

**Metropolitan**  
State University



**School of Urban Education**

**Collaborative Urban and Greater Minnesota Educators  
of Color Grant Report**

**January 15, 2020**

## Collaborative Urban and Greater Minnesota Educators of Color Grant Report

### Grantee Information

Legal Name of Applicant Organization	Metropolitan State University
Total Grant Amount	\$ 406,000

### Identified Official with Authority

Name of official with authority to sign	Tracy Hatch
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## **Collaborative Urban and Greater Minnesota Educators of Color Grant Program Narrative**

The School of Urban Education (UED) at Metropolitan State University is charged with the mandate of preparing racially and ethnically diverse teachers equipped with critical skills to teach in diverse classrooms in urban settings. The UED was founded in 2001 following a state legislation in 2000 that authorized Metropolitan State University to offer a new teacher education program to “meet the needs of Minneapolis, St. Paul and inner-ring suburbs”. The legislation mandated Metro State to enroll at least 50 percent teacher candidates of color with hopes of building a diverse and stable teacher workforce.<sup>1</sup> Recently, the UED was reaccredited by the Professional Educator Licensing and Standards Board (PELSB) with continuing approval to offer teacher education licensure programs through June 30, 2023. Today, the UED offers undergraduate and graduate degree programs leading to teacher education licensure in the following majors:

- Urban Early Childhood Education (undergraduate only)
- Urban Elementary Education (undergraduate only)
  - Pre-Primary Endorsement (undergraduate and graduate)
- Urban Secondary Education (undergraduate and graduate)
  - English/Communication Arts & Literature
  - Life/General Sciences
  - Mathematics
  - Social Studies
- English as a Second Language (additional undergraduate and graduate licensure, initial approval Fall 2017, launched Fall 2018)
- Special Education (additional ABS graduate licensure, initial approval Fall 2017, launched Fall 2018)

Over the years, UED has been committed to prepare and retain highly qualified racially and ethnically diverse teachers for academically and linguistically diverse PreK-12 classrooms in the metro area. Clearly, the number and percentage of teacher of color or American Indian teacher

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<sup>1</sup> According to the 2017 Minnesota Teacher Supply and Demand Report published by the Minnesota Department of Education, less than 4.2 percent of teachers are of color, while students of color represent 41 percent of the student population. Of the 32,246 teachers in the Twin Cities Metro Area, only 2,197 (6.8%) are of color or American Indian while 41.1 percent of 475,092 students in metro area schools are of color or American Indian.

(TOCAIT) enrolled in the UED have been on the increase. Overall, the UED prepares a significantly higher percentage of teacher candidates of color when compared to other teacher preparation programs in the state (see Table 1 in Appendix). Currently, a majority (52%) of the students enrolled in the UED are people of color or American Indian; surpassing the expected enrollment goal of 50 percent teacher candidates of color set by the Legislature in 2000. This milestone has been achieved without continued earmarked program funding from the Legislature, without a program recruiter, and without implementing admission quotas. Increasingly, the UED works in collaboration with community colleges throughout the metro area and several school districts to recruit, prepare, and mentor teachers of color to help close achievement gaps for students of color.

The mission of UED since 2002 has been to increase the number and percentage of TOCAIT in the Twin Cities metro area and provide K-12 students with more equitable access to effective and diverse teachers. Despite the increased enrollments and closing the graduation gap between students of color and white students, a number of TOCAIT candidates graduate without completing student teaching due to financial constraints.<sup>2</sup> Over the past two years a total of 14 teacher candidates graduated without registering for student teaching, including 10 (71%) who identify as students of color or American Indian students. In addition, because of financial challenges and stereotype threat<sup>3</sup>, many TOCAIT candidates take longer to or simply do not successfully complete their licensure exams. Therefore, such actions prevent them from becoming Tier 3 and eventually Tier 4 licensed teachers.

