

Metropolitan
State University



School of Urban Education

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

January 15, 2022

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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 a number of fields.² 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.

The 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. 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. Currently, a majority (52%) of the students enrolled in 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. UED works in collaboration with community colleges throughout the metro area and several school districts to recruit, prepare, and mentor teachers of color. Today, in its 20th year of existence, the UED is now the 13th largest overall teacher preparation institution in the state despite having a fraction of the resources and infrastructure that other institutions have amassed over much longer periods of time preparing teachers (see Appendix Table 1). Most importantly, the UED prepares a significantly higher number and percentage of teacher candidates of color compared to the top 15 largest teacher preparation programs in the state.

¹ According to the Supply and Demand of Teachers in Minnesota 2021 Biennial Report published by PELSB, there were 6,090 (5.64%) teachers of color and indigenous teachers in the state during the 2019-2020 school year. Data from the Minnesota Department of Education show that in 2020-21, there were 317,173 students of color representing 36 percent of the student population. Of the 40,420 teachers in the Twin Cities Metro Area, 4,886 (12.1%) are teachers of color or Indigenous teachers while 236,325 (48.0%) students in metro area schools are of color or American Indian.

² Current UED majors include: (i) Early Childhood Education, (ii) Elementary Education, with Pre-Primary Endorsement, (iii) Secondary Education - Life/General Sciences, Mathematics, English/Communication Arts & Literature, Social Studies, (iv) English as a Second Language, and (v) Special Education.

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.

Summary of Work and Impact of Covid-19 on Program Implementation

With the grant support, the UED has been able to provide support in the form of tuition scholarships to cover for an average of nine credits each to 180 UED teacher candidates of color or American Indian teacher candidates prior to student teaching during the academic year. Because of the grant, the number of TOCAIT candidates slightly increased from 195 in FY19 to 203 in FY20, but declined to 172 in FY21. During the academic year, we had 172 students of color or American Indian candidates taking the required coursework ranging from content and methods classes to student teaching and they represented 52% of all students admitted and enrolled in UED. In addition to tuition scholarships, a total of 13 TOCAIT candidates who did not receive the state teacher candidate grant or other scholarships were awarded tuition scholarships for all student teaching credits during FY21. Of the 78 teacher candidates who graduated in FY21, 40 were TOCAIT candidates, and all of them graduated after successfully registering for their student teaching. Importantly, of the 62 teacher candidates who successfully completed their program in FY21, 34 (55%) were TOCAIT.

Regrettably, implementation of the grant was affected by the Covid-19 pandemic. In an attempt to contain the spread of COVID-19, the university was temporarily closed and teaching was moved online, disregarding inequities in access to educational technology and internet. The closure of the K-12 learning institutions 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. In addition, because of logistical challenges, the UED was not able to implement the NES Math Tutoring Program and the Elementary Education content test tutoring. Moreover, teacher candidates were unable to take their basic skills MTLE / NES Content and Pedagogy exams. Another near-term issue was with uncertainty in enrollment outcomes for fall term; with campus closures, the UED lost the opportunity to actively engage with potential students through on-campus experiences, such as admitted student days and open houses. Importantly, these short-term interruptions affected the number of program completers and the licensure rate, but can also have long-term consequences for the affected cohorts and are likely to increase inequality.

Collaborative Urban and Greater Minnesota Educators of Color Grant Program Data

Table 1a: 2018-2019 Data

	# of candidates recruited to grantee unit ³	% of candidates recruited to grantee unit	# of candidates newly admitted to the unit	% of candidates newly admitted to the unit	# of candidates enrolled at the unit	% of all candidates enrolled	# of candidates who completed student teaching ⁴	% out of all candidates who completed student teaching
American Indian or Alaskan Native	0	0	0	0	2	0.5	0	0
Asian	14	11.2	13	9.4	51	11.9	10	16.9
Black	29	23.2	35	25.4	91	21.3	16	27.1
Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-
Hispanic	20	16.0	18	13.0	35	8.2	3	5.1
Multiple Categories	11	8.8	16	11.6	17	4.0	0	0
Total	74	59.2	82	59.4	195	45.9	29	49.1

³ Number of students who took EDU 200 or EDU 203 (Undergraduates) and EDU 600 and submitted complete application for graduate studies.

⁴ Number of those teacher candidates that obtained an S in their student teaching course. Non-Resident Aliens do not enroll for the student teaching.

Table 1b: 2018-2019 Data

	# of program completers ⁵	% out of all program completers	# of program completers licensed in their field(s)	% out of all program completers licensed in their field(s)	# of program completers employed as MN teachers in their field(s)	% out of all program completers employed as MN teachers in their field(s)	# of program completers employed as MN administrators ⁶	# of program completers employed as MN educators in other areas
American Indian or Alaskan Native	0	0	1	2.5	0	0	-	-
Asian	10	16.9	7	17.5	8	20	-	-
Black	16	27.1	9	22.5	5	12.5	-	-
Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-
Hispanic	3	5.1	0	0	1	2.5	-	-
Multiple Categories	0	0	0	0	0	0	-	-
Total	29	49.1	17	42.5	14	35	-	-

⁵ Number of those teacher candidates that obtained an S in their student teaching course, submitted their edTPA portfolio to Pearson for evaluation, and taken the MTLE test.

