

# College of Education

FY 2026 Strategic Plan Alignment and Budget Presentation

Dean Stacey Edmonson



# College of Education

## Departments

- Counselor Education
- Educational Leadership
- Library Science and Technology
- School of Teaching and Learning

## Centers

- Steele Center for Professional Practice (Educator Preparation Services)
- Garrett Center for Transition Services
- Center for Assessment, Research, and Education Safety (CARES)
- Center for Research & Clinical Training in Trauma
- Center for Research & Doctoral Studies in Education

# FY 2025 Accomplishments

## Priority 1: Prioritize Student Success and Student Access

- Received \$2.2M DOE Rural Postsecondary & Econ Dev grant
- One of the first approved by TEA for Enhanced Residency Certificate
- 135 students enrolled in Alternative Certification Program
- Approved as Registered Apprenticeship program through USDOL
- Strategic staffing/Paid residency models for 20 districts w/ sustainability
- Students enrolled in paid residency positions received almost \$2.5 million
- First students enrolled in new UG Ed Studies, Learning Technologies
- Continued as 4th largest EPP, highest teacher retention rates, & top # Charles Butt Scholars (33 current, 82 total)
- Partnership with iEducate for paid tutoring opportunities



# FY 2025 Accomplishments

## Priority 2: Embody a Culture of Excellence

- Doc specializations in Curriculum Leadership, TESOL, Special Ed, Literacy
- Rose Brock-National Book Award judge; Scholastic Library Publishing Award
- Expanded COE Research Center, with 5 PD sessions for 118 participants, 76 research consultations w/ students, four grant teams, Research Dissemination Week
- First SHSU TAFE student to advance to national competition (Alexis Argueta)
- Carnegie Project for the Education Doctorate (CPED) for four programs
- Approved graduate certificate in Trauma & Loss
- Melissa Donham selected for AMTE Service Teaching & Research program
- Multiple student awards – multiple TOY, Newcomer of the Year, US Dept of State English Language Fellow for Mongolia (Wyndell Williams), Houston Museum of Natural Sciences Teacher of the Year (Sydney Berenzweig)



# FY 2025 Accomplishments

## Priority 3: Elevate the Reputation and Visibility of SHSU

- Houston Teacher Pathways Consortium support with Lee College
- Invited testimony to the Texas Senate Education Committee on high quality teacher pathways; 3 additional invited legislative panels
- TxATE Quest for Quality Exceptional K-12 Partnerships Award
- CARES successes -
  - MOU with ESC Region 4 for active shooter prevention to 88 Houston area schools
  - Hosted 3 state-wide vaccine education symposia via DSHS \$6.5M grant
  - Signed licensing agreement with crisis response leader training for simulated training
- SHSU Charter School –
  - 414 students across 3 campuses
  - Perfect Charter First Financial Rating
  - Outstanding achievement numbers on Federal Report Card & Texas Academic Performance Report





# FY 2025 Accomplishments

## Priority 4: Expand & Elevate Service to the State and Beyond

- Featured as residency model for national US PREP Learning Tour
- Leader in Early Literacy by Scientific Design and Early Numeracy programming with Deans for Impact
- Finalist for Texas Teacher Education Program statewide performance assessment development
- Development phase of SamPoly certificate models, microcredentials, and DC options – learning tech, ed studies, transition services, students with disabilities, school safety
- North Texas Teen Book Fest - 865 educators & over 15500 students
- Huntsville ISD community partnership model for teachers
- 20 year anniversary of the Jack Staggs Counseling Clinics; provided 2409 hours of services to 268 unduplicated clients so far in AY25



# FY 2026 Keep Doing

**Statement:**

The College of Education plans to continue seeking external funding and grant opportunities to support students and programs, as this action increases overall capacity and has a direct positive impact on students and partners. This action aligns with prioritizing student success, student access and recruiting, retaining, graduating, and empowering students to drive sustainable growth; and will have measurable impact in comparing trends of external funding to enrollment and retention rates in achieving enrollment.