Increasing the number of teachers of color requires intentional preparation and hiring, providing ongoing support, and addressing college affordability. To this end, UED prioritizes seeking funding to alleviate the financial constraints that TOCAIT candidates often experience during and prior to student teaching. The CUGMEC grant supplements UED's efforts to increase TOCAIT candidate recruitment, retention, completion and successful entry into the teaching profession. Money from the grant has been used to: (i) award tuition scholarships to TOCAIT candidates to cover course and student teaching credits, and (ii) provide intensive teacher preparation support programs including tutoring support, exam fee vouchers, and other supports to ensure teachers of color successfully complete preparation programs.

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<sup>2</sup> Internal UED data reveal that this gap has much to do with financial constraints: students of color and American Indian students take longer to complete their programs, assume more debt, and are less likely to engage in unpaid labor by resigning from their paid employment in order to complete the mandatory 12–15-week unpaid full-time student teaching period. Student teaching tuition and fees costs range from \$2,164 (undergraduate students) to \$3,522 (graduate students), not including required exam and edTPA expenses.

<sup>3</sup> See the work of scholar Claude Steele and colleagues summarized at <https://www.apa.org/research/action/stereotype>

## Collaborative Urban and Greater Minnesota Educators of Color Grant Program Data

**Table 1: Number of candidates of color and American Indian candidates AY 2017 – AY 2019**

Total number of teacher candidates of color, disaggregated by race or ethnic group	Recruited to the institution <sup>4</sup>			Newly admitted to the licensure program			Enrolled in the licensure program			Completed student teaching			Graduated			Licensed <sup>5</sup>			Newly employed as Minnesota teachers in their licensure field		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
American Indian or Alaskan Native	4	0	0	1	2	0	5	3	2	2	0	2	2	2	0	1	1	-	-	0	-
Asian or Pacific Islander	31	22	14	23	21	13	49	68	51	8	9	8	8	4	11	8	7	-	-	8	-
Hispanic	15	15	20	16	15	18	29	35	35	0	4	5	3	6	1	1	2	-	-	1	-
Black	58	57	29	49	54	35	114	119	91	14	18	28	19	21	23	6	9	-	-	5	-
Two_Plus	13	12	11	11	13	16	25	20	17	5	1	1	5	6	3	0	0	-	-	0	-
<b>Total</b>	<b>121</b>	<b>106</b>	<b>74</b>	<b>100</b>	<b>105</b>	<b>82</b>	<b>222</b>	<b>244</b>	<b>195</b>	<b>29</b>	<b>32</b>	<b>44</b>	<b>37</b>	<b>39</b>	<b>38</b>	<b>16</b>	<b>19</b>	<b>-</b>	<b>-</b>	<b>14</b>	<b>-</b>

<sup>4</sup> This is the number of students who took EDU 200 or EDU 203 (Undergraduates) and those who submitted complete application for graduate studies.

<sup>5</sup> The license and employment database is housed at PELSB and the link to access the data only provides a one year set of data hence it is not possible to download three years of data for analysis at any given moment. Unfortunately, without the system allowing that to be an option, I do not have access to that data to report.

**Table 2: Percentage of teacher candidates who are of color or who are American Indian out of the total number of teacher candidates seeking the same licensure at the institution**

Total number of teacher candidates of color, disaggregated by race or ethnic group	Recruited to the institution			Newly admitted to the licensure program			Enrolled in the licensure program			Completed student teaching			Graduated			Licensed			Newly employed as Minnesota teachers in their licensure field		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
American Indian or Alaskan Native	3.3	0.0	0.0	1.0	1.9	0.0	2.1	1.3	0.8	6.8	0.0	4.5	5.4	5.1	0.0	6.3	5.3	-	-	0.0	-
Asian or Pacific Islander	25.6	20.8	18.9	23.0	20.0	15.9	22.0	27.8	26.3	27.6	28.1	18.2	21.6	10.3	28.9	50.0	36.8	-	-	57.1	-
Hispanic	12.4	14.2	27.0	16.0	14.3	22.0	13.1	14.3	17.8	0.0	12.5	11.4	8.1	15.4	2.6	6.3	10.5	-	-	7.1	-
Black	47.9	53.8	39.2	49.0	51.4	42.7	51.3	48.6	46.6	48.3	56.3	63.6	51.4	53.8	60.5	37.5	47.4	-	-	35.7	-
Two_Plus	10.7	11.3	14.9	11.0	12.4	19.5	11.4	8.0	8.5	17.2	3.1	2.3	13.5	15.4	7.9	0.0	0.0	-	-	0.0	-
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>-</b>	<b>-</b>	<b>100</b>	<b>-</b>

