded.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2012–13 to 2019–20.

States also differed in the percentage of completers who had attended alternative non-IHE programs. In Texas, almost half of completers were from alternative non-IHE programs, whereas in 17 states and 7 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: 2019–20



NOTE: See supplemental table S1.5 for details. Percentages are rounded.

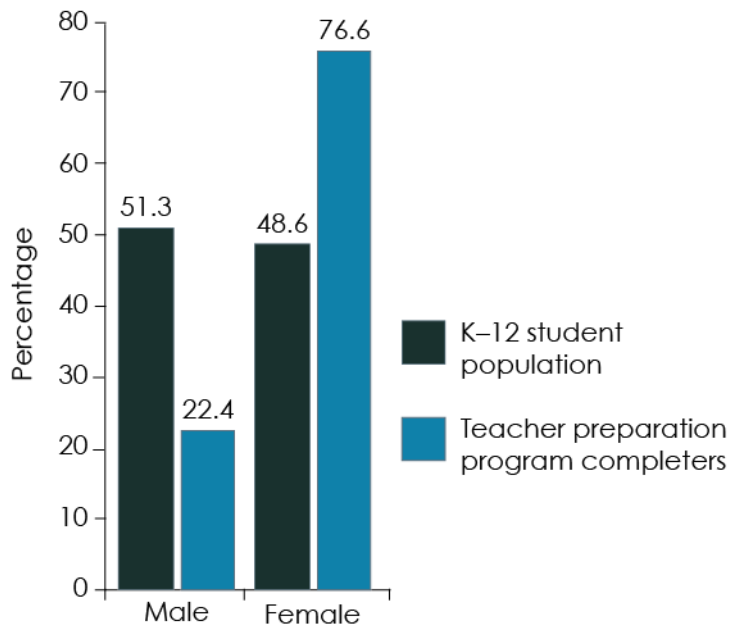
NOTE: Changes in alternative non-IHE program enrollment is available in appendix table S1.1.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2019–20.

COMPLETION BY GENDER AND RACE/ETHNICITY

Reflecting enrollment differences, women were overrepresented among teacher preparation program completers relative to the percentage of females among the K–12 student population (figure 1.9). In 2019–20, 48.6 percent of K–12 students were female, compared with 76.6 percent of teacher preparation program completers.

FIGURE 1.9. PERCENTAGE OF K–12 STUDENTS AND TEACHER PREPARATION PROGRAM COMPLETERS WHO WERE MALE AND FEMALE: 2019–20

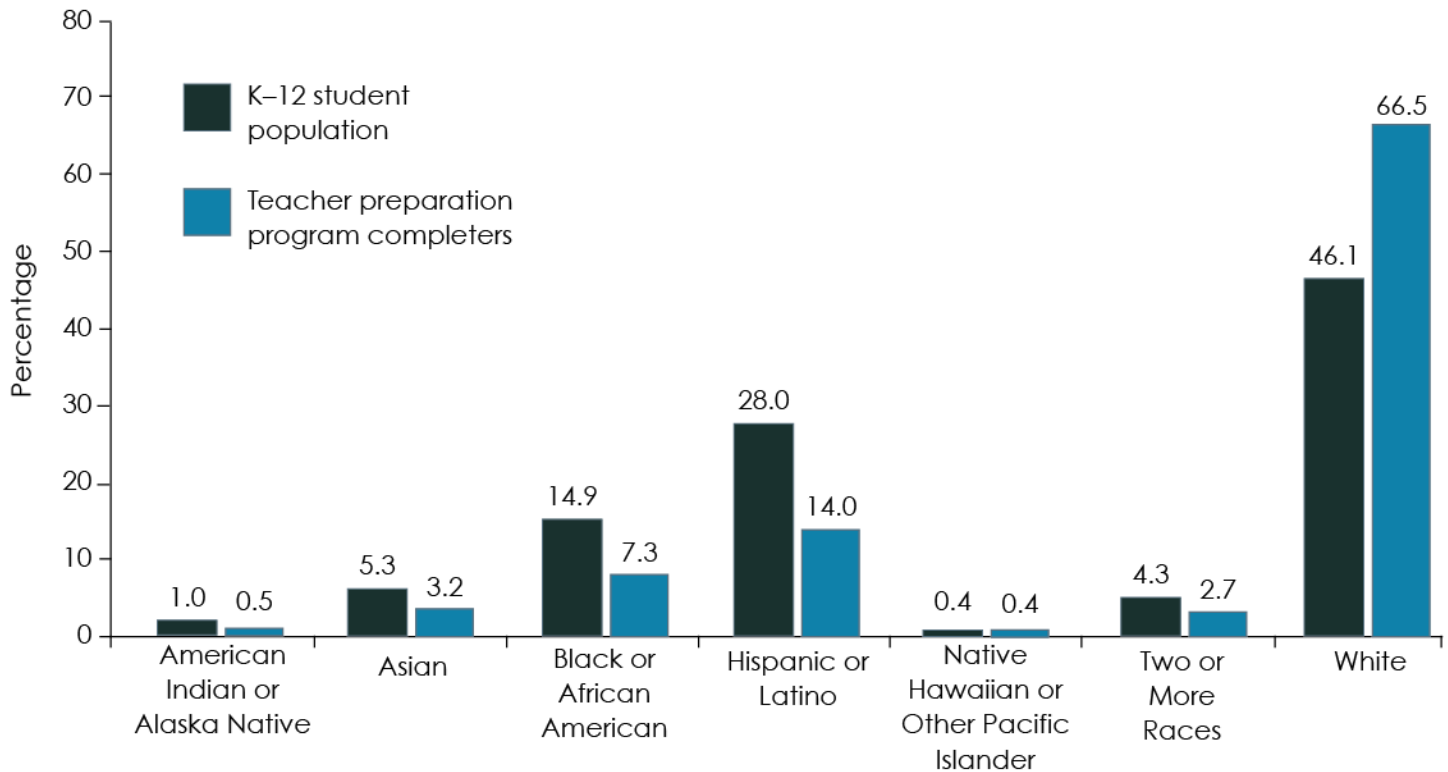


NOTE: See supplemental table S1.6 for details.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2019–20.

White teacher preparation completers (66.5 percent of the total) were overrepresented relative to the K–12 student population, among whom 46.1 percent were White (figure 1.10). In contrast, Black/African American, Hispanic/Latino, and Asian teacher preparation program completers were underrepresented relative to the K–12 student population. Among Black/African American and Hispanic/Latino teacher preparation students, the degree of underrepresentation was higher among completers than among teacher preparation students overall (figure 1.10 and figure 1.5).

FIGURE 1.10. PERCENTAGE OF K–12 STUDENTS AND TEACHER PREPARATION PROGRAM COMPLETERS FROM EACH RACE/ETHNICITY: 2019–20



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, 2019–20.

TEACHER PREPARATION SUBJECT AREAS

Teacher preparation students prepare to teach one or more subject areas. In 2019–20, elementary education was the most popular subject area among completers in both traditional and alternative programs, whereas Computer Science was the least popular (table 1.1). Other science subject areas, such as 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: 2019–20

Subject area	Program type		
	Traditional	Alternative IHE	Alternative non-IHE
Elementary education	49,561	4,842	6,724
Special education	19,436	4,437	4,235
Early childhood education	16,787	1,063	3,188
English/Language arts	8,736	1,485	2,321
Mathematics	6,302	1,094	1,752
Social Studies	6,039	700	1,525
English as a second language	5,743	596	1,269
General Science	3,001	755	1,626
Biology	2,323	600	463
Chemistry	756	222	150
Earth Science	522	56	110
Physics	365	97	441
Computer Science	36	23	23

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, 2019–20.

SUMMARY

In academic year 2019–20, 601,467 individuals were enrolled in and 152,939 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 declined overall between 2012–13 and 2019–20. One exception to this general trend is enrollment and completion in alternative programs, which increased over the same period.

CHAPTER 2: NUMBER OF TEACHER PREPARATION PROVIDERS AND PROGRAMS

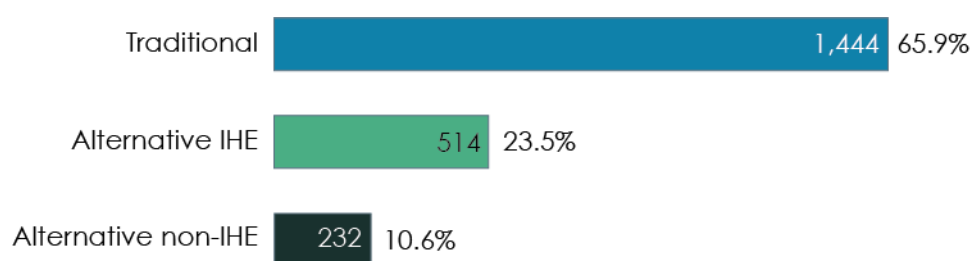


The Title II data collection instrument defines a teacher preparation provider as “an [institution of higher education] or other organization that is authorized by the state to prepare teachers” (U.S. Department of Education, 2020b, p. 17). The instrument defines a teacher preparation program as “a program, 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). In Title II reporting, an IHE offering both traditional and alternative programs would be counted as two separate providers.

TEACHER PREPARATION PROVIDERS

In academic year 2019–20, the United States had 2,190 teacher preparation providers, most of which (1,444) hosted traditional programs (figure 2.1). On the other hand, fewer providers hosted alternative IHE (514) or alternative non-IHE (232) programs. The level of credential offered by providers differed according to the type of program that they had. More than half (56.2 percent) of traditional providers offered both undergraduate- and graduate-level credentials (table 2.1). Most alternative (both IHE and non-IHE) providers offered only graduate-level credentials (82.1 and 97.8 percent, respectively).

FIGURE 2.1. NUMBER AND PERCENTAGE OF TEACHER PREPARATION PROVIDERS, BY PROGRAM TYPE: 2019–20



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, 2019–20.

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).

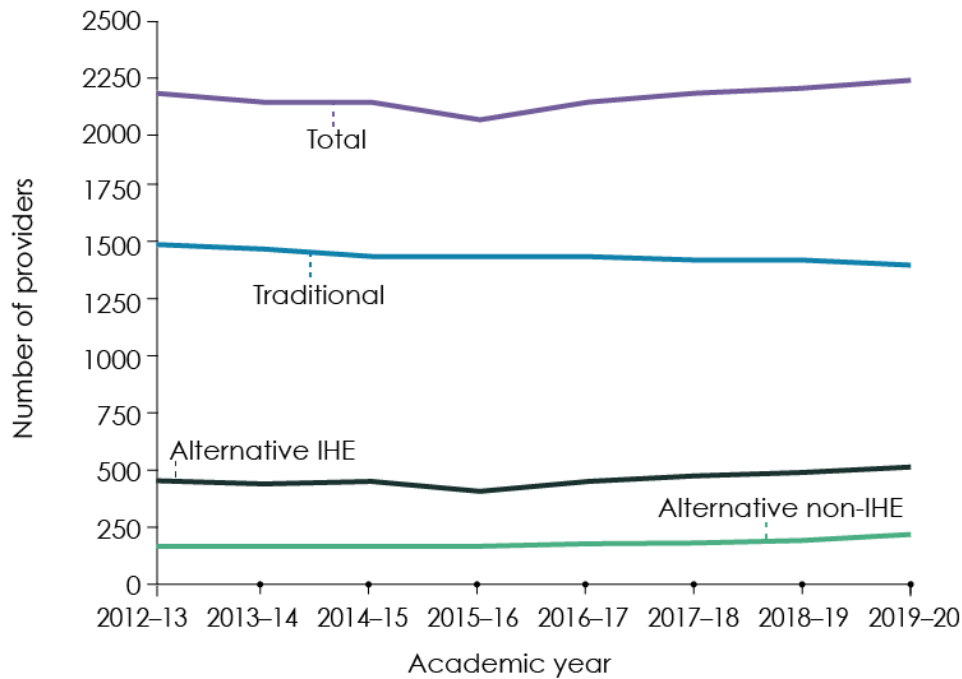
From 2012–13 to 2019–20, the number of providers remained about the same (2,171 compared to 2,190) (figure 2.2). The number of traditional providers decreased by 3.5 percent over the period, but this decline was offset by growth in the number of alternative providers. The number of alternative IHE providers grew by 8.7 percent, and the number of alternative non-IHE providers grew by 15.4 percent (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: 2019–20

Program type	Total number of providers	Percentage of providers offering each level of credential		
		Undergraduate only	Graduate only	Both undergraduate and graduate
All programs	2,190	25.1	35.0	39.9
Traditional	1,444	35.7	8.2	56.2
Alternative IHE	514	6.4	82.1	11.5
Alternative non-IHE	232	0.9	97.8	1.3

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2019–20.

FIGURE 2.2. NUMBER OF TEACHER PREPARATION PROVIDERS, BY YEAR AND PROGRAM TYPE: 2012–13 TO 2019–20

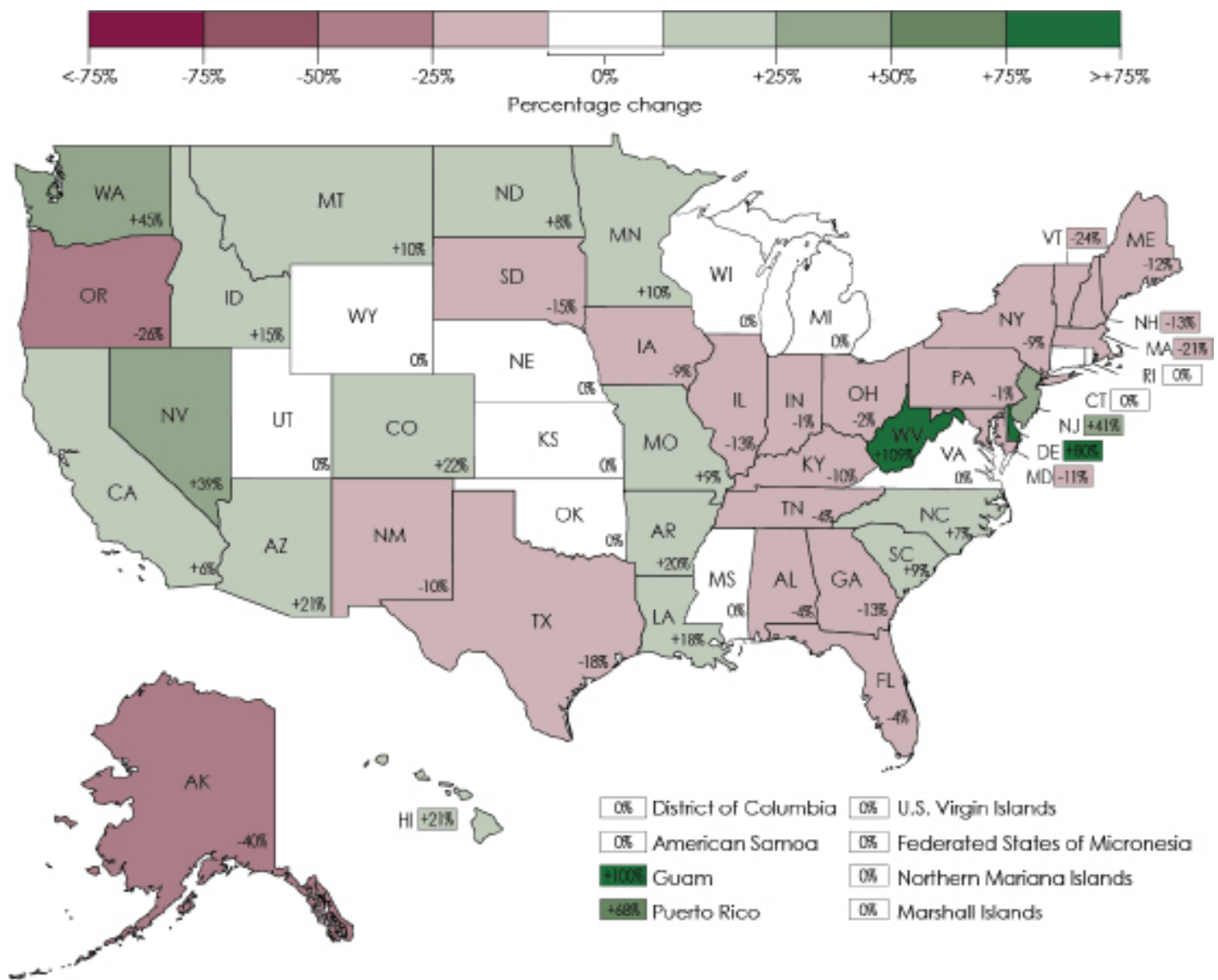


NOTE: See supplemental table S2.1 for details.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2012–13 to 2019–20.

The change in the number of teacher preparation providers from 2012–13 to 2019–20 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 2019–20



NOTE: See supplemental table S2.1 for details. Percentages are rounded.

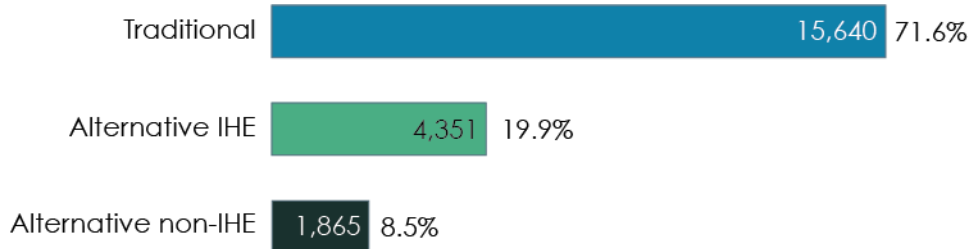
SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2012–13 to 2019–20.

TEACHER PREPARATION PROGRAMS

In 2019–20, the United States had 21,856 teacher preparation programs—15,640 traditional programs, 4,351 alternative IHE programs, and 1,865 alternative non-IHE programs (figure 2.4). The total number of teacher preparation programs fell by 17.8 percent between 2012–13 and 2019–20, from 26,589 to 21,856 (supplemental table S2.2 and figure 2.5). All types of programs saw a decline over the period, and alternative non-IHE programs experienced the highest rate of decline. While the number of traditional programs decreased by 15.5 percent, the number of alternative IHE programs

decreased by 18.3 percent, and the number of alternative non-IHE programs decreased by 32.2 percent. However, in the last year, from 2018–19 to 2019–20, the number of all types of programs increased slightly (1.6 percent nationally).

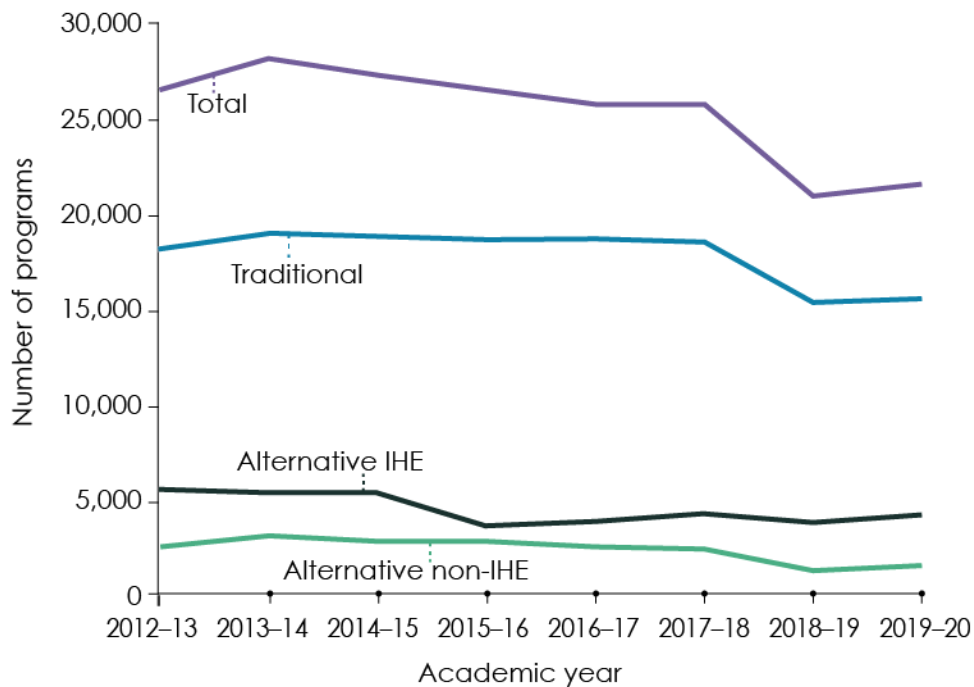
FIGURE 2.4. NUMBER AND PERCENTAGE OF TEACHER PREPARATION PROGRAMS, BY PROGRAM TYPE: 2019–20



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, 2019–20.

FIGURE 2.5. NUMBER OF TEACHER PREPARATION PROGRAMS, BY YEAR AND PROGRAM TYPE: 2012–13 TO 2019–20



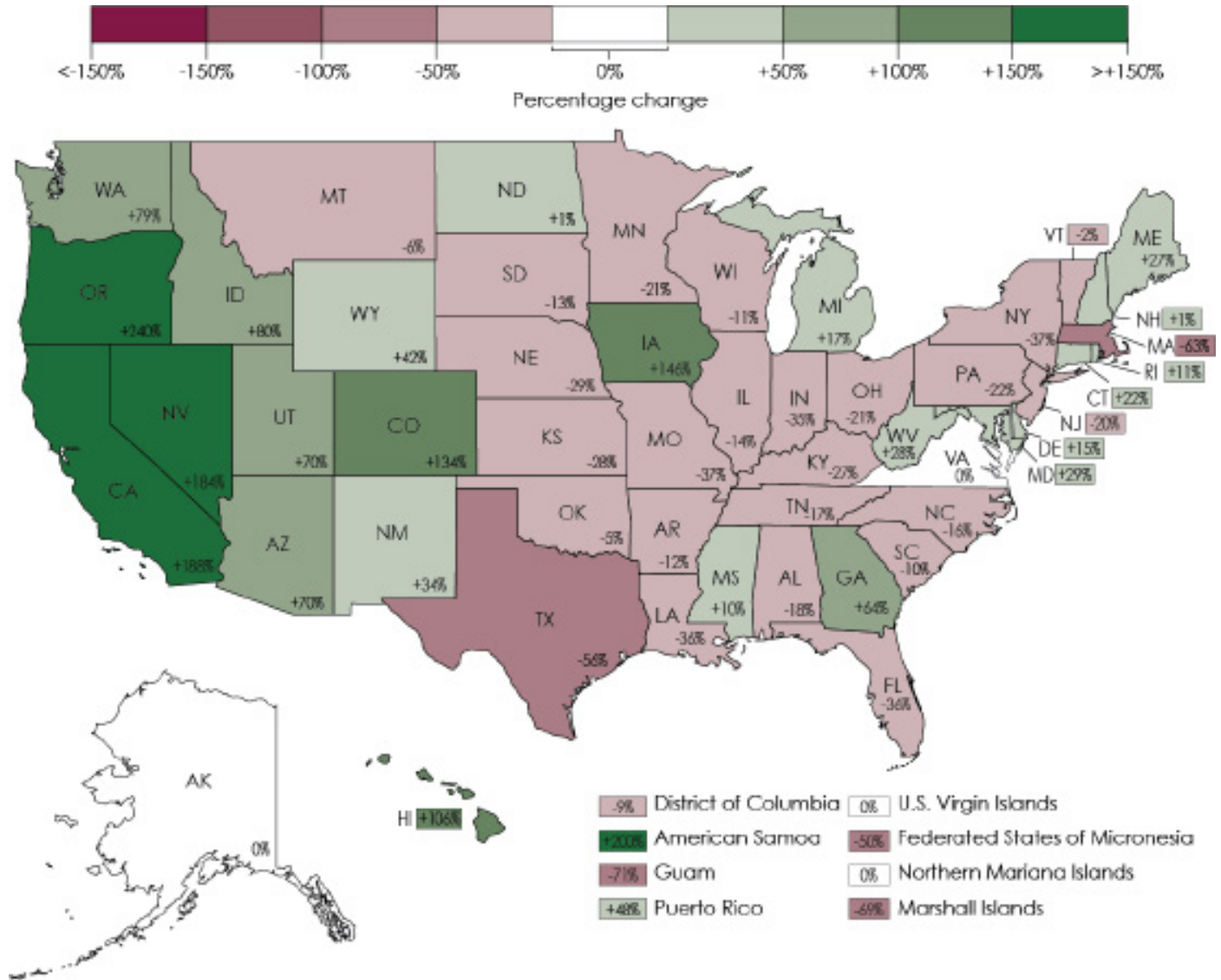
NOTE: See supplemental table S2.2 for details.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2012–13 to 2019–20.

Although the number of teacher preparation programs declined between 2012–13 and 2019–20, 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 the number of programs and a negligible change in the number of providers suggests that individual providers, especially alternative program providers, were reducing the number of programs offered.

The change in the number of teacher preparation programs between 2012–13 and 2019–20 varied greatly among states. The number of programs decreased in 29 states and jurisdictions, increased in 25, and remained the same in 3.

FIGURE 2.6. PERCENTAGE CHANGE IN THE NUMBER OF TEACHER PREPARATION PROGRAMS, BY STATE OR JURISDICTION: 2012–13 TO 2019–20



NOTE: See supplemental table S2.2 for details. Percentages are rounded.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2012–13 to 2019–20.

TEACHER PREPARATION PROGRAM ENTRY AND EXIT REQUIREMENTS

Over 99 percent of 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, and more than 80 percent require a minimum number of prior courses, credits, or semester hours (table 2.2). To complete a program, more than 90 percent of teacher preparation programs require that students earn a minimum GPA or complete a minimum number of courses, credits, or semester hours (table 2.3).

The prevalence of specific entry and exit requirements differs by program level (undergraduate or graduate) and type. For example, at the undergraduate level, more than 90 percent of traditional programs had a minimum GPA requirement for both entry and exit, compared to about 70 percent of alternative IHE programs and less than 5 percent of alternative non-IHE programs (tables 2.2 and 2.3). Among graduate-level programs, a larger percentage of traditional than alternative programs required a minimum GPA in content area coursework for program entry (table 2.2). However, a larger percentage of alternative than traditional programs required a subject area/academic content test or other subject matter verification.⁸ All three types of graduate programs—traditional, alternative IHE, and alternative non-IHE—almost universally required transcripts for entry. Other items commonly required for entry to all three types of graduate programs include a minimum GPA, minimum number of prior courses/credits/semester hours, recommendations, and an essay or personal statement.

⁸In the forms states use to report on teacher preparation programs to ED, graduate-level programs are referred to as postgraduate programs (U.S. Department of Education, 2020b).

TABLE 2.2. PERCENTAGE OF TEACHER PREPARATION PROGRAMS THAT HAVE SELECTED ENTRY REQUIREMENTS, BY PROGRAM TYPE AND STUDENT LEVEL: 2019–20

Entry requirements	All programs	Traditional		Alternative IHE		Alternative non-IHE	
		Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate
Any entry requirements	99.5	98.7	94.2	74.6	98.6	7.3	97.0
Transcript	96.5	89.4	93.3	69.7	97.5	7.3	95.2
Fingerprint check	40.7	35.1	34.9	19.7	42.1	2.4	64.3
Background check	59.8	58.4	49.7	39.3	56.9	2.4	73.5
Minimum number of courses/credits/semester hours completed	84.9	85.9	76.7	59.8	79.1	4.9	56.5
Minimum GPA	95.3	94.8	91.0	69.7	93.6	4.9	82.2
Minimum GPA in content area coursework	64.3	67.0	61.0	53.3	51.3	0.0	35.2
Minimum GPA in professional education coursework	57.3	68.0	47.3	50.8	37.8	0.0	20.4
Minimum ACT score	23.5	29.4	11.9	16.4	13.8	0.0	9.6
Minimum SAT score	22.2	27.5	11.4	16.4	13.6	0.0	9.1
Minimum basic skills test score	61.5	65.2	43.2	36.1	48.3	2.4	55.2
Subject area/academic content test or other subject matter verification	50.8	24.2	43.4	23.8	67.4	4.9	78.7
Recommendation(s)	72.4	62.9	73.2	39.3	69.8	4.9	66.1
Essay or personal statement	70.4	58.6	73.3	33.6	70.8	2.4	56.1
Interview	59.4	47.0	51.4	33.6	60.6	4.9	73.5
Other ¹	34.7	30.6	28.0	22.1	29.4	2.4	33.0

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

NOTE: The All programs column indicates programs that have a select requirement at either their undergraduate or graduate level. Because programs may have a requirement at one level and not the other, this column does not reflect the average of the undergraduate and graduate levels.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2019–20.

In order to complete the program, most traditional, alternative IHE, and alternative non-IHE graduate-level programs required students to have a minimum number of courses/credits/semester hours and pass a subject area/academic content test or receive other subject matter verification (table 2.3). Graduate program types differed regarding other exit requirements. Whereas the majority of traditional and alternative IHE programs required a minimum GPA, as well as a minimum GPA in content area coursework and professional education coursework, for exit, less than half of alternative non-IHE programs had these requirements. On the other hand, 59.6 percent of alternative non-IHE programs required recommendations for exit, compared with only about 30 percent of traditional and alternative IHE programs.

TABLE 2.3. PERCENTAGE OF TEACHER PREPARATION PROGRAMS THAT HAVE SELECTED EXIT REQUIREMENTS, BY PROGRAM TYPE AND STUDENT LEVEL: 2019–20

Exit requirements	All programs	Traditional		Alternative, IHE		Alternative, non-IHE	
		Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate
Any exit requirements	99.3	99.1	94.2	75.4	98.2	7.5	94.8
Transcript	72.2	76.3	68.9	52.5	68.0	2.5	45.2
Fingerprint check	38.3	40.8	39.0	21.3	35.3	0.0	20.4
Background check	43.0	46.5	42.3	28.7	39.6	0.0	26.5
Minimum number of courses/credits/semester hours completed	95.2	97.5	92.1	72.1	92.8	5.0	72.6
Minimum GPA	90.9	97.0	91.0	70.5	90.8	0.0	46.5
Minimum GPA in content area coursework	73.9	84.1	70.4	63.9	57.7	0.0	30.0
Minimum GPA in professional education coursework	81.9	88.0	82.1	62.3	78.4	0.0	35.2
Minimum ACT score	6.7	7.0	2.2	5.7	7.2	0.0	3.0
Minimum SAT score	6.2	6.4	2.0	4.9	6.8	0.0	2.6
Minimum basic skills test score	34.6	34.6	25.1	24.6	30.6	2.5	28.7
Subject area/academic content test or other subject matter verification	78.8	77.3	73.3	44.3	74.1	7.5	78.3
Recommendation(s)	39.3	38.1	31.9	16.4	28.5	5.0	59.6

Exit requirements	All programs	Traditional		Alternative, IHE		Alternative, non-IHE	
		Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate
Essay or personal statement	23.1	23.3	18.7	20.5	16.4	2.5	20.4
Interview	24.9	24.9	21.3	21.3	20.5	5.0	19.6
Other ¹	35.8	35.3	31.2	19.7	30.6	2.5	29.1

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

NOTE: The All programs column indicates programs that have a select requirement at either their undergraduate or graduate level. Because programs may have a requirement at one level and not the other, this column does not reflect the average of the undergraduate and graduate levels.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2019–20.

Some teacher preparation programs incorporate clinical teaching experience, allowing their participants to gain experience working with K–12 students. This may involve student teaching, working as the teacher of record in a classroom, or other clinical experience. Among all levels and types of teacher preparation programs, those with student teaching components require an average of 138 hours of supervised clinical experience prior to student teaching and an average of 529 hours of student teaching (table 2.4).^{9,10} 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 146 hours, whereas alternative IHE undergraduate programs require 122 hours. Traditional undergraduate programs also require more hours of student teaching than alternative IHE undergraduate programs do.

Teacher preparation programs may require that candidates work as the teacher of record in a classroom before completing the program. This program structure is common among alternative programs, but also exists among traditional programs. These programs require that candidates have an average of 90 hours of supervised clinical experience before working as a teacher of record and an average of one year of teaching as the teacher of record in a classroom before completing the program. At the graduate level, traditional programs require an average of 118 hours of supervised clinical experience prior to teaching as the teacher of record in a classroom, compared with 71 hours in alternative IHE programs and 104 hours in alternative non-IHE programs.

⁹ The glossary of key terms for institutional reporting of teacher preparation programs to ED under Title II of the HEA 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).

¹⁰ The 2019–20 average clinical experience time requirements listed in Table 2.4 in this report are lower than the 2018–19 requirements listed in the prior report because outliers were removed from this report (U.S. Department of Education, 2022). See Appendix A for more information.

TABLE 2.4. AVERAGE NUMBER OF CLOCK HOURS REQUIRED FOR TEACHER PREPARATION PROGRAM MILESTONES, BY PROGRAM TYPE: 2019–20

Program type	Programs that include student teaching		Programs in which candidates are the teacher of record in a classroom during the program	
	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	138	529	90	1
Undergraduate	145	520	103	1
Graduate	137	543	90	1
Traditional	144	525	116	1
Undergraduate	146	523	115	1
Graduate	145	536	118	1
Alternative IHE	109	546	71	1
Undergraduate	122	452	66	1
Graduate	112	565	71	1
Alternative non-IHE	119	551	103	1
Undergraduate	—	—	0	1
Graduate	119	552	104	1

— Not available.

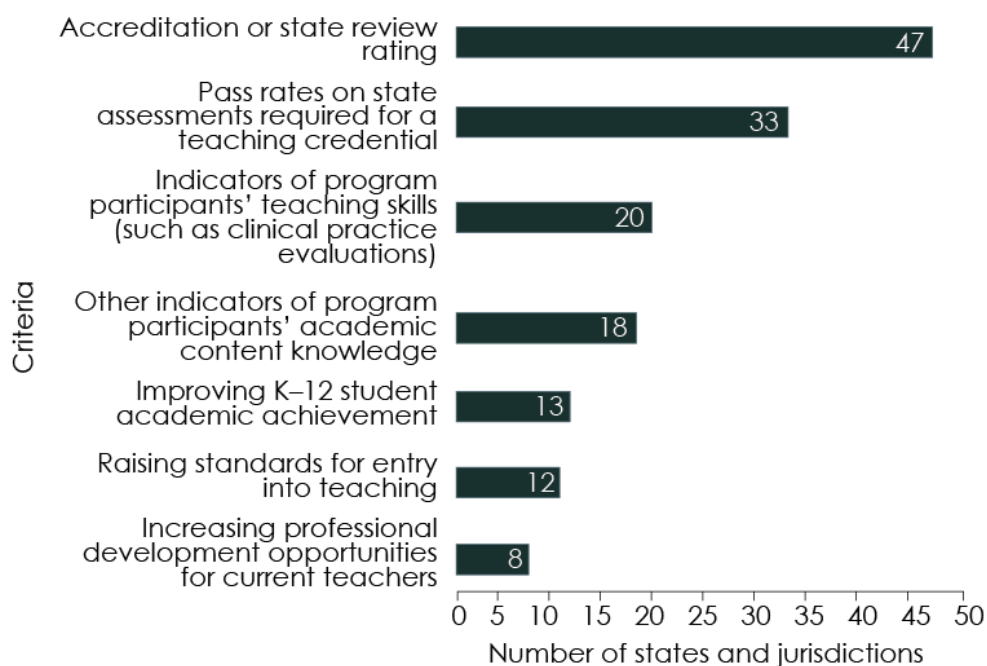
NOTE: The total averages for all programs and each program type indicate the average required hours at either the undergraduate or graduate level. Because programs may have a different requirements at each level, these rows do not reflect the average of the undergraduate and graduate levels.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2019–20.

TEACHER PREPARATION PROGRAM PERFORMANCE

Under the HEA, states set criteria for assessing teacher preparation program performance and use them to identify low-performing programs. States use a variety of measures to assess the performance of teacher preparation programs. In 2019–20, the largest number of states (47) used accreditation or a state review rating to measure program performance, and the second largest number of states (33) used pass rates on state assessments required for a teaching credential (figure 2.7).^{11,12} In contrast, only 8 states used increasing 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: 2019–20



NOTE: See supplemental table S2.6 for details.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2019–20.