**Supporting Data:**

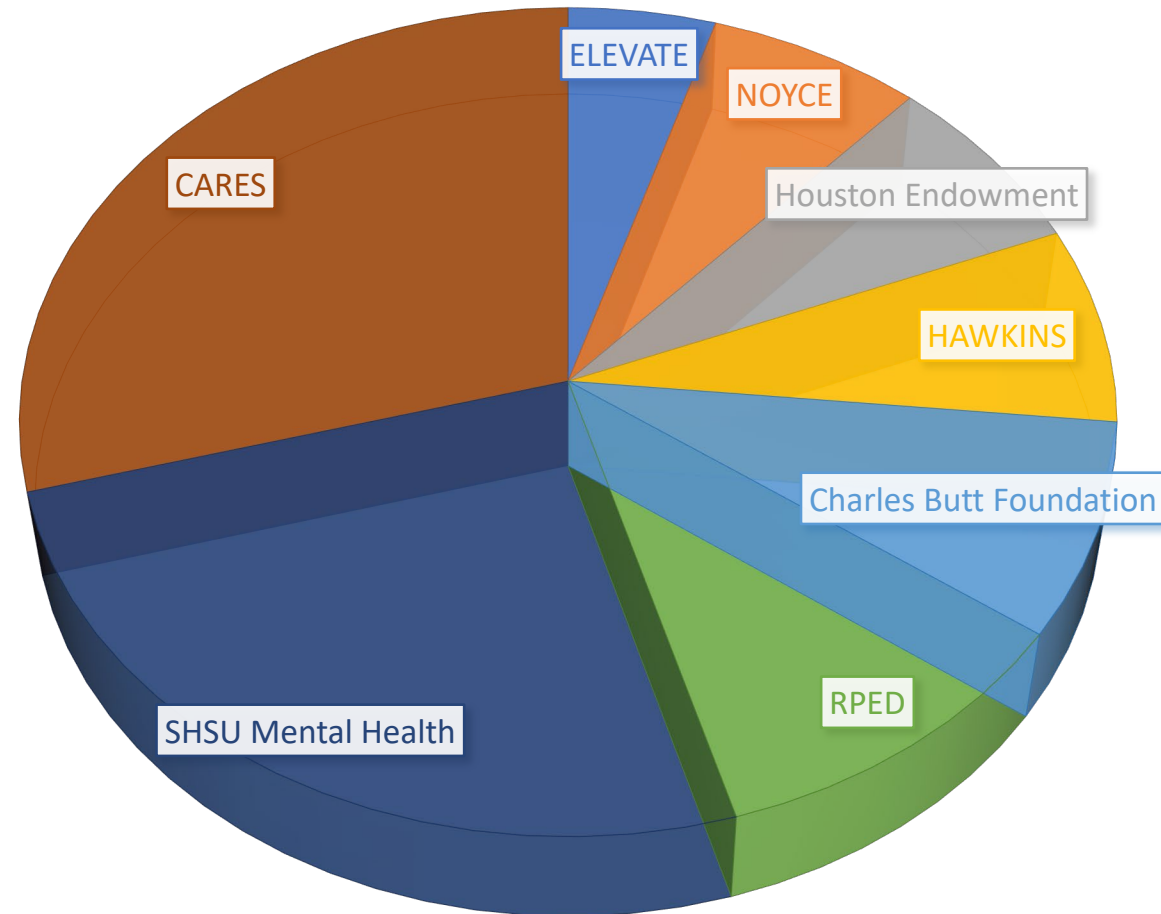
Eight current awards over \$1M; \$21.4M in pending grant applications; first officially funded Grow Your Own program with Spring ISD; 90 students awarded a total of \$948,136 in scholarships in FY25 from active external grant funds.

**Resources / Collaborations Required:**

No additional funding needed. Will strategically move positions from soft money to permanent funding as corresponding enrollment allows for sustainability.

# Supporting Data

## COE AWARDED GRANTS



**Total College  
of Education  
awarded grant  
funding:  
\$20,889,540**



# FY 2026 Keep Doing

**Statement:**

The College of Education plans to keep developing rich and streamlined pathways to certification/degrees with district partners and community partners to facilitate community engagement because this action increases recruitment opportunities. This action aligns with prioritizing student success and student access and recruiting, retaining, graduating, and empowering students to drive sustainable growth; and will have measurable impact of increased opportunity and data based on pathways and partnerships in achieving enrollment.

