

Metropolitan
State University



School of Urban Education

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

January 15, 2021

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Grantee Information

Legal Name of Applicant Organization	Metropolitan State University
Total Grant Amount	\$288,000

Identified Official with Authority

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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.¹ Today, the UED is accredited by the Professional Educator Licensing and Standards Board (PELSB) and 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)

Educational research is clear that the most important school-based factor on student achievement is the effectiveness of the teacher (followed closely by the effectiveness of the school principal). Moreover, research also tells us that though all students benefit from a racially diverse teaching workforce, students of color and American Indian students benefit even more. Drawing on these findings, the UED has been committed to prepare and retain highly qualified racially and ethnically diverse teachers for academically and linguistically diverse PreK-12

¹ 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.

classrooms in the metro area. Certainly, the number and percentage of teacher of color or American Indian teacher (TOCAIT) enrolled in the UED have been on the increase over the years. Today, the UED prepares a significantly higher percentage of teacher candidates of color compared to other teacher preparation programs in the state (see Table 1 in Appendix). Clearly, enrollments in these other teacher preparation programs remain predominantly white with the exception of a few specialized programs that receive extra funding to cater to 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. 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. Currently, a majority (58%) 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. 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.² In recent years, a 18 teacher candidates graduated without registering for student teaching, majority of whom identify as students of color or American Indian students. In addition, because of financial challenges and stereotype threat³, many TOCAIT candidates take longer to or simply do not successfully complete their licensure exams. Therefore, such actions prevent them from becoming 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. During the FY 2021, Metropolitan State University was awarded a total of \$288,000 to support efforts to recruit, retain, and induct teacher candidates who are of color or who are American Indian. 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.

² 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.

³ 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

***Please provide an unduplicated headcount of teacher candidates**

Total number of teacher candidates of color, disaggregated by race or ethnic group	Recruited to the institution ⁴	Newly admitted to the licensure program	Enrolled in the licensure program	Completed student teaching ⁵	Graduated	Licensed ⁶	Newly employed as Minnesota teachers in their licensure field
American Indian or Alaskan Native	1	0	1	1	1	3	2
Asian	9	17	43	9	8	19	8
Black, not of Hispanic Origin	30	47	96	17	15	16	6
Hawaiian or Pacific Islander	0	0	0	0	0	0	0
Hispanic	19	15	43	7	11	5	5
Multiple Categories	9	9	23	3	5	8	5
White, not of Hispanic Origin	53	53	153	29	38	32	10
No Race/Ethnicity Provided	16	3	2	0	0	13	0
Non-Resident Alien (NRA)	1	0	4	-	0	-	-
Total	138	144	365	66	78	96	36

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

⁵ This is the number of those candidates that obtained an S in their student teaching course. Non-Resident Aliens do not enroll for the student teaching.

⁶ The license and employment cover the period June 2019 to December 2020.

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

***Please base this on an unduplicated headcount of teacher candidates**

Percentage 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
American Indian or Alaskan Native	0.7	0.0	0.3	1.5	1.3	3.1	5.6
Asian	6.5	11.8	11.8	13.6	10.3	19.8	22.2
Black, not of Hispanic Origin	21.7	32.6	26.3	25.8	19.2	16.7	16.7
Hawaiian or Pacific Islander	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Hispanic	13.8	10.4	11.8	10.6	14.1	5.2	13.9
Multiple Categories	6.5	6.3	6.3	4.5	6.4	8.3	13.9
White, not of Hispanic Origin	38.4	36.8	41.9	43.9	48.7	33.3	27.8
No Race/Ethnicity Provided	11.6	2.1	0.5	0.0	0.0	13.5	0.0
Non-Resident Alien (NRA)	0.7	0.0	1.1	0.0	0.0	0.0	0.0
Total	100	100	100	100	100	100	100