Nationally, few states have reported at-risk or low-performing programs. In 2019–20, only California, Georgia, Indiana, New York, Ohio, and South Carolina reported at-risk or low-performing programs (supplemental table S2.5). Within these states, a total of only 24 teacher preparation providers out of 2,190 nationwide (1.1 percent) had at least one at-risk or low-performing program (supplemental tables S2.4 and S2.1).

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 award initial teaching credentials. The edTPA, used by at least 16 states, is one example of a performance-based assessment (Pearson Education Inc., 2022).

SUMMARY

In 2019–20, the United States had 2,190 teacher preparation providers that hosted 21,856 teacher preparation programs, among which 15,640 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 required undergraduate transcripts, a minimum GPA, and recommendations for admission. To exit, most graduate-level programs required 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 states identified few teacher preparation providers as having programs that were low-performing or at risk of being low-performing (only 24 out of 2,190 in 2019–20).

CHAPTER 3: INITIAL TEACHING CREDENTIALS

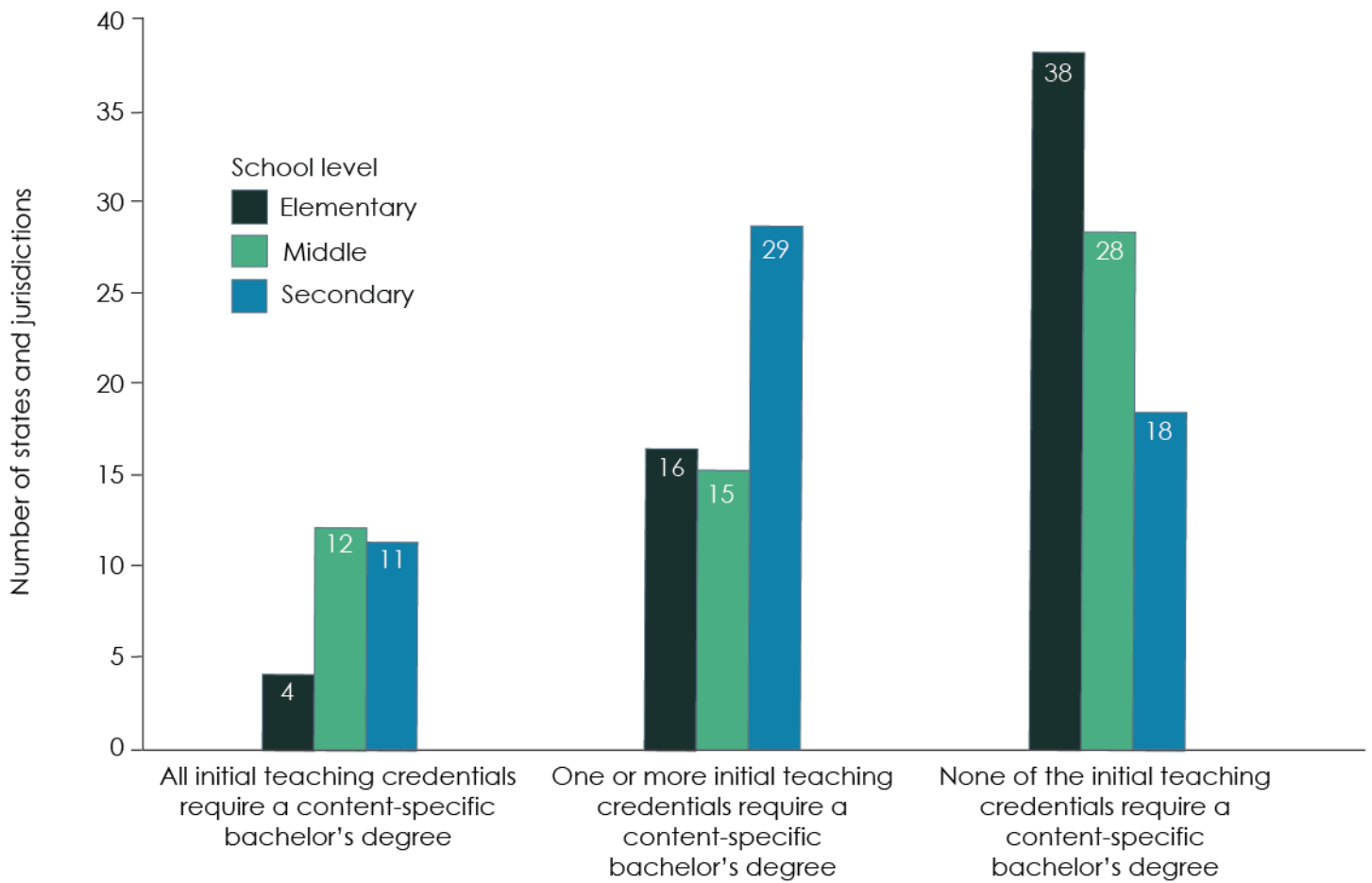


Completing a teacher preparation program does not automatically confer a teaching credential. Rather, prospective teachers must fulfill a variety of state-determined requirements to obtain a credential. States offer different types of teaching credentials, sometimes referred to as certificates or licenses. 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 2019–20.

REQUIREMENTS FOR AN INITIAL TEACHING CREDENTIAL

A state or jurisdiction may offer more than one initial teaching credential. Only 11 states or jurisdictions offer just one initial teaching credential, and only 2 offer this as their only teaching credential (table S3.5). 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 one or more of their initial credentials at the middle school and secondary school levels than at the elementary level (figure 3.1). Only 4 states require a content-specific bachelor's degree (i.e., not a degree in education) for all initial elementary-level teaching credentials, although 16 states have this requirement for at least one initial elementary-level teaching credential. 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 29 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: 2019–20

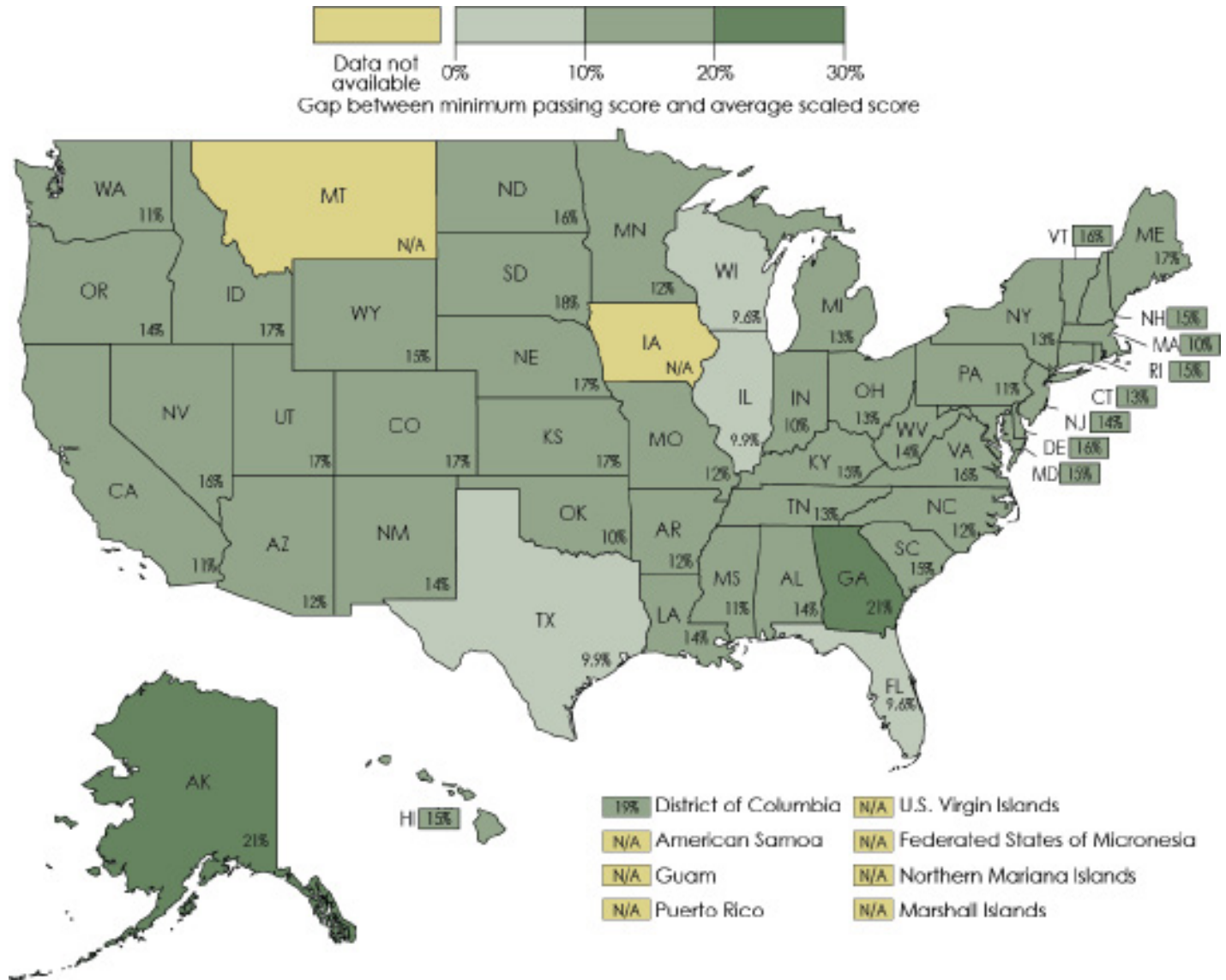


NOTE: In a given year, counts at the middle school level may not sum to the same number as at the elementary and secondary levels. Some states and jurisdictions grouped the middle grade levels with the elementary or secondary grade levels. See supplemental table S3.1 for details.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2019–20.

In most states, individuals who complete teacher preparation programs must pass an assessment before receiving a teaching credential. As of 2019–20, test-takers' average scaled scores were higher than the minimum passing score in all states from which the data were available (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: 2019–20



NOTE: See supplemental table S3.2 for details. Percentages are rounded.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2019–20.

Nationally, the pass rate for teaching credential assessments among program completers was 90.6 percent in 2019–20 (table 3.1). By program type, the pass rates were 89.6 percent among traditional program completers, 90.1 percent among alternative IHE program completers, and 97.4 percent among alternative non-IHE program completers. The total pass rate, as well as the pass rate among traditional and alternative IHE program completers, decreased a few percentage points between 2012–13 and 2019–20.

TABLE 3.1. PERCENTAGE OF PROGRAM COMPLETERS WHO PASSED ALL TESTS THEY TOOK FOR THEIR AREA OF SPECIALIZATION, BY PROGRAM TYPE AND YEAR: 2012–13 TO 2019–20

Academic Year	Total	Program Type		
		Traditional	Alternative IHE	Alternative non-IHE
2012–13	95.1	94.8	96.7	97.7
2013–14	94.8	94.3	96.7	98.3
2014–15	94.3	93.7	96.6	97.6
2015–16	94.0	93.3	95.2	98.4
2016–17	93.9	93.1	94.7	98.1
2017–18	93.3	92.7	94.5	97.0
2018–19	93.1	92.3	93.2	97.4
2019–20	90.6	89.6	90.1	97.4

NOTE: Assessments were not included if they had fewer than 10 test takers.

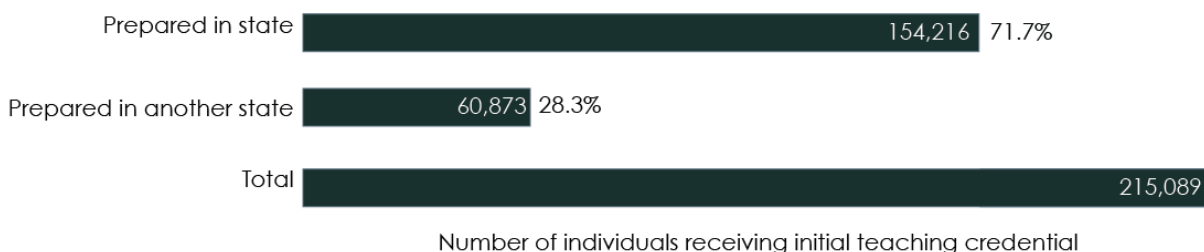
NOTE: This table represents the average assessment pass rates for individual program completers, rather than the average pass rate across each program.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2019–20.

NUMBER OF INITIAL TEACHING CREDENTIALS

In academic year 2019–20, 215,089 individuals received an initial teaching credential in the United States (figure 3.3). A large majority (154,216) of these individuals received their credential from the In most states, individuals who complete teacher preparation programs must pass an assessment before receiving a teaching credential. As of 2019–20, test-takers' average scaled scores were higher than the minimum passing score in all states from which the data were available (figure 3.2).

FIGURE 3.3. NUMBER AND PERCENTAGE OF INDIVIDUALS RECEIVING AN INITIAL TEACHING CREDENTIAL, BY LOCATION OF PREPARATION: 2019–20

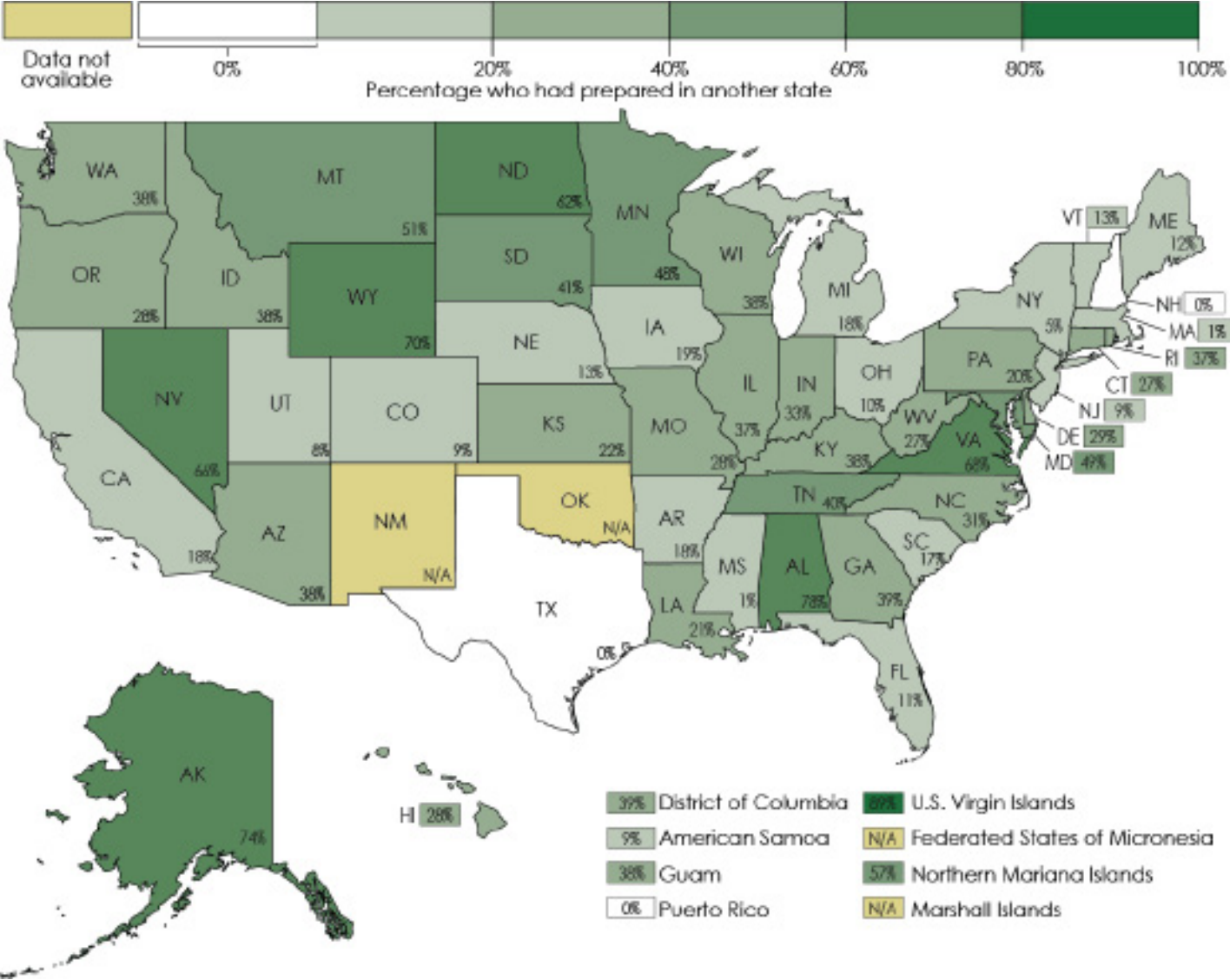


NOTE: See supplemental tables S3.3 and S3.4 for details.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2019–20.

The percentage of teaching credential recipients who had prepared to teach in a different state varied greatly among states (figure 3.4). Although most individuals receiving initial teaching credentials had prepared in the same state, in some instances the opposite was true. In the U.S. Virgin Islands, Alabama, Alaska, Wyoming, Virginia, Nevada, and North Dakota, for example, more than 60 percent of credential recipients had prepared to teach in a different state.

FIGURE 3.4. PERCENTAGE OF INDIVIDUALS RECEIVING AN INITIAL TEACHING CREDENTIAL WHO HAD PREPARED IN ANOTHER STATE, BY STATE OR JURISDICTION: 2019–20



NOTE: See supplemental table S3.4 for details. Percentages are rounded.
 SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2019–20.

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 middle- and secondary- than elementary-school credentials. 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 89 percent for all program types. In 2019–20, 215,089 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.

CHAPTER 4: SUMMARY



In academic year 2019–20, 601,467 students were enrolled in teacher preparation programs, and 152,939 of them completed their programs. The total number of teacher preparation enrollees and completers declined between 2012–13 and 2019–20. In contrast with the national trend, the number of teacher preparation students enrolled in alternative programs increased, though most students continued to enroll in traditional programs. Female and White teacher preparation students and completers were overrepresented relative to the percentages of K–12 students who were female or White; while male, Black/African American, Hispanic/Latino, and Asian teacher preparation students were underrepresented compared with those same K–12 student populations.

There were 2,190 teacher preparation providers and 21,856 teacher preparation programs in the United States in 2019–20. Each state is responsible for setting the standards to identify teacher preparation programs that are low-performing. In 2019–20, 6 states identified 24 providers (1.1 percent of all providers) that had programs that were low-performing or at risk of being low-performing. In addition, the pass rates for teaching credential assessments were 89.6 percent or higher among both traditional and alternative program completers who took tests. In 2019–20, a total of 215,089 individuals received an initial teaching credential.

Upcoming data collections will capture data about academic years 2020–21 and beyond. In these years, COVID-19 continued to affect education systems nationwide. Although the 2020–21 Title II data collection, which will be included in the next report, did not require teacher preparation providers or states to explain which changes were implemented due to COVID-19, states may have provided written comments that will offer insight. Moreover, the annual reports will continue to show information about such indicators as enrolled and completing students, program completers' performance on teaching credential assessments, and criteria that states use to assess the performance of teacher preparation programs.

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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. 31.¹³

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 a 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 the test they took for their area of specialization among those who took one or more tests in their specialization areas. This is calculated by dividing the total number of passing students for all assessments by the total number of participants in all assessments.

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.

¹³ Academic year boundaries used by teacher preparation providers for data reporting may differ somewhat from this guideline according to their own academic calendar.

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.

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 HEA, states and teacher preparation providers annually report information about teacher preparation programs and their quality. Teacher preparation providers report this information to their state, and states report this information to the U.S. Department of Education (ED). 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 ED 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). ED subsequently consolidates the information and prepares this report for Congress. This report will also serve as an informational resource for ED as it implements its strategic plan for fiscal years 2022–2026, which includes providing support for teacher preparation programs in order to create a stronger and more diverse teacher workforce (U.S. Department of Education, 2022).

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 resulting large change in the enrollment counts reported by providers and states, it was decided not to include enrollment from before academic year 2012–13 in this report. For consistency, therefore, the report does not present any statistics from before 2012–13. In addition, enrollment counts from before academic year 2018–19 were calculated by adding the reported number of completers to the reported number of enrollees. Prior to academic year 2018–19, providers and states reported enrollment and completer counts that were mutually exclusive. In this report, all enrollment counts include completers.

Teacher preparation programs' average clinical experience time requirements in 2019–20, which are displayed in Table 2.4 in Chapter 2, are lower than the 2018–19 averages displayed in the previous report (U.S. Department of Education, 2022). In this report, data from providers that reported improbable values were removed from the calculation for the data element for which they were an outlier. Thresholds for outliers were chosen based on distance from the mean, distance from the median, and divergence from common practice in K-12 education. Providers' data were removed if the numbers they reported exceeded the following thresholds:

- Programs with student teaching models (most traditional programs):
 - More than 500 hours of supervised clinical experience required prior to student teaching.

- More than 3,000 hours of supervised clinical experience required.
- Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs):
 - More than 1,000 hours of supervised clinical experience required prior to working as the teacher of record in a classroom.
 - More than 10 years required of working as the teacher of record in a classroom.

The following supplemental tables provide the numbers in the figures and tables in the main body of the report, as well as additional numbers that the text refers to but were not displayed in figures and tables.

APPENDIX B: STATE REPORT CARD ON THE QUALITY OF TEACHER PREPARATION AND STATE INITIAL TEACHER ASSESSMENT AND CREDENTIALING SRC



Higher Education Act of 1965, as amended in 2008 by the Higher Education Opportunity Act (HEA)

HEA TITLE II

State Report Card on the Quality of Teacher Preparation and State Initial Teacher Assessment and Credentialing

SRC

Office of Postsecondary Education
U.S. Department of Education

Section 205 of Title II of the Higher Education Opportunity Act mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0744, expiring June 30, 2024. Public reporting burden for this collection of information is estimated to average 242 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to retain the benefits under the Higher Education Act of 1965, as amended in 2008 by the Higher ED and the Consolidated and Further Continuing Appropriations Act, 2015 (PL 113-235)). If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact U.S. Department of Education, Freddie Cross, 400 Maryland Ave., SW, Washington, DC 20202, Freddie.cross@ed.gov or (202) 453-7224 directly.

Note: Key terms and phrases in this questionnaire are defined in the glossary of key terms on p. 16-18.

Contact Information

Key Terms: academic year

State: _____ Agency Name: _____

Contact person: _____ Title: _____

Address: _____

Email: _____

Telephone no.: () _____ - _____ Fax no.: () _____ - _____

Website: _____

Academic year: _____

Introduction (optional)

Instructions: Please use this space to provide any additional information that provides context for the data included in this report card. You may also attach information to this report card.

SECTION I: PROGRAM INFORMATION

List of Programs

Instructions: List each teacher preparation provider and program for an initial teaching credential offered in your state below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. Indicate any at-risk or low-performing programs. (§205(b)(1)(H)), (§207(a))

Key Terms: teacher preparation provider, teacher preparation program

Note: This section is preloaded from Institution and Program Report Card (IPRC) data. States will update the at-risk and low-performing indicators as applicable.

Teacher Preparation Provider Name and Type: _____ IPEDs ID, if applicable _____

Teacher preparation program*	UG, PG, or Both	Indicate whether the program is classified as at-risk or low-performing, and if so, the date designated as such.
ex. Early Childhood Education	PG	At risk ___ Low performing ___ If applicable, date designated _____
ex. Elementary Education	Both	At risk ___ Low performing ___ If applicable, date designated _____
ex. Teacher Education - English/ Language Arts	UG	At risk ___ Low performing ___ If applicable, date designated _____

*Teacher preparation program categories include: Special Education; Early Childhood Education; Elementary Education; Teacher Education – Agriculture; Teacher Education – Art; Teacher Education – Business; Teacher Education – English/Language Arts; Teacher Education – Foreign Language; Teacher Education – Health; Teacher Education – Family and Consumer Sciences/Home Economics; Teacher Education – Technology/Industrial Arts, Trade and Industrial; Teacher Education – Mathematics; Teacher Education – Music; Teacher Education – Physical Education and Coaching; Teacher Education – Reading; Teacher Education –General Science; Teacher Education – Biology; Teacher Education – Chemistry; Teacher Education – Physics; Teacher Education – Earth Science; Teacher Education – Social Studies and Social Sciences; Teacher Education – Computer Science; Teacher Education – Drama and Dance; Teacher Education – History; Teacher Education – Speech; Teacher Education – English as a Second Language; Junior High/Intermediate/Middle School

Education and Teaching, General Education (alternative programs/programs providing pedagogy only); and Other.

State Totals (automatically calculated in the reporting system)

	Total # of Providers	Total # of Programs
Traditional		
Alternative, based within an IHE		
Alternative, based outside an IHE		

PROGRAM REQUIREMENTS

Instructions: For each teacher preparation provider, check the elements required for admission (entry) into and completion (exit) from the program. (§205(b)(1)(G)(i))

Note: This section is preloaded from Institution and Program Report Card (IPRC) data.

Teacher Preparation Provider Name and Type: _____

Element	Admission	Completion
Transcript		
Fingerprint check		
Background check		
Minimum number of courses/credits/semester hours completed		
Minimum GPA	If yes, specify: _____	If yes, specify: _____
Minimum GPA in content area coursework		
Minimum GPA in professional education coursework		
Minimum ACT score		
Minimum SAT score		
Minimum basic skills test score		
Subject area/academic content test or other subject matter verification		
Recommendation(s)		
Essay or personal statement		
Interview		
Other	If yes, specify: _____	If yes, specify: _____

SUPERVISED CLINICAL EXPERIENCE

Instructions: Provide the following information about supervised clinical experience for each teacher preparation provider, as applicable. (§205(b)(1)(G)(iii), §205(b)(1)(G)(iv))

Key Terms: full-time equivalent faculty supervising clinical experience, adjunct faculty supervising clinical experience, cooperating teachers/preK-12 staff supervising clinical experience, supervised clinical experience

Note: This section is preloaded from Institution and Program Report Card (IPRC) data.

Teacher preparation provider and type	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)		All Programs		
	Number of clock hours of	Number of clock hours required for student teaching	Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	Years required for teaching as the teacher of record in a classroom	Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)	Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	Number of cooperating teacher/K-12 staff supervising clinical experience during this academic year

Enrollment and Program Completers

Instructions: In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. (§205(b)(1)(G)(ii))

Key Terms: enrolled student, program completer

Note: This section is preloaded from Institution and Program Report Card (IPRC) data.

Teacher preparation provider	Total number of individuals enrolled	Subset of program completers

Gender

Teacher preparation provider	Male	Female	Non-binary/other	Not reported
	Total enrolled: _____	Total enrolled: _____	Total enrolled: _____	Total enrolled: _____
	Subset of program completers: _____	Subset of program completers: _____	Subset of program completers: _____	Subset of program completers: _____
	Total enrolled: _____	Total enrolled: _____	Total enrolled: _____	Total enrolled: _____
	Subset of program completers: _____	Subset of program completers: _____	Subset of program completers: _____	Subset of program completers: _____

Race/ethnicity

Teacher preparation provider	Ethnicity	Race						Not reported
	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Two or more races	
	Total enrolled: _____	Total enrolled: _____	Total enrolled: _____	Total enrolled: _____	Total enrolled: _____	Total enrolled: _____	Total enrolled: _____	Total enrolled: _____
	Subset of program completers: _____	Subset of program completers: _____	Subset of program completers: _____	Subset of program completers: _____	Subset of program completers: _____	Subset of program completers: _____	Subset of program completers: _____	Subset of program completers: _____

Teachers Prepared by Area of Credential

Instructions: Provide the number of program completers by area of credential for each teacher preparation provider. (§205(b)(1)(H)(i))

Note: States enter the data in this section of the report each year. States have the option to submit a template to upload the data in the system or enter the data manually in the system.

Teacher Preparation Provider Name: _____ Program Type: _____

Area of credential

Number of individuals certified

Area of credential	Number of individuals certified

Teachers Prepared by Subject Area

Instructions: Provide the number of program completers by subject area for each teacher preparation provider. "Subject area" refers to the subject area category in which the program completer is prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H)(iii))

Key Terms: academic major

Note: This section is preloaded from Institution and Program Report Card (IPRC) data.

Teacher Preparation Provider Name: _____ Program Type: _____

Subject Area

Number of program completers

Special Education	
Early Childhood Education	
Elementary Education	
Junior High/Intermediate/Middle School Education and Teaching	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology/Industrial Arts, Trade and Industrial	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education – General Science	
Teacher Education – Biology	
Teacher Education – Chemistry	
Teacher Education – Physics	
Teacher Education – Earth Science	
Teacher Education - Social Studies and Social Sciences	

Subject Area	Number of program completers
Teacher Education - Computer Science	
Teacher Education - Drama and Dance	
Teacher Education - History	
Teacher Education - Speech	
Teacher Education - English as a Second Language	
Other (specify: _____)	

Teachers Prepared by Academic Major

Instructions: Provide the number of program completers by subject area for each teacher preparation provider. "Subject area" refers to the subject area category in which the program completer is prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H)(iii))

Key Terms: academic major

Note: This section is preloaded from Institution and Program Report Card (IPRC) data.

Teacher Preparation Provider Name: _____ Program Type: _____

Academic Major (education majors)	Number of program completers
Special Education	
Early Childhood Education	
Elementary Education	
Junior High/Intermediate/Middle School Education and Teaching	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology/Industrial Arts, Trade and Industrial	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education – General Science	
Teacher Education – Biology	
Teacher Education – Chemistry	
Teacher Education – Physics	
Teacher Education – Earth Science	
Teacher Education - Social Studies and Social Sciences	
Teacher Education - Computer Science	
Teacher Education - Drama and Dance	

Academic Major (education majors)	Number of program completers
Teacher Education - History	
Teacher Education - Speech	
Teacher Education - English as a Second Language	
Other (specify: _____)	
Academic Major (non-education majors)	Number of program completers
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Natural Resources and Conservation	
Area, Ethnic, Cultural, and Gender Studies	
Personal and Culinary Services	
Technology Education/Industrial Arts	
Legal Professions and Studies	
Visual and Performing Arts	
History	
Foreign Languages, Literatures, and Linguistics	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biological and Biomedical Sciences	
Mathematics and Statistics	
Physical Sciences	
Business/Management/Marketing	
Computer and Information Sciences	
Philosophy and Religious Studies	
Library Science	
Multi/Interdisciplinary Studies	
Science Technologies/Technicians	
Public Administration and Social Service Professions	
Health Professions and Related Clinical Sciences	
Mechanic and Repair Technologies	
Construction	
Other (specify: _____)	

PROGRAM ASSURANCES

Instructions: Provide the number of program completers by subject area for each teacher preparation provider. "Subject area" refers to the subject area category in which the program completer is prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H)(iii))

Note: This section is preloaded from Institution and Program Report Card (IPRC) data.

Teacher	Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends	Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom	Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects	Prospective general education teachers are prepared to provide instruction to students with disabilities	Prospective general education teachers are prepared to provide instruction to limited English proficient students	Prospective general education teachers are prepared to provide instruction to students from low-income families	Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable
---------	--	--	---	--	---	---	--

Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No

Section II: Assessing Program Performance

Instructions: Each state must conduct an assessment to identify low-performing teacher preparation programs, and must provide an annual list of low-performing programs and those at risk of being low performing (these programs are to be identified in Section I. List of Programs). States are also required to describe the assessment to identify low-performing programs. In this section, describe the state criteria for assessing the performance of teacher preparation programs in the state. Include indicators of academic content knowledge and teaching skills of prospective teachers enrolled in such program. (§205(b)(1)(F), §207(a))

Note: This section is preloaded from the state's prior year State Report Card.

1. Check each criterion your state uses to assess the performance of teacher preparation programs:
 - Accreditation or State Review Rating
 - Pass rates on state assessments required for a teaching credential
 - Other indicators of program participants' academic content knowledge
 - Indicators of program participants' teaching skills (such as clinical practice evaluations)
 - Increasing professional development opportunities for teachers
 - Improving K-12 student academic achievement
 - Raising the standards for entry into the teaching profession

- Other criteria. (If yes, describe_____)
2. Check each criterion your state uses to identify at-risk or low-performing teacher preparation programs, and provide applicable benchmarks or measures.
- Accreditation or State Review Rating¹
Provide the rating that results in an “at risk” designation: ex. Accreditation with Stipulations
Provide the rating that results in a “low-performing” designation: ex. Probation
 - Pass rates on state assessments required for a teaching credential
Provide the pass rate benchmark that results in an “at risk” designation: ex. Below 80%
Provide the pass rate benchmark that results in a “low-performing” designation: ex. Below 70%
 - Other indicators of program participants' academic content knowledge
Provide the measures used: ex. GPA in content area coursework Benchmark/data ex. Average GPA of 3.0
 - Indicators of program participants' teaching skills (such as clinical practice evaluations)
Provide the measure used: ex. Student teaching evaluation scores. Benchmark/data ex. Average score of 3/5
 - Increasing professional development opportunities for teachers
Provide the measure used: ex. Number of PD courses offered. Benchmark/data ex. 5 courses
 - Improving K-12 student academic achievement
Provide the measure used: ex. Student growth on assessments Benchmark/data ex. Average gain of 30 points
 - Raising the standards for entry into the teaching profession
Provide the measures used: ex. Required minimum GPA Benchmark/data ex. Minimum GPA of 3.0
 - Other criteria? If yes, describe: _____

¹ If the state uses accreditation or state review ratings as a criterion, the state should only select other criteria if the state uses those criteria in addition to the accreditation or state review rating, and not to indicate those criteria are used within the accreditation or state review process.

SECTION III: TEACHING CREDENTIALS

Instructions: Provide the total number of persons receiving an initial teaching credential in the state, and the subset of those who completed their teacher preparation programs in another state. (§205(b)(1)(H))

Note: States enter the data in this section of the report each year.

Total number of persons receiving an initial teaching credential in the state	
Subset of persons receiving an initial teaching credential in the state who completed their teacher preparation program in another state	

CREDENTIAL REQUIREMENTS

Instructions: List each teaching credential (certificate, license or other) currently issued by the state and answer the questions about each. Include all teaching credentials including initial, emergency, temporary, provisional, permanent, professional and master teacher licenses as well as any credentials given specifically to those participating in or completing alternative route programs. Do not include credentials for principals, administrators, social workers, guidance counselors, speech/language pathologists or any other school support personnel. Note that this section is intended to capture the types of credentials offered in each state, and not the subject areas of the credentials. (§205(b)(1)(B))

1. Credential name:
2. Is this an initial credential?
3. Is this an emergency, temporary or provisional credential?
4. Is this credential given only to alternative routes to teacher certification participants or completers?
5. Is this credential given only to career/technical education teachers?
6. Is this a permanent credential?
7. Duration of credential (in years):
8. Is this credential renewable? If yes:
 - a. How many times?
 - b. Renewal duration (in years)
 - c. Renewal requirements: _____
9. Is a bachelor's degree required?
10. Is a master's degree or higher required?
11. Is a bachelor's degree in education required?
12. Is this certificate granted at the elementary level? If yes:
 - a. What is the grade span covered by this credential?
 - b. Is a bachelor's degree in a subject area or academic content area (other than elementary education) required?

13. Is this certificate granted at the elementary level? If yes:
 - a. What is the grade span covered by this credential?
 - b. Is a bachelor's degree in a subject area or academic content area (other than elementary education) required?
14. Is this credential granted at the middle school level? If yes:
 - a. What is the grade span covered by this credential?
 - b. Is a bachelor's degree in a subject area or academic content area required?
15. Is this credential granted at the secondary level? If yes:
16. Is completion of a state-approved teacher education program required?
17. Is there a credit hour requirement for pedagogy, professional knowledge and/or professional education coursework?
18. Is there a grade point average (GPA) requirement for general and/or professional education coursework?
19. Are tests or assessments required?
20. Are performance assessment (such as portfolios) required?
21. Is there a recency of credit requirement?
22. Are passing state prescribed coursework and/or written assignments required?
23. Is professional employment as a teacher required?
24. Is passing National Board of Professional Teaching Standards required?
25. Is completion of a supervised clinical experience required?
26. Is participation in a mentoring program required?
27. Of fingerprinting, background check or police record examination, which are required?
28. Are there any other requirements?

SECTION IV: STANDARDS AND CRITERIA

- Instructions: Complete the following questions regarding teacher standards and criteria for an initial teaching credential in your state. (§205(b)(1)(A), §205(b)(1)(B), §205(b)(1)(C))
- Note: This section is preloaded from the state's prior year State Report Card.