⁶ The UED does not offer a program leading to teacher administrator licensure.

Table 2a: 2019-2020 Data

	# of candidates recruited to grantee institution	% out of all candidates recruited to grantee institution	# of candidates admitted	% out of all newly admitted candidates	# of candidates enrolled	% out of all newly enrolled candidates	# of candidates who completed student teaching	% out of all candidates who completed student teaching
American Indian or Alaskan Native	3	2.0	0	0.0	4	1.0	1	1.5
Asian	12	7.9	17	11.8	51	13.0	9	13.6
Black, not of Hispanic Origin	47	31.1	47	32.63	117	30.0	17	25.8
Hawaiian or Pacific Islander	-	-	-	-	-	-	-	-
Hispanic	20	13.2	15	10.4	28	7.0	7	10.6
Multiple Categories	12	7.9	9	6.3	2	0.5	3	4.5
White	56	37.1	53	36.8	183	47.0	29	43.9
Non-Resident Alien (NRA)	1	0.6	3	2.1	4	1.0	-	-
Total	151	100	144	100	389	100	66	100

Table 2b: 2019-2020 Data

	# of program completers	% out of all program completers	# of program completers licensed in their field(s)	% out of all program completers licensed in their field(s)	# of program completers employed as MN teachers in their field(s)	% out of all program completers employed as MN teachers in their field(s)	# of program completers employed as MN administrators	# of program completers employed as MN educators in other areas
American Indian or Alaskan Native	1	1.5	1	1.9	1	2.6	-	-
Asian	9	13.6	6	11.1	2	5.3	-	-
Black, not of Hispanic Origin	17	25.8	13	24.1	9	23.6	-	-
Hawaiian or Pacific Islander	-	-	-	-	-	-	-	-
Hispanic	7	10.6	5	9.2	2	5.3	-	-
Multiple Categories	3	4.5	2	3.7	2	5.3	-	-
White	29	43.9	27	50	22	57.9	-	-
Total	66	100	54	100	38	100	-	-

Table 3a: 2020-2021 Data

	# of candidates recruited to grantee unit	% of candidates recruited to grantee unit	# of candidates newly admitted to the unit	% of candidates newly admitted to the unit	# of candidates enrolled at the unit	% of all candidates enrolled	# of candidates who completed student teaching	% out of all candidates who completed student teaching
American Indian or Alaskan Native	1	0.7	0	0.0	1	0.3	1	1.5
Asian	9	6.5	17	11.8	43	11.8	9	13.6
Black	30	21.7	47	321.6	96	26.3	17	25.8
Hawaiian/Pacific Islander	0	0.0	0	0.0	0	0.0	0	0.0
Hispanic	19	13.8	15	10.4	43	11.8	7	10.6
Multiple Categories	9	6.5	9	6.3	23	6.3	3	4.5
White, not of Hispanic Origin	53	38.4	53	36.8	153	41.9	29	43.9
No Race/Ethnicity Provided	16	11.6	3	2.1	2	0.5	0	0.0
Non-Resident Alien (NRA)	1	0.7	0	0.0	4	1.1	-	0.0
Total	138	100	144	100	365	100	66	100

Table 3b: 2020-2021 Data

	# of program completers	% out of all program completers	# of program completers licensed in their field(s)	% out of all program completers licensed in their field(s)	# of program completers employed as MN teachers in their field(s)	% out of all program completers employed as MN teachers in their field(s)	# of program completers employed as MN administrators	# of program completers employed as MN educators in other areas
American Indian or Alaskan Native	1	1.5	3	3.1	2	5.6	-	-
Asian	9	13.6	19	19.8	8	22.2	-	-
Black	17	25.8	16	16.7	6	16.7	-	-
Hawaiian/Pacific Islander	0	0.0	0	0.0	0	0.0	-	-
Hispanic	7	10.6	5	5.2	5	13.9	-	-
Multiple Categories	3	4.5	8	8.3	5	13.9	-	-
White, not of Hispanic Origin	29	43.9	32	33.3	10	27.8	-	-
No Race/Ethnicity Provided	0	0.0	13	13.5	0	0.0	-	-
Non-Resident Alien (NRA)	-	0.0	-	0.0	-	0.0	-	-
Total	66	100	96	100	36	100	-	-

Table 4a: Fall 2021 Data

	# of candidates recruited to grantee unit	% of candidates recruited to grantee unit	# of candidates newly admitted to the unit	% of candidates newly admitted to the unit	# of candidates enrolled at the unit	% of all candidates enrolled	# of candidates who completed student teaching	% out of all candidates who completed student teaching
American Indian or Alaskan Native	-	-	-	-	2	0.7	-	-
Asian	7	8.1	6	7.8	30	11.2	2	7.4
Black	27	31.0	21	27.2	82	30.7	10	37.0
Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-
Hispanic	7	8.1	7	9.1	21	7.9	4	14.8
Multiple Categories	19	21.8	18	23.4	2	0.7	1	3.7
White	27	31.0	25	32.5	130	48.7	10	37.0
Total	87	100	77	100	267	100	27	100