Analysis of Data

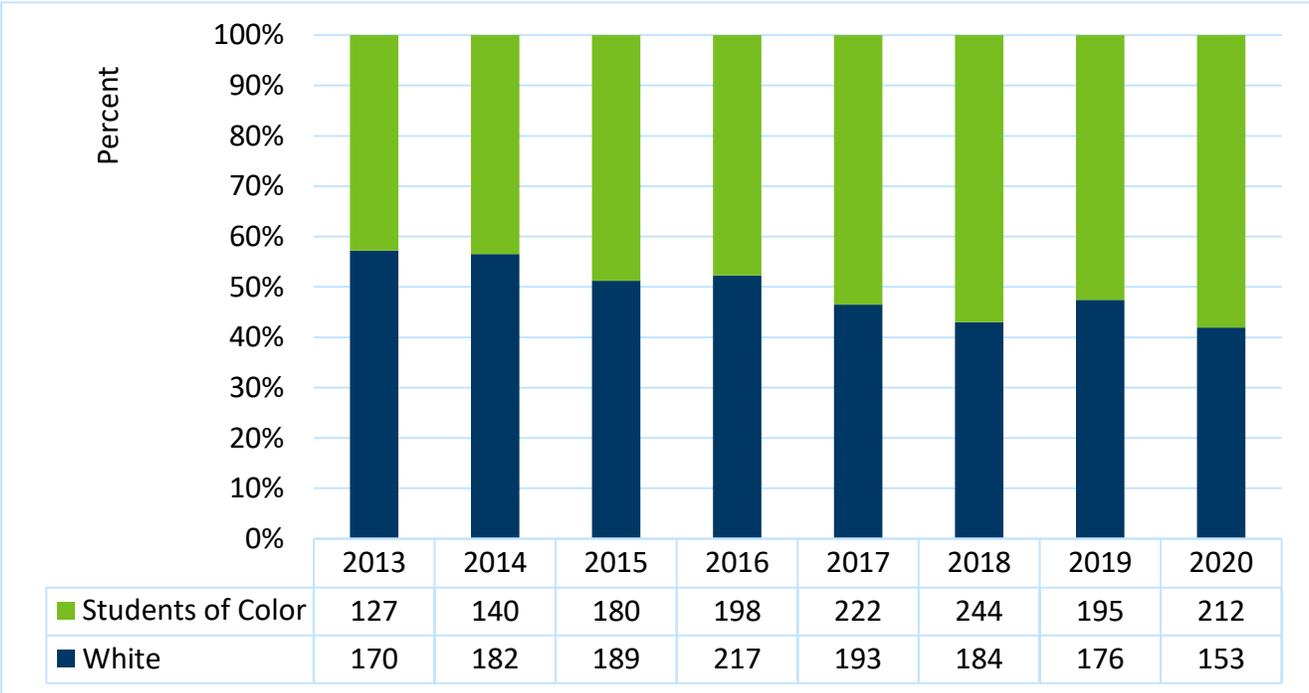
Recruitment: Over the past three years, the UED has been able to intentionally recruit an average of about 100 teacher candidates of color or American Indian per year into the program drawing from the university's internal recruitment opportunities (i.e., new student orientations, preview days, welcome days, etc.), and through student/peer referrals. Recently, the concerted effort to recruit students of color into the program were bolstered by a number of initiatives⁷ implemented by the university's Admission and Marketing that directed prospective students to the school during the virtual open house. Of the 138 candidates recruited to the program in FY21, 75 of them were candidates of color or American Indian students. This number of candidates is expected to increase in the coming years following the recent establishment of the Metro Alliance. This partnership with Minneapolis College, Inver Hills Community College, Century College, North Hennepin Community College, Normandale College and Saint Paul College will provide 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 teacher candidates into the program. Amongst other criteria, prospective candidates must successfully complete Urban Education (EDU) and Ethnic Studies (ETHN) coursework required for admission. Overall, the number of students of color who are newly admitted into the program has been on the increase. However, with campus closure due to Covid-19, the UED lost the opportunity to actively engage with potential students through on-campus experiences, such as admitted student days and open houses. This notwithstanding, the number of students of color admitted into the licensure program marginally increased from 82 during the academic year 2019-2020 to 91 during academic year 2020-2021. The 11 percent increase during the 2020-21 academic year can be attributed to the revamped secondary math and science education programs, but more importantly to the grant that provide some financial relief to teacher candidates of color or American Indian.