1. Has the state developed standards that prospective teachers must meet in order to attain an initial teacher credential?
2. Is there a unique, overarching set of teacher standards that currently applies to all teaching fields and grade levels?
3. Are there distinct state teacher standards for early childhood education (birth through age 6)?

4. Are there distinct state teacher standards for early elementary education (grades K-3)?
5. Are there distinct state teacher standards for upper elementary education (grades 4-6)?
6. Are there distinct state teacher standards for middle grades education?
7. Are there distinct state teacher standards for secondary education?
8. Were the standards of any national organizations used, modified or referenced in the development of the state teacher standards? Check all that apply. INTASC_____ NCATE_____ CAEP_____ NNPTS_____ Specialized Professional Associations (SPAs)_____ Other _____ (describe_____)
9. Specify where there are state teacher standards for the following specific teaching fields and grade levels:

Teaching field	Grade level					
	All levels	Early childhood	Grades K-3	Grades 4-6	Middle grades	Secondary grades
Arts						
Bilingual education, ESL						
English/language arts						
Foreign languages						
Mathematics						
Science						
History						
Geography						
Civics/government						
Economics						
Social studies						
Special education						
Technology in teaching						
Vocational/technical education						
Other (specify:_____)						

10. Provide a description of the reliability and validity of the teacher certification and licensure assessments, and any other state certification and licensure requirements.
11. Describe how the assessments and requirements described above aligned with the State's challenging academic content standards required under section 1111(b)(1) of ESEA, and, as applicable, early learning standards for early childhood education programs?

SECTION V: ASSESSMENT INFORMATION, PASS RATES, AND SCALED SCORES

Assessment Information

Instructions: Provide the information in the following tables on the performance of participants of each teacher preparation provider on each teacher credential assessment used by your state. (§205(b)(1)(D), §205(b)(1)(E))

Key Terms: nonclinical coursework, pass rates, scaled score, teacher credential assessment

Note: This section is preloaded from Institution and Program Report Card (IPRC) data.

Program type	Assessment code	Assessment name	Testing company	Low score	High score	Cut score

Pass rates and scaled scores

Instructions: Provide the information in the following tables on the performance of participants of each teacher preparation provider on each teacher credential assessment used by your state. (§205(b)(1)(D), §205(b)(1)(E))

Key Terms: nonclinical coursework, pass rates, scaled score, teacher credential assessment

Note: This section is preloaded from Institution and Program Report Card (IPRC) data.

ASSESSMENT PASS RATES (complete this table for each program type)

Teacher Preparation Provider	Assessment code	Assessment name	Group	Number taking test	Average scaled score	Number passing test	Pass rate (%)	State Average pass rate (%)	State Average scaled score
			All enrolled students who have completed all nonclinical coursework						
			Other enrolled students						
			All program completers (current year)						
			All program completers (prior year)						
			All program completers (second prior year)						
Statewide average									

SUMMARY PASS RATES (complete this table for each program type)

Teacher Preparation Provider	Group	Number taking one or more required tests	Number passing all tests taken	Pass rate (%)	State Average pass rate (%)
	All program completers (current year)				
	All program completers (prior year)				
	All program completers (second prior year)				
Statewide average					

SECTION VI: ALTERNATIVE ROUTES

Instructions: For all state-approved alternative routes to a teaching credential, including any such routes operated by entities that are not IHEs, list each alternative route and answer the questions about each route. (§205(b)(1)(E))

Key Terms: alternative route to a teaching credential

Note: This section is preloaded from the state's prior year State Report Card.

1. Alternative route name:
2. Is this alternative route limited to teaching certain subject areas or grade levels? If yes, please specify.
3. Is this alternative route designed to address critical shortage areas? If yes, please specify.
4. Maximum number of years allowed to complete alternative route program:
5. Is a teaching license issued to an individual participating in this route? If yes, please specify.
6. Is a bachelor's degree required?
 - Yes, a bachelor's degree is required for entry into the alternative route.
 - Yes, a bachelor's degree is required for alternative route completion.
 - No bachelor's degree is required for the alternative route.
 - a. If yes, is a bachelor's degree in a subject area required?
7. Are pedagogy or professional knowledge classes required?
8. Is there a credit hour requirement for general and/or professional education coursework?
9. Is there a grade point average (GPA) requirement for general and/or professional education coursework?
10. Are tests or assessments required?

11. Is professional employment as a teacher required during completion of the alternative route?
12. Is completion of a supervised clinical experience required? If yes, please describe.
13. Is professional development or continuing education experience required?
14. Is participation in a mentoring program required?
15. Is there a service requirement upon completion of this alternative route? If yes, please specify:
 - a. Teaching in a high-needs school? How many years: _____
 - b. Teaching in a critical shortage area? How many years: _____
16. Who administers the alternative route:

state		institution of higher education		district	
<input type="checkbox"/>	non-profit or private organization	<input type="checkbox"/>	other (specify: _____)	<input type="checkbox"/>	

a) If the alternative route is administered by institutions of higher education, which institutions offer this alternative route?

17. Are there any other requirements? Please specify.
18. Website: _____

SECTION VII: TEACHER SHORTAGES AND TEACHER PREPARATION

Instructions: Answer the following questions regarding how teacher preparation programs in your state are addressing shortages and preparation of teachers. (§205(b)(1)(I), §205(b)(1)(J), §205(b)(1)(L)).

Note: This section is preloaded from the state's prior year State Report Card.

Provide a description of the extent to which teacher preparation programs are addressing shortages of teachers who meet the applicable state certification and licensure requirements, by area of credential, subject, and specialty, in the state's public schools. credential, subject, and specialty, in

the state's public schools.

Provide a description of the extent to which teacher preparation programs in the state prepare teachers, including general and special education teachers, to teach students with disabilities effectively, including training related to participation as a member of individualized education program team. effectively, including training related to participation as a member of individualized education program team.

Provide a description of the extent to which teacher preparation programs in the state prepare teachers, including general and special education teachers, to effectively teach students who are limited English proficient.

SECTION VIII: TECHNOLOGY

Instructions: Answer the following questions regarding how teacher preparation programs in your state use technology. (§205(b)(1)(K))

Key Terms: universal design for learning

Note: This section is preloaded from the state's prior year State Report Card.

Provide a description of the activities that prepare teachers to integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning; and use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

SECTION IX: IMPROVEMENT EFFORTS

Instructions: List and describe any steps taken by the state during the past year to improve the quality of the current and future teaching force. (§205(d)(2)(A))

Note: This section is preloaded from the state's prior year State Report Card.

Check the activities and initiatives in which the state is engaging to improve the quality of the current and future teaching force. Check all that apply.

Implementing or strengthening educator standards	<input type="checkbox"/>
Implementing or strengthening educator preparation program review and/or continuous improvement processes	<input type="checkbox"/>
Implementing or strengthening career ladders for educators	<input type="checkbox"/>
Implementing or strengthening educator recruitment efforts	<input type="checkbox"/>
Implementing or strengthening professional development opportunities and/or requirements	<input type="checkbox"/>
Providing technical assistance to educator preparation programs	<input type="checkbox"/>
Creating collaborative networks for educators	<input type="checkbox"/>
Streamlining educator certification processes	<input type="checkbox"/>
Strengthening educator evaluation processes	<input type="checkbox"/>
Offering grant programs related to improving the teaching force	<input type="checkbox"/>
Other	<input type="checkbox"/>

For any box checked above, describe the steps taken by the state during the past year to improve the quality of the current and future teaching force.

SUPPLEMENTAL INFORMATION (OPTIONAL)

Instructions: Please use this space to provide any supplemental information to support your State Report Card.

Note: This section is preloaded from the state's prior year State Report Card.

CERTIFICATION

I certify that, to the best of my knowledge, the information in this report, including information about low performing teacher preparation programs and programs at risk of being low performing, is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

Signature

Name of responsible representative for the state

Title

Certification of review of submission:

Signature

Name of reviewer

Title

GLOSSARY OF KEY TERMS:

Academic major:	The actual major(s) declared by the program completer. Post-baccalaureate programs should report on the undergraduate major or the academic major of the most recent degree earned by the prospective teacher.
Academic year:	A period of 12 consecutive months, starting September 1 and ending August 31.
Adjunct Faculty Supervising Clinical Experience:	Teacher preparation provider staff (whether teachers or other educational leaders) who are engaged with the teacher-candidates during their supervised clinical experience, in terms of spending time observing or supervising candidates or discussing the clinical experience with candidates or other teacher preparation program faculty.
Alternative route to a teaching credential:	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.
Cooperating Teachers/ PreK-12 Staff Supervising Clinical Experience:	PreK-12 staff who teach in the classrooms in which candidates are placed for clinical experiences, who are engaged with teacher-candidates during their supervised clinical experience, in terms of observing or supervising candidates or discussing the clinical experience with candidates or other teacher preparation program faculty.
Enrolled student:	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 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 (see "program completer").
Faculty supervising clinical experience:	All persons whom the institution regards as having faculty status, who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching and who have an administrative link or relationship to the teacher preparation program.
Full-time equivalent faculty:	Each faculty member who is employed full-time by the IHE counts as 1. Each faculty member who is employed part-time by the IHE is counted in proportion with the amount of time the individual is employed (for example, a faculty member who is employed half-time is counted as .5).

GLOSSARY OF KEY TERMS CONT'D:

Individualized education program team:	The term `individualized education program team' or `IEP Team' means a group of individuals composed of the parents of a child with a disability; not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment); not less than one special education teacher, or where appropriate, not less than one special education provider of such child; a representative of the local educational agency who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; is knowledgeable about the general education curriculum; and is knowledgeable about the availability of resources of the local educational agency; an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above; at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and whenever appropriate, the child with a disability.
Nonclinical coursework:	Any course in the teacher preparation program curriculum that focuses on content, such as academic subject matter, and does not require students to participate in the activities of supervised clinical experience as described in the glossary definition may be counted as nonclinical coursework. The curriculum policies of each state and its institutions will identify coursework that is nonclinical or clinical. See supervised clinical experience
Pass rate	The percentage of students who passed assessment(s) taken for an initial teaching credential in the field of preparation. <ul style="list-style-type: none">• Single assessment pass rate: The percentage of students who passed the assessment among all who took the assessment.• Summary pass rate: 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.

GLOSSARY OF KEY TERMS CONT'D:

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 a numerical comparison between 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. Scaled scores are particularly useful for comparing test scores over time, such as measuring semester-to-semester and year-to-year growth of individual students or groups of students in a content area. However, within the same test, different content areas are typically on different scales, so a scaled score of 24 in Mathematics may not mean the same as a scaled score of 24 in Reading.
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.
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 IHE or other organization that is authorized by the state to prepare teachers.
Universal design for learning:	A scientifically valid framework for guiding educational practice that provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

APPENDIX C: (HEA) TITLE II INSTITUTIONAL AND PROGRAM REPORT CARD ON THE QUALITY OF TEACHER PREPARATION IPRC



Higher Education Act of 1965, as amended in 2008 by the Higher Education Opportunity Act
HEA Title II
(HEA) Title II Institutional and Program Report Card on the Quality of Teacher Preparation
IPRC

Office of Postsecondary Education
U.S. Department of Education

Instructions

This reporting system is a mechanism by which institutions of higher education and other state-approved teacher preparation programs meet the new reporting requirements on teacher preparation, certification, and licensing mandated by Title II of the Higher Education Act, as amended in 2008. The Office of Postsecondary Education is responsible for assisting institutions and states in fulfilling the requirements and for issuing the annual report to Congress.

Section 205 of Title II of the Higher Education Opportunity Act mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress.

OMB Control Number: 1840-0744

Expires: 6/30/2024

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0744. Public reporting burden for this collection of information is estimated to average 146 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is mandatory Public Law 110-305, section 205, Higher Education Act of 1965, as amended in 2008, and the Consolidated and Further Continuing Appropriations Act, 2015 (PL 113-235). If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact U.S. Department of Education, Freddie Cross, 400 Maryland Ave., SW, Washington, DC 20202, Freddie.cross@ed.gov or (202) 453-7224 directly.

General Guidance

Quick Reference Links

- A Glossary of Key Terms used in the State Report Card is available below, and is referenced throughout the report.

The Institutional and Program Report Card (IPRC) reporting system is an online tool by which Institutions of Higher Education (IHEs) and other organizations with state-approved teacher preparation programs can meet the annual Title II reporting requirements on teacher preparation, certification and licensing.

The IPRC requires information on teacher preparation programs that prepare candidates for an initial teaching credential. When completing your report, do not include candidates who already have a teaching credential and are completing a program to earn additional licenses or endorsements. The IPRC does not collect information for candidates seeking administrative or counseling credentials who are completing programs for administrators, guidance counselors, or other school staff other than classroom teachers (e.g., administrators, guidance counselors).

IHEs with only traditional teacher preparation programs will submit one report for traditional programs. IHEs with only alternative routes will submit one report for alternative programs. IHEs with both traditional and alternative programs will submit two reports—one for traditional programs and one for alternative programs. The two reports are identical; the only distinction is the type of program reporting.

General reminders about IHE Title II reporting:

- Your report is due on or before [date].
- You are encouraged to use the text boxes throughout the report and the optional Contextual Information section to provide additional information describing your teacher preparation program and to provide further context for the data.
- Several sections are preloaded from the prior year's IPRC, if one was submitted. Review these sections, and update them as needed.

Glossary of Key Terms:

Academic major

The actual major(s) declared by the program completer.

Academic year

TA period of 12 consecutive months, starting September 1 and ending August 31.

Adjunct Faculty Supervising Clinical Experience

Teacher preparation provider staff (whether teachers or other educational leaders) who are engaged with the teacher-candidates during their supervised clinical experience, in terms of spending time observing or supervising candidates or discussing the clinical experience with candidates or other teacher preparation program faculty.

Alternative route to a teaching credential

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.

Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience

PreK-12 staff who teach in the classrooms in which candidates are placed for clinical experiences, who are engaged with teacher-candidates during their supervised clinical experience, in terms of observing or supervising candidates or discussing the clinical experience with candidates or other teacher preparation program faculty.

Enrolled student

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 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 (see “program completer”).

Faculty supervising clinical experience

All persons whom the institution regards as having faculty status, who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching and who have an administrative link or relationship to the teacher preparation program.

Full-time equivalent faculty Each faculty member who is employed full-time by the IHE counts as 1. Each faculty member who is employed part-time by the IHE is counted in proportion with the amount of time the individual is employed (for example, a faculty member who is employed half-time is counted as .5).

Individualized education program team

The term ‘individualized education program team’ or ‘IEP Team’ means a group of individuals composed of the parents of a child with a disability; not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment); not less than one special education teacher, or where appropriate, not less than one special education provider of such child; a representative of the local educational agency who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; is knowledgeable about the general education curriculum; and is knowledgeable about the availability of resources of the local educational agency; an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above; at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and whenever appropriate, the child with a disability.

IPEDS ID

IPEDS is the Integrated Postsecondary Education Data System. It is a system of interrelated surveys conducted annually by the U.S. Department of Education's National Center for Education Statistics (NCES). IPEDS gathers information from every college, university, and technical and vocational institution that participates in the federal student financial aid programs. Users who do not know their IPEDS ID may search for their institution at <https://nces.ed.gov/collegenavigator/>. Teacher preparation providers that are not based in a college, university, or technical or vocational institution that participates in the federal student financial aid programs may not have an IPEDS ID, and can indicate that in the available text box.

Nonclinical coursework

Any course in the teacher preparation program curriculum that focuses on content, such as academic subject matter, and does not require students to participate in the activities of supervised clinical experience as described in the glossary definition may be counted as nonclinical coursework. The curriculum policies of each state and its institutions will identify coursework that is nonclinical or clinical. See supervised clinical experience.

Pass rate

The percentage of students who passed assessment(s) taken for an initial teaching credential in the field of preparation.

- Single assessment pass rate: The percentage of students who passed the assessment among all who took the assessment.
- Summary pass rate: 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.

Quantifiable goal

A quantifiable goal is a clear, specific milestone by which programs can measure progress towards increasing the number of prospective teachers in shortage areas. A specific, quantifiable goal must include a measurable value. For example, instead of "increase program enrollment," which is not a specific, quantifiable goal, a program could set a goal to "increase program enrollment by five participants."

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 a numerical comparison between 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. Scaled scores are particularly useful for comparing test scores over time, such as

measuring semester-to-semester and year-to-year growth of individual students or groups of students in a content area. However, within the same test, different content areas are typically on different scales, so a scaled score of 24 in Mathematics may not mean the same as a scaled score of 24 in Reading.

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.

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 IHE or other organization that is authorized by the state to prepare teachers.

Universal design for learning

A scientifically valid framework for guiding educational practice that provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

Institution Information

Key Terms: Academic year, IPEDS ID

IPEDS ID: _____

If no IPEDS ID, please provide an explanation: _____

Address: _____

City: _____ State: _____ Zip: _____

Salutation: _____ First name: _____ Last name: _____

Phone: () _____ - _____

Email: _____

SECTION I: PROGRAM INFORMATION

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. (§205(a)(C))

Key Terms: teacher preparation program

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher preparation programs*	UG, PG, or Both
ex. 13.1210	ex. Early Childhood Education	PG
ex. 13.1305	ex. Teacher Education - English/ Language Arts	Both
ex. 13.1311	ex. Teacher Education - Mathematics	UG

Total number of programs: 3 [auto-calculated]

*Teacher preparation program categories include: Special Education; Early Childhood Education; Elementary Education; Teacher Education – Agriculture; Teacher Education – Art; Teacher Education – Business; Teacher Education – English/Language Arts; Teacher Education – Foreign Language; Teacher Education – Health; Teacher Education – Family and Consumer Sciences/Home Economics; Teacher Education – Technology/Industrial Arts, Trade and Industrial; Teacher Education – Mathematics; Teacher Education – Music; Teacher Education – Physical Education and Coaching; Teacher Education – Reading; Teacher Education –General Science; Teacher Education – Biology; Teacher Education – Chemistry; Teacher Education – Physics; Teacher Education – Earth Science; Teacher Education – Social Studies and Social Sciences; Teacher Education – Computer Science; Teacher Education – Drama and Dance; Teacher Education – History; Teacher Education – Speech; Teacher Education – English as a Second Language; Junior High/Intermediate/Middle School Education and Teaching, General Education (alternative programs/programs providing pedagogy only); and Other.

Total number of teacher preparation programs:

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. (§205(a)(1)(C)(i))

Key Terms: Full-time equivalent faculty supervising clinical experience, Adjunct faculty supervising clinical experience, Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience, Supervised clinical experience

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the undergraduate level?

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or clear responses already entered) then click save at the bottom of the page.

Element	Admission	Completion
Transcript		
Fingerprint check		
Background check		
Minimum number of courses/credits/semester hours completed		
Minimum GPA		
Minimum GPA in content area coursework		
Minimum GPA in professional education coursework		
Minimum ACT score		
Minimum SAT score		
Minimum basic skills test score		
Subject area/academic content test or other subject matter verification		
Recommendation(s)		
Essay or personal statement		
Interview		
Other (Specify: _____)		

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the postgraduate level?

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or clear responses already entered) then click save at the bottom of the page.

Element	Admission	Completion
Transcript		
Fingerprint check		
Background check		
Minimum number of courses/credits/semester hours completed		
Minimum GPA		
Minimum GPA in content area coursework		
Minimum GPA in professional education coursework		
Minimum ACT score		
Minimum SAT score		
Minimum basic skills test score		
Subject area/academic content test or other subject matter verification		
Recommendation(s)		
Essay or personal statement		
Interview		
Other (Specify: _____)		

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:

Supervised Clinical Experience

Provide the following information about supervised clinical experience in [academic year]. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Are there programs with student teaching models?

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	
Number of clock hours required for student teaching	

Are there programs in which candidates are the teacher of record?

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock 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	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) <i>[Link to optional tool for automatically calculating full-time equivalent faculty in the system]</i>	
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	
Number of students in supervised clinical experience during this academic year	

Please provide any additional information about or description of the supervised clinical experiences:

Optional tool for automatically calculating full-time equivalent faculty in the system

Enter the number of faculty supervising clinical experience who are employed full-time (100%) by the IHE, the number of faculty supervising clinical experience who are employed half-time (50%) by the IHE, and, for any other part-time faculty supervising clinical experience, indicate the number of faculty and the percentage that represents the part-time employment rate for those faculty members (for example, 25% for a faculty member employed at a quarter of the time compared to a full-time faculty member).

Employment Rate (%)	Number of faculty
100% (Full-time)	
50% (Half-time)	
Ex. 75%	
Ex. 25%	
NUMBER OF FULL-TIME EQUIVALENT FACULTY SUPERVISING CLINICAL EXPERIENCE	[Auto-generated]

ENROLLMENT AND PROGRAM COMPLETERS

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. (§205(a)(1)(C)(ii))

Key Terms: enrolled student, program complete

Total

Total number of individuals enrolled	
Subset of program completers	

Gender	Total Enrolled	Subset of Program Completers
Male		
Female		
Non-Binary/Other		
No Gender Reported		

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native		
Asian		
Black or African American		
Hispanic/Latino of any race		
Native Hawaiian or Other Pacific Islander		
White		
Two or more races		
No Race/Ethnicity Reported		

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key Terms: academic major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for [academic year].

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Key Terms: academic major

No teachers prepared in [academic year]

If your program has no teachers prepared, check the box above and leave the table below blank (or clear responses already entered).

CIP Code	Subject Area	Number prepared
13.10	Special Education	
13.1210	Early Childhood Education	
13.1202	Elementary Education	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	

CIP Code	Subject Area	Number prepared
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/ Home Economics	
13.1309 and 13.1320	Teacher Education - Technology/Industrial Arts, Trade and Industrial	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education – General Science	
13.1322	Teacher Education – Biology	
13.1323	Teacher Education – Chemistry	
13.1329	Teacher Education – Physics	
13.1337	Teacher Education – Earth Science	
13.1317 and 13.1318	Teacher Education - Social Studies and Social Sciences	
13.1321	Teacher Education - Computer Science	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1331	Teacher Education - Speech	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other (Specify: _____)	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for [academic year].

For the purposes of this section, number prepared means the number of program completers.

"Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

Does this teacher preparation provider grant degrees upon completion of its programs?

No teachers prepared in [academic year]

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or clear responses already entered).

CIP Code	Academic Major (education majors)	Number prepared
13.10	Special Education	
13.1210	Early Childhood Education	
13.1202	Elementary Education	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309 and 13.1320	Teacher Education - Technology/Industrial Arts, Trade and Industrial	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education – General Science	
13.1322	Teacher Education – Biology	
13.1323	Teacher Education – Chemistry	
13.1329	Teacher Education – Physics	
13.1337	Teacher Education – Earth Science	
13.1317 and 13.1318	Teacher Education - Social Studies and Social Sciences	
13.1321	Teacher Education - Computer Science	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1331	Teacher Education - Speech	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other (Specify: _____)	
	Academic Major (non-education majors) Number prepared	
24	Liberal Arts/Humanities	
42	Psychology	
45	Social Sciences	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
12	Personal and Culinary Services	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
50	Visual and Performing Arts	
54	History	

CIP Code	Academic Major (education majors)	Number prepared
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
23	English Language/Literature	
38	Philosophy and Religious Studies	
01	Agriculture	
09	Communication or Journalism	
14	Engineering	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
40	Physical Sciences	
52	Business/Management/Marketing	
11	Computer and Information Sciences	
38	Philosophy and Religious Studies	
25	Library Science	
30	Multi/Interdisciplinary Studies	
41	Science Technologies/Technicians	
44	Public Administration and Social Service Professions	
51	Health Professions and Related Clinical Sciences	
47	Mechanic and Repair Technologies	
46	Construction	
99	Other (Specify: _____)	

Program Assurances

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. (§205(a)(1)(A)(iii); §206(b))

Note: This section is preloaded from the prior year's IPRC.

Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes/No	Yes/No	Yes/No/ Program does not prepare special education teachers	Yes/No	Yes/No	Yes/No	Yes/No
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Describe your institution's most successful strategies in meeting the assurances listed above:

Section II: Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(i), §205(a)(1)(A)(ii), §206(a))

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key Terms: quantifiable goals

Annual Goals: Mathematics

Report progress on last year's goal [academic year] (first two rows preloaded from prior year's IPRC)

1. Did your program prepare teachers in mathematics in [last academic year]?

If no, leave remaining questions for [last academic year] blank (or clear responses already entered).

2. Describe your goal.

3. Did your program meet the goal?

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review current year's goal [academic year] (preloaded from prior year's IPRC and locked for review only)

7. Is your program preparing teachers in mathematics in [current academic year]? If no, leave the next question blank.

8. Describe your goal.

Set next year's goal [academic year] (teacher preparation provider enters a new goal for the next year)

9. Will your program prepare teachers in mathematics in [next academic year]? If no, leave the next question blank.

10. Describe your goal.

Annual Goals: Science

Report progress on last year's goal [academic year] (first two rows preloaded from prior year's IPRC)

1. Did your program prepare teachers in science in [last academic year]?

If no, leave remaining questions for [last academic year] blank (or clear responses already entered).

2. Describe your goal.

3. Did your program meet the goal?

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review current year's goal [academic year] (preloaded from prior year's IPRC and locked for review only)

- 7. Will your program prepare teachers in science in [next academic year]? If no, leave the next question blank.
- 8. Describe your goal.

ANNUAL GOALS: SPECIAL EDUCATION

Report progress on last year's goal [academic year] (first two rows preloaded from prior year's IPRC)

- 1. Did your program prepare teachers in special education in [last academic year]?
If no, leave remaining questions for [last academic year] blank (or clear responses already entered).
- 2. Describe your goal.

- 3. Did your program meet the goal?
- 4. Description of strategies used to achieve goal, if applicable:

- 5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:
- 6. Provide any additional comments, exceptions and explanations below:

Review current year's goal [academic year] (preloaded from prior year's IPRC and locked for review only)

7. Is your program preparing teachers in special education in [current academic year]? If no, leave the next question blank.

8. Describe your goal.

Set next year's goal [academic year] (teacher preparation provider enters a new goal for the next year)

9. Will your program prepare teachers in special education in [next academic year]? If no, leave the next question blank.

10. Describe your goal.

Annual Goals: Instruction of Limited English Proficient Students

Report progress on last year's goal [academic year] (first two rows preloaded from prior year's IPRC)

1. Did your program prepare teachers in instruction of limited English proficient students in [last academic year]?

If no, leave remaining questions for [last academic year] blank (or clear responses already entered).

2. Describe your goal.

3. Did your program meet the goal?

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review current year's goal [academic year] (preloaded from prior year's IPRC and locked for review only)

7. Is your program preparing teachers in instruction of limited English proficient students in [current academic year]? If no, leave the next question blank.

8. Describe your goal.

Set next year's goal [academic year] (teacher preparation provider enters a new goal for the next year)

9. Will your program prepare teachers in instruction of limited English proficient students in [next academic year]? If no, leave the next question blank.

10. Describe your goal.

SECTION III: PROGRAM PASS RATES

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect

to an average pass rate and scaled score on each state credential assessment taken over a three-year period. (§205(a)(1)(B))

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key Terms: pass rate, scaled score, teacher credential assessment

Assessment Pass Rates

Assessment code- Assessment name Test company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
All enrolled students who have completed all nonclinical courses				
Other enrolled students,				
All program completers				
All program completers, (prior year)				
All program completers, (two prior years)				

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All enrolled students who have completed all nonclinical courses			
Other enrolled students,			
All program completers			
All program completers, (prior year)			
All program completers, (two prior years)			

SECTION IV: LOW-PERFORMING

Provide the following information about the approval or accreditation of your teacher preparation program. (§205(a)(1)(D), §205(a)(1)(E))

Note: This section is preloaded from the prior year's IPRC.

(1) Is your teacher preparation program currently approved or accredited? ___ Yes ___ No

If yes, please specify the organization(s) that approved or accredited your program:

___ State ___ CAEP ___ AAQEP ___ Other (Specify:___)

(2) Is your teacher preparation program currently under a designation as "low-performing" by the state? ___ Yes ___ No

SECTION V: USE OF TECHNOLOGY

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

--

Does your program prepare teachers to:

(A) integrate technology effectively into curricula and instruction

___ Yes ___ No

(B) use technology effectively to collect data to improve teaching and learning

___ Yes ___ No

(C) use technology effectively to manage data to improve teaching and learning

___ Yes ___ No

(D) use technology effectively to analyze data to improve teaching and learning

___ Yes ___ No

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

SECTION VI: TEACHER TRAINING

Provide the following information about your teacher preparation program. (§205(a)(1)(G))

Note: This section is preloaded from the prior year's IPRC.

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively.	b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act.	c. Effectively teach students who are limited English proficient.

2. Does your program prepare special education teachers? ___ Yes ___ No

If yes, provide a description of the activities that prepare special education teachers to:

a. Teach students with disabilities effectively.	b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act.	c. Effectively teach students who are limited English proficient.

Contextual information

On this page, review the contextual information about your program, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Link Text

Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete

and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

_____ Name of responsible representative for teacher preparation program
 _____ Title

Certification of review of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

_____ Name of reviewer
 _____ Title



SUPPLEMENTAL 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: 2019–20

Subject area	Program type		
	Traditional	Alternative IHE	Alternative non-IHE
Elementary education	49,561	4,842	6,724
Special education	19,436	4,437	4,235
Early childhood education	16,787	1,063	3,188
English/Language arts	8,736	1,485	2,321
Mathematics	6,302	1,094	1,752
Social Studies	6,039	700	1,525
English as a second language	5,743	596	1,269
General Science	3,001	755	1,626
Biology	2,323	600	463
Chemistry	756	222	150
Earth Science	522	56	110
Physics	365	97	441
Computer Science	36	23	23

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, 2019–20.

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 2019–20

State or jurisdiction and program type	Academic year								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	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	601,467	-91,373	-13.2	1,149	0.2	42,107	7.5
Traditional	607,868	543,896	495,962	475,692	465,694	455,332	415,961	420,653	-187,215	-30.8	-55,039	-11.6	4,692	1.1
Alternative IHE	38,392	39,377	38,814	39,346	48,546	52,083	48,878	51,810	13,418	34.9	12,464	31.7	2,932	6.0
Alternative non-IHE	46,580	51,669	54,808	85,280	90,024	101,335	94,521	129,004	82,424	177.0	43,724	51.3	34,483	36.5
Alabama	8,784	7,637	7,334	7,600	7,528	6,676	5,729	5,784	-3,000	-34.2	-1,816	-23.9	55	1.0
Traditional	6,645	5,823	5,423	5,602	5,554	5,225	4,569	4,559	-2,086	-31.4	-1,043	-18.6	-10	-0.2
Alternative IHE	1,663	1,375	1,424	1,602	1,381	1,451	1,160	1,225	-438	-26.3	-377	-23.5	65	5.6
Alternative non-IHE	476	439	487	396	593	0	0	0	-476	-100.0	-396	-100.0	0	†
Alaska	959	959	899	838	963	875	665	730	-229	-23.9	-108	-12.9	65	9.8
Traditional	927	931	899	838	963	875	665	730	-197	-21.3	-108	-12.9	65	9.8
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	32	28	0	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	38,262	-10,078	-20.8	7,961	26.3	2,343	6.5
Traditional	47,112	42,125	28,890	28,975	38,339	39,765	33,534	35,742	-11,370	-24.1	6,767	23.4	2,208	6.6
Alternative IHE	1,118	963	1,000	1,197	1,318	1,844	1,784	1,620	502	44.9	423	35.3	-164	-9.2
Alternative non-IHE	110	127	200	129	28	301	601	900	790	718.2	771	597.7	299	49.8
Arkansas	8,511	7,424	6,035	5,641	5,471	5,801	5,506	5,914	-2,597	-30.5	273	4.8	408	7.4
Traditional	6,169	5,175	4,141	3,709	3,590	3,849	3,683	3,554	-2,615	-42.4	-155	-4.2	-129	-3.5
Alternative IHE	1,539	1,446	1,262	1,223	1,127	1,117	1,194	1,313	-226	-14.7	90	7.4	119	10.0
Alternative non-IHE	803	803	632	709	754	835	629	1,047	244	30.4	338	47.7	418	66.5
California	30,515	29,202	31,568	32,588	35,880	37,557	34,468	36,083	5,568	18.2	3,495	10.7	1,615	4.7
Traditional	27,058	25,184	27,111	27,076	28,118	28,630	26,761	27,766	708	2.6	690	2.5	1,005	3.8
Alternative IHE	2,575	3,230	3,761	4,616	6,555	7,453	6,312	6,588	4,013	155.8	1,972	42.7	276	4.4
Alternative non-IHE	882	788	696	896	1,207	1,474	1,395	1,729	847	96.0	833	93.0	334	23.9

TABLE S1.1. CONT'D

State or jurisdiction and program type	Academic year								2012-13 to 2019-20		2015-16 to 2019-20		2018-19 to 2019-20	
	'12-13	'13-14	'14-15	'15-16	'16-17	'17-18	'18-19	'19-'20	Amount	Percent change	Amount	Percent change	Amount	Percent change
Colorado	11,299	11,365	9,460	9,436	9,696	9,242	8,370	7,686	-3,613	-32.0	-1,750	-18.5	-684	-8.2
Traditional	10,344	9,921	8,024	8,036	8,316	7,966	6,967	6,433	-3,911	-37.8	-1,603	-19.9	-534	-7.7
Alternative IHE	291	803	699	644	525	551	825	723	432	148.5	79	12.3	-102	-12.4
Alternative non-IHE	664	641	737	756	855	725	578	530	-134	-20.2	-226	-29.9	-48	-8.3
Connecticut	5,788	5,243	4,878	4,221	4,519	4,798	4,616	3,993	-1,795	-31.0	-228	-5.4	-623	-13.5
Traditional	5,416	4,839	4,609	4,009	4,149	4,377	4,279	3,516	-1,900	-35.1	-493	-12.3	-763	-17.8
Alternative IHE	24	20	25	13	28	23	26	29	5	20.8	16	123.1	3	11.5
Alternative non-IHE	348	384	244	199	342	398	311	448	100	28.7	249	125.1	137	44.1
Delaware	3,604	2,749	2,574	2,456	1,686	1,893	1,960	2,726	-878	-24.4	270	11.0	766	39.1
Traditional	3,423	2,589	2,372	2,264	1,444	1,617	1,705	2,260	-1,163	-34.0	-4	-0.2	555	32.6
Alternative IHE	0	0	0	162	213	231	228	439	439	†	277	171.0	211	92.5
Alternative non-IHE	181	160	202	30	29	45	27	27	-154	-85.1	-3	-10.0	0	0.0
District of Columbia	1,736	1,792	1,907	2,233	1,923	2,947	2,854	3,205	1,469	84.6	972	43.5	351	12.3
Traditional	940	868	794	689	695	640	580	591	-349	-37.1	-98	-14.2	11	1.9
Alternative IHE	141	31	29	13	742	1,847	1,778	2,100	1,959	1389.4	2,087	16053.8	322	18.1
Alternative non-IHE	655	893	1,084	1,531	486	460	496	514	-141	-21.5	-1,017	-66.4	18	3.6
Florida	21,189	20,857	21,418	19,436	21,054	18,572	13,414	13,464	-7,725	-36.5	-5,972	-30.7	50	0.4
Traditional	16,360	15,366	14,928	13,450	13,417	11,468	8,261	8,425	-7,935	-48.5	-5,025	-37.4	164	2.0
Alternative IHE	3,539	4,029	4,569	4,071	5,276	3,941	1,934	1,991	-1,548	-43.7	-2,080	-51.1	57	2.9
Alternative non-IHE	1,290	1,462	1,921	1,915	2,361	3,163	3,219	3,048	1,758	136.3	1,133	59.2	-171	-5.3
Georgia	17,621	17,207	15,195	13,866	14,774	15,521	16,138	16,886	-735	-4.2	3,020	21.8	748	4.6
Traditional	16,554	15,446	13,364	11,945	12,465	13,012	13,367	14,096	-2,458	-14.8	2,151	18.0	729	5.5
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	1,067	1,761	1,831	1,921	2,309	2,509	2,771	2,790	1,723	161.5	869	45.2	19	0.7