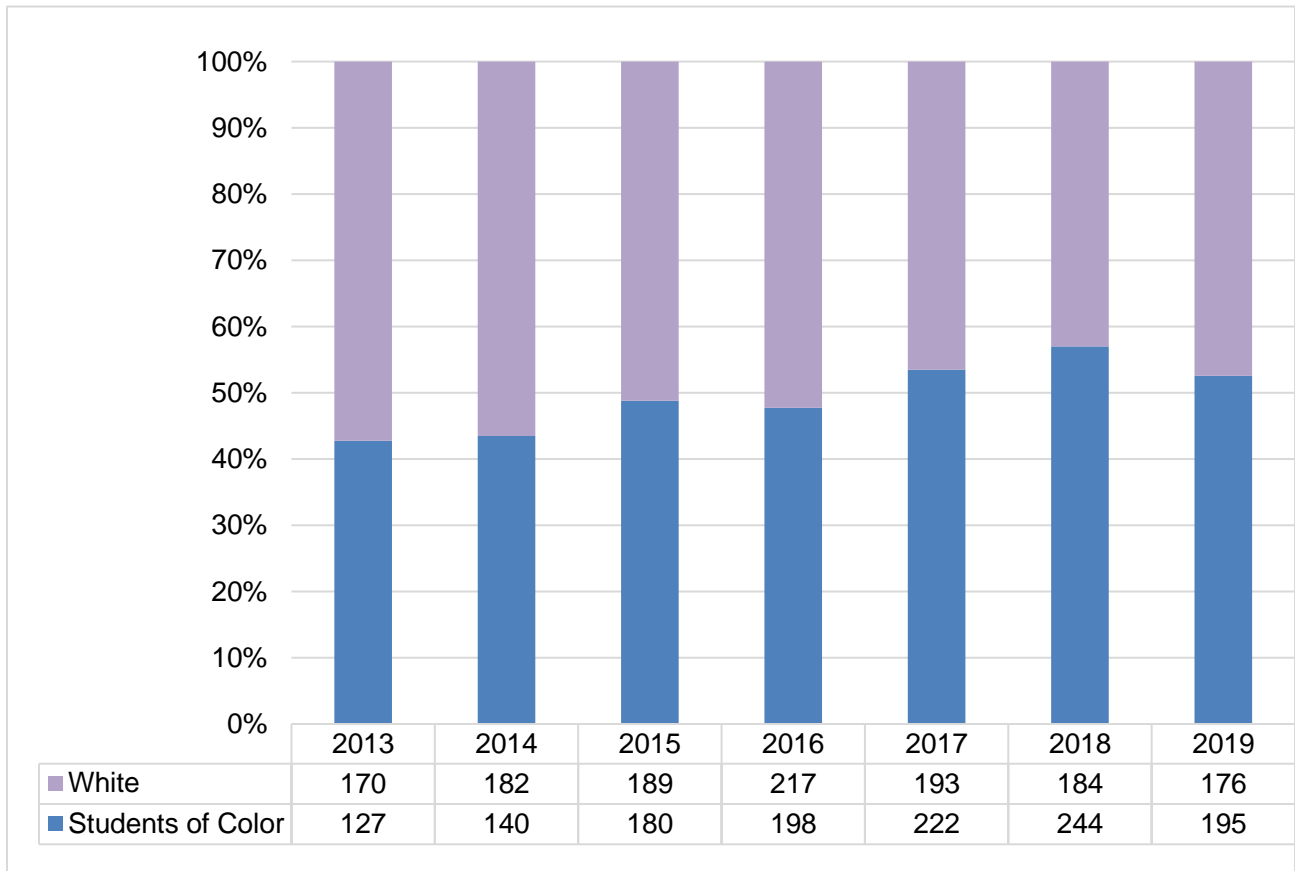
## Analysis of Data

**Recruitment:** The UED has made a concerted effort to recruit minority students into the program. Drawing from the university's internal recruitment opportunities (i.e., new student orientations, preview days, welcome days, etc.), and through student/peer referrals, the UED has been able to intentionally recruit an average of about 100 teacher candidates of color or American Indian per year into the program over the past three years. The number of recruited teacher candidates of color or American Indian is expected to increase in the coming years following the recent establishment of the Metro Alliance. The Metro Alliance - partnerships with Minneapolis College, Inver Hills Community College, Century College, Normandale College, North Hennepin Community College and Saint Paul College – provides transfer pathways for diverse students from metro area community colleges who are interested in becoming urban teachers. Moreover, there are plans within the UED to request the university administration to hire a recruiter to work with community colleges, school districts and educational entities to encourage a more robust and diverse pool of teacher candidates. The expectation is that the UED recruiter will work with the marketing department to increase awareness and promote positive messaging about the teaching profession and encourage individuals with diverse backgrounds to explore the profession in Minnesota.

**New Admissions:** UED uses multiple criteria and assessment to admit undergraduate and graduate candidates into the program. Amongst other criteria, prospective candidates must successfully complete EDU (Education) and ETHN (Ethnic Studies) coursework required for admission. Overall, the number of students of color who are newly admitted into the program has been on the increase. In the academic year 2017–18, one hundred (100) teacher candidates of color or American Indian were