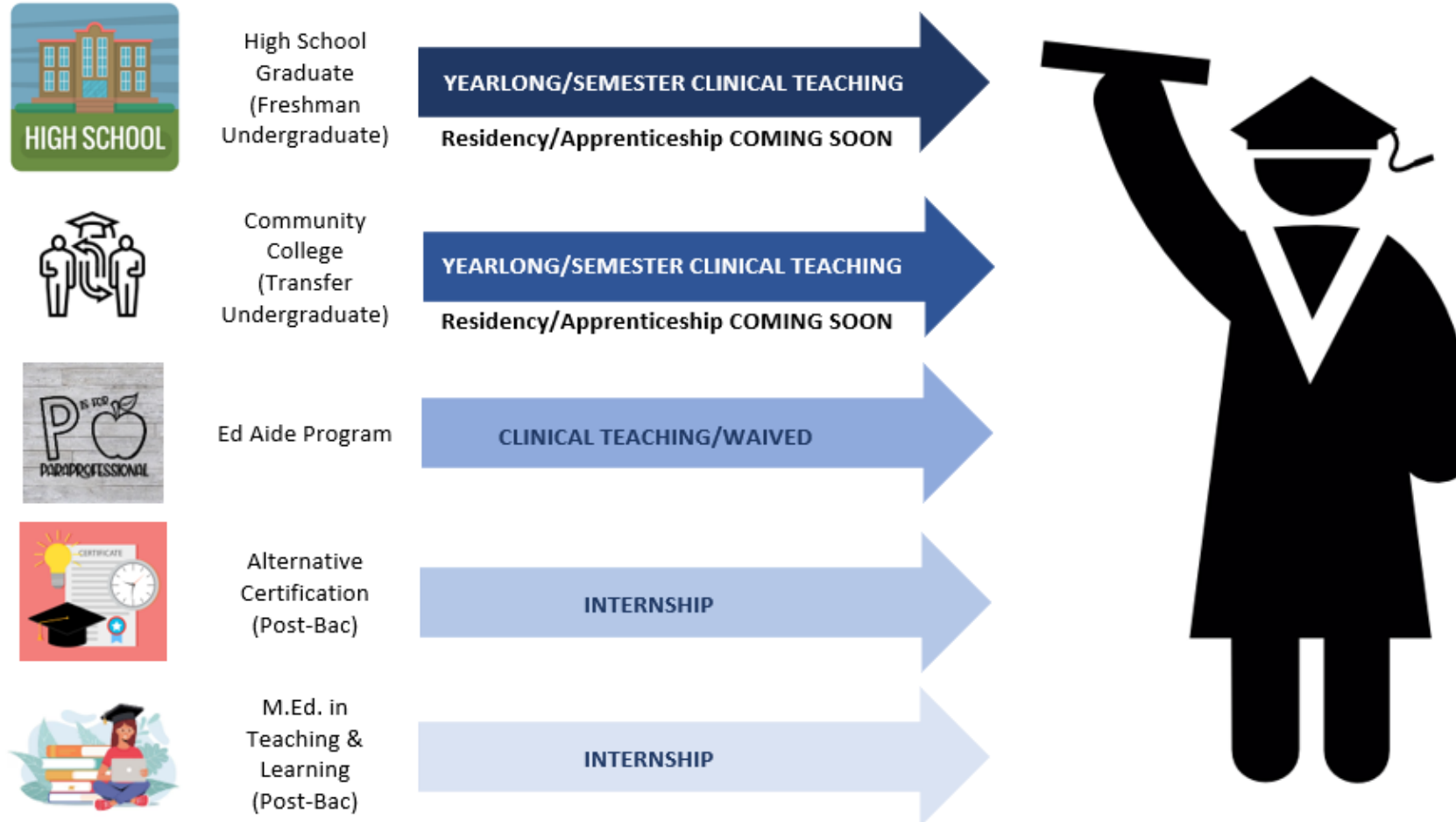
**Supporting Data:**

709 degrees awarded in AY 2024; 312 Bachelors; 352 Masters; 45 Doctoral; strategic staffing models across 20 districts; 142 students in paid residencies

**Resources / Collaborations Required:**

No additional funding required/ current faculty and staff/administrators will work to secure these partnerships; continued communication and collaboration with district partners.

# SHSU PATHWAYS TO TEACHER CERTIFICATION



# FY 2026 Keep Doing

**Statement:**

The College of Education plans to keep expanding & supporting market-sensitive tuition models for certain graduate programs because these are necessary to remain competitive and ensure graduate programs continue to have qualified applicants and remain sustainable. This action aligns with prioritizing student success, student access and recruiting, retaining, graduating, and empowering students to drive sustainable growth; and will have measurable impact via expected increase in enrollments based on more competitive cost models.

**Supporting Data:**

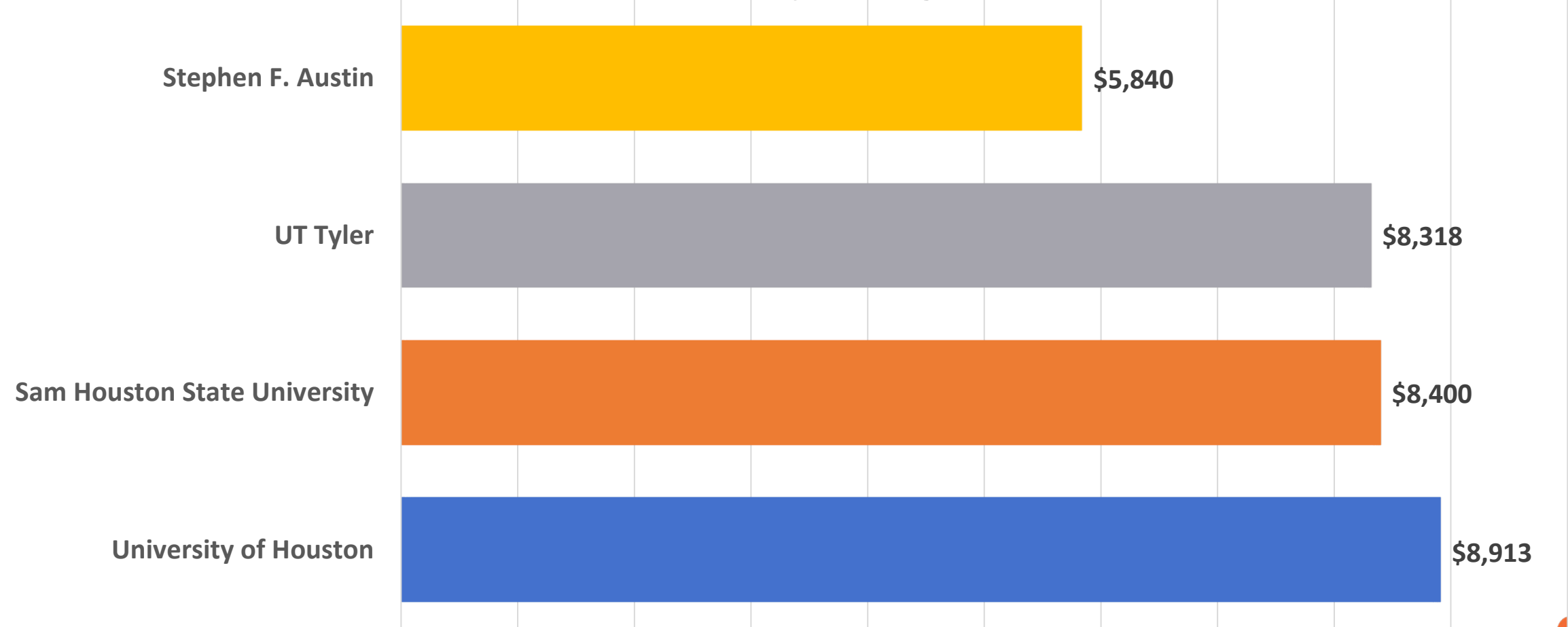
Consistent monitoring of enrollment numbers across all indicators (applications, admission, registration); comparison with other certification entities and IHEs regarding costs and trends