TABLE S1.1. CONT'D

State or jurisdiction and program type	Academic year								2012-13 to 2019-20		2015-16 to 2019-20		2018-19 to 2019-20	
	'12-13	'13-14	'14-15	'15-16	'16-17	'17-18	'18-19	'19-'20	Amount	Percent change	Amount	Percent change	Amount	Percent change
Hawaii	1,991	2,005	2,016	1,796	1,637	1,677	1,737	1,706	-285	-14.3	-90	-5.0	-31	-1.8
Traditional	1,398	1,440	1,440	1,218	979	956	1,062	1,007	-391	-28.0	-211	-17.3	-55	-5.2
Alternative IHE	507	469	461	388	412	497	458	436	-71	-14.0	48	12.4	-22	-4.8
Alternative non-IHE	86	96	115	190	246	224	217	263	177	205.8	73	38.4	46	21.2
Idaho	7,184	6,590	4,168	5,002	4,389	4,067	3,703	4,142	-3,042	-42.3	-860	-17.2	439	11.9
Traditional	6,742	6,018	3,388	4,147	3,603	2,889	2,888	3,330	-3,412	-50.6	-817	-19.7	442	15.3
Alternative IHE	9	11	16	66	110	168	203	268	259	2877.8	202	306.1	65	32.0
Alternative non-IHE	433	561	764	789	676	1,010	612	544	111	25.6	-245	-31.1	-68	-11.1
Illinois	26,468	21,153	19,317	17,690	17,649	17,075	18,387	18,333	-8,135	-30.7	643	3.6	-54	-0.3
Traditional	25,387	20,242	18,751	17,280	17,298	16,614	17,929	17,616	-7,771	-30.6	336	1.9	-313	-1.7
Alternative IHE	941	773	498	410	351	461	458	717	-224	-23.8	307	74.9	259	56.6
Alternative non-IHE	140	138	68	0	0	0	0	0	-140	-100.0	0	†	0	†
Indiana	12,649	10,185	9,873	9,942	10,165	9,891	10,972	10,623	-2,026	-16.0	681	6.8	-349	-3.2
Traditional	10,768	8,058	7,784	7,510	7,583	7,134	8,073	7,367	-3,401	-31.6	-143	-1.9	-706	-8.7
Alternative IHE	1,881	2,127	2,089	2,432	2,571	2,530	2,415	2,493	612	32.5	61	2.5	78	3.2
Alternative non-IHE	0	0	0	0	11	227	484	763	763	†	763	†	279	57.6
Iowa	10,534	9,546	9,046	8,806	7,861	7,983	7,473	7,286	-3,248	-30.8	-1,520	-17.3	-187	-2.5
Traditional	10,525	9,499	8,980	8,726	7,765	7,897	7,381	7,209	-3,316	-31.5	-1,517	-17.4	-172	-2.3
Alternative IHE	9	47	66	80	96	86	92	77	68	755.6	-3	-3.8	-15	-16.3
Alternative non-IHE	0	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	7,111	-458	-6.1	120	1.7	1,101	18.3
Traditional	7,315	6,954	6,735	6,644	6,620	6,633	5,300	5,594	-1,721	-23.5	-1,050	-15.8	294	5.5
Alternative IHE	254	326	343	347	390	711	710	1,517	1,263	497.2	1,170	337.2	807	113.7
Alternative non-IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†

TABLE S1.1. CONT'D

State or jurisdiction and program type	Academic year								2012-13 to 2019-20		2015-16 to 2019-20		2018-19 to 2019-20	
	'12-13	'13-14	'14-15	'15-16	'16-17	'17-18	'18-19	'19-20	Amount	Percent change	Amount	Percent change	Amount	Percent change
Kentucky	14,430	10,181	7,216	6,856	6,884	6,984	6,760	7,398	-7,032	-48.7	542	7.9	638	9.4
Traditional	13,246	9,423	6,169	5,673	5,535	5,425	5,170	5,464	-7,782	-58.7	-209	-3.7	294	5.7
Alternative IHE	1,095	701	973	1,092	1,272	1,497	1,544	1,886	791	72.2	794	72.7	342	22.2
Alternative non-IHE	89	57	74	91	77	62	46	48	-41	-46.1	-43	-47.3	2	4.3
Louisiana	8,006	7,832	7,115	6,784	7,651	6,760	5,543	5,432	-2,574	-32.2	-1,352	-19.9	-111	-2.0
Traditional	4,342	4,058	3,780	3,469	3,399	3,257	3,041	2,720	-1,622	-37.4	-749	-21.6	-321	-10.6
Alternative IHE	2,445	2,166	1,975	1,738	1,561	1,659	1,224	953	-1,492	-61.0	-785	-45.2	-271	-22.1
Alternative non-IHE	1,219	1,608	1,360	1,577	2,691	1,844	1,278	1,759	540	44.3	182	11.5	481	37.6
Maine	2,730	2,503	2,478	2,680	2,516	2,259	2,130	2,203	-527	-19.3	-477	-17.8	73	3.4
Traditional	2,612	2,343	2,364	2,566	2,406	2,259	2,130	2,203	-409	-15.7	-363	-14.1	73	3.4
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	118	160	114	114	110	0	0	0	-118	-100.0	-114	-100.0	0	†
Maryland	10,877	9,123	8,108	7,776	6,935	6,703	5,851	6,037	-4,840	-44.5	-1,739	-22.4	186	3.2
Traditional	9,761	8,205	7,169	6,881	6,082	5,795	5,158	5,100	-4,661	-47.8	-1,781	-25.9	-58	-1.1
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	1,116	918	939	895	853	908	693	937	-179	-16.0	42	4.7	244	35.2
Massachusetts	19,845	19,467	22,447	15,988	16,714	16,321	13,228	12,571	-7,274	-36.7	-3,417	-21.4	-657	-5.0
Traditional	18,878	18,561	21,378	15,209	15,910	15,539	12,488	11,943	-6,935	-36.7	-3,266	-21.5	-545	-4.4
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	967	906	1,069	779	804	782	740	628	-339	-35.1	-151	-19.4	-112	-15.1
Michigan	18,822	15,238	14,749	10,988	9,512	9,694	10,168	12,018	-6,804	-36.1	1,030	9.4	1,850	18.2
Traditional	18,523	14,966	14,520	10,816	9,344	9,234	9,123	10,041	-8,482	-45.8	-775	-7.2	918	10.1
Alternative IHE	299	272	214	160	158	222	308	312	13	4.3	152	95.0	4	1.3
Alternative non-IHE	0	0	15	12	10	238	737	1,665	1,665	†	1,653	13775.0	928	125.9

TABLE S1.1. CONT'D

State or jurisdiction and program type	Academic year								2012-13 to 2019-20		2015-16 to 2019-20		2018-19 to 2019-20	
	'12-13	'13-14	'14-15	'15-16	'16-17	'17-18	'18-19	'19-'20	Amount	Percent change	Amount	Percent change	Amount	Percent change
Minnesota	10,227	10,606	10,823	12,472	11,281	11,058	10,576	10,066	-161	-1.6	-2,406	-19.3	-510	-4.8
Traditional	10,143	10,514	10,649	10,907	10,066	9,992	9,842	9,515	-628	-6.2	-1,392	-12.8	-327	-3.3
Alternative IHE	84	92	174	1,565	1,215	1,066	734	551	467	556.0	-1,014	-64.8	-183	-24.9
Alternative non-IHE	0	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	5,851	-620	-9.6	1,278	27.9	1,627	38.5
Traditional	4,214	3,858	3,314	2,844	2,768	2,771	2,836	2,982	-1,232	-29.2	138	4.9	146	5.1
Alternative IHE	1,587	1,747	1,237	1,240	1,154	866	1,181	2,659	1,072	67.5	1,419	114.4	1,478	125.1
Alternative non-IHE	670	617	568	489	385	597	207	210	-460	-68.7	-279	-57.1	3	1.4
Missouri	14,729	14,888	12,422	11,738	12,129	11,600	10,247	10,034	-4,695	-31.9	-1,704	-14.5	-213	-2.1
Traditional	13,071	13,349	10,788	10,410	10,337	9,674	8,684	8,255	-4,816	-36.8	-2,155	-20.7	-429	-4.9
Alternative IHE	915	899	737	547	873	863	685	875	-40	-4.4	328	60.0	190	27.7
Alternative non-IHE	743	640	897	781	919	1,063	878	904	161	21.7	123	15.7	26	3.0
Montana	3,756	3,391	2,952	3,037	2,616	2,408	2,393	2,283	-1,473	-39.2	-754	-24.8	-110	-4.6
Traditional	3,564	3,177	2,781	2,852	2,538	2,408	2,384	2,274	-1,290	-36.2	-578	-20.3	-110	-4.6
Alternative IHE	192	214	171	185	78	0	9	9	-183	-95.3	-176	-95.1	0	0.0
Alternative non-IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Nebraska	5,278	5,184	4,934	5,184	4,439	4,183	3,780	4,000	-1,278	-24.2	-1,184	-22.8	220	5.8
Traditional	5,240	5,138	4,884	5,124	4,358	4,099	3,643	3,884	-1,356	-25.9	-1,240	-24.2	241	6.6
Alternative IHE	38	46	50	60	81	84	137	116	78	205.3	56	93.3	-21	-15.3
Alternative non-IHE	0	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	5,243	1,898	56.7	949	22.1	511	10.8
Traditional	3,027	3,215	2,966	3,199	3,914	3,992	3,093	3,136	109	3.6	-63	-2.0	43	1.4
Alternative IHE	318	662	485	612	723	906	777	775	457	143.7	163	26.6	-2	-0.3
Alternative non-IHE	0	0	491	483	870	1,126	862	1,332	1,332	†	849	175.8	470	54.5

TABLE S1.1. CONT'D

State or jurisdiction and program type	Academic year								2012-13 to 2019-20		2015-16 to 2019-20		2018-19 to 2019-20	
	'12-13	'13-14	'14-15	'15-16	'16-17	'17-18	'18-19	'19-'20	Amount	Percent change	Amount	Percent change	Amount	Percent change
New Hampshire	3,931	3,836	3,624	3,511	2,778	2,800	2,397	2,767	-1,164	-29.6	-744	-21.2	370	15.4
Traditional	3,626	3,514	3,338	3,281	2,594	2,599	1,830	2,009	-1,617	-44.6	-1,272	-38.8	179	9.8
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	305	322	286	230	184	201	567	758	453	148.5	528	229.6	191	33.7
New Jersey	19,206	19,627	17,667	14,261	14,013	11,316	10,556	10,051	-9,155	-47.7	-4,210	-29.5	-505	-4.8
Traditional	14,776	14,486	13,498	12,864	12,335	9,874	8,605	7,893	-6,883	-46.6	-4,971	-38.6	-712	-8.3
Alternative IHE	403	484	399	1,054	1,575	1,019	1,527	1,754	1,351	335.2	700	66.4	227	14.9
Alternative non-IHE	4,027	4,657	3,770	343	103	423	424	404	-3,623	-90.0	61	17.8	-20	-4.7
New Mexico	4,907	4,561	4,680	3,431	3,174	2,510	2,609	2,438	-2,469	-50.3	-993	-28.9	-171	-6.6
Traditional	3,330	2,842	2,916	1,906	1,509	1,129	1,332	1,194	-2,136	-64.1	-712	-37.4	-138	-10.4
Alternative IHE	1,577	1,719	1,764	1,525	1,665	1,381	1,277	1,128	-449	-28.5	-397	-26.0	-149	-11.7
Alternative non-IHE	0	0	0	0	0	0	0	116	116	†	116	†	116	†
New York	65,918	60,055	54,764	55,727	50,777	52,562	50,116	51,165	-14,753	-22.4	-4,562	-8.2	1,049	2.1
Traditional	62,288	56,488	50,857	51,232	45,499	45,875	43,780	45,076	-17,212	-27.6	-6,156	-12.0	1,296	3.0
Alternative IHE	3,630	3,567	3,907	4,495	5,278	6,687	6,336	6,089	2,459	67.7	1,594	35.5	-247	-3.9
Alternative non-IHE	0	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	18,579	-650	-3.4	-1,294	-6.5	-206	-1.1
Traditional	13,345	13,034	12,536	11,635	10,490	10,505	9,503	9,841	-3,504	-26.3	-1,794	-15.4	338	3.6
Alternative IHE	2,064	2,329	2,011	1,839	1,633	2,035	2,220	2,759	695	33.7	920	50.0	539	24.3
Alternative non-IHE	3,820	4,482	5,060	6,399	6,447	7,530	7,062	5,979	2,159	56.5	-420	-6.6	-1,083	-15.3
North Dakota	2,342	2,469	2,155	2,168	2,029	2,082	2,145	1,992	-350	-14.9	-176	-8.1	-153	-7.1
Traditional	2,342	2,469	2,155	2,168	2,005	2,082	2,145	1,988	-354	-15.1	-180	-8.3	-157	-7.3
Alternative IHE	0	0	0	0	24	0	0	0	0	†	0	†	0	†
Alternative non-IHE	0	0	0	0	0	0	0	4	4	†	4	†	4	†

TABLE S1.1. CONT'D

State or jurisdiction and program type	Academic year								2012-13 to 2019-20		2015-16 to 2019-20		2018-19 to 2019-20	
	'12-13	'13-14	'14-15	'15-16	'16-17	'17-18	'18-19	'19-20	Amount	Percent change	Amount	Percent change	Amount	Percent change
Ohio	26,746	23,368	20,582	19,889	18,867	18,326	16,134	16,982	-9,764	-36.5	-2,907	-14.6	848	5.3
Traditional	26,746	23,368	20,582	19,889	18,867	18,326	16,134	16,982	-9,764	-36.5	-2,907	-14.6	848	5.3
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	0	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	4,100	-5,940	-59.2	-2,780	-40.4	-676	-14.2
Traditional	8,987	5,978	6,490	5,666	5,369	4,949	4,776	4,100	-4,887	-54.4	-1,566	-27.6	-676	-14.2
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	1,053	1,090	1,090	1,214	0	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	3,581	18	0.5	-161	-4.3	-160	-4.3
Traditional	3,563	3,445	3,478	3,742	4,127	3,835	3,741	3,581	18	0.5	-161	-4.3	-160	-4.3
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	0	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	18,900	-15,018	-44.3	-1,862	-9.0	958	5.3
Traditional	32,845	26,429	21,411	20,231	19,028	18,425	16,910	18,170	-14,675	-44.7	-2,061	-10.2	1,260	7.5
Alternative IHE	1,029	714	627	442	440	441	802	416	-613	-59.6	-26	-5.9	-386	-48.1
Alternative non-IHE	44	42	65	89	212	169	230	314	270	613.6	225	252.8	84	36.5
Rhode Island	3,027	2,771	1,940	1,971	1,847	1,876	1,595	1,605	-1,422	-47.0	-366	-18.6	10	0.6
Traditional	2,974	2,715	1,879	1,925	1,797	1,822	1,568	1,589	-1,385	-46.6	-336	-17.5	21	1.3
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	53	56	61	46	50	54	27	16	-37	-69.8	-30	-65.2	-11	-40.7
South Carolina	8,438	7,303	8,488	8,321	7,694	7,500	7,375	7,916	-522	-6.2	-405	-4.9	541	7.3
Traditional	7,526	6,383	7,178	6,874	6,578	6,016	5,782	5,709	-1,817	-24.1	-1,165	-16.9	-73	-1.3
Alternative IHE	0	0	0	0	0	0	0	24	24	†	24	†	24	†
Alternative non-IHE	912	920	1,310	1,447	1,116	1,484	1,593	2,183	1,271	139.4	736	50.9	590	37.0

TABLE S1.1. CONT'D

State or jurisdiction and program type	Academic year								2012-13 to 2019-20		2015-16 to 2019-20		2018-19 to 2019-20	
	'12-13	'13-14	'14-15	'15-16	'16-17	'17-18	'18-19	'19-'20	Amount	Percent change	Amount	Percent change	Amount	Percent change
South Dakota	2,075	2,158	2,277	2,305	2,469	2,148	2,254	2,530	455	21.9	225	9.8	276	12.2
Traditional	1,995	2,051	2,128	2,171	2,275	2,148	2,254	2,530	535	26.8	359	16.5	276	12.2
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	80	107	149	134	194	0	0	0	-80	-100.0	-134	-100.0	0	†
Tennessee	13,446	11,860	11,230	9,444	9,031	9,103	8,517	7,939	-5,507	-41.0	-1,505	-15.9	-578	-6.8
Traditional	11,234	9,842	9,364	7,767	7,380	7,368	6,394	6,089	-5,145	-45.8	-1,678	-21.6	-305	-4.8
Alternative IHE	1,526	1,487	1,395	1,319	1,415	1,471	1,842	1,573	47	3.1	254	19.3	-269	-14.6
Alternative non-IHE	686	531	471	358	236	264	281	277	-409	-59.6	-81	-22.6	-4	-1.4
Texas	58,076	57,819	56,408	90,026	96,914	106,344	96,771	128,156	70,080	120.7	38,130	42.4	31,385	32.4
Traditional	30,366	28,326	25,799	29,401	29,997	30,573	27,752	28,022	-2,344	-7.7	-1,379	-4.7	270	1.0
Alternative IHE	5,551	4,763	4,321	2,121	3,626	4,183	3,280	3,470	-2,081	-37.5	1,349	63.6	190	5.8
Alternative non-IHE	22,159	24,730	26,288	58,504	63,291	71,588	65,739	96,664	74,505	336.2	38,160	65.2	30,925	47.0
Utah	12,309	9,659	11,871	13,387	12,359	8,783	7,083	7,311	-4,998	-40.6	-6,076	-45.4	228	3.2
Traditional	11,907	9,175	11,251	12,544	11,517	7,974	6,338	6,333	-5,574	-46.8	-6,211	-49.5	-5	-0.1
Alternative IHE	50	114	91	140	155	161	44	29	-21	-42.0	-111	-79.3	-15	-34.1
Alternative non-IHE	352	370	529	703	687	648	701	949	597	169.6	246	35.0	248	35.4
Vermont	2,040	2,268	2,605	2,205	2,084	1,843	1,523	1,444	-596	-29.2	-761	-34.5	-79	-5.2
Traditional	1,770	1,916	2,221	1,886	1,682	1,464	1,250	1,050	-720	-40.7	-836	-44.3	-200	-16.0
Alternative IHE	0	0	0	6	152	150	99	115	115	†	109	1816.7	16	16.2
Alternative non-IHE	270	352	384	313	250	229	174	279	9	3.3	-34	-10.9	105	60.3
Virginia	16,952	15,108	15,426	13,849	10,676	10,918	10,447	8,777	-8,175	-48.2	-5,072	-36.6	-1,670	-16.0
Traditional	16,257	14,494	14,718	13,123	10,136	10,409	9,969	8,210	-8,047	-49.5	-4,913	-37.4	-1,759	-17.6
Alternative IHE	502	358	318	341	372	402	353	477	-25	-5.0	136	39.9	124	35.1
Alternative non-IHE	193	256	390	385	168	107	125	90	-103	-53.4	-295	-76.6	-35	-28.0

TABLE S1.1. CONT'D

State or jurisdiction and program type	Academic year								2012-13 to 2019-20		2015-16 to 2019-20		2018-19 to 2019-20	
	'12-13	'13-14	'14-15	'15-16	'16-17	'17-18	'18-19	'19-20	Amount	Percent change	Amount	Percent change	Amount	Percent change
Washington	7,774	7,580	7,691	8,239	8,995	12,044	10,059	11,275	3,501	45.0	3,036	36.8	1,216	12.1
Traditional	7,455	7,242	7,283	7,824	8,379	11,054	8,790	10,207	2,752	36.9	2,383	30.5	1,417	16.1
Alternative IHE	319	338	408	415	616	990	1,157	946	627	196.6	531	128.0	-211	-18.2
Alternative non-IHE	0	0	0	0	0	0	112	122	122	†	122	†	10	8.9
West Virginia	4,743	4,803	4,454	4,306	3,295	3,278	2,598	2,932	-1,811	-38.2	-1,374	-31.9	334	12.9
Traditional	4,705	4,738	4,453	4,306	3,255	3,185	2,485	2,824	-1,881	-40.0	-1,482	-34.4	339	13.6
Alternative IHE	38	65	1	0	0	0	0	0	-38	-100.0	0	†	0	†
Alternative non-IHE	0	0	0	0	40	93	113	108	108	†	108	†	-5	-4.4
Wisconsin	13,417	12,608	11,382	10,872	10,673	11,302	10,742	11,392	-2,025	-15.1	520	4.8	650	6.1
Traditional	12,880	12,041	10,935	10,439	10,243	10,748	10,150	10,737	-2,143	-16.6	298	2.9	587	5.8
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	537	567	447	433	430	554	592	655	118	22.0	222	51.3	63	10.6
Wyoming	1,425	1,247	1,128	1,063	1,026	1,072	833	791	-634	-44.5	-272	-25.6	-42	-5.0
Traditional	1,425	1,247	1,128	1,063	1,026	1,072	833	791	-634	-44.5	-272	-25.6	-42	-5.0
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
American Samoa	405	485	79	107	229	331	381	247	-158	-39.0	140	130.8	-134	-35.2
Traditional	405	485	79	107	229	331	381	247	-158	-39.0	140	130.8	-134	-35.2
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Federated States of Micronesia	1,067	—	—	519	834	492	—	381	-686.0	-64.3	-138.0	-26.6	—	†
Traditional	1,067	—	—	519	834	492	—	381	-686.0	-64.3	-138.0	-26.6	—	†
Alternative IHE	0	—	—	0	0	0	—	0	0.0	†	0.0	†	—	†
Alternative non-IHE	0	—	—	0	0	0	—	0	0.0	†	0.0	†	—	†

TABLE S1.1. CONT'D

State or jurisdiction and program type	Academic year								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	Amount	Percent change
Guam	521	452	461	467	293	519	584	588	67.0	12.9	121	25.9	4	0.7
Traditional	521	452	461	467	257	472	576	575	54.0	10.4	108	23.1	-1	-0.2
Alternative IHE	0	0	0	0	36	47	8	13	13.0	†	13	†	5	62.5
Alternative non-IHE	0	0	0	0	0	0	0	0	0.0	†	0	†	0	†
Marshall Islands	486	415	0	136	393	481	—	60	-426.0	-87.7	-76.0	-55.9	—	†
Traditional	486	415	0	136	393	481	—	60	-426.0	-87.7	-76.0	-55.9	—	†
Alternative IHE	0	0	0	0	0	0	—	0	0.0	†	0.0	†	—	†
Alternative non-IHE	0	0	0	0	0	0	—	0	0.0	†	0.0	†	—	†
Northern Mariana Islands	125	108	170	198	154	145	0	371	246.0	196.8	173.0	87.4	371.0	†
Traditional	125	108	170	198	154	145	0	371	246.0	196.8	173.0	87.4	371.0	†
Alternative IHE	0	0	0	0	0	0	0	0	0.0	†	0.0	†	0.0	†
Alternative non-IHE	0	0	0	0	0	0	0	0	0.0	†	0.0	†	0.0	†
Puerto Rico	13,245	13,718	12,508	11,417	13,479	11,002	11,722	10,002	-3,243	-24.5	-1,415	-12.4	-1,720	-14.7
Traditional	13,006	12,728	11,194	10,231	10,130	7,960	7,965	6,657	-6,349	-48.8	-3,574	-34.9	-1,308	-16.4
Alternative IHE	239	990	1,314	1,186	3,349	3,042	3,757	3,345	3,106	1299.6	2,159	182.0	-412	-11.0
Alternative non-IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
U.S. Virgin Islands	212	200	65	29	54	27	122	125	-87	-41.0	96	331.0	3	2.5
Traditional	212	200	65	29	54	27	122	125	-87	-41.0	96	331.0	3	2.5
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†

— Not available.

† Not applicable.

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 2019–20.

TABLE S1.2. PERCENTAGE OF TEACHER PREPARATION STUDENTS WHO WERE ENROLLED IN EACH PROGRAM TYPE, BY STATE OR JURISDICTION: 2019–20

State or jurisdiction	Program type			State or jurisdiction	Program type		
	Traditional	Alternative IHE	Alternative non-IHE		Traditional	Alternative IHE	Alternative non-IHE
United States	69.9	8.6	21.4				
Alabama	78.8	21.2	0.0	New Jersey	78.5	17.5	4.0
Alaska	100.0	0.0	0.0	New Mexico	49.0	46.3	4.8
Arizona	93.4	4.2	2.4	New York	88.1	11.9	0.0
Arkansas	60.1	22.2	17.7	North Carolina	53.0	14.9	32.2
California	77.0	18.3	4.8	North Dakota	99.8	0.0	0.2
Colorado	83.7	9.4	6.9	Ohio	100.0	0.0	0.0
Connecticut	88.1	0.7	11.2	Oklahoma	100.0	0.0	0.0
Delaware	82.9	16.1	1.0	Oregon	100.0	0.0	0.0
District of Columbia	18.4	65.5	16.0	Pennsylvania	96.1	2.2	1.7
Florida	62.6	14.8	22.6	Rhode Island	99.0	0.0	1.0
Georgia	83.5	0.0	16.5	South Carolina	72.1	0.3	27.6
Hawaii	59.0	25.6	15.4	South Dakota	100.0	0.0	0.0
Idaho	80.4	6.5	13.1	Tennessee	76.7	19.8	3.5
Illinois	96.1	3.9	0.0	Texas	21.9	2.7	75.4
Indiana	69.3	23.5	7.2	Utah	86.6	0.4	13.0
Iowa	98.9	1.1	0.0	Vermont	72.7	8.0	19.3
Kansas	78.7	21.3	0.0	Virginia	93.5	5.4	1.0
Kentucky	73.9	25.5	0.6	Washington	90.5	8.4	1.1
Louisiana	50.1	17.5	32.4	West Virginia	96.3	0.0	3.7
Maine	100.0	0.0	0.0	Wisconsin	94.3	0.0	5.7
Maryland	84.5	0.0	15.5	Wyoming	100.0	0.0	0.0
Massachusetts	95.0	0.0	5.0	American Samoa	100.0	0.0	0.0
Michigan	83.5	2.6	13.9	Guam	97.8	2.2	0.0
Minnesota	94.5	5.5	0.0	Marshall Islands	100.0	0.0	0.0
Mississippi	51.0	45.4	3.6	Northern Mariana Islands	100.0	0.0	0.0
Missouri	82.3	8.7	9.0	Puerto Rico	66.6	33.4	0.0
Montana	99.6	0.4	0.0	Federated States of Micronesia	100.0	0.0	0.0
Nebraska	97.1	2.9	0.0	U.S. Virgin Islands	100.0	0.0	0.0
Nevada	59.8	14.8	25.4				
New Hampshire	72.6	0.0	27.4				

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2019–20.

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: 2019–20

State or jurisdiction	Teacher preparation program enrollees											K–12 student population										
	Gender			Race/Ethnicity								Gender			Race/Ethnicity							
	Total	Male	Female	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino of any race	Hawaiian or Pacific Islander	Two or more races	White	Total	Male	Female	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino of any race	Hawaiian or Pacific Islander	Two or more races	White		
United States	601,467	23.4	73.6	0.5	2.7	9.9	14.5	0.4	2.5	58.5	50,830,459	51.3	48.6	1.0	5.3	14.9	28.0	0.4	4.3	46.1		
Alabama	5,784	19.8	80.1	0.7	0.5	12.4	1.3	0.1	1.7	80.1	744,235	51.3	48.7	0.9	1.5	32.1	9.0	0.1	2.6	53.7		
Alaska	730	24.1	73.8	19.9	2.1	0.8	3.3	0.7	7.7	54.5	132,017	51.7	48.3	22.0	5.5	2.5	7.4	3.0	12.5	46.9		
Arizona	38,262	15.9	83.8	0.9	1.5	16.9	16.4	0.3	2.7	48.7	1,147,415	51.2	48.8	4.2	2.9	5.3	45.4	0.3	4.0	37.7		
Arkansas	5,914	23.3	70.8	0.7	1.0	10.2	3.3	0.1	1.7	76.0	495,797	51.2	48.8	0.6	1.7	20.0	13.5	0.9	3.1	60.2		
California	36,083	26.9	71.2	0.7	7.6	4.0	33.2	0.5	4.4	40.7	6,147,833	51.3	48.7	0.5	11.7	5.2	54.9	0.4	4.8	22.4		
Colorado	7,686	22.7	77.2	0.8	2.3	2.9	18.5	0.1	3.9	69.1	912,959	51.4	48.6	0.7	3.2	4.6	33.9	0.3	4.5	52.9		
Connecticut	3,993	24.7	72.4	0.0	3.3	7.1	10.9	0.1	3.4	68.8	510,658	51.1	48.9	0.3	5.3	12.5	26.6	0.1	3.8	51.6		
Delaware	2,726	20.6	79.4	0.4	2.1	13.0	2.9	0.0	5.8	66.3	139,930	51.2	48.8	0.4	4.1	30.0	18.1	0.1	4.5	42.8		
District of Columbia	3,205	31.7	66.4	0.3	12.9	20.6	6.9	0.1	2.5	46.0	89,533	50.5	49.4	0.2	1.5	65.8	17.1	0.1	2.7	12.5		
Florida	13,464	20.3	76.1	0.2	1.7	9.3	19.6	0.2	1.8	57.1	2,858,325	51.4	48.6	0.3	2.8	21.6	34.5	0.2	3.7	36.9		
Georgia	16,886	22.5	77.4	0.2	2.0	25.5	5.7	0.1	2.3	61.6	1,769,657	51.1	48.9	0.2	4.3	36.4	16.7	0.1	4.0	38.4		
Hawaii	1,706	23.4	75.3	0.5	33.1	2.2	8.3	14.2	19.1	22.5	181,088	52.2	47.8	0.2	26.9	1.5	16.0	27.1	16.4	11.8		
Idaho	4,142	19.9	71.8	0.4	1.2	0.5	5.8	0.2	4.0	76.5	310,800	51.4	48.6	1.1	1.2	1.1	18.5	0.3	2.9	74.9		
Illinois	18,333	23.9	76.0	0.2	3.4	8.1	16.0	0.2	3.0	65.7	1,942,577	51.3	48.7	0.3	5.3	16.5	26.6	0.1	3.7	47.6		
Indiana	10,623	21.0	78.9	0.3	1.6	5.0	4.5	0.0	1.8	79.1	1,051,086	51.4	48.6	0.2	2.6	12.7	12.8	0.1	5.1	66.4		
Iowa	7,286	25.6	72.4	0.2	1.0	1.4	4.4	0.1	1.9	85.0	509,007	51.6	48.4	0.4	2.6	6.5	11.5	0.3	4.3	74.4		
Kansas	7,111	24.1	75.9	0.9	1.2	3.2	7.2	0.1	4.6	80.7	491,303	51.4	48.6	0.8	2.8	6.8	20.3	0.2	5.6	63.4		
Kentucky	7,398	24.7	72.5	0.1	0.8	3.7	1.6	0.0	1.4	86.3	691,868	51.6	48.4	0.1	1.9	10.6	7.6	0.1	4.3	75.2		
Louisiana	5,432	20.2	76.8	0.6	1.0	16.7	3.4	0.1	2.5	69.9	710,439	51.1	48.9	0.6	1.6	42.6	8.4	0.1	2.9	43.9		
Maine	2,203	25.0	74.8	0.8	0.8	0.5	2.3	0.0	2.3	81.2	175,126	51.6	48.4	0.7	1.4	4.0	2.6	0.1	2.8	88.4		
Maryland	6,037	23.2	76.3	0.2	4.7	20.5	6.7	0.1	4.4	59.0	909,404	51.3	48.7	0.3	6.6	33.1	19.4	0.1	4.8	35.6		
Massachusetts	12,571	16.9	67.8	0.1	2.2	2.9	5.8	0.0	1.2	61.4	945,569	51.3	48.7	0.2	7.1	9.2	21.6	0.1	3.9	57.9		
Michigan	12,018	24.3	75.6	0.2	1.6	5.8	4.3	0.1	2.3	77.6	1,448,303	51.3	48.7	0.6	3.5	17.7	8.2	0.1	4.4	65.6		
Minnesota	10,066	27.2	72.7	0.7	3.4	3.6	3.5	0.2	2.8	83.2	891,477	51.5	48.5	1.7	6.9	11.3	9.9	0.1	5.4	64.8		

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	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino of any race	Hawaiian or Pacific Islander	Two or more races	White	Total	Male	Female	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino of any race	Hawaiian or Pacific Islander	Two or more races	White
Mississippi	5,851	21.4	78.5	0.2	0.5	35.2	1.3	0.1	1.1	60.6	466,002	51.0	49.0	0.2	1.1	47.7	4.2	0.1	3.0	43.7
Missouri	10,034	21.8	77.9	0.3	0.9	5.7	2.5	0.1	2.5	85.6	904,926	51.5	48.5	0.4	2.1	15.5	7.0	0.3	4.6	70.2
Montana	2,283	26.9	72.8	5.7	0.7	0.6	3.6	0.1	3.7	82.8	148,599	51.3	48.7	10.8	0.8	0.8	5.2	0.2	4.2	78.1
Nebraska	4,000	25.5	74.5	0.4	1.2	1.3	5.6	0.4	4.0	86.3	330,018	51.8	48.2	1.3	2.9	6.6	19.6	0.1	4.1	65.4
Nevada	5,243	22.5	73.8	0.5	4.2	5.9	19.4	0.7	5.4	45.9	500,855	51.4	48.6	0.8	5.4	11.5	42.8	1.5	6.8	31.3
New Hampshire	2,767	24.2	74.7	0.1	1.0	0.5	1.6	0.0	1.3	89.6	176,054	51.5	48.5	0.2	3.3	2.1	6.1	0.1	3.8	84.3
New Jersey	10,051	23.9	74.5	0.1	4.4	6.8	15.1	0.1	2.3	65.9	1,375,288	51.4	48.6	0.1	10.3	14.6	30.3	0.2	2.4	42.0
New Mexico	2,438	24.2	75.8	5.6	1.6	1.9	42.5	0.2	1.5	43.7	330,381	51.2	48.8	10.0	1.2	1.8	62.1	0.1	2.2	22.6
New York	51,165	23.5	75.3	0.3	5.8	10.1	15.4	0.2	3.6	55.2	2,658,992	51.4	48.6	0.7	9.6	16.6	28.0	0.3	2.8	42.0
North Carolina	18,579	21.1	78.2	1.4	1.3	22.5	4.1	0.1	2.3	59.8	1,560,350	51.4	48.6	1.1	3.6	24.5	18.8	0.1	5.6	46.3
North Dakota	1,992	23.9	73.1	3.1	0.9	0.8	2.6	0.2	1.6	89.1	116,042	51.3	48.7	8.3	1.6	5.1	5.7	0.3	3.5	75.5
Ohio	16,982	22.8	76.6	0.3	1.0	4.2	2.4	0.1	2.1	86.3	1,688,434	51.3	48.7	0.1	2.6	16.7	6.4	0.1	5.8	68.4
Oklahoma	4,100	19.1	77.4	6.8	1.4	3.6	7.5	0.2	6.8	68.5	702,729	51.3	48.7	12.9	2.0	8.4	18.2	0.4	10.2	48.0
Oregon	3,581	26.0	73.1	1.2	4.4	2.0	11.3	0.4	4.0	71.8	575,118	51.3	48.5	1.2	4.0	2.2	23.8	0.8	6.6	61.4
Pennsylvania	18,900	20.9	78.5	0.2	2.0	5.5	4.0	0.1	2.1	81.7	1,711,137	51.3	48.7	0.2	4.2	14.5	12.6	0.1	4.5	63.9
Rhode Island	1,605	19.6	80.4	0.2	1.6	1.8	6.4	0.1	2.2	83.8	141,792	51.4	48.6	0.8	3.3	8.8	27.1	0.2	4.6	55.2
South Carolina	7,916	22.5	76.4	0.6	1.0	18.1	3.5	0.3	3.2	71.1	786,865	51.2	48.8	0.3	1.6	32.7	10.8	0.1	4.7	49.7
South Dakota	2,530	27.0	73.0	5.7	0.5	0.6	2.1	0.3	1.3	81.7	139,483	51.5	48.5	10.6	1.7	3.3	6.9	0.1	4.9	72.5
Tennessee	7,939	21.6	78.3	0.4	1.6	10.4	3.4	0.1	2.0	81.3	1,014,749	51.3	48.7	0.2	2.0	21.6	11.8	0.1	3.4	61.0
Texas	128,156	26.8	65.4	0.2	1.7	14.0	22.7	0.0	1.2	36.3	5,495,398	51.2	48.8	0.4	4.6	12.6	52.8	0.2	2.5	27.0
Utah	7,311	18.8	81.0	0.5	1.4	0.6	6.0	0.6	1.7	85.3	684,475	51.5	48.5	1.0	1.7	1.4	17.8	1.6	3.0	73.6
Vermont	1,444	26.5	73.3	0.2	1.4	1.2	2.6	0.1	1.5	82.1	83,314	52.0	48.0	0.3	2.3	2.4	2.5	0.1	3.0	89.3
Virginia	8,777	19.5	80.4	0.2	3.2	11.3	5.3	0.1	2.9	70.9	1,296,941	51.5	48.5	0.3	7.2	21.8	17.0	0.2	6.0	47.5

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	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino of any race	Native Hawaiian or Pacific Islander	Two or more races	White	Total	Male	Female	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino of any race	Native Hawaiian or Pacific Islander	Two or more races	White	
Washington	11,275	21.9	77.7	0.9	4.0	2.1	10.1	0.3	5.9	68.9	1,142,855	51.6	48.3	1.2	8.0	4.4	24.0	1.2	8.6	52.5	
West Virginia	2,932	25.3	74.5	0.2	0.4	1.7	1.3	0.1	1.3	89.3	263,486	51.7	48.3	0.1	0.6	4.1	2.0	0.1	3.7	89.5	
Wisconsin	11,392	23.1	74.5	0.7	1.6	3.3	4.2	0.1	2.4	82.2	854,271	51.5	48.5	1.1	4.1	9.0	12.6	0.1	4.4	68.8	
Wyoming	791	30.3	69.7	0.5	0.6	0.3	6.2	0.1	3.3	78.6	94,616	51.7	48.3	3.6	0.8	1.0	14.0	0.2	3.2	77.4	
American Samoa	247	16.2	83.8	0.0	2.4	0.0	0.0	96.8	0.0	0.8	10,447	52.5	47.5	0.0	0.5	0.0	0.0	99.3	0.0	0.1	
Guam	588	26.7	73.3	0.2	44.2	0.3	0.5	50.5	2.7	1.5	28,812	52.4	47.6	0.1	22.2	0.1	0.2	73.8	3.1	0.6	
Puerto Rico	10,002	24.1	61.5	0.0	0.0	0.0	85.5	0.0	0.0	0.0	292,518	50.7	49.3	0.0	0.0	0.0	99.8	0.0	0.0	0.1	
U.S. Virgin Islands	125	5.6	94.4	0.0	0.8	60.0	8.0	0.0	0.0	6.4	10,907	51.3	48.7	0.1	0.6	76.6	20.8	0.1	0.3	1.6	

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, 2019–20.