admitted into the UED. The number of students of color admitted into UED marginally increased to 105 during academic year 2018–19, then slightly declined to 82 in academic year 2019-2020. The 22 percent drop in 2019-2020 can be attributed to the suspension in admission of new students into the secondary math and science education program majors in summer 2018. The decision not to accept new students was occasioned because enrollment in these programs was small and had declined over recent years. The admission suspensions allowed faculty members in the College of Sciences and the UED the opportunity to meet and review the current course offerings and find additional ways to better serve the students. The revamped secondary math and science education programs will improve our curricular offerings giving students greater flexibility while preserving the quality of their education.

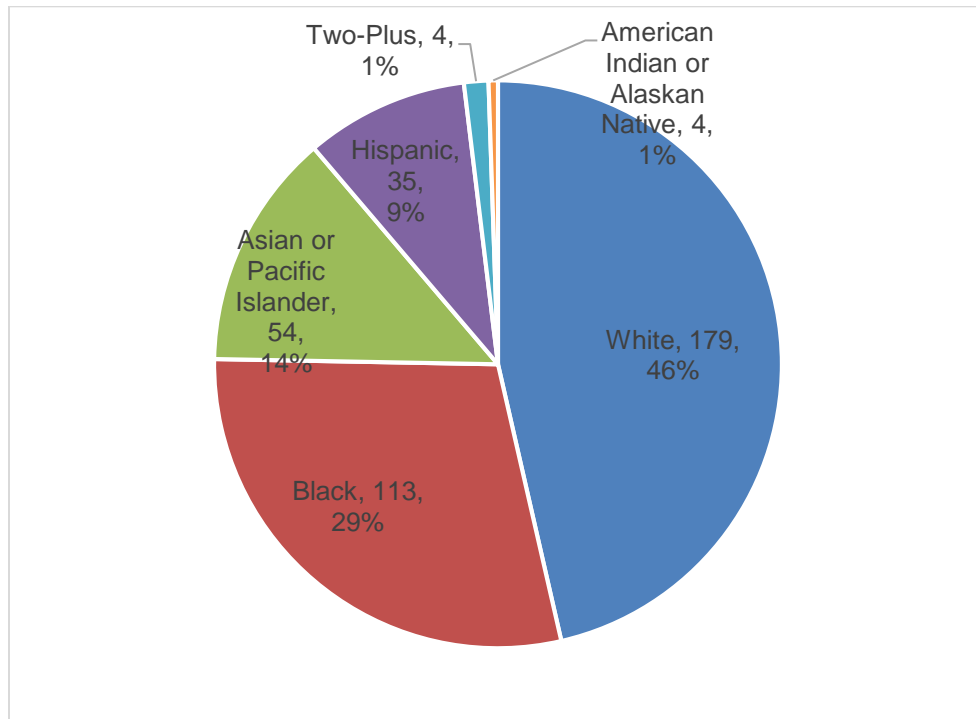
**Enrollment:** Over the years, the number and percentage of students of color enrolled in the UED have been on the increase (see Figure 1). Much of this growth has been among teacher candidates of color or American Indian. The number of students of color increased from 127 in 2013 to 195 in 2019. During academic year 2018-19, we had 195 students of color or American Indian candidates taking the required coursework ranging from content and methods classes to student teaching (a 117% increase since 2012-13) and they represent 52.6 percent of all candidates in UED. This a side, the number of students of color enrolled in UED declined from 244 in FY2018 to 195 in FY2019. This 20 percent drop in enrollment can be attributed to the suspension in admission of new students into the secondary math and science education program majors in the summer 2018. Figure 2 shows the number and percentage of students of color admitted and enrolled in UED in FY2019. Overall, black students account for nearly a half of the students of color enrolled at UED.