**Resources / Collaborations Required:**

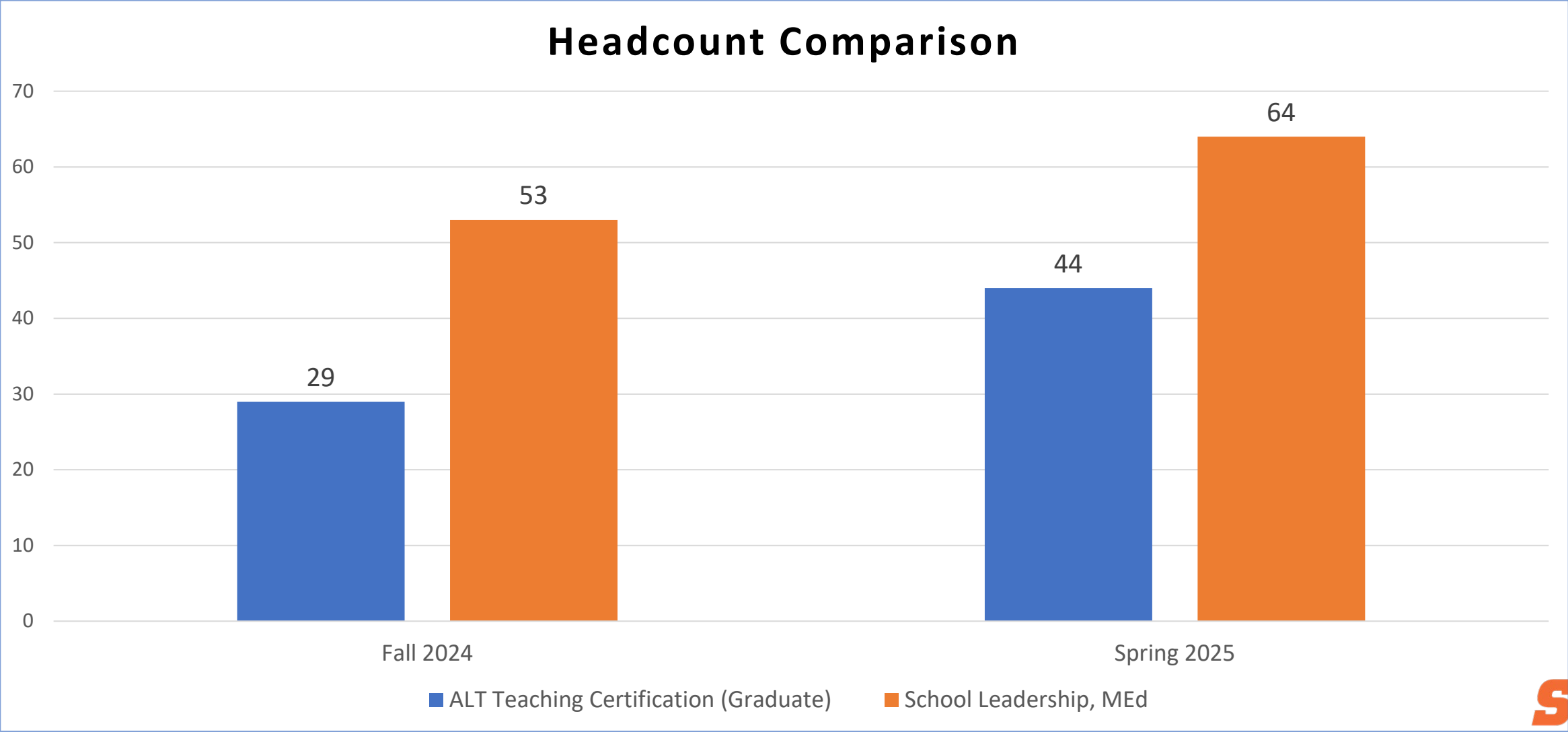
No additional funding required. Marketing and communication collaboration are important as well as continued communication and collaboration with district partners and SHSU administration. Any decreases in tuition will be offset by long term increased enrollment.