⁷ The marketing campaign included *Google ads, OTT/video pre-roll (over the top, video streaming), metrostate.edu / organic (direct mail, radio, and outdoor advertising), RightNow/emails, Twitter, Facebook, Spotify and Outlook emails.*

Enrollment: Over the years, the number and percentage of students of color enrolled in the program has been on the increase. Much of this growth has largely been experienced among teacher candidates of color or American Indian. As shown in Figure 1, the number of students of color increased from 127 in 2013 to 212 in 2020. During academic year 2020-21, we had 212 students of color or American Indian candidates taking the required coursework ranging from content and methods classes to student teaching (a 67% increase since 2012-13) and they represent 58 percent of all candidates enrolled in program. Because of the grant, UED has been able to provide direct support in form of tuition scholarships covering at least 6 credits each to all enrolled UED teacher candidates of color or American Indian teacher candidates prior to student teaching. In addition to the tuition scholarship, during FY21, a total of 18 TOCAIT candidates who did not receive the state teacher candidate grant or other scholarships were awarded tuition scholarships for all student teaching credits. Because of the grant, the number of TOCAIT candidates slightly increased from 195 in 2019 to 212 in 2020, accounting for about 9 percent increase.

Figure 1: UED Student Enrollment Trends Comparing Students of Color and Whites, FY2013-2020

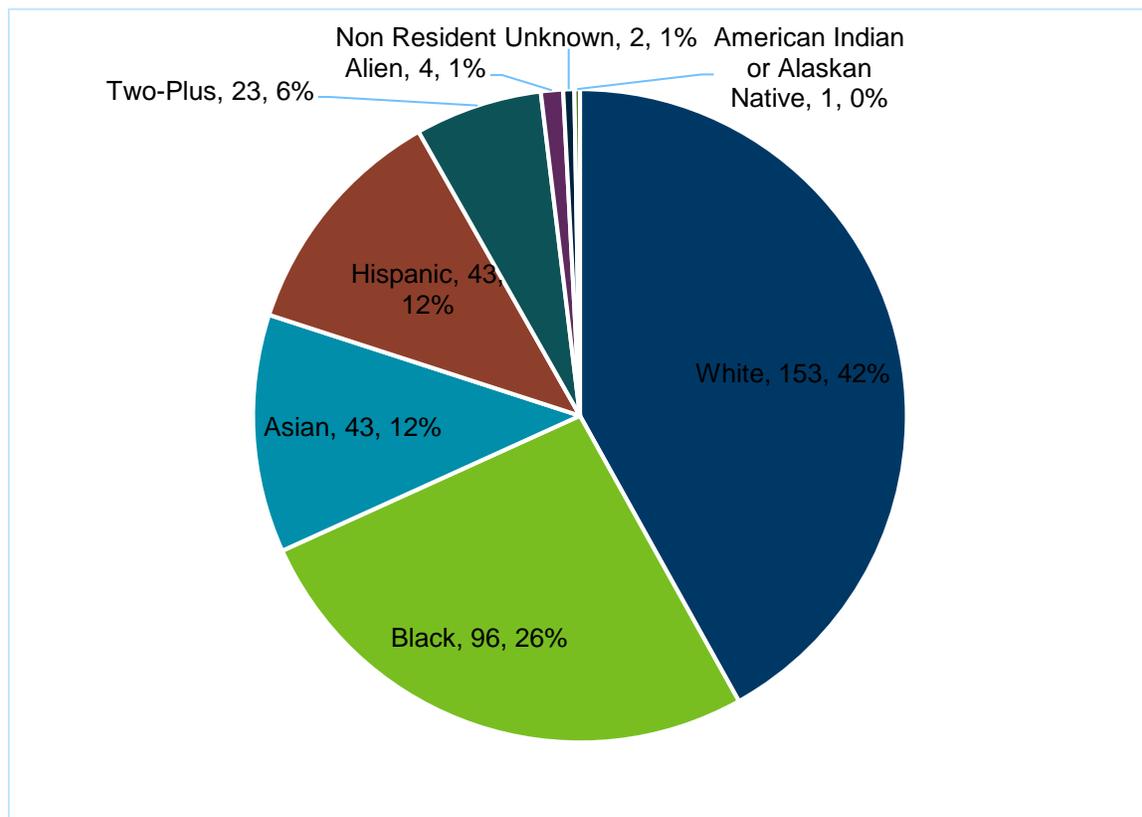


Clearly, UED has maintained a healthy enrollment of students of color or American Indian students over the last decade. Figure 2 shows the number and percentage of students of color admitted and enrolled in UED in FY21. With minimal scholarship support, UED

has attracted historically underrepresented groups such as Black/African Americans, Latinos, American Indians, and Asians. However, a near-term issue is with uncertainty in enrollment outcomes following the Covid-19 pandemic. Nonetheless, The UED has implemented a number of support practices to retain diverse candidates including:

- *Early intrusive advising*: professional academic advisors, preview days & admission orientation.
- *Continuous intrusive advising*: faculty advisors, academic standing automated reports and early alert system, and required Progress Checks 1 & 2.
- *Culturally responsive curriculum*: start with pre-professional coursework before admission, including the policy that 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”).⁸
- *Financial support*: CUGMECE, university and foundation scholarships, OHE grant.
- *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.