**Figure 1: UED Student Enrollment Trends Comparing Students of Color and Whites, FY2013-19**





**Figure 2: Primary Ethnicity of Students Enrolled in UED AY 2020 (n=389)**



Some support practices implemented by UED to retain diverse candidates include:

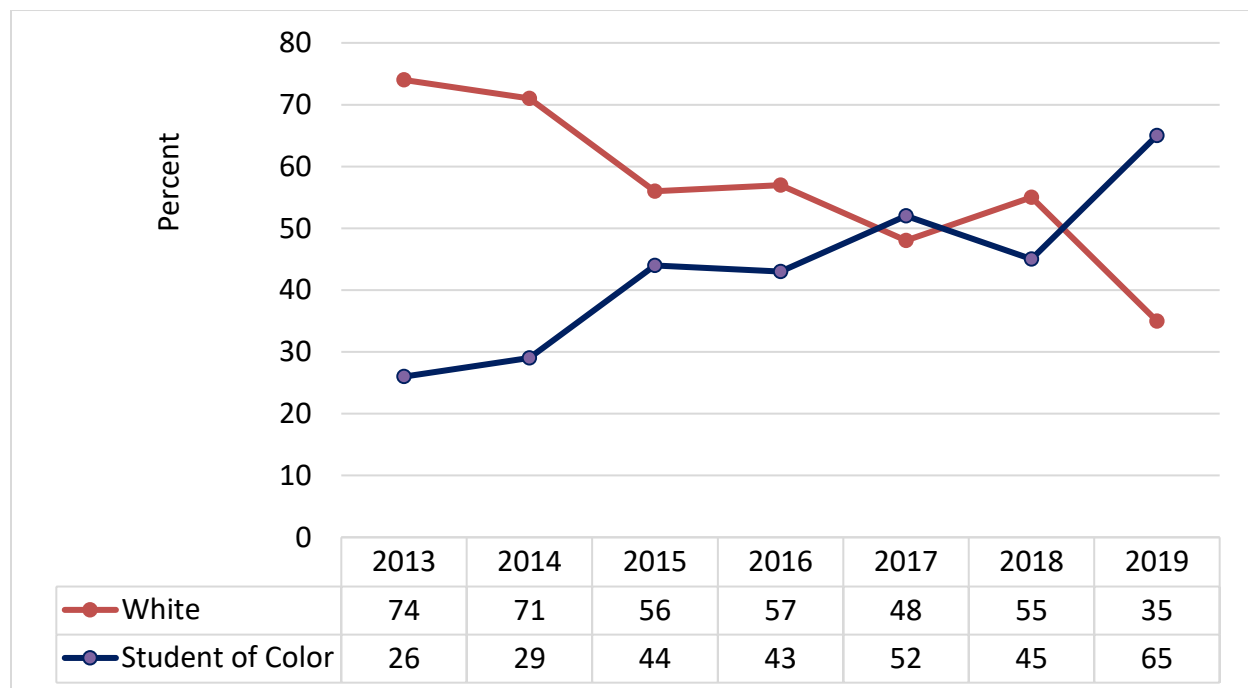
- *Early intrusive advising*: professional academic advisors, preview days and admission orientations.
- *Continuous intrusive advising*: faculty advisors, academic standing automated reports and early alert system, and required Progress Checks 1 & 2.
- *Culturally responsive curriculum*: starting with pre-professional coursework before being admitted, including the policy that all students complete an Ethnic Studies course for admission.
- *Academic support*: Write to Teach initiative, test preparation for MN NES Essential Academic Skills exams, new SET initiative (“Success Engagement Team”).<sup>6</sup>
- *Financial support*: State CUE funding, university and foundation scholarships, OHE grants for student teachers.
- *Data Analysis*: Always looking at data from admission to completion with a racial/ethnic lens to ensure we are reaching our goals and closing opportunity gaps.