# Supportive Data

## Cost of Principal Programs



# Supportive Data



# FY 2026 Stop Doing

**Statement:**

The College of Education plans to stop unnecessary barriers to graduate admissions, including application requirements and time to decision because there has been an identified need to ensure that students who apply are proceed through in a timely manner to ensure higher probability of enrollment. This action aligns with prioritizing student success and student access and recruiting, retaining, graduating, and empowering students to drive sustainable growth; and will have measurable impact in comparing trends of external funding data to enrollment and retention rates in achieving enrollment.

**Supporting Data:**

Consistent monitoring of enrollment numbers across all graduate programs along multiple indicators (applications, admission, registration)

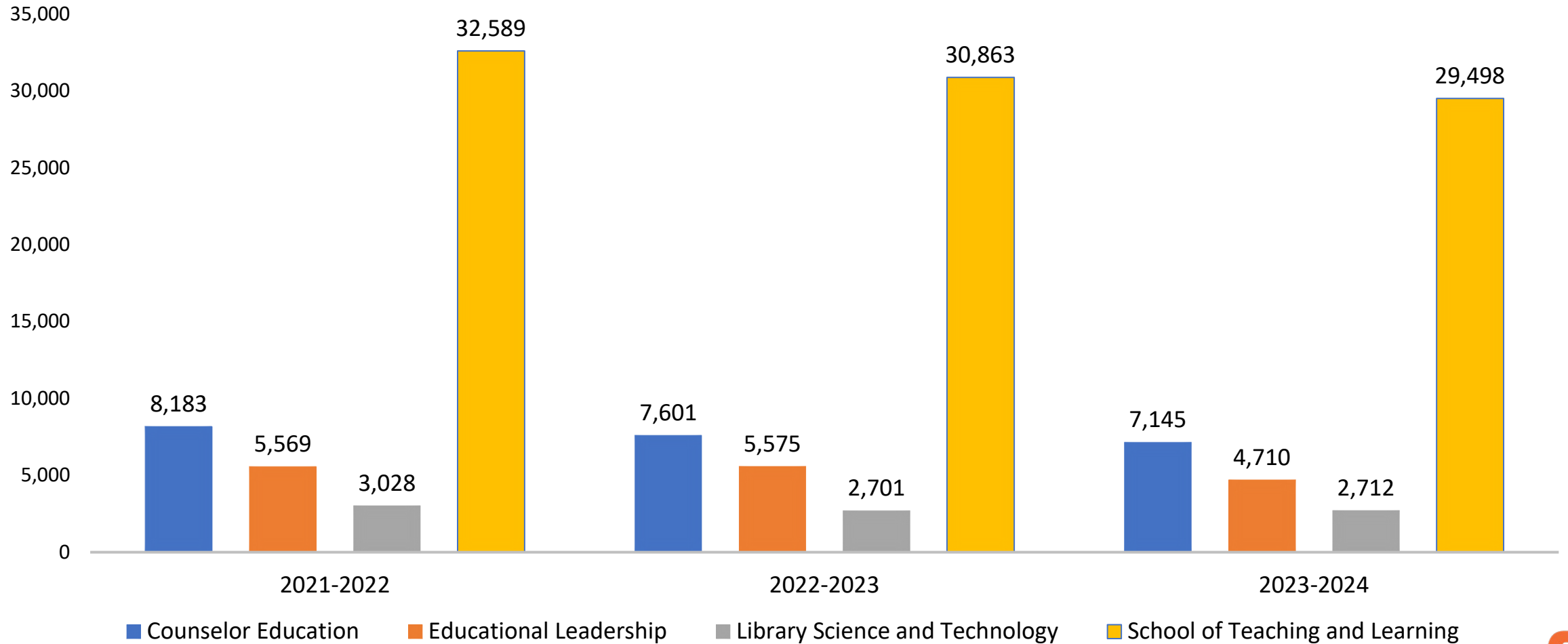
**Resources / Collaborations Required:**

This action requires ongoing collaboration with department Chairs and program advisors, as well as Strategic Enrollment and the Graduate & Professional School. Continued monitoring of enrollment changes and trends is key.