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 2019–20

State or jurisdiction and program type	Academic year (2012–2019)								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	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	152,939	-39,395	-20.5	-6,567	-4.1	2,732	1.8
Traditional	163,488	149,279	139,295	127,749	124,355	118,674	116,047	117,567	-45,921	-28.1	-10,182	-8.0	1,520	1.3
Alternative IHE	13,296	13,021	12,695	12,650	16,507	15,183	15,844	17,552	4,256	32.0	4,902	38.8	1,708	10.8
Alternative non-IHE	15,550	18,354	20,009	19,107	19,158	18,946	18,316	17,820	2,270	14.6	-1,287	-6.7	-496	-2.7
Alabama	2,966	2,506	2,191	2,411	2,417	2,391	2,001	1,862	-1,104	-37.2	-549	-22.8	-139	-6.9
Traditional	2,337	2,016	1,704	1,853	1,879	1,923	1,605	1,464	-873	-37.4	-389	-21.0	-141	-8.8
Alternative IHE	507	405	403	470	435	468	396	398	-109	-21.5	-72	-15.3	2	0.5
Alternative non-IHE	122	85	84	88	103	0	0	0	-122	-100.0	-88	-100.0	0	†
Alaska	218	252	224	211	221	185	118	148	-70	-32.1	-63	-29.9	30	25.4
Traditional	203	238	224	211	221	185	118	148	-55	-27.1	-63	-29.9	30	25.4
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	15	14	0	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	5,908	-181	-3.0	942	19.0	361	6.5
Traditional	5,638	5,309	5,054	4,560	4,434	4,860	4,976	5,389	-249	-4.4	829	18.2	413	8.3
Alternative IHE	430	296	355	359	425	467	535	469	39	9.1	110	30.6	-66	-12.3
Alternative non-IHE	21	46	90	47	14	17	36	50	29	138.1	3	6.4	14	38.9
Arkansas	2,350	2,166	2,091	1,904	1,908	1,739	1,748	1,787	-563	-24.0	-117	-6.1	39	2.2
Traditional	1,715	1,620	1,561	1,385	1,381	1,202	1,182	1,234	-481	-28.0	-151	-10.9	52	4.4
Alternative IHE	344	368	358	306	333	340	317	356	12	3.5	50	16.3	39	12.3
Alternative non-IHE	291	178	172	213	194	197	249	197	-94	-32.3	-16	-7.5	-52	-20.9
California	11,080	10,414	10,636	11,206	12,048	12,603	12,714	14,300	3,220	29.1	3,094	27.6	1,586	12.5
Traditional	9,527	8,793	8,839	8,873	8,979	9,015	9,054	9,980	453	4.8	1,107	12.5	926	10.2
Alternative IHE	1,208	1,361	1,522	2,014	2,699	3,165	3,069	3,719	2,511	207.9	1,705	84.7	650	21.2
Alternative non-IHE	345	260	275	319	370	423	591	601	256	74.2	282	88.4	10	1.7

TABLE S1.4. CONT'D

State or jurisdiction and program type	Academic year (2012–2019)								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	Amount	Percent change
Colorado	2,839	2,928	2,809	2,465	2,659	2,543	2,703	2,583	-256	-9.0	118	4.8	-120	-4.4
Traditional	2,397	2,233	2,046	1,758	1,838	1,837	1,858	1,657	-740	-30.9	-101	-5.7	-201	-10.8
Alternative IHE	149	373	354	308	365	305	408	495	346	232.2	187	60.7	87	21.3
Alternative non-IHE	293	322	409	399	456	401	437	431	138	47.1	32	8.0	-6	-1.4
Connecticut	1,904	1,685	1,517	1,394	1,494	1,475	1,431	1,441	-463	-24.3	47	3.4	10	0.7
Traditional	1,736	1,474	1,343	1,264	1,301	1,263	1,315	1,212	-524	-30.2	-52	-4.1	-103	-7.8
Alternative IHE	12	20	22	13	22	20	16	10	-2	-16.7	-3	-23.1	-6	-37.5
Alternative non-IHE	156	191	152	117	171	192	100	219	63	40.4	102	87.2	119	119.0
Delaware	746	681	615	564	459	437	396	425	-321	-43.0	-139	-24.6	29	7.3
Traditional	688	615	563	503	379	352	329	362	-326	-47.4	-141	-28.0	33	10.0
Alternative IHE	0	0	0	46	67	69	53	54	54	†	8	17.4	1	1.9
Alternative non-IHE	58	66	52	15	13	16	14	9	-49	-84.5	-6	-40.0	-5	-35.7
District of Columbia	618	593	702	903	755	821	1,047	1,361	743	120.2	458	50.7	314	30.0
Traditional	327	311	299	305	223	178	209	181	-146	-44.6	-124	-40.7	-28	-13.4
Alternative IHE	62	19	6	8	341	472	654	994	932	1,503.2	986	12,325.0	340	52.0
Alternative non-IHE	229	263	397	590	191	171	184	186	-43	-18.8	-404	-68.5	2	1.1
Florida	6,846	6,418	6,199	5,621	7,840	5,392	4,790	4,555	-2,291	-33.5	-1,066	-19.0	-235	-4.9
Traditional	5,055	4,837	4,192	3,803	5,309	3,418	2,753	2,760	-2,295	-45.4	-1,043	-27.4	7	0.3
Alternative IHE	1,146	1,020	1,172	1,078	2,531	1,022	953	1,057	-89	-7.8	-21	-1.9	104	10.9
Alternative non-IHE	645	561	835	740	0	952	1,084	738	93	14.4	-2	-0.3	-346	-31.9
Georgia	5,746	5,556	5,006	3,968	3,921	3,807	4,054	4,341	-1,405	-24.5	373	9.4	287	7.1
Traditional	5,296	4,989	4,399	3,530	3,368	3,229	3,402	3,622	-1,674	-31.6	92	2.6	220	6.5
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	450	567	607	438	553	578	652	719	269	59.8	281	64.2	67	10.3

TABLE S1.4. CONT'D

State or jurisdiction and program type	Academic year (2012–2019)								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	Amount	Percent change
Hawaii	590	563	537	554	512	546	577	607	17	2.9	53	9.6	30	5.2
Traditional	340	305	304	309	230	248	260	273	-67	-19.7	-36	-11.7	13	5.0
Alternative IHE	173	174	168	164	179	199	226	203	30	17.3	39	23.8	-23	-10.2
Alternative non-IHE	77	84	65	81	103	99	91	131	54	70.1	50	61.7	40	44.0
Idaho	1,351	1,193	1,103	1,279	1,192	1,213	1,364	1,174	-177	-13.1	-105	-8.2	-190	-13.9
Traditional	1,193	994	812	891	775	763	793	825	-368	-30.8	-66	-7.4	32	4.0
Alternative IHE	6	5	7	24	17	34	30	70	64	1,066.7	46	191.7	40	133.3
Alternative non-IHE	152	194	284	364	400	416	541	279	127	83.6	-85	-23.4	-262	-48.4
Illinois	8,534	6,454	5,520	4,927	4,889	4,219	4,338	4,452	-4,082	-47.8	-475	-9.6	114	2.6
Traditional	8,084	6,169	5,314	4,851	4,734	4,099	4,253	4,277	-3,807	-47.1	-574	-11.8	24	0.6
Alternative IHE	375	232	138	76	155	120	85	175	-200	-53.3	99	130.3	90	105.9
Alternative non-IHE	75	53	68	0	0	0	0	0	-75	-100.0	0	†	0	†
Indiana	4,382	3,510	3,297	3,129	3,038	3,105	3,484	3,223	-1,159	-26.4	94	3.0	-261	-7.5
Traditional	3,684	2,837	2,654	2,379	2,310	2,342	2,672	2,396	-1,288	-35.0	17	0.7	-276	-10.3
Alternative IHE	698	673	643	750	728	759	799	791	93	13.3	41	5.5	-8	-1.0
Alternative non-IHE	0	0	0	0	0	4	13	36	36	†	36	†	23	176.9
Iowa	2,649	2,404	2,133	2,109	2,115	1,944	1,917	1,908	-741	-28.0	-201	-9.5	-9	-0.5
Traditional	2,647	2,382	2,116	2,075	2,079	1,907	1,870	1,872	-775	-29.3	-203	-9.8	2	0.1
Alternative IHE	2	22	17	34	36	37	47	36	34	1,700.0	2	5.9	-11	-23.4
Alternative non-IHE	0	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	2,134	69	3.3	291	15.8	201	10.4
Traditional	1,986	1,794	1,716	1,726	1,809	1,778	1,674	1,703	-283	-14.2	-23	-1.3	29	1.7
Alternative IHE	79	107	92	117	112	124	259	431	352	445.6	314	268.4	172	66.4
Alternative non-IHE	0	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 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	Amount	Percent change
Kentucky	3,222	2,752	2,222	2,222	2,073	2,407	2,189	2,231	-991	-30.8	9	0.4	42	1.9
Traditional	2,828	2,545	2,024	1,975	1,799	1,842	1,706	1,740	-1,088	-38.5	-235	-11.9	34	2.0
Alternative IHE	367	193	186	224	258	550	472	479	112	30.5	255	113.8	7	1.5
Alternative non-IHE	27	14	12	23	16	15	11	12	-15	-55.6	-11	-47.8	1	9.1
Louisiana	2,586	2,525	2,299	2,166	2,365	2,106	2,050	1,759	-827	-32.0	-407	-18.8	-291	-14.2
Traditional	1,309	1,202	1,074	1,023	964	844	912	828	-481	-36.7	-195	-19.1	-84	-9.2
Alternative IHE	914	745	668	567	518	556	470	366	-548	-60.0	-201	-35.4	-104	-22.1
Alternative non-IHE	363	578	557	576	883	706	668	565	202	55.6	-11	-1.9	-103	-15.4
Maine	728	679	554	569	551	417	411	444	-284	-39.0	-125	-22.0	33	8.0
Traditional	610	519	440	455	441	417	411	444	-166	-27.2	-11	-2.4	33	8.0
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	118	160	114	114	110	0	0	0	-118	-100.0	-114	-100.0	0	†
Maryland	2,784	2,687	2,618	2,592	2,382	2,092	1,904	1,902	-882	-31.7	-690	-26.6	-2	-0.1
Traditional	2,446	2,349	2,274	2,248	2,072	1,802	1,679	1,591	-855	-35.0	-657	-29.2	-88	-5.2
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	338	338	344	344	310	290	225	311	-27	-8.0	-33	-9.6	86	38.2
Massachusetts	4,267	4,947	8,500	4,336	4,231	4,035	4,726	4,291	24	0.6	-45	-1.0	-435	-9.2
Traditional	3,988	4,542	7,970	4,043	3,958	3,752	4,455	4,010	22	0.6	-33	-0.8	-445	-10.0
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	279	405	530	293	273	283	271	281	2	0.7	-12	-4.1	10	3.7
Michigan	4,450	3,951	3,650	3,120	2,653	2,511	2,404	2,258	-2,192	-49.3	-862	-27.6	-146	-6.1
Traditional	4,334	3,839	3,536	3,043	2,599	2,487	2,370	2,216	-2,118	-48.9	-827	-27.2	-154	-6.5
Alternative IHE	116	112	114	67	44	24	34	42	-74	-63.8	-25	-37.3	8	23.5
Alternative non-IHE	0	0	0	10	10	0	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 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	Amount	Percent change
Minnesota	2,927	3,057	2,952	3,407	3,082	3,154	3,017	2,785	-142	-4.9	-622	-18.3	-232	-7.7
Traditional	2,919	3,041	2,921	3,015	2,635	2,677	2,791	2,620	-299	-10.2	-395	-13.1	-171	-6.1
Alternative IHE	8	16	31	392	447	477	226	165	157	1,962.5	-227	-57.9	-61	-27.0
Alternative non-IHE	0	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	1,639	-666	-28.9	-139	-7.8	-14	-0.8
Traditional	1,421	1,324	1,102	1,010	990	953	993	1,046	-375	-26.4	36	3.6	53	5.3
Alternative IHE	592	709	515	533	476	298	524	462	-130	-22.0	-71	-13.3	-62	-11.8
Alternative non-IHE	292	293	250	235	221	332	136	131	-161	-55.1	-104	-44.3	-5	-3.7
Missouri	4,609	4,498	4,183	3,908	3,875	3,386	3,555	3,520	-1,089	-23.6	-388	-9.9	-35	-1.0
Traditional	4,129	3,997	3,626	3,343	3,196	2,768	2,802	2,861	-1,268	-30.7	-482	-14.4	59	2.1
Alternative IHE	280	291	281	169	189	221	217	296	16	5.7	127	75.1	79	36.4
Alternative non-IHE	200	210	276	396	490	397	536	363	163	81.5	-33	-8.3	-173	-32.3
Montana	808	793	726	691	664	566	614	557	-251	-31.1	-134	-19.4	-57	-9.3
Traditional	762	751	686	628	622	566	614	549	-213	-28.0	-79	-12.6	-65	-10.6
Alternative IHE	46	42	40	63	42	0	0	8	-38	-82.6	-55	-87.3	8	†
Alternative non-IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Nebraska	1,804	1,656	1,610	1,568	1,404	1,361	1,438	1,310	-494	-27.4	-258	-16.5	-128	-8.9
Traditional	1,783	1,643	1,581	1,549	1,366	1,313	1,389	1,262	-521	-29.2	-287	-18.5	-127	-9.1
Alternative IHE	21	13	29	19	38	48	49	48	27	128.6	29	152.6	-1	-2.0
Alternative non-IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Nevada	771	768	768	817	895	773	1,107	1,226	455	59.0	409	50.1	119	10.7
Traditional	694	577	577	579	647	551	675	728	34	4.9	149	25.7	53	7.9
Alternative IHE	77	191	191	238	212	159	239	279	202	262.3	41	17.2	40	16.7
Alternative non-IHE	0	0	0	0	36	63	193	219	219	†	219	†	26	13.5

TABLE S1.4. CONT'D

State or jurisdiction and program type	Academic year (2012–2019)								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	Amount	Percent change
New Hampshire	1,074	1,069	1,008	825	770	703	739	698	-376	-35.0	-127	-15.4	-41	-5.5
Traditional	1,007	983	927	750	719	643	643	580	-427	-42.4	-170	-22.7	-63	-9.8
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	67	86	81	75	51	60	96	118	51	76.1	43	57.3	22	22.9
New Jersey	6,236	6,169	5,774	3,986	4,177	3,366	2,918	3,017	-3,219	-51.6	-969	-24.3	99	3.4
Traditional	4,457	3,819	3,709	3,281	3,078	3,100	2,348	2,322	-2,135	-47.9	-959	-29.2	-26	-1.1
Alternative IHE	125	241	230	423	1,022	243	499	646	521	416.8	223	52.7	147	29.5
Alternative non-IHE	1,654	2,109	1,835	282	77	23	71	49	-1,605	-97.0	-233	-82.6	-22	-31.0
New Mexico	1,141	1,036	1,032	936	822	733	798	775	-366	-32.1	-161	-17.2	-23	-2.9
Traditional	788	740	606	567	459	408	427	386	-402	-51.0	-181	-31.9	-41	-9.6
Alternative IHE	353	296	426	369	363	325	371	332	-21	-5.9	-37	-10.0	-39	-10.5
Alternative non-IHE	0	0	0	0	0	0	0	57	57	†	57	†	57	†
New York	18,046	17,694	14,716	13,844	13,697	13,326	12,387	14,313	-3,733	-20.7	469	3.4	1,926	15.5
Traditional	16,976	16,283	13,466	12,484	12,102	11,700	10,778	12,217	-4,759	-28.0	-267	-2.1	1,439	13.4
Alternative IHE	1,070	1,411	1,250	1,360	1,595	1,626	1,609	2,096	1,026	95.9	736	54.1	487	30.3
Alternative non-IHE	0	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	4,228	-1,285	-23.3	4	0.1	205	5.1
Traditional	4,604	4,270	3,666	3,202	3,077	2,819	2,795	2,735	-1,869	-40.6	-467	-14.6	-60	-2.1
Alternative IHE	538	799	544	548	508	593	665	682	144	26.8	134	24.5	17	2.6
Alternative non-IHE	371	460	465	474	723	810	563	811	440	118.6	337	71.1	248	44.0
North Dakota	673	683	689	655	643	637	734	715	42	6.2	60	9.2	-19	-2.6
Traditional	673	683	689	655	643	637	734	715	42	6.2	60	9.2	-19	-2.6
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	0	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 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	Amount	Percent change
Ohio	6,667	6,066	5,753	5,174	4,771	4,563	4,418	4,570	-2,097	-31.5	-604	-11.7	152	3.4
Traditional	6,667	6,066	5,753	5,174	4,771	4,563	4,418	4,570	-2,097	-31.5	-604	-11.7	152	3.4
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	0	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	1,178	-975	-45.3	-873	-42.6	-61	-4.9
Traditional	1,630	1,607	1,547	1,444	1,398	1,314	1,239	1,178	-452	-27.7	-266	-18.4	-61	-4.9
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	523	545	545	607	0	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	1,424	-248	-14.8	-28	-1.9	-204	-12.5
Traditional	1,672	1,432	1,341	1,452	1,608	1,645	1,628	1,424	-248	-14.8	-28	-1.9	-204	-12.5
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	0	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	5,553	-4,819	-46.5	-822	-12.9	-167	-2.9
Traditional	9,897	8,241	6,727	6,113	5,912	5,581	5,417	5,247	-4,650	-47.0	-866	-14.2	-170	-3.1
Alternative IHE	468	301	242	222	192	164	212	191	-277	-59.2	-31	-14.0	-21	-9.9
Alternative non-IHE	7	13	10	40	97	76	91	115	108	1,542.9	75	187.5	24	26.4
Rhode Island	821	620	604	582	538	582	544	481	-340	-41.4	-101	-17.4	-63	-11.6
Traditional	797	594	578	559	513	555	517	465	-332	-41.7	-94	-16.8	-52	-10.1
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	24	26	26	23	25	27	27	16	-8	-33.3	-7	-30.4	-11	-40.7
South Carolina	2,594	2,341	2,280	2,310	2,207	2,106	2,168	2,089	-505	-19.5	-221	-9.6	-79	-3.6
Traditional	2,408	2,128	1,991	1,885	1,896	1,790	1,834	1,750	-658	-27.3	-135	-7.2	-84	-4.6
Alternative IHE	0	0	0	0	0	0	0	14	14	†	14	†	14	†
Alternative non-IHE	186	213	289	425	311	316	334	325	139	74.7	-100	-23.5	-9	-2.7

TABLE S1.4. CONT'D

State or jurisdiction and program type	Academic year (2012–2019)								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	Amount	Percent change
South Dakota	696	743	658	674	727	653	700	652	-44	-6.3	-22	-3.3	-48	-6.9
Traditional	681	699	626	642	671	653	700	652	-29	-4.3	10	1.6	-48	-6.9
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	15	44	32	32	56	0	0	0	-15	-100.0	-32	-100.0	0	†
Tennessee	4,453	4,182	3,405	3,143	2,904	2,803	2,705	2,409	-2,044	-45.9	-734	-23.4	-296	-10.9
Traditional	3,696	3,332	2,705	2,459	2,294	2,145	1,953	1,857	-1,839	-49.8	-602	-24.5	-96	-4.9
Alternative IHE	553	626	477	489	500	527	599	416	-137	-24.8	-73	-14.9	-183	-30.6
Alternative non-IHE	204	224	223	195	110	131	153	136	-68	-33.3	-59	-30.3	-17	-11.1
Texas	20,828	20,549	21,357	21,295	22,574	21,622	20,069	19,968	-860	-4.1	-1,327	-6.2	-101	-0.5
Traditional	11,203	9,964	9,374	9,635	9,540	9,422	9,050	9,160	-2,043	-18.2	-475	-4.9	110	1.2
Alternative IHE	2,182	1,420	1,623	625	791	841	819	829	-1,353	-62.0	204	32.6	10	1.2
Alternative non-IHE	7,443	9,165	10,360	11,035	12,243	11,359	10,200	9,979	2,536	34.1	-1,056	-9.6	-221	-2.2
Utah	2,693	2,452	2,563	2,673	2,365	2,133	2,047	2,403	-290	-10.8	-270	-10.1	356	17.4
Traditional	2,561	2,306	2,404	2,491	2,153	1,869	1,820	2,227	-334	-13.0	-264	-10.6	407	22.4
Alternative IHE	25	39	41	32	47	46	0	0	-25	-100.0	-32	-100.0	0	†
Alternative non-IHE	107	107	118	150	165	218	227	176	69	64.5	26	17.3	-51	-22.5
Vermont	476	478	478	413	450	500	384	381	-95	-20.0	-32	-7.7	-3	-0.8
Traditional	398	402	386	345	340	375	270	261	-137	-34.4	-84	-24.3	-9	-3.3
Alternative IHE	0	0	0	0	59	46	47	52	52	†	52	†	5	10.6
Alternative non-IHE	78	76	92	68	51	79	67	68	-10	-12.8	0	0.0	1	1.5
Virginia	4,013	3,924	4,015	3,643	3,372	3,208	3,167	2,995	-1,018	-25.4	-648	-17.8	-172	-5.4
Traditional	3,683	3,535	3,601	3,280	2,976	2,900	2,820	2,703	-980	-26.6	-577	-17.6	-117	-4.1
Alternative IHE	201	201	224	212	228	201	222	202	1	0.5	-10	-4.7	-20	-9.0
Alternative non-IHE	129	188	190	151	168	107	125	90	-39	-30.2	-61	-40.4	-35	-28.0

TABLE S1.4. CONT'D

State or jurisdiction and program type	Academic year (2012–2019)								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	Amount	Percent change
Washington	2,412	2,339	2,385	2,810	2,729	3,020	2,994	3,057	645	26.7	247	8.8	63	2.1
Traditional	2,306	2,225	2,214	2,635	2,458	2,694	2,466	2,587	281	12.2	-48	-1.8	121	4.9
Alternative IHE	106	114	171	175	271	326	442	378	272	256.6	203	116.0	-64	-14.5
Alternative non-IHE	0	0	0	0	0	0	86	92	92	†	92	†	6	7.0
West Virginia	1,192	1,178	1,128	1,075	895	994	794	775	-417	-35.0	-300	-27.9	-19	-2.4
Traditional	1,175	1,137	1,127	1,075	887	965	765	736	-439	-37.4	-339	-31.5	-29	-3.8
Alternative IHE	17	41	1	0	0	0	0	0	-17	-100.0	0	†	0	†
Alternative non-IHE	0	0	0	0	8	29	29	39	39	†	39	†	10	34.5
Wisconsin	3,856	3,741	3,426	2,920	2,795	2,830	2,845	3,079	-777	-20.2	159	5.4	234	8.2
Traditional	3,660	3,525	3,256	2,772	2,639	2,671	2,630	2,808	-852	-23.3	36	1.3	178	6.8
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	196	216	170	148	156	159	215	271	75	38.3	123	83.1	56	26.0
Wyoming	274	256	234	211	212	241	211	247	-27	-9.9	36	17.1	36	17.1
Traditional	274	256	234	211	212	241	211	247	-27	-9.9	36	17.1	36	17.1
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
American Samoa	106	224	16	29	68	14	72	63	-43	-40.6	34	117.2	-9	-12.5
Traditional	106	224	16	29	68	14	72	63	-43	-40.6	34	117.2	-9	-12.5
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Federated States of Micronesia	118	—	—	82	83	89	—	86	-32	-27.1	4	4.9	†	†
Traditional	118	—	—	82	83	89	—	86	-32	-27.1	4	4.9	†	†
Alternative IHE	0	—	—	0	0	0	—	0	0	†	0	†	†	†
Alternative non-IHE	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 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	Amount	Percent change
Guam	149	90	97	107	61	92	68	66	-83	-55.7	-41	-38.3	-2	-2.9
Traditional	149	90	97	107	51	80	60	54	-95	-63.8	-53	-49.5	-6	-10.0
Alternative IHE	0	0	0	0	10	12	8	12	12	†	12	†	4	50.0
Alternative non-IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Marshall Islands	69	95	—	19	71	77	—	37	-32	-46.4	18	94.7	†	†
Traditional	69	95	—	19	71	77	—	37	-32	-46.4	18	94.7	†	†
Alternative IHE	0	0	—	0	0	0	—	0	0	†	0	†	†	†
Alternative non-IHE	0	0	—	0	0	0	—	0	0	†	0	†	†	†
Northern Mariana Islands	31	34	30	38	20	14	—	18	-13	-41.9	-20	-52.6	†	†
Traditional	31	34	30	38	20	14	—	18	-13	-41.9	-20	-52.6	†	†
Alternative IHE	0	0	0	0	0	0	—	0	0	†	0	†	†	†
Alternative non-IHE	0	0	0	0	0	0	—	0	0	†	0	†	†	†
Puerto Rico	1,756	1,489	1,403	1,322	1,411	1,426	1,591	1,508	-248	-14.1	186	14.1	-83	-5.2
Traditional	1,710	1,344	1,249	1,166	1,159	1,127	1,318	1,209	-501	-29.3	43	3.7	-109	-8.3
Alternative IHE	46	145	154	156	252	299	273	299	253	550.0	143	91.7	26	9.5
Alternative non-IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
U.S. Virgin Islands	16	20	25	10	19	12	14	23	7	43.8	13	130.0	9	64.3
Traditional	16	20	25	10	19	12	14	23	7	43.8	13	130.0	9	64.3
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	0	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 2019–20.

TABLE S1.5. PERCENTAGE OF TEACHER PREPARATION STUDENTS WHO COMPLETED EACH PROGRAM TYPE, BY STATE OR JURISDICTION: 2019–20

State or jurisdiction	Program type			State or jurisdiction	Program type		
	Traditional	Alternative IHE	Alternative non-IHE		Traditional	Alternative IHE	Alternative non-IHE
United States	76.9	11.5	11.7	New Jersey	77	21.4	1.6
Alabama	78.6	21.4	0	New Mexico	49.8	42.8	7.4
Alaska	100	0	0	New York	85.4	14.6	0
Arizona	91.2	7.9	0.8	North Carolina	64.7	16.1	19.2
Arkansas	69.1	19.9	11	North Dakota	100	0	0
California	69.8	26	4.2	Ohio	100	0	0
Colorado	64.2	19.2	16.7	Oklahoma	100	0	0
Connecticut	84.1	0.7	15.2	Oregon	100	0	0
Delaware	85.2	12.7	2.1	Pennsylvania	94.5	3.4	2.1
District of Columbia	13.3	73	13.7	Rhode Island	96.7	0	3.3
Florida	60.6	23.2	16.2	South Carolina	83.8	0.7	15.6
Georgia	83.4	0	16.6	South Dakota	100	0	0
Hawaii	45	33.4	21.6	Tennessee	77.1	17.3	5.6
Idaho	70.3	6	23.8	Texas	45.9	4.2	50
Illinois	96.1	3.9	0	Utah	92.7	0	7.3
Indiana	74.3	24.5	1.1	Vermont	68.5	13.6	17.8
Iowa	98.1	1.9	0	Virginia	90.3	6.7	3
Kansas	79.8	20.2	0	Washington	84.6	12.4	3
Kentucky	78	21.5	0.5	West Virginia	95	0	5
Louisiana	47.1	20.8	32.1	Wisconsin	91.2	0	8.8
Maine	100	0	0	Wyoming	100	0	0
Maryland	83.6	0	16.4	American Samoa	100	0	0
Massachusetts	93.5	0	6.5	Guam	81.8	18.2	0
Michigan	98.1	1.9	0	Marshall Islands	100	0	0
Minnesota	94.1	5.9	0	Northern Mariana Islands	100	0	0
Mississippi	63.8	28.2	8	Puerto Rico	80.2	19.8	0
Missouri	81.3	8.4	10.3	Federated States of Micronesia	100	0	0
Montana	98.6	1.4	0	Virgin Islands	100	0	0
Nebraska	96.3	3.7	0				
Nevada	59.4	22.8	17.9				
New Hampshire	83.1	0	16.9				

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2019–20.

TABLE S1.6. PERCENTAGE OF TEACHER PREPARATION PROGRAM COMPLETERS AND K-12 STUDENTS WHO WERE MALE AND FEMALE, AND WHO WERE FROM EACH RACE/ETHNICITY, BY STATE OR JURISDICTION: 2019-20

State or jurisdiction	Teacher preparation program completers											K-12 student population									
	Gender			Race/Ethnicity								Gender			Race/Ethnicity						
	Total	Male	Female	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino of any race	Hawaiian or Pacific Islander	Two or more races	White	Total	Male	Female	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino of any race	Hawaiian or Pacific Islander	Two or more races	White	
United States	152,939	22.4	76.6	0.5	3.2	7.3	14.0	0.4	2.7	66.5	50,830,459	51.3	48.6	1.0	5.3	14.9	28.0	0.4	4.3	46.1	
Alabama	1,862	18.0	82.0	0.7	0.5	10.0	1.7	0.1	1.6	84.0	744,235	51.3	48.7	0.9	1.5	32.1	9.0	0.1	2.6	53.7	
Alaska	148	28.4	71.6	3.4	1.4	0.7	3.4	0.7	4.1	70.9	132,017	51.7	48.3	22.0	5.5	2.5	7.4	3.0	12.5	46.9	
Arizona	5,908	17.1	82.7	0.8	1.8	12.1	16.6	0.2	3.0	58.3	1,147,415	51.2	48.8	4.2	2.9	5.3	45.4	0.3	4.0	37.7	
Arkansas	1,787	24.5	74.8	0.7	1.0	7.1	3.9	0.1	1.5	83.0	495,797	51.2	48.8	0.6	1.7	20.0	13.5	0.9	3.1	60.2	
California	14,300	26.6	72.5	0.7	8.6	3.2	29.4	0.6	5.2	45.0	6,147,833	51.3	48.7	0.5	11.7	5.2	54.9	0.4	4.8	22.4	
Colorado	2,583	24.0	75.9	0.6	1.9	2.3	13.4	0.2	3.4	75.6	912,959	51.4	48.6	0.7	3.2	4.6	33.9	0.3	4.5	52.9	
Connecticut	1,441	24.6	74.8	0.0	3.4	6.2	10.1	0.1	2.6	73.2	510,658	51.1	48.9	0.3	5.3	12.5	26.6	0.1	3.8	51.6	
Delaware	425	15.3	84.7	0.0	2.4	12.9	3.5	0.2	5.4	74.1	139,930	51.2	48.8	0.4	4.1	30.0	18.1	0.1	4.5	42.8	
District of Columbia	1,361	33.9	64.3	0.4	12.6	16.6	7.6	0.1	1.9	48.6	89,533	50.5	49.4	0.2	1.5	65.8	17.1	0.1	2.7	12.5	
Florida	4,555	21.2	78.3	0.2	2.1	7.4	20.1	0.2	2.0	62.6	2,858,325	51.4	48.6	0.3	2.8	21.6	34.5	0.2	3.7	36.9	
Georgia	4,341	21.0	79.0	0.2	1.6	23.3	5.0	0.1	1.8	65.9	1,769,657	51.1	48.9	0.2	4.3	36.4	16.7	0.1	4.0	38.4	
Hawaii	607	24.4	75.1	0.7	33.1	1.5	9.1	12.9	19.4	23.9	181,088	52.2	47.8	0.2	26.9	1.5	16.0	27.1	16.4	11.8	
Idaho	1,174	17.9	75.6	0.4	1.2	0.4	3.7	0.1	4.0	81.5	310,800	51.4	48.6	1.1	1.2	1.1	18.5	0.3	2.9	74.9	
Illinois	4,452	23.9	75.7	0.1	3.7	5.6	13.8	0.1	3.0	71.2	1,942,577	51.3	48.7	0.3	5.3	16.5	26.6	0.1	3.7	47.6	
Indiana	3,223	21.4	78.5	0.2	1.7	4.0	3.9	0.0	1.9	87.6	1,051,086	51.4	48.6	0.2	2.6	12.7	12.8	0.1	5.1	66.4	
Iowa	1,908	24.8	74.9	0.2	0.9	0.7	3.0	0.2	1.5	86.7	509,007	51.6	48.4	0.4	2.6	6.5	11.5	0.3	4.3	74.4	
Kansas	2,134	22.0	78.0	0.6	0.9	2.4	6.7	0.1	3.2	84.2	491,303	51.4	48.6	0.8	2.8	6.8	20.3	0.2	5.6	63.4	
Kentucky	2,231	23.5	75.3	0.0	0.9	3.2	1.7	0.0	1.5	88.9	691,868	51.6	48.4	0.1	1.9	10.6	7.6	0.1	4.3	75.2	
Louisiana	1,759	19.2	80.8	0.8	1.2	14.8	3.2	0.1	2.2	76.5	710,439	51.1	48.9	0.6	1.6	42.6	8.4	0.1	2.9	43.9	
Maine	444	25.2	74.5	1.1	0.7	0.2	2.3	0.2	1.1	89.0	175,126	51.6	48.4	0.7	1.4	4.0	2.6	0.1	2.8	88.4	
Maryland	1,902	19.3	80.7	0.1	5.0	15.2	6.0	0.0	5.1	64.6	909,404	51.3	48.7	0.3	6.6	33.1	19.4	0.1	4.8	35.6	
Massachusetts	4,291	16.1	68.0	0.1	2.4	2.3	5.6	0.0	1.5	62.1	945,569	51.3	48.7	0.2	7.1	9.2	21.6	0.1	3.9	57.9	
Michigan	2,258	21.5	78.5	0.3	2.0	3.0	3.8	0.0	1.6	86.9	1,448,303	51.3	48.7	0.6	3.5	17.7	8.2	0.1	4.4	65.6	
Minnesota	2,785	25.6	74.3	0.7	3.1	2.8	3.4	0.0	2.7	84.6	891,477	51.5	48.5	1.7	6.9	11.3	9.9	0.1	5.4	64.8	
Mississippi	1,639	22.3	77.7	0.2	0.8	15.8	1.5	0.2	0.9	80.0	466,002	51.0	49.0	0.2	1.1	47.7	4.2	0.1	3.0	43.7	