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<sup>6</sup> SET is a faculty initiative designed to create opportunities and programming that will supports teacher candidates more intentionally from beginning to end.

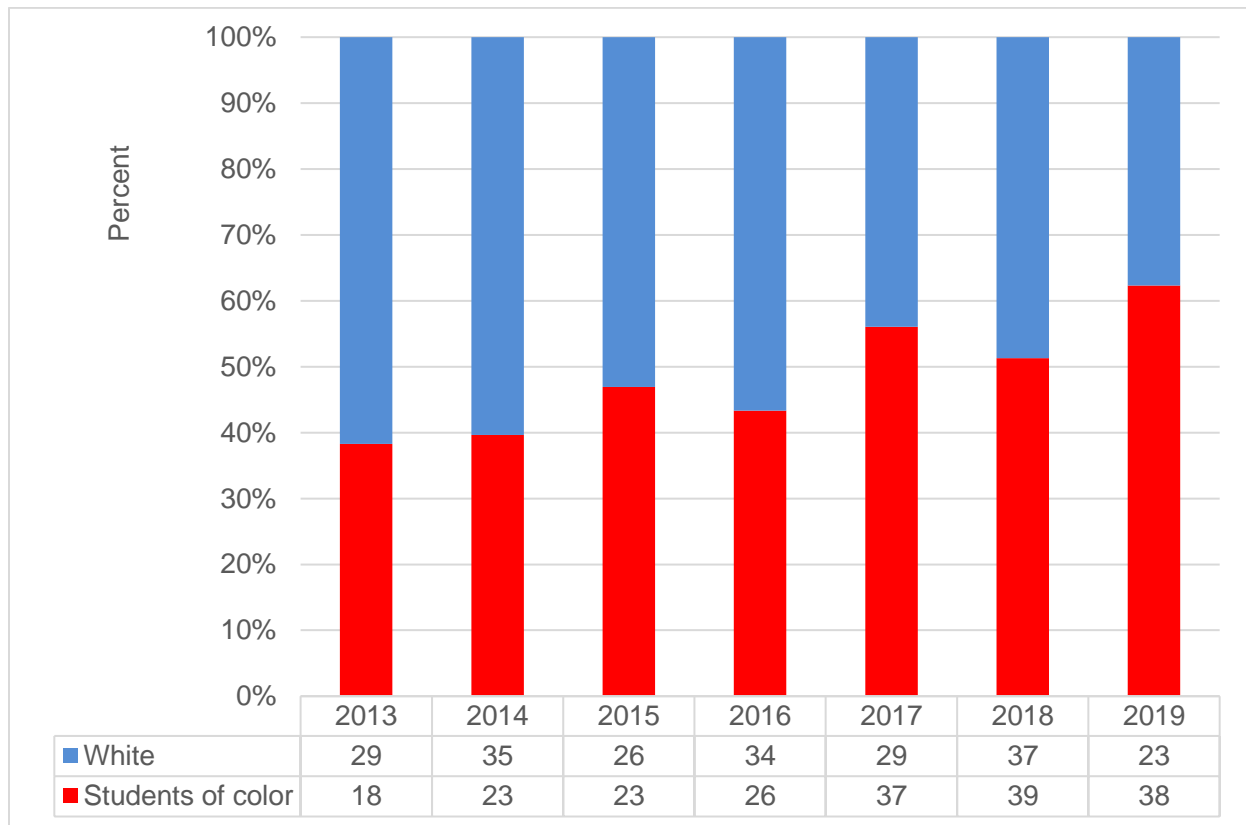
**Student Teaching:** All licensure programs in the UED incorporate a wide range of ongoing field experiences that provide teacher candidates the opportunity to demonstrate skills and knowledge required in the Standards of Effective Practice. Each teacher candidate is required to gain field experiences and complete student teaching under a teacher licensed in the field the candidate is seeking licensure. Over the years, UED has implemented efforts to reduce the difference in program completion rates between white students and students of color and American Indian students. Increasingly, the number of teacher candidates of color or American Indian teacher candidates who completed their student teaching across the various teacher licensure programs has been on the increasing trend over the years (Figure 3). Of the 59 students who completed student teaching required for licensure during the academic year 2017-2018, 39 (52%) were students of color or American Indian. In FY2017-18, UED received a Collaborative Urban Educator (CUE) grant of \$90,000 to support TOCAIT candidates to complete student teaching for their licensure program. A total of 44 students of color (12 in spring 2018, 13 in fall 2018, and 19 in spring 2019) who did not receive state teacher candidate grants or other scholarships were awarded tuition scholarships for student teaching credits. Thus, TOCAIT candidates who completed their student teaching increased by 61 percent over the two years of the grant. The goal is to have all teachers of color or American Indian teachers to complete their student teaching and obtaining licensure.