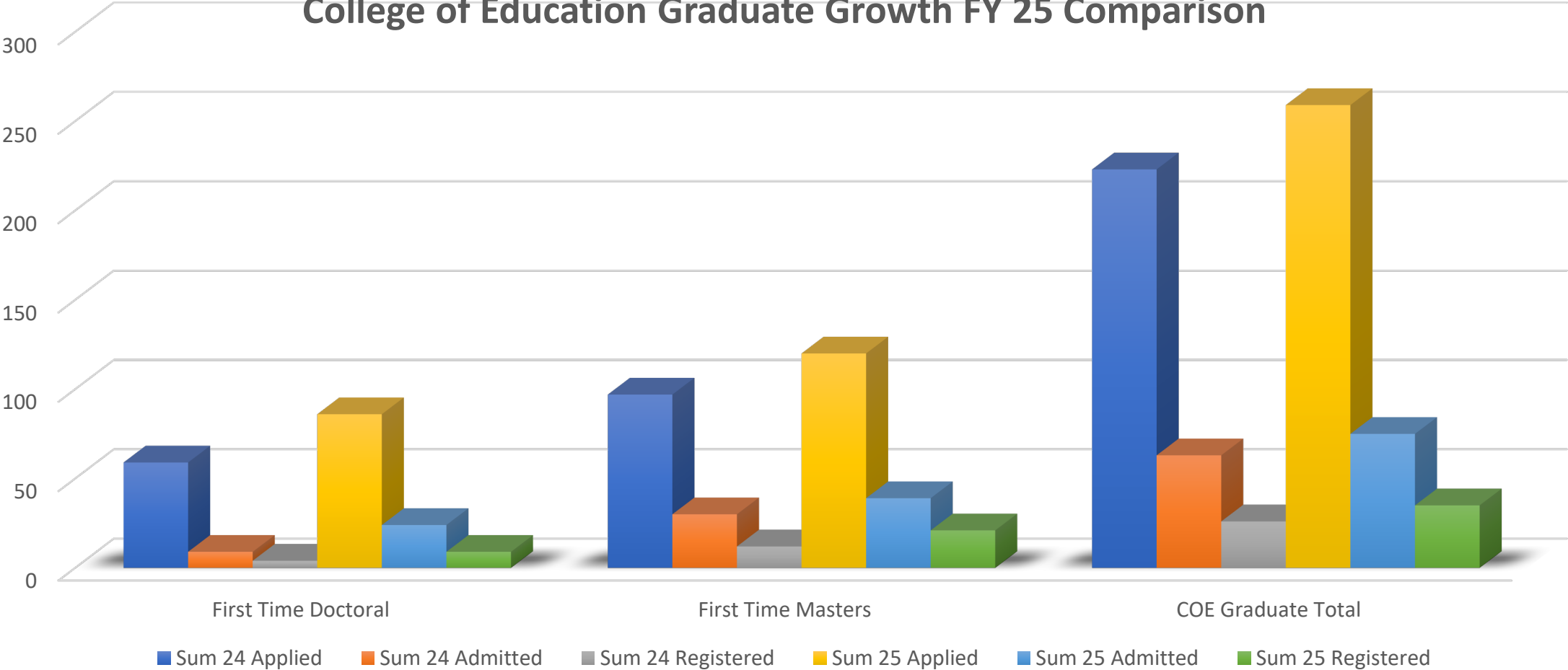
# Supportive Data

## SCH Comparison



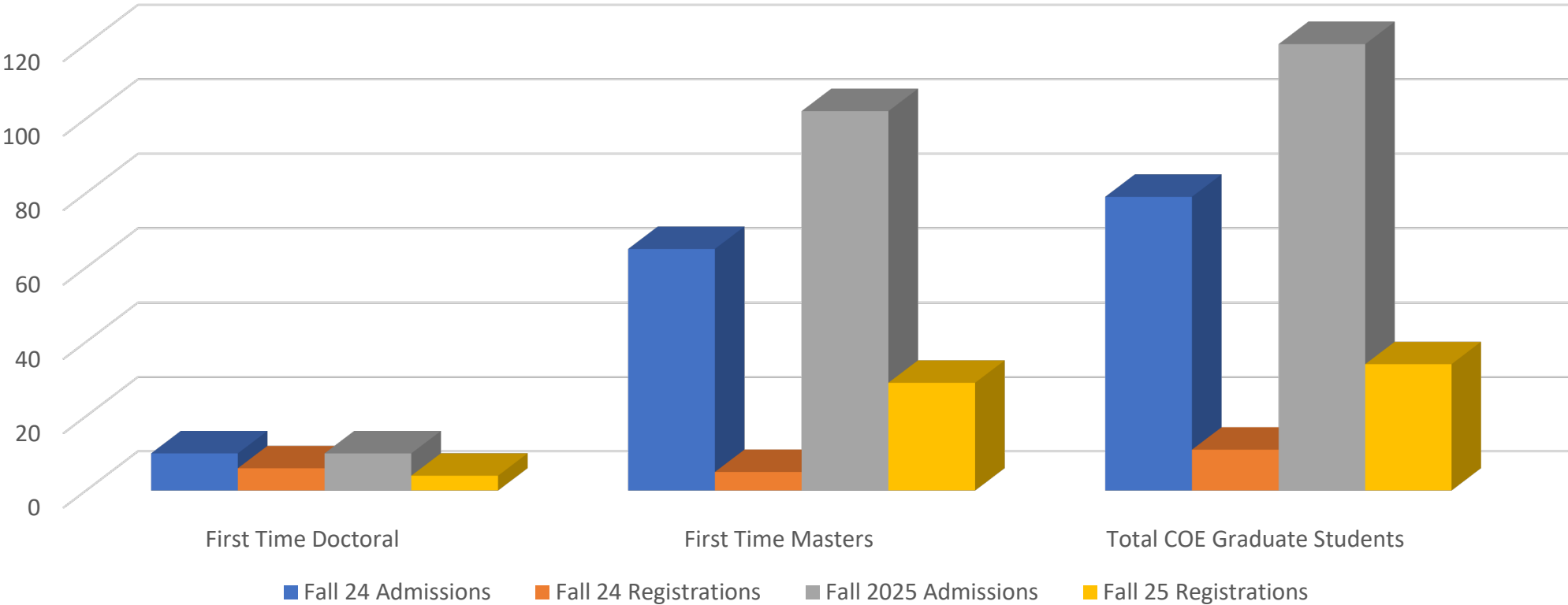
# Supportive Data

College of Education Graduate Growth FY 25 Comparison



# Supportive Data

College of Education Graduate Enrollment Comparison FY 25



# FY 2026 Stop Doing

**Statement:**

The College of Education plans to stop schedule decisions not based on student needs and access. Ensuring that decisions are based on appropriate needs will improve access and efficiency in course availability. This action aligns with prioritizing