TABLE S1.6. CONT'D

State or jurisdiction	Teacher preparation program completers											K-12 student population										
	Gender			Race/Ethnicity								Gender			Race/Ethnicity							
	Total	Male	Female	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino any race	Hawaiian or Pacific Islander	Two or more races	White	Total	Male	Female	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino any race	Hawaiian or Pacific Islander	Two or more races	White		
Missouri	3,520	21.2	78.8	0.4	1.0	4.3	2.5	0.0	2.2	87.3	904,926	51.5	48.5	0.4	2.1	15.5	7.0	0.3	4.6	70.2		
Montana	557	27.1	72.9	4.7	1.6	0.4	3.8	0.2	2.5	84.0	148,599	51.3	48.7	10.8	0.8	0.8	5.2	0.2	4.2	78.1		
Nebraska	1,310	35.0	65.0	0.5	0.8	1.0	5.0	0.3	3.6	87.6	330,018	51.8	48.2	1.3	2.9	6.6	19.6	0.1	4.1	65.4		
Nevada	1,226	22.8	76.4	0.7	4.1	5.6	19.0	0.7	6.0	54.2	500,855	51.4	48.6	0.8	5.4	11.5	42.8	1.5	6.8	31.3		
New Hampshire	698	23.8	75.6	0.1	1.3	0.7	0.9	0.0	1.0	90.7	176,054	51.5	48.5	0.2	3.3	2.1	6.1	0.1	3.8	84.3		
New Jersey	3,017	23.5	76.0	0.2	4.7	5.9	13.0	0.1	2.2	69.2	1,375,288	51.4	48.6	0.1	10.3	14.6	30.3	0.2	2.4	42.0		
New Mexico	775	22.5	77.4	5.9	1.9	1.2	39.9	0.1	1.3	47.4	330,381	51.2	48.8	10.0	1.2	1.8	62.1	0.1	2.2	22.6		
New York	14,313	21.6	76.8	0.2	4.8	9.3	14.1	0.2	2.8	55.3	2,658,992	51.4	48.6	0.7	9.6	16.6	28.0	0.3	2.8	42.0		
North Carolina	4,228	18.7	81.3	0.9	1.4	18.1	3.9	0.1	2.2	71.7	1,560,350	51.4	48.6	1.1	3.6	24.5	18.8	0.1	5.6	46.3		
North Dakota	715	26.9	73.1	3.4	1.3	0.4	2.1	0.1	1.4	90.5	116,042	51.3	48.7	8.3	1.6	5.1	5.7	0.3	3.5	75.5		
Ohio	4,570	22.2	76.7	0.2	1.0	3.1	2.1	0.2	1.9	88.4	1,688,434	51.3	48.7	0.1	2.6	16.7	6.4	0.1	5.8	68.4		
Oklahoma	1,178	18.7	81.3	6.5	1.4	2.7	6.0	0.2	8.5	72.8	702,729	51.3	48.7	12.9	2.0	8.4	18.2	0.4	10.2	48.0		
Oregon	1,424	25.7	73.2	1.8	3.8	1.5	10.2	0.4	3.7	74.4	575,118	51.3	48.5	1.2	4.0	2.2	23.8	0.8	6.6	61.4		
Pennsylvania	5,553	20.7	78.8	0.1	2.0	4.8	3.7	0.1	1.9	83.0	1,711,137	51.3	48.7	0.2	4.2	14.5	12.6	0.1	4.5	63.9		
Rhode Island	481	18.1	81.9	0.4	1.9	1.7	5.2	0.0	2.9	83.8	141,792	51.4	48.6	0.8	3.3	8.8	27.1	0.2	4.6	55.2		
South Carolina	2,089	19.9	79.9	0.7	0.8	13.4	2.9	0.4	2.1	80.2	786,865	51.2	48.8	0.3	1.6	32.7	10.8	0.1	4.7	49.7		
South Dakota	652	25.6	74.4	3.5	0.6	0.5	0.9	0.0	0.9	83.1	139,483	51.5	48.5	10.6	1.7	3.3	6.9	0.1	4.9	72.5		
Tennessee	2,409	20.6	79.3	0.3	2.2	7.8	2.5	0.2	1.8	84.6	1,014,749	51.3	48.7	0.2	2.0	21.6	11.8	0.1	3.4	61.0		
Texas	19,968	24.4	75.3	0.4	2.8	12.4	32.8	0.1	1.9	47.5	5,495,398	51.2	48.8	0.4	4.6	12.6	52.8	0.2	2.5	27.0		
Utah	2,403	15.4	84.4	0.7	1.1	1.1	7.2	0.5	1.5	84.5	684,475	51.5	48.5	1.0	1.7	1.4	17.8	1.6	3.0	73.6		
Vermont	381	26.0	73.8	0.0	1.8	0.3	2.6	0.3	1.0	89.2	83,314	52.0	48.0	0.3	2.3	2.4	2.5	0.1	3.0	89.3		
Virginia	2,995	17.7	82.2	0.3	3.0	8.0	4.0	0.1	2.9	75.1	1,296,941	51.5	48.5	0.3	7.2	21.8	17.0	0.2	6.0	47.5		
Washington	3,057	20.5	78.9	0.9	5.8	1.3	9.5	0.4	4.3	72.0	1,142,855	51.6	48.3	1.2	8.0	4.4	24.0	1.2	8.6	52.5		
West Virginia	775	23.4	76.6	0.3	0.0	1.8	0.9	0.0	0.9	91.7	263,486	51.7	48.3	0.1	0.6	4.1	2.0	0.1	3.7	89.5		
Wisconsin	3,079	24.5	75.4	0.6	1.7	2.2	3.3	0.1	1.6	87.8	854,271	51.5	48.5	1.1	4.1	9.0	12.6	0.1	4.4	68.8		

TABLE S1.6. CONT'D

State or jurisdiction	Teacher preparation program completers										K-12 student population									
	Gender			Race/Ethnicity							Gender			Race/Ethnicity						
	Total	Male	Female	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino of any race	Hawaiian or Pacific Islander	Two or more races	White	Total	Male	Female	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino of any race	Hawaiian or Pacific Islander	Two or more races	White
Wyoming	247	29.6	70.4	0.8	0.4	0.4	8.1	0.0	3.2	76.5	94,616	51.7	48.3	3.6	0.8	1.0	14.0	0.2	3.2	77.4
American Samoa	63	19.0	81.0	0.0	3.2	0.0	0.0	96.8	0.0	0.0	10,447	52.5	47.5	0.0	0.5	0.0	0.0	99.3	0.0	0.1
Guam	66	22.7	77.3	0.0	53.0	0.0	0.0	45.5	1.5	0.0	28,812	52.4	47.6	0.1	22.2	0.1	0.2	73.8	3.1	0.6
Puerto Rico	1,508	21.2	71.5	0.0	0.0	0.1	92.6	0.0	0.0	0.0	292,518	50.7	49.3	0.0	0.0	0.0	99.8	0.0	0.0	0.1
U.S. Virgin Islands	23	13.0	87.0	0.0	4.3	43.5	8.7	0.0	0.0	13.0	10,907	51.3	48.7	0.1	0.6	76.6	20.8	0.1	0.3	1.6

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, 2019–20.

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 2019–20

Program type and subject area	Academic year								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	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	49,561	-18,366	-27.0	-1,923	-3.7	876	1.8
Special education	25,476	24,043	22,999	21,438	20,281	19,871	19,002	19,436	-6,040	-23.7	-2,002	-9.3	434	2.3
Early childhood education	21,656	20,880	19,138	19,494	18,614	17,379	16,601	16,787	-4,869	-22.5	-2,707	-13.9	186	1.1
English/Language arts	14,284	13,259	11,977	11,257	10,835	10,374	9,395	8,736	-5,548	-38.8	-2,521	-22.4	-659	-7.0
Mathematics	11,362	10,328	8,965	8,332	7,995	7,722	6,588	6,302	-5,060	-44.5	-2,030	-24.4	-286	-4.3
Social studies	8,606	7,860	6,803	6,133	6,432	6,236	5,839	6,039	-2,567	-29.8	-94	-1.5	200	3.4
English as a second language	9,374	9,423	8,488	8,195	7,833	7,184	5,236	5,743	-3,631	-38.7	-2,452	-29.9	507	9.7
General science	4,049	3,842	3,749	3,535	3,661	3,506	2,837	3,001	-1,048	-25.9	-534	-15.1	164	5.8
Biology	3,328	3,059	2,877	2,677	2,591	2,490	2,410	2,323	-1,005	-30.2	-354	-13.2	-87	-3.6
Chemistry	1,010	963	919	815	795	878	715	756	-254	-25.1	-59	-7.2	41	5.7
Physics	560	559	508	477	435	533	358	522	-38	-6.8	45	9.4	164	45.8
Earth science	545	607	483	495	458	427	396	365	-180	-33.0	-130	-26.3	-31	-7.8
Computer science	32	49	32	11	58	28	17	36	4	12.5	25	227.3	19	111.8
Alternative IHE														
Elementary education	3,184	3,172	2,887	2,970	4,079	4,047	4,840	4,842	1,658	52.1	1,872	63.0	2	0.0
Special education	2,636	2,485	2,795	2,872	3,506	3,375	3,884	4,437	1,801	68.3	1,565	54.5	553	14.2
Early childhood education	996	941	797	823	1,039	1,132	1,280	1,063	67	6.7	240	29.2	-217	-17.0
English/Language arts	1,243	1,331	1,295	1,260	1,367	1,357	1,431	1,485	242	19.5	225	17.9	54	3.8
Mathematics	1,130	1,156	1,069	1,000	1,042	1,051	1,035	1,094	-36	-3.2	94	9.4	59	5.7
Social studies	628	616	565	585	624	658	690	700	72	11.5	115	19.7	10	1.4
English as a second language	216	356	379	385	913	603	450	596	380	175.9	211	54.8	146	32.4
General science	534	648	590	519	510	624	675	755	221	41.4	236	45.5	80	11.9
Biology	521	558	591	578	584	565	629	600	79	15.2	22	3.8	-29	-4.6
Chemistry	171	181	223	191	181	210	216	222	51	29.8	31	16.2	6	2.8
Physics	54	59	60	66	60	59	97	56	2	3.7	-10	-15.2	-41	-42.3
Earth science	90	80	108	97	82	80	101	97	7	7.8	0	0.0	-4	-4.0
Computer science	2	8	7	2	12	10	8	23	21	1050.0	21	1050.0	15	187.5

TABLE S1.7. CONT'D

Program type and subject area	Academic year								2012-13 to 2019-20		2015-16 to 2019-20		2018-19 to 2019-20	
	'12-13	'13-14	'14-15	'15-16	'16-17	'17-18	'18-19	'19-20	Amount	Percent change	Amount	Percent change	Amount	Percent change
Alternative non-IHE														
Elementary education	3,991	5,030	5,799	5,782	5,864	7,557	6,763	6,724	2,733	68.5	942	16.3	-39	-0.6
Special education	2,628	3,447	2,686	2,591	2,850	3,498	3,990	4,235	1,607	61.1	1,644	63.5	245	6.1
Early childhood education	2,093	3,421	3,302	2,722	3,090	4,325	3,095	3,188	1,095	52.3	466	17.1	93	3.0
English/Language arts	1,698	2,342	2,171	2,184	2,054	2,553	2,478	2,321	623	36.7	137	6.3	-157	-6.3
Mathematics	1,849	2,303	1,883	1,871	1,602	1,886	1,883	1,752	-97	-5.2	-119	-6.4	-131	-7.0
Social studies	884	1,451	1,093	1,365	1,056	1,752	1,670	1,525	641	72.5	160	11.7	-145	-8.7
English as a second language	1,049	1,537	1,214	1,316	1,427	1,385	1,472	1,269	220	21.0	-47	-3.6	-203	-13.8
General science	1,239	1,721	1,335	1,670	1,414	1,890	1,809	1,626	387	31.2	-44	-2.6	-183	-10.1
Biology	526	710	645	487	551	503	403	463	-63	-12.0	-24	-4.9	60	14.9
Chemistry	216	249	229	174	188	192	111	150	-66	-30.6	-24	-13.8	39	35.1
Physics	110	100	79	77	59	83	64	110	0	0.0	33	42.9	46	71.9
Earth science	146	160	132	99	92	128	86	441	295	202.1	342	345.5	355	412.8
Computer science	18	21	36	23	30	24	30	23	5	27.8	0	0.0	-7	-23.3

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 2019-20.

TABLE 2.1. TOTAL NUMBER AND PERCENTAGE OF TEACHER PREPARATION PROVIDERS THAT OFFER UNDERGRADUATE CREDENTIALS ONLY, GRADUATE CREDENTIALS ONLY, OR BOTH, BY PROGRAM TYPE: 2019–20

Program type	Total number of providers	Percentage of providers offering each level of credential		
		Undergraduate only	Graduate only	Both undergraduate and graduate
All programs	2,190	25.1	35	39.9
Traditional	1,444	35.7	8.2	56.2
Alternative IHE	514	6.4	82.1	11.5
Alternative non-IHE	232	0.9	97.8	1.3

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2019–20.

TABLE 2.2. PERCENTAGE OF TEACHER PREPARATION PROGRAMS THAT HAVE SELECTED ENTRY REQUIREMENTS, BY PROGRAM TYPE AND STUDENT LEVEL: 2019–20

Entry requirements	All programs	Traditional		Alternative IHE		Alternative non-IHE	
		Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate
Any entry requirements	99.5	98.7	94.2	74.6	98.6	7.3	97.0
Transcript	96.5	89.4	93.3	69.7	97.5	7.3	95.2
Fingerprint check	40.7	35.1	34.9	19.7	42.1	2.4	64.3
Background check	59.8	58.4	49.7	39.3	56.9	2.4	73.5
Minimum number of courses/credits/semester hours completed	84.9	85.9	76.7	59.8	79.1	4.9	56.5
Minimum GPA	95.3	94.8	91.0	69.7	93.6	4.9	82.2
Minimum GPA in content area coursework	64.3	67.0	61.0	53.3	51.3	0.0	35.2
Minimum GPA in professional education coursework	57.3	68.0	47.3	50.8	37.8	0.0	20.4
Minimum ACT score	23.5	29.4	11.9	16.4	13.8	0.0	9.6
Minimum SAT score	22.2	27.5	11.4	16.4	13.6	0.0	9.1
Minimum basic skills test score	61.5	65.2	43.2	36.1	48.3	2.4	55.2
Subject area/academic content test or other subject matter verification	50.8	24.2	43.4	23.8	67.4	4.9	78.7
Recommendation(s)	72.4	62.9	73.2	39.3	69.8	4.9	66.1
Essay or personal statement	70.4	58.6	73.3	33.6	70.8	2.4	56.1
Interview	59.4	47.0	51.4	33.6	60.6	4.9	73.5
Other ¹	34.7	30.6	28.0	22.1	29.4	2.4	33.0

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

Note: The All programs column indicates programs that have a select requirement at either their undergraduate or graduate level. Because programs may have a requirement at one level and not the other, this column does not reflect the average of the undergraduate and graduate levels.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2019–20.

TABLE 2.3. PERCENTAGE OF TEACHER PREPARATION PROGRAMS THAT HAVE SELECTED EXIT REQUIREMENTS, BY PROGRAM TYPE AND STUDENT LEVEL: 2019–20

Exit requirements	All programs	Traditional		Alternative, IHE		Alternative, non-IHE	
		Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate
Any exit requirements	99.3	99.1	94.2	75.4	98.2	7.5	94.8
Transcript	72.2	76.3	68.9	52.5	68.0	2.5	45.2
Fingerprint check	38.3	40.8	39.0	21.3	35.3	0.0	20.4
Background check	43.0	46.5	42.3	28.7	39.6	0.0	26.5
Minimum number of courses/credits/semester hours completed	95.2	97.5	92.1	72.1	92.8	5.0	72.6
Minimum GPA	90.9	97.0	91.0	70.5	90.8	0.0	46.5
Minimum GPA in content area coursework	73.9	84.1	70.4	63.9	57.7	0.0	30.0
Minimum GPA in professional education coursework	81.9	88.0	82.1	62.3	78.4	0.0	35.2
Minimum ACT score	6.7	7.0	2.2	5.7	7.2	0.0	3.0
Minimum SAT score	6.2	6.4	2.0	4.9	6.8	0.0	2.6
Minimum basic skills test score	34.6	34.6	25.1	24.6	30.6	2.5	28.7
Subject area/academic content test or other subject matter verification	78.8	77.3	73.3	44.3	74.1	7.5	78.3
Recommendation(s)	39.3	38.1	31.9	16.4	28.5	5.0	59.6
Essay or personal statement	23.1	23.3	18.7	20.5	16.4	2.5	20.4
Interview	24.9	24.9	21.3	21.3	20.5	5.0	19.6
Other ¹	35.8	35.3	31.2	19.7	30.6	2.5	29.1

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: The All programs column indicates programs that have a select requirement at either their undergraduate or graduate level. Because programs may have a requirement at one level and not the other, this column does not reflect the average of the undergraduate and graduate levels.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2019–20.

TABLE 2.4. AVERAGE NUMBER OF CLOCK HOURS REQUIRED FOR TEACHER PREPARATION PROGRAM MILESTONES, BY PROGRAM TYPE: 2019–20

Program type	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)	
	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	138	529	90	1
Undergraduate	145	520	103	1
Graduate	137	543	90	1
Traditional	144	525	116	1
Undergraduate	146	523	115	1
Graduate	145	536	118	1
Alternative IHE	109	546	71	1
Undergraduate	122	452	66	1
Graduate	112	565	71	1
Alternative non-IHE	119	551	103	1
Undergraduate	—	—	0	1
Graduate	119	552	104	1

— Not available.

NOTE: The total averages for all programs and each program type indicate the average required hours at either the undergraduate or graduate level. Because programs may have a different requirements at each level, these rows do not reflect the average of the undergraduate and graduate levels.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2019–20.

TABLE S2.1. NUMBER OF TEACHER PREPARATION PROVIDERS, WITH PERCENTAGE CHANGE OVER TIME, BY YEAR, STATE OR JURISDICTION, AND PROGRAM TYPE: 2012–13 TO 2019–20

State or jurisdiction and program type	Academic year								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	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	2,190	19	0.9	87	4.1	17	0.8
Traditional	1,497	1,483	1,475	1,473	1,473	1,466	1,455	1,444	-53	-3.5	-29	-2.0	-11	-0.8
Alternative IHE	473	451	456	427	453	486	494	514	41	8.7	87	20.4	20	4.0
Alternative non-IHE	201	201	202	203	211	220	224	232	31	15.4	29	14.3	8	3.6
Alabama	45	45	45	45	45	43	43	43	-2	-4.4	-2	-4.4	0	0.0
Traditional	27	27	27	27	27	26	26	26	-1	-3.7	-1	-3.7	0	0.0
Alternative IHE	17	17	17	17	17	17	17	17	0	0.0	0	0.0	0	0.0
Alternative non-IHE	1	1	1	1	1	0	0	0	-1	-100.0	-1	-100.0	0	†
Alaska	5	5	4	4	4	4	3	3	-2	-40.0	-1	-25.0	0	0.0
Traditional	4	4	4	4	4	4	3	3	-1	-25.0	-1	-25.0	0	0.0
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	1	1	0	0	0	0	0	0	-1	-100.0	0	†	0	†
Arizona	24	24	26	25	26	27	26	29	5	20.8	4	16.0	3	11.5
Traditional	14	14	14	13	14	14	14	13	-1	-7.1	0	0.0	-1	-7.1
Alternative IHE	9	9	9	10	11	11	10	11	2	22.2	1	10.0	1	10.0
Alternative non-IHE	1	1	3	2	1	2	2	5	4	400.0	3	150.0	3	150.0
Arkansas	30	31	33	34	36	36	37	36	6	20.0	2	5.9	-1	-2.7
Traditional	19	19	20	20	20	19	19	19	0	0.0	-1	-5.0	0	0.0
Alternative IHE	9	9	10	10	10	11	11	11	2	22.2	1	10.0	0	0.0
Alternative non-IHE	2	3	3	4	6	6	7	6	4	200.0	2	50.0	-1	-14.3
California	144	143	143	144	146	146	152	153	9	6.2	9	6.2	1	0.7
Traditional	81	82	82	81	80	81	82	83	2	2.5	2	2.5	1	1.2
Alternative IHE	55	53	52	52	53	55	58	57	2	3.6	5	9.6	-1	-1.7
Alternative non-IHE	8	8	9	11	13	10	12	13	5	62.5	2	18.2	1	8.3

TABLE S2.1. CONT'D

State or jurisdiction and program type	Academic year								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	Amount	Percent change
Colorado	41	41	40	41	48	49	48	50	9	22.0	9	22.0	2	4.2
Traditional	18	18	17	17	20	21	21	21	3	16.7	4	23.5	0	0.0
Alternative IHE	5	6	6	7	9	10	11	12	7	140.0	5	71.4	1	9.1
Alternative non-IHE	18	17	17	17	19	18	16	17	-1	-5.6	0	0.0	1	6.2
Connecticut	18	18	18	18	19	18	18	18	0	0.0	0	0.0	0	0.0
Traditional	15	15	15	15	15	14	14	13	-2	-13.3	-2	-13.3	-1	-7.1
Alternative IHE	1	1	1	1	1	1	1	1	0	0.0	0	0.0	0	0.0
Alternative non-IHE	2	2	2	2	3	3	3	4	2	100.0	2	100.0	1	33.3
Delaware	5	5	5	6	7	7	7	9	4	80.0	3	50.0	2	28.6
Traditional	4	4	4	4	4	4	4	4	0	0.0	0	0.0	0	0.0
Alternative IHE	0	0	0	1	2	2	2	4	4	†	3	300.0	2	100.0
Alternative non-IHE	1	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	15	0	0.0	0	0.0	0	0.0
Traditional	8	8	7	7	7	7	8	7	-1	-12.5	0	0.0	-1	-12.5
Alternative IHE	3	3	2	2	2	3	3	4	1	33.3	2	100.0	1	33.3
Alternative non-IHE	4	6	6	6	4	4	4	4	0	0.0	-2	-33.3	0	0.0
Florida	75	73	73	71	69	71	71	72	-3	-4.0	1	1.4	1	1.4
Traditional	46	46	47	47	46	47	46	47	1	2.2	0	0.0	1	2.2
Alternative IHE	28	26	25	23	22	23	23	23	-5	-17.9	0	0.0	0	0.0
Alternative non-IHE	1	1	1	1	1	1	2	2	1	100.0	1	100.0	0	0.0
Georgia	72	61	59	59	59	63	63	63	-9	-12.5	4	6.8	0	0.0
Traditional	47	40	39	40	40	41	41	40	-7	-14.9	0	0.0	-1	-2.4
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	25	21	20	19	19	22	22	23	-2	-8.0	4	21.1	1	4.5

TABLE S2.1. CONT'D

State or jurisdiction and program type	Academic year								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	Amount	Percent change
Hawaii	14	14	15	15	15	15	16	17	3	21.4	2	13.3	1	6.2
Traditional	6	6	6	6	6	6	6	6	0	0.0	0	0.0	0	0.0
Alternative IHE	6	5	6	6	6	6	6	7	1	16.7	1	16.7	1	16.7
Alternative non-IHE	2	3	3	3	3	3	4	4	2	100.0	1	33.3	0	0.0
Idaho	13	11	14	14	14	14	14	15	2	15.4	1	7.1	1	7.1
Traditional	9	8	7	7	7	7	7	7	-2	-22.2	0	0.0	0	0.0
Alternative IHE	3	2	5	5	5	5	6	6	3	100.0	1	20.0	0	0.0
Alternative non-IHE	1	1	2	2	2	2	1	2	1	100.0	0	0.0	1	100.0
Illinois	67	65	64	61	60	60	58	58	-9	-13.4	-3	-4.9	0	0.0
Traditional	56	56	55	55	55	55	54	52	-4	-7.1	-3	-5.5	-2	-3.7
Alternative IHE	10	8	8	6	5	5	4	6	-4	-40.0	0	0.0	2	50.0
Alternative non-IHE	1	1	1	0	0	0	0	0	-1	-100.0	0	†	0	†
Indiana	76	74	73	73	73	74	76	75	-1	-1.3	2	2.7	-1	-1.3
Traditional	44	43	43	43	42	42	43	41	-3	-6.8	-2	-4.7	-2	-4.7
Alternative IHE	32	31	30	30	30	30	31	31	-1	-3.1	1	3.3	0	0.0
Alternative non-IHE	0	0	0	0	1	2	2	3	3	†	3	†	1	50.0
Iowa	34	36	35	35	34	31	31	31	-3	-8.8	-4	-11.4	0	0.0
Traditional	32	32	32	32	32	29	29	29	-3	-9.4	-3	-9.4	0	0.0
Alternative IHE	2	4	3	3	2	2	2	2	0	0.0	-1	-33.3	0	0.0
Alternative non-IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Kansas	29	29	31	31	31	30	30	29	0	0.0	-2	-6.5	-1	-3.3
Traditional	23	23	25	25	25	24	24	24	1	4.3	-1	-4.0	0	0.0
Alternative IHE	6	6	6	6	6	6	6	5	-1	-16.7	-1	-16.7	-1	-16.7
Alternative non-IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†

TABLE S2.1. CONT'D

State or jurisdiction and program type	Academic year								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	Amount	Percent change
Kentucky	48	47	47	43	43	43	42	43	-5	-10.4	0	0.0	1	2.4
Traditional	29	28	28	25	25	25	26	27	-2	-6.9	2	8.0	1	3.8
Alternative IHE	17	17	17	16	16	16	15	15	-2	-11.8	-1	-6.2	0	0.0
Alternative non-IHE	2	2	2	2	2	2	1	1	-1	-50.0	-1	-50.0	0	0.0
Louisiana	40	41	43	44	44	45	47	47	7	17.5	3	6.8	0	0.0
Traditional	18	17	18	18	18	18	19	19	1	5.6	1	5.6	0	0.0
Alternative IHE	19	19	19	19	19	21	20	20	1	5.3	1	5.3	0	0.0
Alternative non-IHE	3	5	6	7	7	6	8	8	5	166.7	1	14.3	0	0.0
Maine	17	17	17	17	16	15	15	15	-2	-11.8	-2	-11.8	0	0.0
Traditional	16	16	16	16	15	15	15	15	-1	-6.2	-1	-6.2	0	0.0
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	1	1	1	1	1	0	0	0	-1	-100.0	-1	-100.0	0	†
Maryland	36	35	34	34	34	34	33	32	-4	-11.1	-2	-5.9	-1	-3.0
Traditional	23	23	23	23	23	23	23	23	0	0.0	0	0.0	0	0.0
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	13	12	11	11	11	11	10	9	-4	-30.8	-2	-18.2	-1	-10.0
Massachusetts	72	70	68	65	64	60	56	57	-15	-20.8	-8	-12.3	1	1.8
Traditional	54	54	54	53	52	49	47	46	-8	-14.8	-7	-13.2	-1	-2.1
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	18	16	14	12	12	11	9	11	-7	-38.9	-1	-8.3	2	22.2
Michigan	38	39	39	38	38	40	38	38	0	0.0	0	0.0	0	0.0
Traditional	36	36	34	33	33	33	31	31	-5	-13.9	-2	-6.1	0	0.0
Alternative IHE	2	3	3	4	4	4	4	4	2	100.0	0	0.0	0	0.0
Alternative non-IHE	0	0	2	1	1	3	3	3	3	†	2	200.0	0	0.0

TABLE S2.1. CONT'D

State or jurisdiction and program type	Academic year								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	Amount	Percent change
Minnesota	31	31	32	38	38	37	35	34	3	9.7	-4	-10.5	-1	-2.9
Traditional	30	30	30	30	30	29	29	29	-1	-3.3	-1	-3.3	0	0.0
Alternative IHE	1	1	2	8	8	8	6	5	4	400.0	-3	-37.5	-1	-16.7
Alternative non-IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Mississippi	30	30	30	31	31	31	30	30	0	0.0	-1	-3.2	0	0.0
Traditional	15	15	15	15	15	15	15	15	0	0.0	0	0.0	0	0.0
Alternative IHE	12	12	12	13	13	12	12	12	0	0.0	-1	-7.7	0	0.0
Alternative non-IHE	3	3	3	3	3	4	3	3	0	0.0	0	0.0	0	0.0
Missouri	53	53	55	55	51	51	56	58	5	9.4	3	5.5	2	3.6
Traditional	39	39	41	41	40	40	41	40	1	2.6	-1	-2.4	-1	-2.4
Alternative IHE	12	12	12	12	8	9	11	14	2	16.7	2	16.7	3	27.3
Alternative non-IHE	2	2	2	2	3	2	4	4	2	100.0	2	100.0	0	0.0
Montana	10	10	10	10	10	10	11	11	1	10.0	1	10.0	0	0.0
Traditional	9	9	9	9	9	10	10	10	1	11.1	1	11.1	0	0.0
Alternative IHE	1	1	1	1	1	0	1	1	0	0.0	0	0.0	0	0.0
Alternative non-IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Nebraska	17	17	17	17	17	16	16	17	0	0.0	0	0.0	1	6.2
Traditional	16	16	16	16	16	15	15	16	0	0.0	0	0.0	1	6.7
Alternative IHE	1	1	1	1	1	1	1	1	0	0.0	0	0.0	0	0.0
Alternative non-IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Nevada	13	14	15	15	22	20	19	18	5	38.5	3	20.0	-1	-5.3
Traditional	10	11	10	9	10	9	9	8	-2	-20.0	-1	-11.1	-1	-11.1
Alternative IHE	3	3	2	4	7	6	5	5	2	66.7	1	25.0	0	0.0
Alternative non-IHE	0	0	3	2	5	5	5	5	5	†	3	150.0	0	0.0

TABLE S2.1. CONT'D

State or jurisdiction and program type	Academic year								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	Amount	Percent change
New Hampshire	16	16	17	17	16	16	15	14	-2	-12.5	-3	-17.6	-1	-6.7
Traditional	15	15	15	15	14	14	13	12	-3	-20.0	-3	-20.0	-1	-7.7
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	1	1	2	2	2	2	2	2	1	100.0	0	0.0	0	0.0
New Jersey	27	28	28	38	38	38	41	38	11	40.7	0	0.0	-3	-7.3
Traditional	24	24	24	24	24	24	25	23	-1	-4.2	-1	-4.2	-2	-8.0
Alternative IHE	2	3	3	9	12	11	13	13	11	550.0	4	44.4	0	0.0
Alternative non-IHE	1	1	1	5	2	3	3	2	1	100.0	-3	-60.0	-1	-33.3
New Mexico	20	20	19	19	19	19	19	18	-2	-10.0	-1	-5.3	-1	-5.3
Traditional	10	10	10	10	9	9	9	8	-2	-20.0	-2	-20.0	-1	-11.1
Alternative IHE	10	10	9	9	10	10	10	9	-1	-10.0	0	0.0	-1	-10.0
Alternative non-IHE	0	0	0	0	0	0	0	1	1	†	1	†	1	†
New York	141	139	135	133	131	131	128	129	-12	-8.5	-4	-3.0	1	0.8
Traditional	118	118	115	114	112	112	110	110	-8	-6.8	-4	-3.5	0	0.0
Alternative IHE	23	21	20	19	19	19	18	19	-4	-17.4	0	0.0	1	5.6
Alternative non-IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
North Carolina	76	75	73	74	73	73	75	81	5	6.6	7	9.5	6	8.0
Traditional	47	47	46	47	46	47	47	45	-2	-4.3	-2	-4.3	-2	-4.3
Alternative IHE	24	23	22	22	23	20	21	28	4	16.7	6	27.3	7	33.3
Alternative non-IHE	5	5	5	5	4	6	7	8	3	60.0	3	60.0	1	14.3
North Dakota	12	12	12	12	13	12	12	13	1	8.3	1	8.3	1	8.3
Traditional	12	12	12	12	12	12	12	12	0	0.0	0	0.0	0	0.0
Alternative IHE	0	0	0	0	1	0	0	0	0	†	0	†	0	†
Alternative non-IHE	0	0	0	0	0	0	0	1	1	†	1	†	1	†

TABLE S2.1. CONT'D

State or jurisdiction and program type	Academic year								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	Amount	Percent change
Ohio	51	51	52	52	52	51	49	50	-1	-2.0	-2	-3.8	1	2.0
Traditional	51	51	52	52	52	51	49	50	-1	-2.0	-2	-3.8	1	2.0
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Oklahoma	23	23	23	24	23	23	23	23	0	0.0	-1	-4.2	0	0.0
Traditional	22	22	22	23	23	23	23	23	1	4.5	0	0.0	0	0.0
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	1	1	1	1	0	0	0	0	-1	-100.0	-1	-100.0	0	†
Oregon	19	18	18	17	17	15	15	14	-5	-26.3	-3	-17.6	-1	-6.7
Traditional	19	18	18	17	17	15	15	14	-5	-26.3	-3	-17.6	-1	-6.7
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Pennsylvania	127	123	122	123	124	121	122	126	-1	-0.8	3	2.4	4	3.3
Traditional	91	91	91	91	92	91	91	91	0	0.0	0	0.0	0	0.0
Alternative IHE	35	31	30	30	29	27	28	32	-3	-8.6	2	6.7	4	14.3
Alternative non-IHE	1	1	1	2	3	3	3	3	2	200.0	1	50.0	0	0.0
Rhode Island	10	10	9	10	9	10	10	10	0	0.0	0	0.0	0	0.0
Traditional	9	9	8	9	8	9	9	9	0	0.0	0	0.0	0	0.0
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	1	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	37	3	8.8	4	12.1	1	2.8
Traditional	31	31	30	30	30	30	30	29	-2	-6.5	-1	-3.3	-1	-3.3
Alternative IHE	0	0	0	0	0	0	0	2	2	†	2	†	2	†
Alternative non-IHE	3	3	3	3	4	5	6	6	3	100.0	3	100.0	0	0.0

TABLE S2.1. CONT'D

State or jurisdiction and program type	Academic year								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	Amount	Percent change
South Dakota	13	13	13	13	13	11	11	11	-2	-15.4	-2	-15.4	0	0.0
Traditional	12	12	12	12	12	11	11	11	-1	-8.3	-1	-8.3	0	0.0
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	1	1	1	1	1	0	0	0	-1	-100.0	-1	-100.0	0	†
Tennessee	70	67	68	67	67	69	66	67	-3	-4.3	0	0.0	1	1.5
Traditional	37	36	36	36	37	37	36	36	-1	-2.7	0	0.0	0	0.0
Alternative IHE	29	27	28	28	28	30	28	28	-1	-3.4	0	0.0	0	0.0
Alternative non-IHE	4	4	4	3	2	2	2	3	-1	-25.0	0	0.0	1	50.0
Texas	212	199	197	153	154	179	182	175	-37	-17.5	22	14.4	-7	-3.8
Traditional	73	72	73	75	75	77	77	77	4	5.5	2	2.7	0	0.0
Alternative IHE	79	65	68	22	31	59	64	62	-17	-21.5	40	181.8	-2	-3.1
Alternative non-IHE	60	62	56	56	48	43	41	36	-24	-40.0	-20	-35.7	-5	-12.2
Utah	12	12	12	12	12	12	12	12	0	0.0	0	0.0	0	0.0
Traditional	10	10	10	10	10	10	10	10	0	0.0	0	0.0	0	0.0
Alternative IHE	1	1	1	1	1	1	1	1	0	0.0	0	0.0	0	0.0
Alternative non-IHE	1	1	1	1	1	1	1	1	0	0.0	0	0.0	0	0.0
Vermont	17	16	15	16	16	16	13	13	-4	-23.5	-3	-18.8	0	0.0
Traditional	13	12	11	11	11	11	9	9	-4	-30.8	-2	-18.2	0	0.0
Alternative IHE	0	0	0	1	4	4	3	3	3	†	2	200.0	0	0.0
Alternative non-IHE	4	4	4	4	1	1	1	1	-3	-75.0	-3	-75.0	0	0.0
Virginia	41	40	40	40	40	40	40	41	0	0.0	1	2.5	1	2.5
Traditional	36	36	36	36	36	36	36	36	0	0.0	0	0.0	0	0.0
Alternative IHE	4	3	3	3	3	3	3	4	0	0.0	1	33.3	1	33.3
Alternative non-IHE	1	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								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	Amount	Percent change
Washington	29	29	28	29	34	39	42	42	13	44.8	13	44.8	0	0.0
Traditional	22	22	21	21	24	26	26	26	4	18.2	5	23.8	0	0.0
Alternative IHE	7	7	7	8	10	13	14	14	7	100.0	6	75.0	0	0.0
Alternative non-IHE	0	0	0	0	0	0	2	2	2	†	2	†	0	0.0
West Virginia	23	22	21	20	34	45	47	48	25	108.7	28	140.0	1	2.1
Traditional	20	20	20	20	20	20	20	20	0	0.0	0	0.0	0	0.0
Alternative IHE	3	2	1	0	0	0	0	0	-3	-100.0	0	†	0	†
Alternative non-IHE	0	0	0	0	14	25	27	28	28	†	28	†	1	3.7
Wisconsin	40	40	41	41	41	42	41	40	0	0.0	-1	-2.4	-1	-2.4
Traditional	33	33	33	33	33	33	33	32	-1	-3.0	-1	-3.0	-1	-3.0
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	7	7	8	8	8	9	8	8	1	14.3	0	0.0	0	0.0
Wyoming	1	1	1	1	1	1	1	1	0	0.0	0	0.0	0	0.0
Traditional	1	1	1	1	1	1	1	1	0	0.0	0	0.0	0	0.0
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
American Samoa	2	2	1	1	2	2	2	2	0	0.0	1	100.0	0	0.0
Traditional	2	2	1	1	2	2	2	2	0	0.0	1	100.0	0	0.0
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Federated States of Micronesia	1	—	—	1	1	1	—	1	†	†	0	†	†	†
Traditional	1	—	—	1	1	1	—	1	†	†	0	†	†	†
Alternative IHE	0	—	—	0	0	0	—	0	†	†	0	†	†	†
Alternative non-IHE	0	—	—	0	0	0	—	0	†	†	0	†	†	†

TABLE S2.1. CONT'D

State or jurisdiction and program type	Academic year								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	Amount	Percent change
Guam	1	1	1	1	2	2	2	2	1	100.0	1	100.0	0	0.0
Traditional	1	1	1	1	1	1	1	1	0	0.0	0	0.0	0	0.0
Alternative IHE	0	0	0	0	1	1	1	1	1	†	1	†	0	0.0
Alternative non-IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Marshall Islands	2	2	—	1	2	2	—	2	0	0.0	1	100.0	†	†
Traditional	2	2	—	1	2	2	—	2	0	0.0	1	100.0	†	†
Alternative IHE	0	0	—	0	0	0	—	0	0	†	0	†	†	†
Alternative non-IHE	0	0	—	0	0	0	—	0	0	†	0	†	†	†
Northern Mariana Islands	1	1	1	1	1	1	—	1	0	0.0	0	0.0	†	†
Traditional	1	1	1	1	1	1	—	1	0	0.0	0	0.0	†	†
Alternative IHE	0	0	0	0	0	0	—	0	0	†	0	†	†	†
Alternative non-IHE	0	0	0	0	0	0	—	0	0	†	0	†	†	†
Puerto Rico	37	44	52	55	60	61	62	62	25	67.6	7	12.7	0	0.0
Traditional	35	35	37	37	37	37	38	38	3	8.6	1	2.7	0	0.0
Alternative IHE	2	9	15	18	23	24	24	24	22	1100.0	6	33.3	0	0.0
Alternative non-IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
U.S. Virgin Islands	1	1	1	1	1	1	1	1	0	0.0	0	0.0	0	0.0
Traditional	1	1	1	1	1	1	1	1	0	0.0	0	0.0	0	0.0
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	0	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 2019–20.