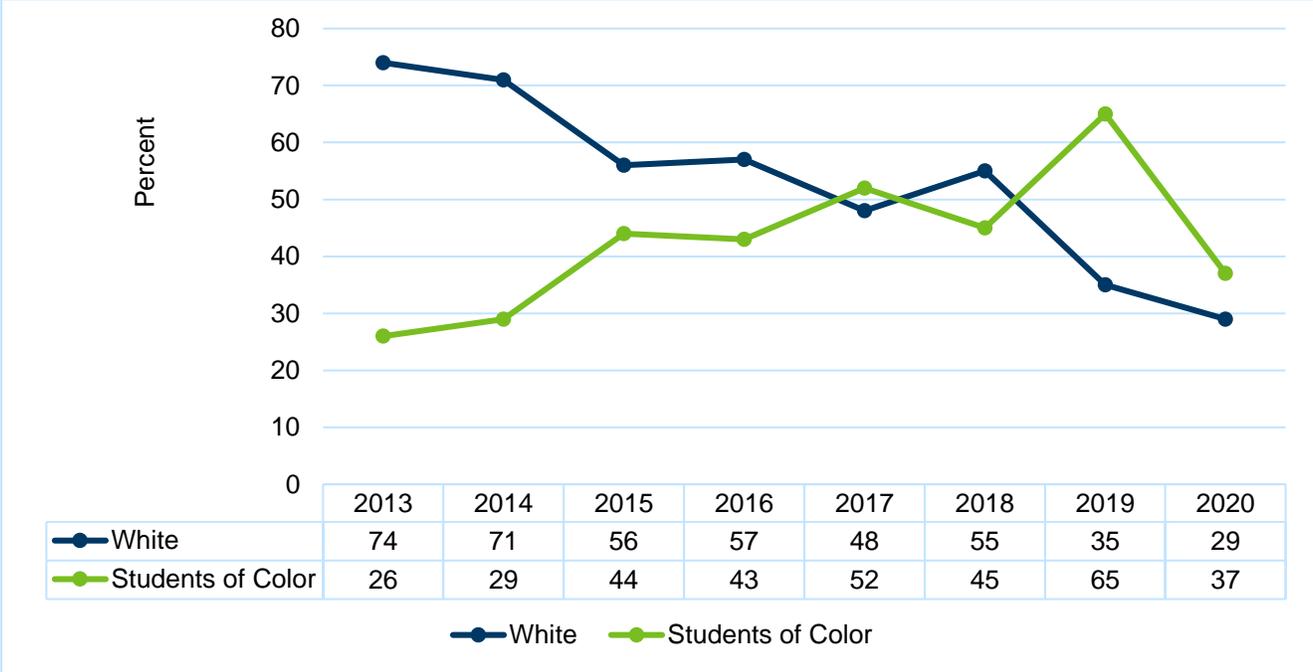
Figure 2: Primary Ethnicity of Students Enrolled in UED AY 2021 (n=365)



⁸ A faculty initiative designed to create opportunities and programming that more intentionally supports teacher candidates from beginning to end.