student success and student access and recruiting, retaining, graduating, and empowering students to drive sustainable growth; and will have measurable impact in allowing for maximized schedule efficiency and effectiveness in achieving student retention.

**Supporting Data:**

Evaluation across all programs and departments regarding numbers of course sections, fill rates, and capacity rates.

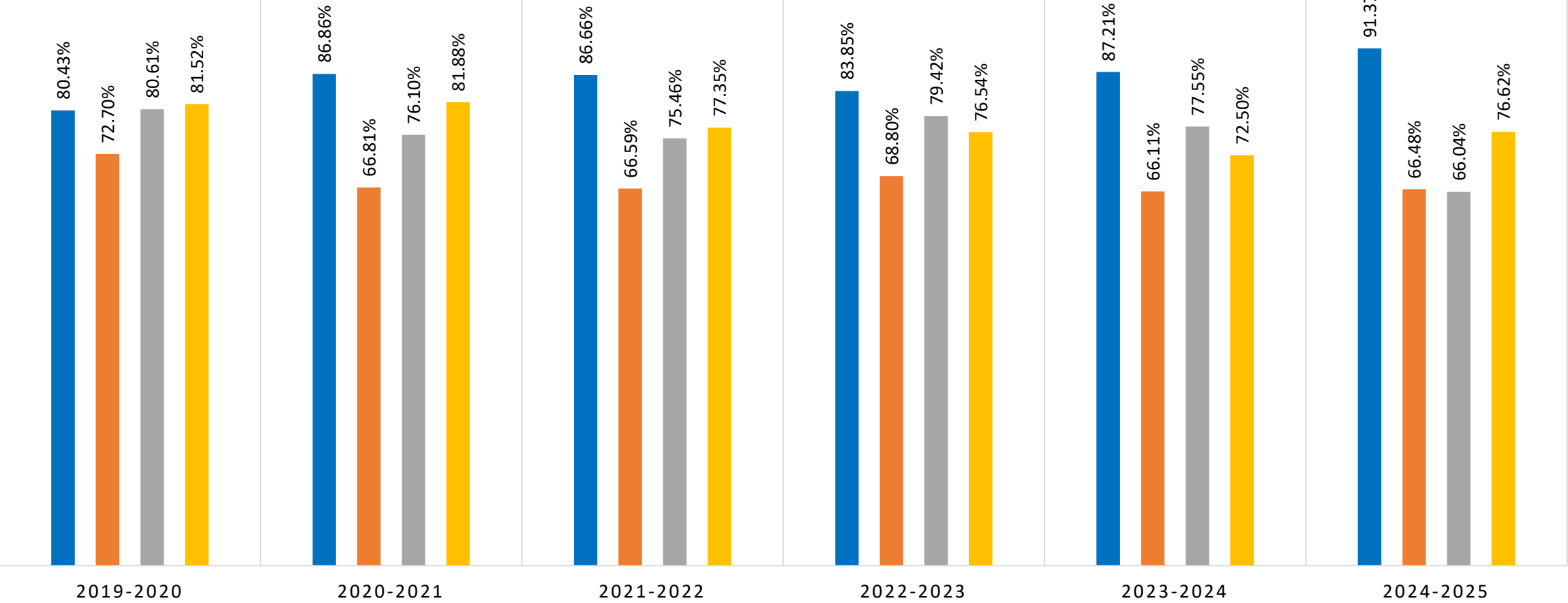
**Resources / Collaborations Required:**

This action requires collaboration across departments and programs throughout the COE.