**Figure 3: UED Candidate Completion by Race as a Percent (%) (FY 2013–19)**



**Graduated:** In order to graduate, UED teacher candidates must complete required coursework and earn and maintain a minimum GPA in content and professional education coursework. Students from UED can graduate without student teaching<sup>7</sup> if they have earned 120 credits and have met other university degree requirements. The number of teacher candidates of color or American Indian who have graduated from UED has been growing steadily over the years (Figure 4). Over three academic years 2017-2018 to 2019-2020, a total of 203 students, including 114 (56%) TOCAIT candidates have received their degree awards in urban teaching. During the FY 2017 a total of 66 students graduated with a degree in urban teaching. Of the 66 graduates, 37 (56%) are graduates who are of color or American Indian. The number of teacher candidates of color who graduated from UED has marginally changed for the past three years. Notably, of these graduates, about 54 percent student of color or American Indian graduated without registering for student teaching. While graduating is a great milestone, for teacher candidates of color or American Indian, obtaining licensure is the ultimate goal.

**Figure 4: Numbers of UED Graduates by Race, FY 2013-19)**



<sup>7</sup> Student teaching is not considered a requirement for graduation but is required for licensure recommendation.

**Licensed:** Teacher candidates obtain their teacher licensure after successfully completing student teaching, submitting an edTPA portfolio for scoring and passing the Minnesota Teacher Licensing Examinations (MTLE).<sup>8</sup> The number of teacher candidates who have obtained their teacher licensure has been growing steadily over the years. The number of teacher candidates of color who obtained their licensure increased from fourteen in FY2016 to seventeen in FY2018, accounting for a 21 percent increase. Starting Spring 2018, Metropolitan State University partnered with Augsburg University to offer an intensive mathematics tutoring session to help students prepare and pass the National Evaluation Series (NES) math subtest, which is needed to receive a Tier 4 teaching license in Minnesota. The foci of the free 8-week intensive NES mathematics test prep sessions was: (i) to enhance participants' knowledge of the mathematics concepts that are covered in the NES mathematics subtest, (ii) exam taking skills and strategies, and (iii) to acclimate the participants to the NES mathematics subtest itself. A performance analysis of the students who took the NES test between January 2017 and June 2018 found that the average scaled score for those participants who attended the NES Math Prep sessions was higher than those who did not attend the tutoring sessions. These increases are expected to grow once those who failed in one section of the MTLE exam do a retake and the spring 2019 cohort completes student teaching. Such targeted "interventions" will ensure that students feel more confident that they are well-prepared for and could do their best on the test. Having more teachers of color or American candidates participate in such interventions will ensure that students of color or American Indian students complete their program and obtain licensure resulting in a pool of diverse teachers whom school districts can employ to reflect their student populations. In more of them passing the licensure exams and ultimately getting their teaching license.