TABLE S2.2. NUMBER OF TEACHER PREPARATION PROGRAMS, WITH PERCENTAGE CHANGE OVER TIME, BY YEAR, STATE OR JURISDICTION, AND PROGRAM TYPE: 2012–13 TO 2019–20

State or jurisdiction and program type	Academic year								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	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	21,856	-4,733	-17.8	-4,590	-17.4	354	1.6
Traditional	18,514	19,233	19,236	19,163	19,205	19,027	15,551	15,640	-2,874	-15.5	-3,523	-18.4	89	0.6
Alternative IHE	5,325	5,198	5,170	4,104	4,245	4,714	4,147	4,351	-974	-18.3	247	6.0	204	4.9
Alternative non-IHE	2,750	3,481	3,129	3,179	2,779	2,604	1,804	1,865	-885	-32.2	-1,314	-41.3	61	3.4
Alabama	563	564	562	559	557	534	453	460	-103	-18.3	-99	-17.7	7	1.5
Traditional	328	327	327	324	326	322	265	275	-53	-16.2	-49	-15.1	10	3.8
Alternative IHE	213	215	213	213	209	212	188	185	-28	-13.1	-28	-13.1	-3	-1.6
Alternative non-IHE	22	22	22	22	22	0	0	0	-22	-100.0	-22	-100.0	0	†
Alaska	32	28	26	28	25	25	32	32	0	0.0	4	14.3	0	0.0
Traditional	31	27	26	28	25	25	32	32	1	3.2	4	14.3	0	0.0
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	1	1	0	0	0	0	0	0	-1	-100.0	0	†	0	†
Arizona	131	136	149	138	144	168	204	223	92	70.2	85	61.6	19	9.3
Traditional	99	102	109	104	108	108	127	127	28	28.3	23	22.1	0	0.0
Alternative IHE	30	32	33	30	34	35	75	83	53	176.7	53	176.7	8	10.7
Alternative non-IHE	2	2	7	4	2	25	2	13	11	550.0	9	225.0	11	550.0
Arkansas	257	266	281	301	303	300	316	226	-31	-12.1	-75	-24.9	-90	-28.5
Traditional	184	185	193	198	202	194	194	183	-1	-0.5	-15	-7.6	-11	-5.7
Alternative IHE	47	48	55	57	54	59	79	26	-21	-44.7	-31	-54.4	-53	-67.1
Alternative non-IHE	26	33	33	46	47	47	43	17	-9	-34.6	-29	-63.0	-26	-60.5
California	595	596	713	711	700	729	1,652	1,711	1,116	187.6	1,000	140.6	59	3.6
Traditional	373	374	436	429	424	437	939	975	602	161.4	546	127.3	36	3.8
Alternative IHE	211	211	256	253	242	263	617	635	424	200.9	382	151.0	18	2.9
Alternative non-IHE	11	11	21	29	34	29	96	101	90	818.2	72	248.3	5	5.2

TABLE S2.2. CONT'D

State or jurisdiction and program type	Academic year								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	Amount	Percent change
Colorado	193	192	207	424	450	463	438	451	258	133.7	27	6.4	13	3.0
Traditional	149	148	155	196	208	208	176	180	31	20.8	-16	-8.2	4	2.3
Alternative IHE	24	25	34	72	82	83	105	115	91	379.2	43	59.7	10	9.5
Alternative non-IHE	20	19	18	156	160	172	157	156	136	680.0	0	0.0	-1	-0.6
Connecticut	130	130	225	220	238	229	169	159	29	22.3	-61	-27.7	-10	-5.9
Traditional	109	109	196	191	202	192	140	128	19	17.4	-63	-33.0	-12	-8.6
Alternative IHE	1	1	1	1	1	1	1	1	0	0.0	0	0.0	0	0.0
Alternative non-IHE	20	20	28	28	35	36	28	30	10	50.0	2	7.1	2	7.1
Delaware	52	53	53	54	55	58	56	60	8	15.4	6	11.1	4	7.1
Traditional	48	49	49	50	51	47	44	42	-6	-12.5	-8	-16.0	-2	-4.5
Alternative IHE	0	0	0	3	3	10	6	11	11	†	8	266.7	5	83.3
Alternative non-IHE	4	4	4	1	1	1	6	7	3	75.0	6	600.0	1	16.7
District of Columbia	121	133	132	124	121	120	110	110	-11	-9.1	-14	-11.3	0	0.0
Traditional	78	78	75	72	72	66	60	58	-20	-25.6	-14	-19.4	-2	-3.3
Alternative IHE	34	33	24	22	42	47	35	37	3	8.8	15	68.2	2	5.7
Alternative non-IHE	9	22	33	30	7	7	15	15	6	66.7	-15	-50.0	0	0.0
Florida	496	449	436	396	446	407	298	317	-179	-36.1	-79	-19.9	19	6.4
Traditional	463	422	410	372	423	382	272	288	-175	-37.8	-84	-22.6	16	5.9
Alternative IHE	32	26	25	23	22	24	24	27	-5	-15.6	4	17.4	3	12.5
Alternative non-IHE	1	1	1	1	1	1	2	2	1	100.0	1	100.0	0	0.0
Georgia	535	728	587	508	491	491	817	875	340	63.6	367	72.2	58	7.1
Traditional	508	696	561	485	468	466	459	479	-29	-5.7	-6	-1.2	20	4.4
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	27	32	26	23	23	25	358	396	369	1366.7	373	1621.7	38	10.6

TABLE S2.2. CONT'D

State or jurisdiction and program type	Academic year								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	Amount	Percent change
Hawaii	54	50	54	54	55	58	98	111	57	105.6	57	105.6	13	13.3
Traditional	27	27	29	29	26	26	40	39	12	44.4	10	34.5	-1	-2.5
Alternative IHE	19	14	16	16	19	20	42	56	37	194.7	40	250.0	14	33.3
Alternative non-IHE	8	9	9	9	10	12	16	16	8	100.0	7	77.8	0	0.0
Idaho	111	103	131	132	186	184	147	200	89	80.2	68	51.5	53	36.1
Traditional	88	87	90	91	132	128	116	126	38	43.2	35	38.5	10	8.6
Alternative IHE	13	6	30	30	43	45	21	52	39	300.0	22	73.3	31	147.6
Alternative non-IHE	10	10	11	11	11	11	10	22	12	120.0	11	100.0	12	120.0
Illinois	684	661	667	676	695	712	586	588	-96	-14.0	-88	-13.0	2	0.3
Traditional	638	627	636	656	685	692	557	557	-81	-12.7	-99	-15.1	0	0.0
Alternative IHE	42	30	27	20	10	20	29	31	-11	-26.2	11	55.0	2	6.9
Alternative non-IHE	4	4	4	0	0	0	0	0	-4	-100.0	0	†	0	†
Indiana	1,103	1,056	1,010	1,000	1,020	987	715	719	-384	-34.8	-281	-28.1	4	0.6
Traditional	621	592	585	569	561	538	443	443	-178	-28.7	-126	-22.1	0	0.0
Alternative IHE	482	464	425	431	425	413	263	266	-216	-44.8	-165	-38.3	3	1.1
Alternative non-IHE	0	0	0	0	34	36	9	10	10	†	10	†	1	11.1
Iowa	154	172	175	182	178	176	390	378	224	145.5	196	107.7	-12	-3.1
Traditional	152	152	153	160	156	155	388	376	224	147.4	216	135.0	-12	-3.1
Alternative IHE	2	20	22	22	22	21	2	2	0	0.0	-20	-90.9	0	0.0
Alternative non-IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Kansas	411	408	413	401	401	376	282	296	-115	-28.0	-105	-26.2	14	5.0
Traditional	321	318	323	312	313	308	258	262	-59	-18.4	-50	-16.0	4	1.6
Alternative IHE	90	90	90	89	88	68	24	34	-56	-62.2	-55	-61.8	10	41.7
Alternative non-IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†

TABLE S2.2. CONT'D

State or jurisdiction and program type	Academic year								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	Amount	Percent change
Kentucky	758	745	740	707	715	709	540	551	-207	-27.3	-156	-22.1	11	2.0
Traditional	477	473	467	449	448	445	336	346	-131	-27.5	-103	-22.9	10	3.0
Alternative IHE	270	261	262	247	256	253	185	186	-84	-31.1	-61	-24.7	1	0.5
Alternative non-IHE	11	11	11	11	11	11	19	19	8	72.7	8	72.7	0	0.0
Louisiana	795	797	828	813	752	749	514	507	-288	-36.2	-306	-37.6	-7	-1.4
Traditional	250	227	233	220	208	202	195	192	-58	-23.2	-28	-12.7	-3	-1.5
Alternative IHE	456	462	458	445	396	414	242	238	-218	-47.8	-207	-46.5	-4	-1.7
Alternative non-IHE	89	108	137	148	148	133	77	77	-12	-13.5	-71	-48.0	0	0.0
Maine	81	79	83	83	77	78	92	103	22	27.2	20	24.1	11	12.0
Traditional	80	78	82	82	76	78	92	103	23	28.7	21	25.6	11	12.0
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	1	1	1	1	1	0	0	0	-1	-100.0	-1	-100.0	0	†
Maryland	226	232	240	239	241	239	296	291	65	28.8	52	21.8	-5	-1.7
Traditional	208	215	224	224	225	223	253	256	48	23.1	32	14.3	3	1.2
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	18	17	16	15	16	16	43	35	17	94.4	20	133.3	-8	-18.6
Massachusetts	1,727	2,001	1,599	1,582	1,578	1,599	614	636	-1,091	-63.2	-946	-59.8	22	3.6
Traditional	1,358	1,373	1,336	1,335	1,337	1,383	525	521	-837	-61.6	-814	-61.0	-4	-0.8
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	369	628	263	247	241	216	89	115	-254	-68.8	-132	-53.4	26	29.2
Michigan	405	426	424	380	389	447	483	473	68	16.8	93	24.5	-10	-2.1
Traditional	338	351	344	363	372	372	464	454	116	34.3	91	25.1	-10	-2.2
Alternative IHE	67	75	77	15	15	18	16	16	-51	-76.1	1	6.7	0	0.0
Alternative non-IHE	0	0	3	2	2	57	3	3	3	†	1	50.0	0	0.0

TABLE S2.2. CONT'D

State or jurisdiction and program type	Academic year								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	Amount	Percent change
Minnesota	499	488	598	615	612	590	403	396	-103	-20.6	-219	-35.6	-7	-1.7
Traditional	498	487	595	586	583	561	374	378	-120	-24.1	-208	-35.5	4	1.1
Alternative IHE	1	1	3	29	29	29	29	18	17	1700.0	-11	-37.9	-11	-37.9
Alternative non-IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Mississippi	154	157	156	158	158	150	149	170	16	10.4	12	7.6	21	14.1
Traditional	114	117	116	117	117	116	125	125	11	9.6	8	6.8	0	0.0
Alternative IHE	33	33	33	34	34	26	17	38	5	15.2	4	11.8	21	123.5
Alternative non-IHE	7	7	7	7	7	8	7	7	0	0.0	0	0.0	0	0.0
Missouri	1,090	1,075	1,048	1,016	956	958	637	682	-408	-37.4	-334	-32.9	45	7.1
Traditional	819	807	808	782	766	766	494	499	-320	-39.1	-283	-36.2	5	1.0
Alternative IHE	214	211	183	176	127	138	106	146	-68	-31.8	-30	-17.0	40	37.7
Alternative non-IHE	57	57	57	58	63	54	37	37	-20	-35.1	-21	-36.2	0	0.0
Montana	112	122	122	121	122	118	116	105	-7	-6.2	-16	-13.2	-11	-9.5
Traditional	111	121	121	120	121	118	114	103	-8	-7.2	-17	-14.2	-11	-9.6
Alternative IHE	1	1	1	1	1	0	2	2	1	100.0	1	100.0	0	0.0
Alternative non-IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Nebraska	386	379	372	373	377	368	258	273	-113	-29.3	-100	-26.8	15	5.8
Traditional	385	378	371	372	376	367	257	272	-113	-29.4	-100	-26.9	15	5.8
Alternative IHE	1	1	1	1	1	1	1	1	0	0.0	0	0.0	0	0.0
Alternative non-IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Nevada	56	84	91	97	141	132	133	159	103	183.9	62	63.9	26	19.5
Traditional	40	65	63	59	67	59	80	80	40	100.0	21	35.6	0	0.0
Alternative IHE	16	19	10	22	38	37	38	48	32	200.0	26	118.2	10	26.3
Alternative non-IHE	0	0	18	16	36	36	15	31	31	†	15	93.8	16	106.7

TABLE S2.2. CONT'D

State or jurisdiction and program type	Academic year								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	Amount	Percent change
New Hampshire	146	163	174	177	176	176	147	147	1	0.7	-30	-16.9	0	0.0
Traditional	143	160	166	169	168	168	119	119	-24	-16.8	-50	-29.6	0	0.0
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	3	3	8	8	8	8	28	28	25	833.3	20	250.0	0	0.0
New Jersey	456	456	459	488	481	477	380	366	-90	-19.7	-122	-25.0	-14	-3.7
Traditional	453	452	454	452	447	443	297	288	-165	-36.4	-164	-36.3	-9	-3.0
Alternative IHE	2	3	4	27	29	31	80	76	74	3700.0	49	181.5	-4	-5.0
Alternative non-IHE	1	1	1	9	5	3	3	2	1	100.0	-7	-77.8	-1	-33.3
New Mexico	96	97	100	97	74	80	122	129	33	34.4	32	33.0	7	5.7
Traditional	73	74	76	73	45	50	62	63	-10	-13.7	-10	-13.7	1	1.6
Alternative IHE	23	23	24	24	29	30	60	63	40	173.9	39	162.5	3	5.0
Alternative non-IHE	0	0	0	0	0	0	0	3	3	†	3	†	3	†
New York	1,871	1,906	1,925	1,967	2,044	2,010	1,129	1,189	-682	-36.5	-778	-39.6	60	5.3
Traditional	1,718	1,758	1,771	1,797	1,881	1,879	1,025	1,061	-657	-38.2	-736	-41.0	36	3.5
Alternative IHE	153	148	154	170	163	131	104	128	-25	-16.3	-42	-24.7	24	23.1
Alternative non-IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
North Carolina	859	835	855	855	763	765	681	726	-133	-15.5	-129	-15.1	45	6.6
Traditional	498	500	509	508	507	506	455	449	-49	-9.8	-59	-11.6	-6	-1.3
Alternative IHE	254	224	223	223	221	203	189	239	-15	-5.9	16	7.2	50	26.5
Alternative non-IHE	107	111	123	124	35	56	37	38	-69	-64.5	-86	-69.4	1	2.7
North Dakota	117	121	127	127	119	119	114	118	1	0.9	-9	-7.1	4	3.5
Traditional	117	121	127	127	118	119	114	117	0	0.0	-10	-7.9	3	2.6
Alternative IHE	0	0	0	0	1	0	0	0	0	†	0	†	0	†
Alternative non-IHE	0	0	0	0	0	0	0	1	1	†	1	†	1	†

TABLE S2.2. CONT'D

State or jurisdiction and program type	Academic year								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	Amount	Percent change
Ohio	724	730	729	713	699	684	551	569	-155	-21.4	-144	-20.2	18	3.3
Traditional	724	730	729	713	699	684	551	569	-155	-21.4	-144	-20.2	18	3.3
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Oklahoma	201	197	208	211	221	216	196	191	-10	-5.0	-20	-9.5	-5	-2.6
Traditional	200	196	207	210	221	216	196	191	-9	-4.5	-19	-9.0	-5	-2.6
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	1	1	1	1	0	0	0	0	-1	-100.0	-1	-100.0	0	†
Oregon	58	88	84	80	77	69	195	197	139	239.7	117	146.2	2	1.0
Traditional	58	88	84	80	77	69	195	197	139	239.7	117	146.2	2	1.0
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	0	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	1,129	-321	-22.1	-305	-21.3	13	1.2
Traditional	1,124	1,084	1,120	1,151	1,134	1,137	894	897	-227	-20.2	-254	-22.1	3	0.3
Alternative IHE	319	272	264	262	225	228	206	216	-103	-32.3	-46	-17.6	10	4.9
Alternative non-IHE	7	7	7	21	22	22	16	16	9	128.6	-5	-23.8	0	0.0
Rhode Island	65	66	61	58	59	60	71	72	7	10.8	14	24.1	1	1.4
Traditional	63	64	59	56	57	58	70	71	8	12.7	15	26.8	1	1.4
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	2	2	2	2	2	2	1	1	-1	-50.0	-1	-50.0	0	0.0
South Carolina	329	315	319	319	322	354	295	295	-34	-10.3	-24	-7.5	0	0.0
Traditional	296	282	286	286	284	287	259	252	-44	-14.9	-34	-11.9	-7	-2.7
Alternative IHE	0	0	0	0	0	0	0	3	3	†	3	†	3	†
Alternative non-IHE	33	33	33	33	38	67	36	40	7	21.2	7	21.2	4	11.1

TABLE S2.2. CONT'D

State or jurisdiction and program type	Academic year								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	Amount	Percent change
South Dakota	134	135	136	138	137	126	118	117	-17	-12.7	-21	-15.2	-1	-0.8
Traditional	133	134	135	137	136	126	118	117	-16	-12.0	-20	-14.6	-1	-0.8
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	1	1	1	1	1	0	0	0	-1	-100.0	-1	-100.0	0	†
Tennessee	966	973	975	1,008	1,027	1,082	792	804	-162	-16.8	-204	-20.2	12	1.5
Traditional	554	575	575	595	611	635	454	456	-98	-17.7	-139	-23.4	2	0.4
Alternative IHE	389	375	377	393	398	424	321	329	-60	-15.4	-64	-16.3	8	2.5
Alternative non-IHE	23	23	23	20	18	23	17	19	-4	-17.4	-1	-5.0	2	11.8
Texas	5,235	5,999	5,694	4,470	4,183	4,270	2,374	2,319	-2,916	-55.7	-2,151	-48.1	-55	-2.3
Traditional	1,633	2,028	1,871	1,867	1,760	1,673	1,097	1,093	-540	-33.1	-774	-41.5	-4	-0.4
Alternative IHE	1,818	1,767	1,716	603	797	1,228	793	791	-1,027	-56.5	188	31.2	-2	-0.3
Alternative non-IHE	1,784	2,204	2,107	2,000	1,626	1,369	484	435	-1,349	-75.6	-1,565	-78.2	-49	-10.1
Utah	83	84	85	86	85	95	140	141	58	69.9	55	64.0	1	0.7
Traditional	77	78	78	79	78	88	136	137	60	77.9	58	73.4	1	0.7
Alternative IHE	3	3	3	3	3	3	1	1	-2	-66.7	-2	-66.7	0	0.0
Alternative non-IHE	3	3	4	4	4	4	3	3	0	0.0	-1	-25.0	0	0.0
Vermont	87	121	121	121	121	119	82	85	-2	-2.3	-36	-29.8	3	3.7
Traditional	83	117	103	102	102	100	64	67	-16	-19.3	-35	-34.3	3	4.7
Alternative IHE	0	0	0	1	18	18	17	17	17	†	16	1600.0	0	0.0
Alternative non-IHE	4	4	18	18	1	1	1	1	-3	-75.0	-17	-94.4	0	0.0
Virginia	508	498	502	502	508	522	508	506	-2	-0.4	4	0.8	-2	-0.4
Traditional	476	473	477	477	482	496	473	470	-6	-1.3	-7	-1.5	-3	-0.6
Alternative IHE	31	24	24	24	25	25	34	35	4	12.9	11	45.8	1	2.9
Alternative non-IHE	1	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								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	Amount	Percent change
Washington	175	178	179	186	189	203	318	314	139	79.4	128	68.8	-4	-1.3
Traditional	161	164	162	161	161	159	244	235	74	46.0	74	46.0	-9	-3.7
Alternative IHE	14	14	17	25	28	44	64	67	53	378.6	42	168.0	3	4.7
Alternative non-IHE	0	0	0	0	0	0	10	12	12	†	12	†	2	20.0
West Virginia	181	274	279	280	283	291	230	231	50	27.6	-49	-17.5	1	0.4
Traditional	173	267	278	280	255	241	176	175	2	1.2	-105	-37.5	-1	-0.6
Alternative IHE	8	7	1	0	0	0	0	0	-8	-100.0	0	†	0	†
Alternative non-IHE	0	0	0	0	28	50	54	56	56	†	56	†	2	3.7
Wisconsin	681	705	701	706	714	719	606	607	-74	-10.9	-99	-14.0	1	0.2
Traditional	618	637	631	634	636	654	525	507	-111	-18.0	-127	-20.0	-18	-3.4
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	63	68	70	72	78	65	81	100	37	58.7	28	38.9	19	23.5
Wyoming	12	12	12	12	12	12	17	17	5	41.7	5	41.7	0	0.0
Traditional	12	12	12	12	12	12	17	17	5	41.7	5	41.7	0	0.0
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
American Samoa	2	3	2	1	3	4	6	6	4	200.0	5	500.0	0	0.0
Traditional	2	3	2	1	3	4	6	6	4	200.0	5	500.0	0	0.0
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Federated States of Micronesia	2	—	—	2	2	2	—	1	-1	-50	-1	-50	†	†
Traditional	2	—	—	2	2	2	—	1	-1	-50	-1	-50	†	†
Alternative IHE	0	—	—	0	0	0	—	0	0	†	0	†	†	†
Alternative non-IHE	0	—	—	0	0	0	—	0	0	†	0	†	†	†

TABLE S2.2. CONT'D

State or jurisdiction and program type	Academic year								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	Amount	Percent change
Guam	14	14	14	14	14	14	4	4	-10	-71.4	-10	-71.4	0	0.0
Traditional	14	14	14	14	13	13	2	2	-12	-85.7	-12	-85.7	0	0.0
Alternative IHE	0	0	0	0	1	1	2	2	2	†	2	†	0	0.0
Alternative non-IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Marshall Islands	16	16	—	15	26	16	—	5	-11	-68.8	-10	-67	†	†
Traditional	16	16	—	15	26	16	—	5	-11	-68.8	-10	-67	†	†
Alternative IHE	0	0	—	0	0	0	—	0	0	†	0	†	†	†
Alternative non-IHE	0	0	—	0	0	0	—	0	0	†	0	†	†	†
Northern Mariana Islands	1	1	1	1	1	1	—	1	0	0.0	0	0	†	†
Traditional	1	1	1	1	1	1	—	1	0	0.0	0	0	†	†
Alternative IHE	0	0	0	0	0	0	—	0	0	†	0	†	†	†
Alternative non-IHE	0	0	0	0	0	0	—	0	0	†	0	†	†	†
Puerto Rico	206	249	277	284	323	316	309	305	99	48.1	21	7.4	-4	-1.3
Traditional	194	190	193	187	209	205	180	175	-19	-9.8	-12	-6.4	-5	-2.8
Alternative IHE	12	59	84	97	114	111	129	130	118	983.3	33	34.0	1	0.8
Alternative non-IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
U.S. Virgin Islands	3	3	3	2	2	2	3	3	0	0.0	1	50.0	0	0.0
Traditional	3	3	3	2	2	2	3	3	0	0.0	1	50.0	0	0.0
Alternative IHE	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alternative non-IHE	0	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 2019–20.

TABLE S2.3. 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 2019–20

State or jurisdiction	Academic year								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	Amount	Percent change
United States	44	42	64	49	52	118	72	24	-20	-45.5	-25	-51.0	-48	-66.7
Alabama	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Alaska	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Arizona	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Arkansas	0	0	0	0	0	0	0	0	0	†	0	†	0	†
California	3	0	3	1	0	1	2	2	-1	-33.3	1	100.0	0	0.0
Colorado	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Connecticut	1	3	2	0	1	1	0	0	-1	-100.0	0	†	0	†
Delaware	0	0	0	0	3	4	0	0	0	†	0	†	0	†
District of Columbia	0	0	0	0	1	4	1	0	0	†	0	†	-1	-100.0
Florida	0	0	16	4	2	1	0	0	0	†	-4	-100.0	0	†
Georgia	2	0	0	0	0	3	1	1	-1	-50.0	1	†	0	0.0
Hawaii	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Idaho	0	0	6	6	6	6	0	0	0	†	-6	-100.0	0	†
Illinois	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Indiana	2	1	0	0	0	2	5	4	2	100.0	4	†	-1	-20.0
Iowa	0	1	1	1	0	0	0	0	0	†	-1	-100.0	0	†
Kansas	1	1	1	0	0	1	0	0	-1	-100.0	0	†	0	†
Kentucky	0	1	7	5	3	0	0	0	0	†	-5	-100.0	0	†
Louisiana	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Maine	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Maryland	0	0	1	1	0	0	0	0	0	†	-1	-100.0	0	†
Massachusetts	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Michigan	3	4	3	5	2	2	0	0	-3	-100.0	-5	-100.0	0	†

TABLE S2.3. CONT'D

State or jurisdiction	Academic year									2012-13 to 2019-20		2015-16 to 2019-20		2018-19 to 2019-20	
	'12-13	'13-14	'14-15	'15-16	'16-17	'17-18	'18-19	'19-20	Amount	Percent change	Amount	Percent change	Amount	Percent change	
Minnesota	0	0	0	0	0	0	0	0	0	†	0	†	0	†	
Mississippi	0	0	0	0	0	0	0	0	0	†	0	†	0	†	
Missouri	0	0	0	0	0	0	0	0	0	†	0	†	0	†	
Montana	0	0	0	0	0	0	0	0	0	†	0	†	0	†	
Nebraska	0	0	0	0	0	0	0	0	0	†	0	†	0	†	
Nevada	0	0	0	0	0	0	0	0	0	†	0	†	0	†	
New Hampshire	0	0	0	0	0	0	0	0	0	†	0	†	0	†	
New Jersey	0	0	0	0	0	0	0	0	0	†	0	†	0	†	
New Mexico	0	0	0	0	0	0	0	0	0	†	0	†	0	†	
New York	15	11	9	3	10	10	0	8	-7	-46.7	5	166.7	8	†	
North Carolina	0	0	0	0	0	0	0	0	0	†	0	†	0	†	
North Dakota	0	0	0	0	0	0	0	0	0	†	0	†	0	†	
Ohio	1	2	1	2	1	4	0	6	5	500.0	4	200.0	6	†	
Oklahoma	2	3	2	3	0	0	0	0	-2	-100.0	-3	-100.0	0	†	
Oregon	0	0	0	0	0	0	0	0	0	†	0	†	0	†	
Pennsylvania	0	0	0	0	0	0	0	0	0	†	0	†	0	†	
Rhode Island	0	0	0	0	0	0	0	0	0	†	0	†	0	†	
South Carolina	2	6	1	4	4	4	2	3	1	50.0	-1	-25.0	1	50.0	
South Dakota	0	0	0	0	0	0	0	0	0	†	0	†	0	†	
Tennessee	0	0	0	0	0	0	0	0	0	†	0	†	0	†	
Texas	8	4	5	8	13	69	61	0	-8	-100.0	-8	-100.0	-61	-100.0	
Utah	0	0	0	0	0	0	0	0	0	†	0	†	0	†	
Vermont	0	0	0	0	0	0	0	0	0	†	0	†	0	†	
Virginia	0	1	1	1	1	1	0	0	0	†	-1	-100.0	0	†	
Washington	1	1	0	0	0	0	0	0	-1	-100.0	0	†	0	†	

TABLE S2.3. CONT'D

State or jurisdiction	Academic year								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	Amount	Percent change
West Virginia	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Wisconsin	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Wyoming	0	0	0	0	0	0	0	0	0	†	0	†	0	†
American Samoa	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Federated States of Micronesia	0	—	—	0	0	0	—	0	0	†	0	†	†	†
Guam	0	0	0	0	0	0	0	0	0	†	0	†	0	†
Marshall Islands	0	0	—	0	0	0	—	0	0	†	0	†	†	†
Northern Mariana Islands	0	0	0	0	0	0	—	0	0	†	0	†	†	†
Puerto Rico	3	3	5	5	5	5	0	0	-3	-100.0	-5	-100.0	0	†
U.S. Virgin Islands	0	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 2019–20.

TABLE S2.4. 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 2019–20

State or jurisdiction	Academic year								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	Amount	Percent change
Total	44	42	64	49	52	118	72	24	-20	-45.5	-25	-51.0	-48	-66.7
At-risk	23	25	39	33	30	76	42	14	-9	-39.1	-19	-57.6	-28	-66.7
Traditional	21	24	37	30	24	50	16	12	-9	-42.9	-18	-60.0	-4	-25.0
Alternative IHE	2	0	1	0	1	15	11	2	0	0.0	2	†	-9	-81.8
Alternative non-IHE	0	1	1	3	5	11	15	0	0	†	-3	-100.0	-15	-100.0
Low-performing	21	18	30	20	25	46	30	10	-11	-52.4	-10	-50.0	-20	-66.7
Traditional	21	17	27	19	21	27	12	7	-14	-66.7	-12	-63.2	-5	-41.7
Alternative IHE	0	1	3	1	2	5	11	3	3	†	2	200.0	-8	-72.7
Alternative non-IHE	0	0	0	0	2	14	7	0	0	†	0	†	-7	-100.0

† Not applicable.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2012–13 to 2019–20.

TABLE S2.5. 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: 2019–20

State or jurisdiction	Institution name	Program type	Program	Risk type	Date designated as at-risk or low-performing
California	University of LaVerne	Alternative IHE	Elementary Education	At risk	3/26/20
California	University of LaVerne	Alternative IHE	Teacher Education - Art	At risk	3/26/20
California	University of LaVerne	Alternative IHE	Teacher Education - Biology	At risk	3/26/20
California	University of LaVerne	Alternative IHE	Teacher Education - Business	At risk	3/26/20
California	University of LaVerne	Alternative IHE	Teacher Education - Chemistry	At risk	3/26/20
California	University of LaVerne	Alternative IHE	Teacher Education - Earth Science	At risk	3/26/20
California	University of LaVerne	Alternative IHE	Teacher Education - English/Language Arts	At risk	3/26/20
California	University of LaVerne	Alternative IHE	Teacher Education - Foreign Language	At risk	3/26/20
California	University of LaVerne	Alternative IHE	Teacher Education - General Science	At risk	3/26/20
California	University of LaVerne	Alternative IHE	Teacher Education - Health	At risk	3/26/20
California	University of LaVerne	Alternative IHE	Teacher Education - Mathematics	At risk	3/26/20
California	University of LaVerne	Alternative IHE	Teacher Education - Music	At risk	3/26/20
California	University of LaVerne	Alternative IHE	Teacher Education - Physical Education and Coaching	At risk	3/26/20
California	University of LaVerne	Alternative IHE	Teacher Education - Physics	At risk	3/26/20
California	University of LaVerne	Alternative IHE	Teacher Education - Social Sciences	At risk	3/26/20
California	University of LaVerne	Traditional	Entire Program	At risk	3/26/20
Georgia	Savannah State University	Traditional	General Education (alternative programs/programs providing pedagogy only)	At risk	7/1/20
Indiana	Manchester University	Alternative IHE	Entire Program	At risk	10/21/19
Indiana	Franklin College	Traditional	Entire Program	Low-performing	4/21/20
Indiana	Manchester University	Traditional	Early Childhood Education	At risk	10/21/19
Indiana	Manchester University	Traditional	Elementary Education	At risk	10/21/19
Indiana	Manchester University	Traditional	General Education (alternative programs/programs providing pedagogy only)	At risk	10/21/19
Indiana	Manchester University	Traditional	Special Education	At risk	10/21/19
Indiana	Manchester University	Traditional	Teacher Education - Biology	At risk	10/21/19
Indiana	Manchester University	Traditional	Teacher Education - Chemistry	At risk	10/21/19
Indiana	Manchester University	Traditional	Teacher Education - English as a Second Language	At risk	10/21/19
Indiana	Manchester University	Traditional	Teacher Education - English/Language Arts	At risk	10/21/19
Indiana	Manchester University	Traditional	Teacher Education - Foreign Language	At risk	10/21/19
Indiana	Manchester University	Traditional	Teacher Education - Health	At risk	10/21/19
Indiana	Manchester University	Traditional	Teacher Education - History	At risk	10/21/19

TABLE S2.5. CONTINUED

State or jurisdiction	Institution name	Program type	Program	Risk type	Date designated as at-risk or low-performing
Indiana	Manchester University	Traditional	Teacher Education - Mathematics	At risk	10/21/19
Indiana	Manchester University	Traditional	Teacher Education - Music	At risk	10/21/19
Indiana	Manchester University	Traditional	Teacher Education - Physical Education and Coaching	At risk	10/21/19
Indiana	Manchester University	Traditional	Teacher Education - Physics	At risk	10/21/19
Indiana	Vincennes University	Traditional	Entire Program	Low-performing	10/21/19
New York	CUNY Brooklyn College	Alternative IHE	Special Education	Low-performing	10/31/21
New York	Pace University - NYC	Alternative IHE	Special Education	Low-performing	10/31/21
New York	Relay School of Education	Alternative IHE	Junior High/Intermediate/Middle School Education and Teaching	Low-performing	10/31/21
New York	Relay School of Education	Alternative IHE	Teacher Education - English/Language Arts	Low-performing	10/31/21
New York	CUNY Brooklyn College	Traditional	Early Childhood Education	Low-performing	9/1/21
New York	CUNY Brooklyn College	Traditional	Elementary Education	Low-performing	10/31/21
New York	CUNY Hunter College	Traditional	Early Childhood Education	Low-performing	10/31/21
New York	St. Joseph's College-Suffolk	Traditional	Early Childhood Education	Low-performing	10/31/21
New York	St. Joseph's College-Suffolk	Traditional	Elementary Education	Low-performing	10/31/21
New York	St. Joseph's College-Suffolk	Traditional	Special Education	Low-performing	10/31/21
New York	SUC Cortland	Traditional	Teacher Education - Physical Education and Coaching	Low-performing	10/31/21
New York	Touro College - Flatbush	Traditional	Elementary Education	Low-performing	9/1/21
New York	Touro College - Flatbush	Traditional	Special Education	Low-performing	10/31/21
Ohio	Cleveland State University	Traditional	Junior High/Intermediate/Middle School Education and Teaching	At risk	1/12/22
Ohio	Cleveland State University	Traditional	Teacher Education - English/Language Arts	At risk	1/12/22
Ohio	Kent State University	Traditional	Teacher Education - Music	At risk	1/12/22
Ohio	Kent State University	Traditional	Teacher Education - Social Studies	At risk	1/12/22
Ohio	The University of Findlay	Traditional	Junior High/Intermediate/Middle School Education and Teaching	At risk	1/12/22
Ohio	University of Cincinnati	Traditional	Teacher Education - Social Studies	At risk	1/12/22
Ohio	University of Rio Grande	Traditional	Early Childhood Education	At risk	1/12/22
Ohio	Wittenberg University	Traditional	Special Education	At risk	1/12/22
South Carolina	Erskine College	Traditional	Entire Program	At risk	1/1/21

TABLE S2.5. CONTINUED

State or jurisdiction	Institution name	Program type	Program	Risk type	Date designated as at-risk or low-performing
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

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2019–20.