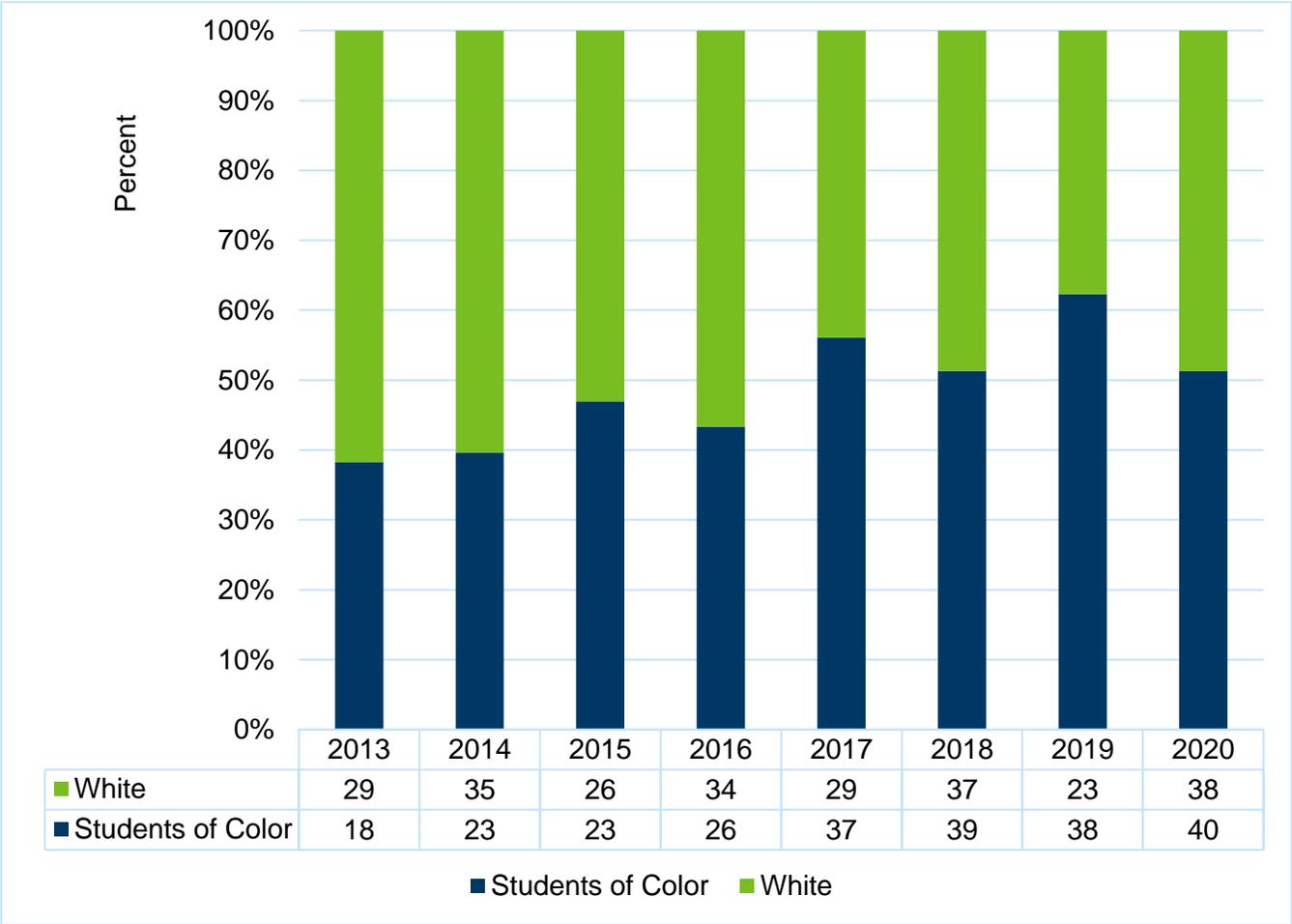
Student Teaching: Prospective teacher candidates in Minnesota must complete a degree at an approved teacher preparation school, gain field experiences and complete student teaching under a teacher licensed in the field the candidate is seeking licensure. As such, all UED licensure programs incorporate 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. 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). The sudden decline in the number of candidates who completed their student teaching was occasioned by the Covid-19. The closure of the K-12 learning institutions to contain the spread of COVID-19 greatly interrupted student teaching; teacher candidates were not able to fulfil their in-person practicum requirements as student-teachers in schools or complete their edTPA portfolios. Of the 66 teacher candidates who successfully completed student teaching requirement for licensure during the academic FY21, 37 (56%) were students of color or American Indian. Importantly, of the 37 TOCAIT candidates who successfully completed their program in FY21, a total of 18 who did not receive the OHE student teaching grant were awarded tuition scholarships for all their student teaching credits. 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 2013–2020)



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 teaching⁹ 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). Of the 78 teacher candidates who graduated with a degree in urban teaching in FY21, 40 were TOCAIT candidates, and all of them graduated after successfully registering for their student teaching. Notably, the number of teacher candidates of color who graduated from the program has marginally increased for the past three years. 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 2013-2020)