**Newly Employed:** According to the exit survey, a great majority of the UED teacher candidates plan to seek employment within the Twin Cities metro area. It is conservatively estimated that most of the teacher candidates who obtain their licensure before the start of the school year became employed within the Twin Cities metro area schools. PELSB normally updates its Educator Employment Reports database at the start of the school year. Currently the system doesn't allow access to the three year for analysis and thus we cannot definitively report how many newly licensed teachers were hired as classroom

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<sup>8</sup> Teachers in Minnesota are required to demonstrate competency on a series of tests in basic skills: reading, writing, and math, along with pedagogy, and licensure field specific content area knowledge. The testing requirements vary between tiers, licensure field(s), and initial versus additional licensure field(s).

teachers for the past three years. This notwithstanding, we know that most of our newly licensed teachers end up becoming employed in learning institutions within the Twin Cities metro area.

### Collaborative Urban and Greater Minnesota Educators of Color Grant Funds Expenditure

Metropolitan State University was awarded \$406,000 by PELSB to provide direct support to in the form of tuition scholarship to UED teacher candidates of color or American Indian teacher candidate (\$390,00) and partially subsidize the cost of MTLE (\$16,000) for academic year 2019-2020. Table 3 below shows how the grant money has been spent or programmed to be spent in supporting students of color or American Indian teacher candidates.

**Table 3: Grant Funds Expenditure**

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
<b>\$24,842.16</b>	Tuition scholarships for student teaching credits	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Completion of student teaching	Number of students who passed student teaching Fall 2019
<b>\$14,903.03</b>	Tuition scholarships for student teaching credits and edTPA vouchers	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Completion of student teaching	Number of students who passed student teaching Spring 2020
<b>\$316,449.90</b>	Tuition scholarships <sup>9</sup>	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Number of candidates enrolled	Number of credits enrolled/retained in the program
<b>\$16,000</b>	MTLE support (NES Math and Reading vouchers & tutor support)	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Number attending exam preparation support	Number of candidates passing the licensure exams

<sup>9</sup> We plan to award 195 teacher candidates of color or American Indian tuition scholarships to cover for 6 credits. However, the exact number of recipients will be determined once the course registration drop date.

**APPENDIX****Table 1: Top 10 MN Institutions Enrolling TOCAIT Candidates<sup>10</sup>**  
(2018 Title II Reporting Year, AY16-17)

<b>Institution</b>	<b>Total TOCAIT Candidates</b>	<b>Total Candidates</b>	<b>% TOCAIT Candidates</b>
Metro State	157	296	53%
MSU-Mankato	132	1,035	13%
U of M-Twin Cities	101	504	20%
St. Cloud State	100	785	13%
St. Thomas	80	366	22%
Hamline	79	400	20%
Concordia-St. Paul	53	197	27%
Augsburg	49	217	23%
Bemidji State	37	681	5%
U of M-Duluth	32	511	6%

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<sup>10</sup> Note: Data compiled above from publicly reported data in the 2018 federal Title II Report, in AY2016-17. For this reporting year, there were only 1,067 teacher of color and American Indian teacher (TOCAIT) candidates enrolled in 38 Minnesota teacher preparation programs--they represented just 13% of 8,199 total candidates in the state yet K-12 students of color and American Indian students represented 30% of all students. The top ten institutions listed above enrolled 820 TOCAIT candidates or 77% of all TOCAIT candidates in the state.