TABLE S2.6. NUMBER OF STATES AND JURISDICTIONS REPORTING USING SELECTED CRITERIA TO ASSESS TEACHER PREPARATION PROGRAM PERFORMANCE: 2019–20

Selected criteria

Accreditation or state review rating	47
Pass rates on state assessments required for a teaching credential	33
Indicators of program participants' teaching skills (such as clinical practice evaluations)	20
Other indicators of program participants' academic content knowledge	18
Improving K–12 student academic achievement	13
Raising standards for entry into teaching	12
Increasing professional development opportunities for current teachers	8

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2019–20.

TABLE 3.1. PERCENTAGE OF PROGRAM COMPLETERS WHO PASSED ALL TESTS THEY TOOK FOR THEIR AREA OF SPECIALIZATION, BY PROGRAM TYPE AND YEAR: 2012–13 TO 2019–20

Academic Year	Program Type			
	Total	Traditional	Alternative IHE	Alternative non-IHE
2012–13	95.1	94.8	96.7	97.7
2013–14	94.8	94.3	96.7	98.3
2014–15	94.3	93.7	96.6	97.6
2015–16	94.0	93.3	95.2	98.4
2016–17	93.9	93.1	94.7	98.1
2017–18	93.3	92.7	94.5	97.0
2018–19	93.1	92.3	93.2	97.4
2019–20	90.6	89.6	90.1	97.4

NOTE: 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, 2019–20.

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 2019–20

State or jurisdiction and program type	Academic year								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	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	4	0	0.0	0	0.0	0	0.0
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	16	5	45.5	5	45.5	2	14.3
No initial teaching credentials require a bachelor's degree in a subject area or academic content area	42	43	43	43	40	39	37	38	-4	-9.5	-5	-11.6	1	2.7
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	12	0	0.0	-1	-7.7	0	0.0
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	15	3	25.0	4	36.4	0	0.0
No initial teaching credentials require a bachelor's degree in a subject area or academic content area	28	29	29	29	28	26	25	28	0	0.0	-1	-3.4	3	12.0

TABLE S3.1. CONT'D

State or jurisdiction and program type	Academic year								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	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	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	29	11	61.1	10	52.6	1	3.6
No initial teaching credentials require a bachelor's degree in a subject area or academic content area	23	23	22	21	18	16	16	18	-5	-21.7	-3	-14.3	2	12.5

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 2019–20.

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: 2019–20

State or jurisdiction	Number of teaching credential assessments	Average minimum passing score	Average scaled score on teaching credential assessments	Gap
United States	†	59.7	72.1	12.4
Alabama	23	51.1	65.3	14.2
Alaska	3	55.9	77.1	21.2
Arizona	14	60.9	72.7	11.8
Arkansas	20	58.0	69.6	11.7
California	66	51.9	63.0	11.0
Colorado	15	57.0	73.7	16.7
Connecticut	16	60.4	73.0	12.6
Delaware	17	55.8	71.9	16.2
District of Columbia	16	56.8	75.6	18.8
Florida	14	64.6	74.2	9.6
Georgia	28	60.0	80.8	20.8
Hawaii	11	56.9	72.2	15.3
Idaho	22	56.8	73.9	17.1
Illinois	41	66.0	75.9	9.9
Indiana	25	60.0	70.3	10.3
Iowa	—	—	—	†
Kansas	18	55.8	72.7	16.9
Kentucky	22	57.9	72.5	14.6
Louisiana	19	57.2	71.4	14.2
Maine	12	56.5	73.7	17.2
Maryland	28	57.2	72.4	15.2
Massachusetts	16	70.0	80.2	10.2
Michigan	10	60.0	73.3	13.3
Minnesota	44	67.3	79.8	12.4
Mississippi	16	57.8	68.9	11.1
Missouri	24	60.0	71.7	11.7
Montana	—	—	—	†
Nebraska	14	55.6	73.1	17.5
Nevada	17	56.1	72.1	16.1
New Hampshire	10	57.7	72.3	14.6
New Jersey	24	51.9	66.3	14.4
New Mexico	19	59.9	74.3	14.3
New York	36	55.1	68.3	13.2

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
North Carolina	35	52.2	63.9	11.6
North Dakota	11	55.8	71.8	16.0
Ohio	20	60.0	73.3	13.3
Oklahoma	14	69.5	79.5	10.1
Oregon	20	56.4	70.5	14.1
Pennsylvania	32	52.1	63.5	11.4
Rhode Island	10	57.5	72.4	14.9
South Carolina	26	57.2	72.0	14.9
South Dakota	15	50.9	68.9	18.0
Tennessee	30	56.3	69.5	13.2
Texas	38	70.0	79.9	9.9
Utah	18	57.1	73.8	16.7
Vermont	10	56.7	72.3	15.6
Virginia	16	60.6	77.0	16.4
Washington	20	58.3	69.6	11.3
West Virginia	13	57.1	71.5	14.5
Wisconsin	18	55.3	64.9	9.6
Wyoming	5	57.0	72.1	15.1
American Samoa	—	—	—	†
Federated States of Micronesia	—	—	—	†
Guam	—	—	—	†
Marshall Islands	—	—	—	†
Northern Mariana Islands	—	—	—	†
Puerto Rico	—	—	—	†
U.S. Virgin Islands	—	—	—	†

— Not available.

† Not applicable.

NOTE: Data in this table represent weighted averages from a total of 1,011 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 2019–20.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2019–20.

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 2019–20

State or jurisdiction and program type	Academic year								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	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	215,089	-48,336	-18.3	-5,788	-2.6	676	0.3
Prepared in state	207,540	197,470	196,615	161,384	168,495	162,079	165,725	154,216	-53,324	-25.7	-7,168	-4.4	-11,509	-6.9
Prepared in another state	55,885	56,332	52,195	59,493	58,884	54,629	48,688	60,873	4,988	8.9	1,380	2.3	12,185	25.0
Alabama	3,714	3,193	2,835	2,938	3,128	3,126	2,788	2,441	-1,273	-34.3	-497	-16.9	-347	-12.4
Prepared in state	3,714	1,554	1,054	672	844	1,069	503	546	-3,168	-85.3	-126	-18.8	43	8.5
Prepared in another state	0	1,639	1,781	2,266	2,284	2,057	2,285	1,895	1,895	†	-371	-16.4	-390	-17.1
Alaska	943	984	991	914	896	881	824	836	-107	-11.3	-78	-8.5	12	1.5
Prepared in state	261	247	372	129	241	255	203	219	-42	-16.1	90	69.8	16	7.9
Prepared in another state	682	737	619	785	655	626	621	617	-65	-9.5	-168	-21.4	-4	-0.6
Arizona	6,141	6,545	5,879	4,572	5,020	6,699	6,862	5,508	-633	-10.3	936	20.5	-1,354	-19.7
Prepared in state	4,496	4,718	4,191	2,726	2,726	3,799	4,165	3,425	-1,071	-23.8	699	25.6	-740	-17.8
Prepared in another state	1,645	1,827	1,688	1,846	2,294	2,900	2,697	2,083	438	26.6	237	12.8	-614	-22.8
Arkansas	1,754	2,632	1,689	1,654	1,471	2,660	2,577	2,299	545	31.1	645	39.0	-278	-10.8
Prepared in state	1,638	2,469	1,393	1,405	1,188	2,015	2,012	1,877	239	14.6	472	33.6	-135	-6.7
Prepared in another state	116	163	296	249	283	645	565	422	306	263.8	173	69.5	-143	-25.3
California	14,607	14,349	14,981	15,422	16,029	16,629	17,019	17,979	3,372	23.1	2,557	16.6	960	5.6
Prepared in state	11,201	10,830	11,341	11,473	12,141	12,699	13,340	14,656	3,455	30.8	3,183	27.7	1,316	9.9
Prepared in another state	3,406	3,519	3,640	3,949	3,888	3,930	3,679	3,323	-83	-2.4	-626	-15.9	-356	-9.7
Colorado	3,418	3,047	2,779	2,879	3,278	3,362	3,169	2,487	-931	-27.2	-392	-13.6	-682	-21.5
Prepared in state	3,067	2,707	2,329	2,492	2,951	2,982	2,807	2,274	-793	-25.9	-218	-8.7	-533	-19.0
Prepared in another state	351	340	450	387	327	380	362	213	-138	-39.3	-174	-45.0	-149	-41.2

TABLE S3.3.CONT'D

State or jurisdiction and program type	Academic year								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	Amount	Percent change
Connecticut	2,663	1,182	1,565	1,411	1,557	1,436	2,545	1,165	-1,498	-56.3	-246	-17.4	-1,380	-54.2
Prepared in state	1,562	422	826	694	792	672	1,810	854	-708	-45.3	160	23.1	-956	-52.8
Prepared in another state	1,101	760	739	717	765	764	735	311	-790	-71.8	-406	-56.6	-424	-57.7
Delaware	1,243	1,146	1,038	1,176	1,039	1,014	1,123	194	-1,049	-84.4	-982	-83.5	-929	-82.7
Prepared in state	635	519	474	641	606	536	598	138	-497	-78.3	-503	-78.5	-460	-76.9
Prepared in another state	608	627	564	535	433	478	525	56	-552	-90.8	-479	-89.5	-469	-89.3
District of Columbia	1,176	1,147	2,144	918	1,104	1,258	1,704	1,116	-60	-5.1	198	21.6	-588	-34.5
Prepared in state	890	791	1,627	543	620	848	1,035	684	-206	-23.1	141	26.0	-351	-33.9
Prepared in another state	286	356	517	375	484	410	669	432	146	51.0	57	15.2	-237	-35.4
Florida	17,441	17,441	18,010	18,804	19,825	14,208	12,087	10,320	-7,121	-40.8	-8,484	-45.1	-1,767	-14.6
Prepared in state	13,993	13,993	15,533	13,680	15,532	10,862	11,388	9,179	-4,814	-34.4	-4,501	-32.9	-2,209	-19.4
Prepared in another state	3,448	3,448	2,477	5,124	4,293	3,346	699	1,141	-2,307	-66.9	-3,983	-77.7	442	63.2
Georgia	8,867	10,501	8,333	8,507	8,911	7,951	5,661	5,572	-3,295	-37.2	-2,935	-34.5	-89	-1.6
Prepared in state	6,358	7,415	5,837	5,829	6,021	5,406	3,254	3,422	-2,936	-46.2	-2,407	-41.3	168	5.2
Prepared in another state	2,509	3,086	2,496	2,678	2,890	2,545	2,407	2,150	-359	-14.3	-528	-19.7	-257	-10.7
Hawaii	2,539	1,425	1,652	1,229	1,067	1,030	1,252	213	-2,326	-91.6	-1,016	-82.7	-1,039	-83.0
Prepared in state	1,281	606	1,003	791	527	587	627	153	-1,128	-88.1	-638	-80.7	-474	-75.6
Prepared in another state	1,258	819	649	438	540	443	625	60	-1,198	-95.2	-378	-86.3	-565	-90.4
Idaho	1,315	1,242	1,086	1,476	1,234	1,278	1,279	2,055	740	56.3	579	39.2	776	60.7
Prepared in state	998	641	526	1,115	821	795	1,044	1,265	267	26.8	150	13.5	221	21.2
Prepared in another state	317	601	560	361	413	483	235	790	473	149.2	429	118.8	555	236.2
Illinois	10,650	20,668	15,944	10,535	12,529	10,135	8,987	8,700	-1,950	-18.3	-1,835	-17.4	-287	-3.2

TABLE S3.3.CONT'D

State or jurisdiction and program type	Academic year								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	Amount	Percent change
Prepared in state	8,777	16,504	13,812	6,061	8,517	4,823	4,855	5,503	-3,274	-37.3	-558	-9.2	648	13.3
Prepared in another state	1,873	4,164	2,132	4,474	4,012	5,312	4,132	3,197	1,324	70.7	-1,277	-28.5	-935	-22.6
Indiana	4,135	3,095	2,436	2,728	2,611	2,530	3,749	2,899	-1,236	-29.9	171	6.3	-850	-22.7
Prepared in state	3,164	2,701	1,786	1,843	1,339	1,388	2,666	1,948	-1,216	-38.4	105	5.7	-718	-26.9
Prepared in another state	971	394	650	885	1,272	1,142	1,083	951	-20	-2.1	66	7.5	-132	-12.2
Iowa	2,761	2,648	2,558	2,347	2,622	2,181	2,203	1,768	-993	-36.0	-579	-24.7	-435	-19.7
Prepared in state	2,436	2,337	2,287	2,127	2,362	1,701	1,898	1,440	-996	-40.9	-687	-32.3	-458	-24.1
Prepared in another state	325	311	271	220	260	480	305	328	3	0.9	108	49.1	23	7.5
Kansas	1,868	2,720	2,671	2,623	2,821	2,687	2,569	2,683	815	43.6	60	2.3	114	4.4
Prepared in state	1,286	1,851	1,979	1,911	2,013	1,980	1,961	2,098	812	63.1	187	9.8	137	7.0
Prepared in another state	582	869	692	712	808	707	608	585	3	0.5	-127	-17.8	-23	-3.8
Kentucky	3,229	3,226	2,341	2,411	2,262	2,905	2,560	2,531	-698	-21.6	120	5.0	-29	-1.1
Prepared in state	2,668	2,665	1,871	1,953	1,792	2,259	1,612	1,569	-1,099	-41.2	-384	-19.7	-43	-2.7
Prepared in another state	561	561	470	458	470	646	948	962	401	71.5	504	110.0	14	1.5
Louisiana	3,135	2,991	2,771	2,565	2,593	2,498	2,363	1,846	-1,289	-41.1	-719	-28.0	-517	-21.9
Prepared in state	2,265	2,105	1,845	1,804	2,018	2,020	2,073	1,461	-804	-35.5	-343	-19.0	-612	-29.5
Prepared in another state	870	886	926	761	575	478	290	385	-485	-55.7	-376	-49.4	95	32.8
Maine	941	883	813	764	569	2,556	1,637	1,765	824	87.6	1,001	131.0	128	7.8
Prepared in state	707	683	590	584	547	2,369	1,436	1,550	843	119.2	966	165.4	114	7.9
Prepared in another state	234	200	223	180	22	187	201	215	-19	-8.1	35	19.4	14	7.0
Maryland	3,079	3,652	3,597	2,952	3,157	3,790	6,279	3,415	336	10.9	463	15.7	-2,864	-45.6

TABLE S3.3.CONT'D

State or jurisdiction and program type	Academic year								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	Amount	Percent change
Prepared in state	1,151	1,104	1,049	317	1,304	2,284	4,881	1,740	589	51.2	1,423	448.9	-3,141	-64.4
Prepared in another state	1,928	2,548	2,548	2,635	1,853	1,506	1,398	1,675	-253	-13.1	-960	-36.4	277	19.8
Massachusetts	7,375	8,860	6,118	6,007	10,307	6,470	—	12,766	5,391	73.1	6,759	112.5	†	†
Prepared in state	6,272	7,677	5,765	5,650	9,703	6,264	—	12,691	6,419	102.3	7,041	124.6	†	†
Prepared in another state	1,103	1,183	353	357	604	206	—	75	-1,028	-93.2	-282	-79.0	†	†
Michigan	4,495	5,010	4,978	3,738	2,731	2,660	3,604	3,326	-1,169	-26.0	-412	-11.0	-278	-7.7
Prepared in state	3,906	4,552	4,526	3,385	2,281	2,137	2,689	2,742	-1,164	-29.8	-643	-19.0	53	2.0
Prepared in another state	589	458	452	353	450	523	915	584	-5	-0.8	231	65.4	-331	-36.2
Minnesota	3,887	4,068	3,376	3,174	3,880	3,490	2,375	3,854	-33	-0.8	680	21.4	1,479	62.3
Prepared in state	2,397	1,907	1,406	766	1,240	1,738	1,337	1,995	-402	-16.8	1,229	160.4	658	49.2
Prepared in another state	1,490	2,161	1,970	2,408	2,640	1,752	1,038	1,859	369	24.8	-549	-22.8	821	79.1
Mississippi	2,648	1,541	2,362	1,102	1,964	2,896	1,645	2,914	266	10.0	1,812	164.4	1,269	77.1
Prepared in state	1,931	885	1,945	797	1,793	2,863	1,611	2,893	962	49.8	2,096	263.0	1,282	79.6
Prepared in another state	717	656	417	305	171	33	34	21	-696	-97.1	-284	-93.1	-13	-38.2
Missouri	5,911	4,990	4,069	5,383	5,640	4,074	4,127	4,090	-1,821	-30.8	-1,293	-24.0	-37	-0.9
Prepared in state	4,702	3,572	2,202	3,545	3,979	2,304	2,745	2,929	-1,773	-37.7	-616	-17.4	184	6.7
Prepared in another state	1,209	1,418	1,867	1,838	1,661	1,770	1,382	1,161	-48	-4.0	-677	-36.8	-221	-16.0
Montana	1,405	1,390	1,382	1,260	1,172	851	699	1,281	-124	-8.8	21	1.7	582	83.3
Prepared in state	768	754	750	713	872	528	416	632	-136	-17.7	-81	-11.4	216	51.9
Prepared in another state	637	636	632	547	300	323	283	649	12	1.9	102	18.6	366	129.3
Nebraska	1,795	2,527	2,282	2,111	1,977	1,802	1,932	1,451	-344	-19.2	-660	-31.3	-481	-24.9
Prepared in state	1,441	2,189	2,019	1,852	1,683	1,469	1,932	1,264	-177	-12.3	-588	-31.7	-668	-34.6

TABLE S3.3.CONT'D

State or jurisdiction and program type	Academic year								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	Amount	Percent change
Prepared in another state	354	338	263	259	294	333	0	187	-167	-47.2	-72	-27.8	187	†
Nevada	1,929	1,948	1,883	2,087	2,765	1,409	2,334	2,318	389	20.2	231	11.1	-16	-0.7
Prepared in state	702	644	779	765	679	828	754	777	75	10.7	12	1.6	23	3.1
Prepared in another state	1,227	1,304	1,104	1,322	2,086	581	1,580	1,541	314	25.6	219	16.6	-39	-2.5
New Hampshire	844	864	768	901	1,103	972	860	526	-318	-37.7	-375	-41.6	-334	-38.8
Prepared in state	489	509	469	659	619	530	504	526	37	7.6	-133	-20.2	22	4.4
Prepared in another state	355	355	299	242	484	442	356	0	-355	-100.0	-242	-100.0	-356	-100.0
New Jersey	15,042	10,439	20,710	12,275	13,507	11,964	11,122	2,837	-12,205	-81.1	-9,438	-76.9	-8,285	-74.5
Prepared in state	15,042	10,439	20,710	10,949	12,401	10,917	10,183	2,568	-12,474	-82.9	-8,381	-76.5	-7,615	-74.8
Prepared in another state	0	0	0	1,326	1,106	1,047	939	269	269	†	-1,057	-79.7	-670	-71.4
New Mexico	1,526	—	1,032	1,114	2,823	2,479	2,373	—	†	†	†	†	†	†
Prepared in state	1,141	—	582	649	2,563	1,819	1,636	—	†	†	†	†	†	†
Prepared in another state	385	—	450	465	260	660	737	—	†	†	†	†	†	†
New York	25,084	21,152	19,082	9,678	9,659	9,967	9,726	10,844	-14,240	-56.8	1,166	12.0	1,118	11.5
Prepared in state	25,084	21,152	18,960	9,257	9,036	9,210	9,162	10,338	-14,746	-58.8	1,081	11.7	1,176	12.8
Prepared in another state	0	0	122	421	623	757	564	506	506	†	85	20.2	-58	-10.3
North Carolina	4,950	4,383	3,974	3,314	3,374	4,611	4,216	4,963	13	0.3	1,649	49.8	747	17.7
Prepared in state	2,196	2,006	1,904	1,808	1,051	2,773	2,645	3,412	1,216	55.4	1,604	88.7	767	29.0
Prepared in another state	2,754	2,377	2,070	1,506	2,323	1,838	1,571	1,551	-1,203	-43.7	45	3.0	-20	-1.3
North Dakota	1,205	586	716	563	552	564	647	533	-672	-55.8	-30	-5.3	-114	-17.6
Prepared in state	527	—	265	29	110	153	313	205	-322	-61.1	176	606.9	-108	-34.5

TABLE S3.3.CONT'D

State or jurisdiction and program type	Academic year								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	Amount	Percent change
Prepared in another state	678	590	451	534	442	411	334	328	-350	-51.6	-206	-38.6	-6	-1.8
Ohio	8,069	7,509	9,117	8,535	7,706	7,356	6,815	5,457	-2,612	-32.4	-3,078	-36.1	-1,358	-19.9
Prepared in state	7,141	6,406	7,322	7,042	6,494	6,298	5,817	4,885	-2,256	-31.6	-2,157	-30.6	-932	-16.0
Prepared in another state	928	1,103	1,795	1,493	1,212	1,058	998	572	-356	-38.4	-921	-61.7	-426	-42.7
Oklahoma	1,787	3,859	3,948	3,856	3,486	2,915	4,120	—	†	†	†	†	†	†
Prepared in state	699	2,901	3,025	3,072	2,778	2,676	3,343	—	†	†	†	†	†	†
Prepared in another state	1,088	958	923	784	708	239	777	—	†	†	†	†	†	†
Oregon	1,954	1,722	1,340	3,103	1,478	1,528	2,050	3,563	1,609	82.3	460	14.8	1,513	73.8
Prepared in state	1,082	656	341	1,316	4	389	1,091	2,559	1,477	136.5	1,243	94.5	1,468	134.6
Prepared in another state	872	1,066	999	1,787	1,474	1,139	959	1,004	132	15.1	-783	-43.8	45	4.7
Pennsylvania	16,186	12,064	11,161	8,249	4,557	5,768	5,505	5,440	-10,746	-66.4	-2,809	-34.1	-65	-1.2
Prepared in state	13,957	11,155	10,196	6,847	3,568	4,702	4,380	4,339	-9,618	-68.9	-2,508	-36.6	-41	-0.9
Prepared in another state	2,229	909	965	1,402	989	1,066	1,125	1,101	-1,128	-50.6	-301	-21.5	-24	-2.1
Rhode Island	818	813	851	826	854	833	735	831	13	1.6	5	0.6	96	13.1
Prepared in state	611	636	610	562	612	588	488	525	-86	-14.1	-37	-6.6	37	7.6
Prepared in another state	207	177	241	264	242	245	247	306	99	47.8	42	15.9	59	23.9
South Carolina	2,761	2,358	2,168	1,980	1,932	1,866	1,632	1,534	-1,227	-44.4	-446	-22.5	-98	-6.0
Prepared in state	2,389	2,048	1,880	1,714	1,616	1,648	1,345	1,272	-1,117	-46.8	-442	-25.8	-73	-5.4
Prepared in another state	372	310	288	266	316	218	287	262	-110	-29.6	-4	-1.5	-25	-8.7
South Dakota	1,828	1,300	1,099	1,093	785	616	497	1,007	-821	-44.9	-86	-7.9	510	102.6
Prepared in state	1,258	1,016	935	842	607	493	141	598	-660	-52.5	-244	-29.0	457	324.1
Prepared in another state	570	284	164	251	178	123	356	409	-161	-28.2	158	62.9	53	14.9

TABLE S3.3.CONT'D

State or jurisdiction and program type	Academic year								2012-13 to 2019-20		2015-16 to 2019-20		2018-19 to 2019-20	
	'12-13	'13-14	'14-15	'15-16	'16-17	'17-18	'18-19	'19-20	Amount	Percent change	Amount	Percent change	Amount	Percent change
Tennessee	5,592	4,994	4,662	3,324	3,411	2,957	3,091	5,297	-295	-5.3	1,973	59.4	2,206	71.4
Prepared in state	2,572	2,311	3,274	3,324	3,411	2,957	3,091	3,191	619	24.1	-133	-4.0	100	3.2
Prepared in another state	3,020	2,683	1,388	0	0	0	0	2,106	-914	-30.3	2,106	†	2,106	†
Texas	27,651	26,112	26,216	26,072	26,464	26,197	19,978	16,839	-10,812	-39.1	-9,233	-35.4	-3,139	-15.7
Prepared in state	24,641	22,694	22,341	22,401	22,917	23,002	19,978	16,839	-7,802	-31.7	-5,562	-24.8	-3,139	-15.7
Prepared in another state	3,010	3,418	3,875	3,671	3,547	3,195	0	0	-3,010	-100.0	-3,671	-100.0	0	†
Utah	2,572	2,329	2,544	2,613	2,442	2,825	3,901	4,667	2,095	81.5	2,054	78.6	766	19.6
Prepared in state	2,323	2,114	2,275	2,267	2,140	2,531	2,920	4,277	1,954	84.1	2,010	88.7	1,357	46.5
Prepared in another state	249	215	269	346	302	294	981	390	141	56.6	44	12.7	-591	-60.2
Vermont	1,048	352	458	580	505	504	519	257	-791	-75.5	-323	-55.7	-262	-50.5
Prepared in state	538	200	316	208	155	441	167	223	-315	-58.6	15	7.2	56	33.5
Prepared in another state	510	152	142	372	350	63	352	34	-476	-93.3	-338	-90.9	-318	-90.3
Virginia	5,888	5,576	5,782	5,627	5,924	5,624	9,326	29,727	23,839	404.9	24,100	428.3	20,401	218.8
Prepared in state	2,347	2,251	2,556	2,393	2,694	3,012	6,342	9,434	7,087	302.0	7,041	294.2	3,092	48.8
Prepared in another state	3,541	3,325	3,226	3,234	3,230	2,612	2,984	20,293	16,752	473.1	17,059	527.5	17,309	580.1
Washington	2,410	1,621	2,591	4,602	4,752	4,805	2,485	4,882	2,472	102.6	280	6.1	2,397	96.5
Prepared in state	1,033	1,395	2,352	2,747	2,466	2,578	221	3,013	1,980	191.7	266	9.7	2,792	1263.3
Prepared in another state	1,377	226	239	1,855	2,286	2,227	2,264	1,869	492	35.7	14	0.8	-395	-17.4
West Virginia	1,100	1,435	921	898	819	870	789	1,084	-16	-1.5	186	20.7	295	37.4
Prepared in state	447	1,007	533	539	424	536	421	790	343	76.7	251	46.6	369	87.6
Prepared in another state	653	428	388	359	395	334	368	294	-359	-55.0	-65	-18.1	-74	-20.1

TABLE S3.3.CONT'D

State or jurisdiction and program type	Academic year								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	Amount	Percent change
Wisconsin	5,148	5,092	5,419	5,852	5,385	5,359	5,194	3,176	-1,972	-38.3	-2,676	-45.7	-2,018	-38.9
Prepared in state	3,327	4,158	4,230	4,916	4,426	4,138	3,867	1,970	-1,357	-40.8	-2,946	-59.9	-1,897	-49.1
Prepared in another state	1,821	934	1,189	936	959	1,221	1,327	1,206	-615	-33.8	270	28.8	-121	-9.1
Wyoming	962	893	818	721	559	602	863	529	-433	-45.0	-192	-26.6	-334	-38.7
Prepared in state	269	248	215	199	173	181	61	157	-112	-41.6	-42	-21.1	96	157.4
Prepared in another state	693	645	603	522	386	421	802	372	-321	-46.3	-150	-28.7	-430	-53.6
American Samoa	50	79	70	75	0	78	442	764	714	1428.0	689	918.7	322	72.9
Prepared in state	50	79	60	75	0	78	409	695	645	1290.0	620	826.7	286	69.9
Prepared in another state	0	0	10	0	0	0	33	69	69	†	69	†	36	109.1
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	50	-43	-46.2	-30	-37.5	-51	-50.5
Prepared in state	69	72	68	59	60	73	84	31	-38	-55.1	-28	-47.5	-53	-63.1
Prepared in another state	24	19	21	21	17	19	17	19	-5	-20.8	-2	-9.5	2	11.8
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	—	—	†	†	†	†	†	†
Northern Mariana Islands	98	123	53	50	47	45	—	21	-77	-78.6	-29	-58.0	†	†
Prepared in state	31	34	30	38	23	33	—	9	-22	-71.0	-29	-76.3	†	†
Prepared in another state	67	89	23	12	24	12	—	12	-55	-82.1	0	0.0	†	†

TABLE S3.3.CONT'D

State or jurisdiction and program type	Academic year								2012–13 to 2019–20		2015–16 to 2019–20		2018–19 to 2019–20	
	'12–13	'13–14	'14–15	'15–16	'16–17	'17–18	'18–19	'19–20	Amount	Percent change	Amount	Percent change	Amount	Percent change
Puerto Rico	2,484	1,874	—	1,076	901	712	961	432	-2,052	-82.6	-644	-59.9	-529	-55.0
Prepared in state	2,464	1,862	—	1,076	901	712	961	432	-2,032	-82.5	-644	-59.9	-529	-55.0
Prepared in another state	20	12	—	0	0	0	0	0	-20	-100.0	0	†	0	†
U.S. Virgin Islands	109	64	25	11	19	12	20	37	-72	-66.1	26	236.4	17	85.0
Prepared in state	44	29	25	11	19	12	11	4	-40	-90.9	-7	-63.6	-7	-63.6
Prepared in another state	65	35	0	0	0	0	9	33	-32	-49.2	33	†	24	266.7

— Not available.

† Not applicable.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2012–13 to 2019–20.

TABLE S3.4. PERCENTAGE OF INDIVIDUALS RECEIVING AN INITIAL TEACHING CREDENTIAL WHO HAD PREPARED IN STATE AND IN ANOTHER STATE, BY STATE OR JURISDICTION: 2019–20

State or jurisdiction	Prepared in state	Prepared in another state	State or jurisdiction	Prepared in state	Prepared in another state
United States	71.7	28.3			
Alabama	22.4	77.6	New Jersey	90.5	9.5
Alaska	26.2	73.8	New Mexico	—	—
Arizona	62.2	37.8	New York	95.3	4.7
Arkansas	81.6	18.4	North Carolina	68.7	31.3
California	81.5	18.5	North Dakota	38.5	61.5
Colorado	91.4	8.6	Ohio	89.5	10.5
Connecticut	73.3	26.7	Oklahoma	—	—
Delaware	71.1	28.9	Oregon	71.8	28.2
District of Columbia	61.3	38.7	Pennsylvania	79.8	20.2
Florida	88.9	11.1	Rhode Island	63.2	36.8
Georgia	61.4	38.6	South Carolina	82.9	17.1
Hawaii	71.8	28.2	South Dakota	59.4	40.6
Idaho	61.6	38.4	Tennessee	60.2	39.8
Illinois	63.3	36.7	Texas	100.0	0.0
Indiana	67.2	32.8	Utah	91.6	8.4
Iowa	81.4	18.6	Vermont	86.8	13.2
Kansas	78.2	21.8	Virginia	31.7	68.3
Kentucky	62.0	38.0	Washington	61.7	38.3
Louisiana	79.1	20.9	West Virginia	72.9	27.1
Maine	87.8	12.2	Wisconsin	62.0	38.0
Maryland	51.0	49.0	Wyoming	29.7	70.3
Massachusetts	99.4	0.6	American Samoa	91.0	9.0
Michigan	82.4	17.6	Federated States of Micronesia	—	—
Minnesota	51.8	48.2	Guam	62.0	38.0
Mississippi	99.3	0.7	Marshall Islands	—	—
Missouri	71.6	28.4	Northern Mariana Islands	42.9	57.1
Montana	49.3	50.7	Puerto Rico	100.0	0.0
Nebraska	87.1	12.9	U.S. Virgin Islands	10.8	89.2
Nevada	33.5	66.5			
New Hampshire	100.0	0.0			

— Not available.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2019–20.

TABLE S3.5. NUMBER OF TEACHING CREDENTIALS AND INITIAL TEACHING CREDENTIALS OFFERED, BY STATE OR JURISDICTION: 2019–20

State or jurisdiction	Credentials	Initial credentials	State or jurisdiction	Credentials	Initial credentials
United States	651	415	New Jersey	6	3
Alabama	14	12	New Mexico	12	10
Alaska	3	1	New York	11	2
Arizona	19	4	North Carolina	10	8
Arkansas	8	4	North Dakota	3	2
California	19	12	Ohio	8	4
Colorado	15	5	Oklahoma	4	4
Connecticut	8	4	Oregon	14	3
Delaware	69	62	Pennsylvania	5	3
District of Columbia	2	2	Rhode Island	7	1
Florida	2	1	South Carolina	7	3
Georgia	9	4	South Dakota	10	8
Hawaii	4	2	Tennessee	6	5
Idaho	10	6	Texas	6	1
Illinois	19	9	Utah	11	5
Indiana	12	3	Vermont	6	2
Iowa	11	6	Virginia	3	3
Kansas	15	8	Washington	7	3
Kentucky	12	9	West Virginia	13	10
Louisiana	22	12	Wisconsin	13	1
Maine	3	2	Wyoming	3	2
Maryland	7	4	American Samoa	6	1
Massachusetts	31	31	Federated States of Micronesia	1	1
Michigan	7	2	Guam	8	1
Minnesota	1	1	Marshall Islands	6	5
Mississippi	14	12	Northern Mariana Islands	8	2
Missouri	4	1	Puerto Rico	3	1
Montana	5	2	U.S. Virgin Islands	4	3
Nebraska	9	5			
Nevada	7	6			
New Hampshire	89	86			

SOURCE: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2019–20.