⁹ 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). 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.¹⁰ The UED was not able to implement the NES Math Tutoring Program and the Elementary Education content test tutoring. Moreover, teacher candidates were not able to take their basic skills MTLE / NES Content and Pedagogy exams as test centers were closed following the spread of Covid-19. Because of logistical challenges posed by Covid-19, PELSB discretionary variance on licensure application requirements. Candidates completing student teaching in the 2020-21 school year are not required to complete the edTPA,¹¹ those who have not yet taken the required examinations could be licensed as a Tier 2 teachers if have a job offer with a Minnesota public or charter school, and those currently applying for a Tier 3 license must take and pass the appropriate MTLEs in content and pedagogy. These variance changes in licensure application requirements resulted in a dramatic increase in the number of teacher candidates who obtained their teacher licensure in FY21. The number of teacher candidates of color who obtained their licensure more than doubled, increasing from fourteen in FY2016 to more than fifty-one (51) in FY21, accounting for more than 200 percent increase.

Newly Employed: According to the available data, 36 teacher candidates who were awarded either initial license or added another license were employed as teacher on record during the 2020-21 school year. More than two thirds (72%) of those employed during the 2020-21 school year were teacher candidates of color or American Indian. Drawing from 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. This notwithstanding, we know that most of our newly licensed teachers end up becoming employed in learning institutions within the Twin Cities metro area.

¹⁰ 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.

¹¹ In lieu of the edTPA, PELSB authorized teacher preparation providers to complete a teacher performance assessment for each student-teacher that includes components of planning, instruction, and assessment.

Collaborative Urban and Greater Minnesota Educators of Color Grant Funds Expenditure

Metropolitan State University was awarded \$288,000 by PELSB to provide direct support to in the form of tuition scholarship to UED teacher candidates of color or American Indian teacher candidate (\$268,280) and support and partially subsidize the cost of MTLE and edTPA (\$19,720) for FY21. 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. The over budget amount is covered by the remaining amount from grant FY20.

Table 3: Grant Funds Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$54,588.48	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
\$5,775.00	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
\$267,145.93	Tuition scholarships ¹²	<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
\$7,125.00	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

¹² We plan to award about 110 teacher candidates of color or American Indian Spring 2021 tuition scholarships to cover for about 6 credits. However, the exact number of recipients will be determined once the course registration drop date.

APPENDIX

Table 1: Top 14 MN Institutions Enrolling TOCAIT Candidates¹³
(2019 Title II Reporting Year, AY17-18)

Program	Total Enrollment	White	Hispanic	American Indian	Asian	Black	Pacific Islander	Multi-Racial	Total TOCAIT Candidates	% TOCAIT Candidates
Minnesota State-Mankato	1026	866	50	3	29	35	0	27	144	14%
Winona State University	611	556	12	9	7	7	0	12	47	8%
Bemidji State University	537	513	12	18	6	8	1	17	62	12%
U of M - Duluth	490	464	9	2	4	6	1	6	28	6%
St. Cloud State University	488	405	9	3	38	19	0	2	71	15%
Martin Luther College	463	425	9	1	12	12	0	4	38	8%
Minnesota State-Moorhead	430	393	3	2	4	3	0	11	23	5%
U of M - Twin Cities	422	328	29	1	31	10	0	13	84	20%
Metropolitan State University	385	143	27	3	54	125	0	28	237	62%
Augsburg College	372	215	12	6	15	41	0	17	91	24%
Hamline University	328	224	10	0	34	12	0	17	73	22%
University of St. Thomas	284	217	12	1	12	19	0	10	54	19%
Minnesota State - Southwest	243	230	6	0	4	3	0	0	13	5%
Concordia University-St. Paul	222	160	6	1	23	17	0	9	56	25%
Total	6301	5139	206	50	273	317	2	173	1021	

¹³ Data compiled above from publicly reported data in the 2019 Federal Title II Report, in AY2017-18. For this reporting year, there were only 1,167 teachers of color and American Indian teacher (TOCAIT) candidates enrolled in 37 Minnesota teacher preparation programs--they represented just 15% of 7,904 total candidates in the state yet K-12 students of color and American Indian students represented 34% of all students. The top fourteen institutions listed above enrolled 1,021 TOCAIT candidates or 87% of all TOCAIT candidates in the state.