# Supportive Data

## College of Education Fill Rate Comparison by Department

Counselor Education   Educational Leadership   Library Science & Technology   Teaching and Learning



# FY 2026 Start Doing

**Statement:**

The College of Education plans to start actively developing formally articulated Grow-Your-Own initiatives with area and state-wide school districts. This action aligns with prioritizing student success and student access and recruiting, retaining, graduating, and empowering students to drive sustainable growth; and will have a measurable impact by having more formal partnerships in place to help seamlessly support enrollment.

**Supporting Data:**

New Grow Your Own funded program with Spring ISD; recent award from Houston Endowment to develop articulated Grow Your Own program with Goose Creek CISD and Lee College; active support for extending similar programs and funding through future opportunities, including potential state funding in SB 2253

**Resources / Collaborations Required:**

State and federal (Department of Labor) funds will help support these initiatives, as well as innovative funding models and opportunities with school districts. Collaboration with existing and new district partners will continue.



# Clinical Teaching

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**49**

Single Semester TC  
Fall '24



**89**

YCT  
Spring '24 - Fall '24



**126**

YCT  
Fall '24 - Spring '25



**40+**

District Partners



**84**

Ed Aide Students  
Fall '24



**24**

Alternative Cert  
Fall '24



**20**

PAID District Partners



**73%**

PAID (Yearlong)  
Spring '23 - Fall '23



**67%**

PAID (Yearlong)  
Fall '23 - Spring '24



**71%**

PAID (Yearlong)  
Spring '24 - Fall '24



**76%**

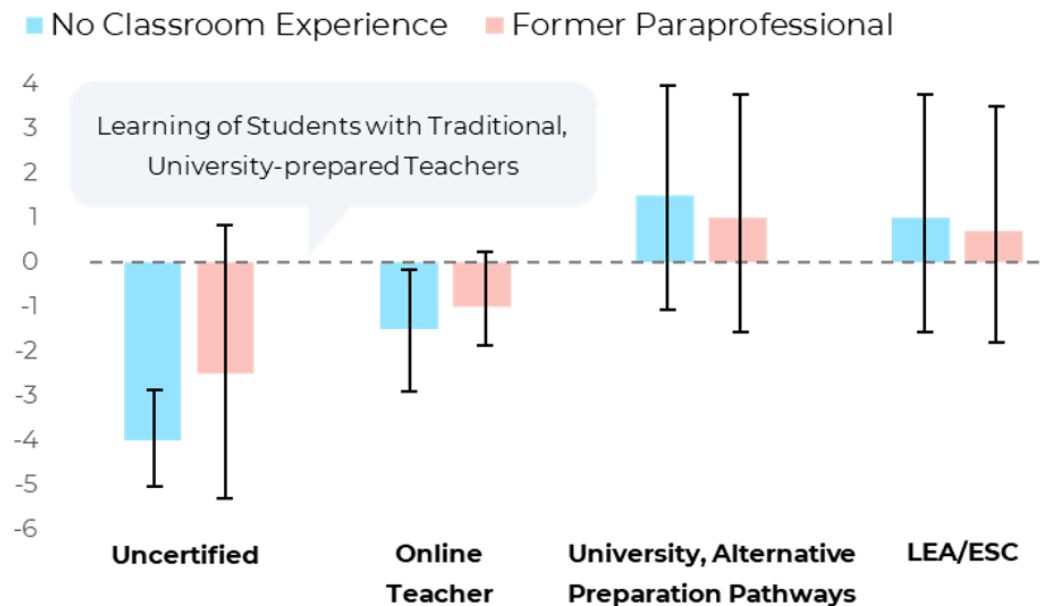
PAID (Yearlong)  
Fall '24 - Spring '25

# Preparation matters for both teacher retention and student outcomes

## Percent of Teachers Retained by Preparation Route



## Preparation Pathways Affect Student Reading Achievement



Students with new, uncertified teachers lost the equivalent to three months of learning in **math** and four months in **reading**.

Sources: Texas Education Agency, [Employed Teacher Attrition and New Hires 2014-2015 through 2023-24](#)

J. Jacob Kirksey, Ph.D., Texas Tech University, Summer 2024, <https://hdl.handle.net/2346/98166>

James P. Van Overschelde and Minda Lopez, Unlicensed teachers now dominate new teacher hires in rural Texas schools, May 6, 2024.

# College of Education Summary

## Keep Doing

**Keep #1:** seeking external funding & grant opportunities to support students

**Keep #2:** expanding & supporting market-sensitive tuition models

**Keep #2:** developing rich and streamlined pathways to certification/degrees

## Stop Doing

**Stop #1:** unnecessary barriers to graduate admissions, as well as EPP admissions

**Stop #2:** schedule decisions not based on student needs and access

## Start Doing

**Start #1:** actively developing strategic Grow-Your-Own initiatives with school districts

# Questions?

Thank you!  
College of Education

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