Table 4b: Fall 2021 Data

	# of program completers	% out of all program completers	# of program completers licensed in their field(s)*	% out of all program completers licensed in their field(s)	# of program completers employed as MN teachers in their field(s)*	% out of all program completers employed as MN teachers in their field(s)	# of program completers employed as MN administrators	# of program completers employed as MN educators in other areas
American Indian or Alaskan Native	-	-	-	-	-	-	-	-
Asian	2	7.4	-	-	-	-	-	-
Black	10	37.0	-	-	-	-	-	-
Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-
Hispanic	4	14.8	-	-	-	-	-	-
Multiple Categories	1	3.7	-	-	-	-	-	-
White	10	37.0	-	-	-	-	-	-
Total	27	100	-	-	-	-	-	-

*These data is collected and managed by PELSB and is usually published at the beginning of every school year. In the meantime, all we have is the number candidates whom the unit recommended for licensure. Thus, we cannot definitively report on the number of completers who got licensed and were hired in the schools until PELSB publishes the Educator Employment Report.

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.⁸ 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.

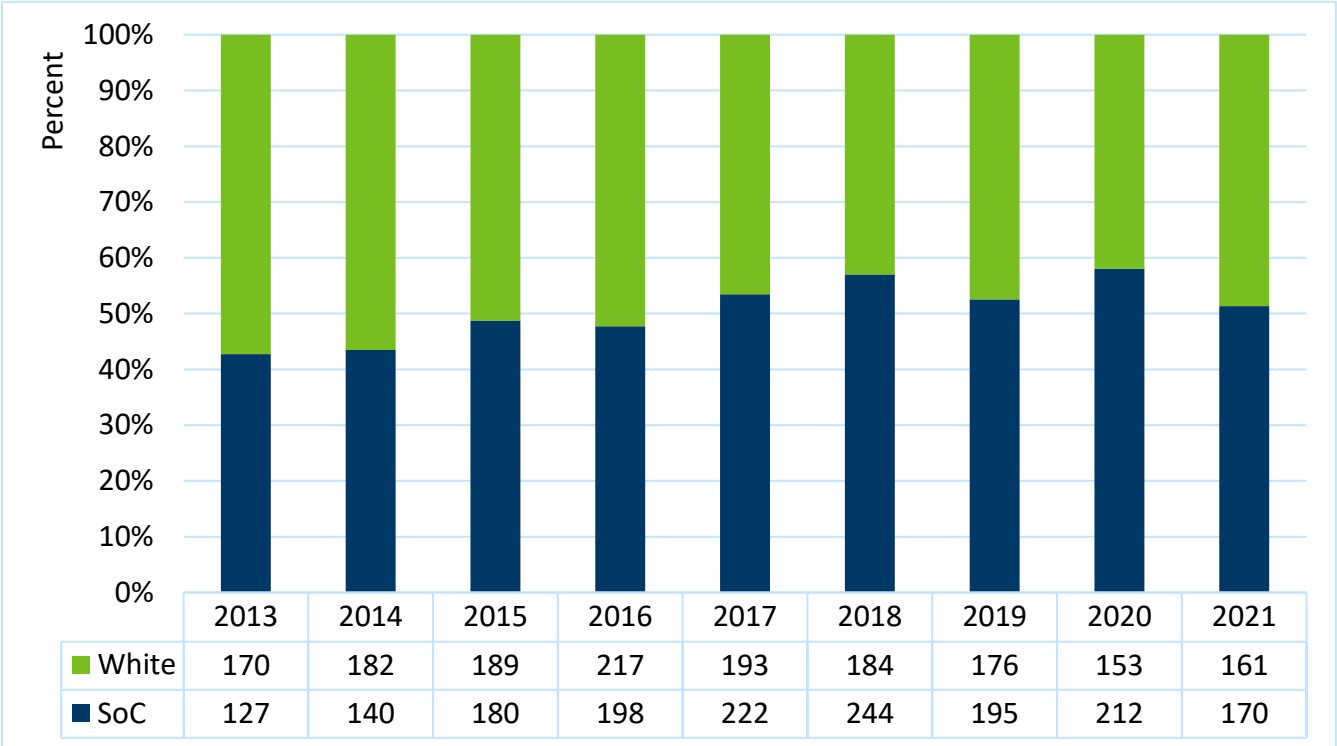
New Admissions: UED uses multiple criteria and assessment to admit teacher candidates into the program. Amongst other criteria, prospective candidates must successfully complete Urban Education (EDU) and Ethnic Studies (ETHN) coursework required for admission. Overall, the number of students of color 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 CUGMEC grant that provided 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.*

⁸ This is a partnership between UED and 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.

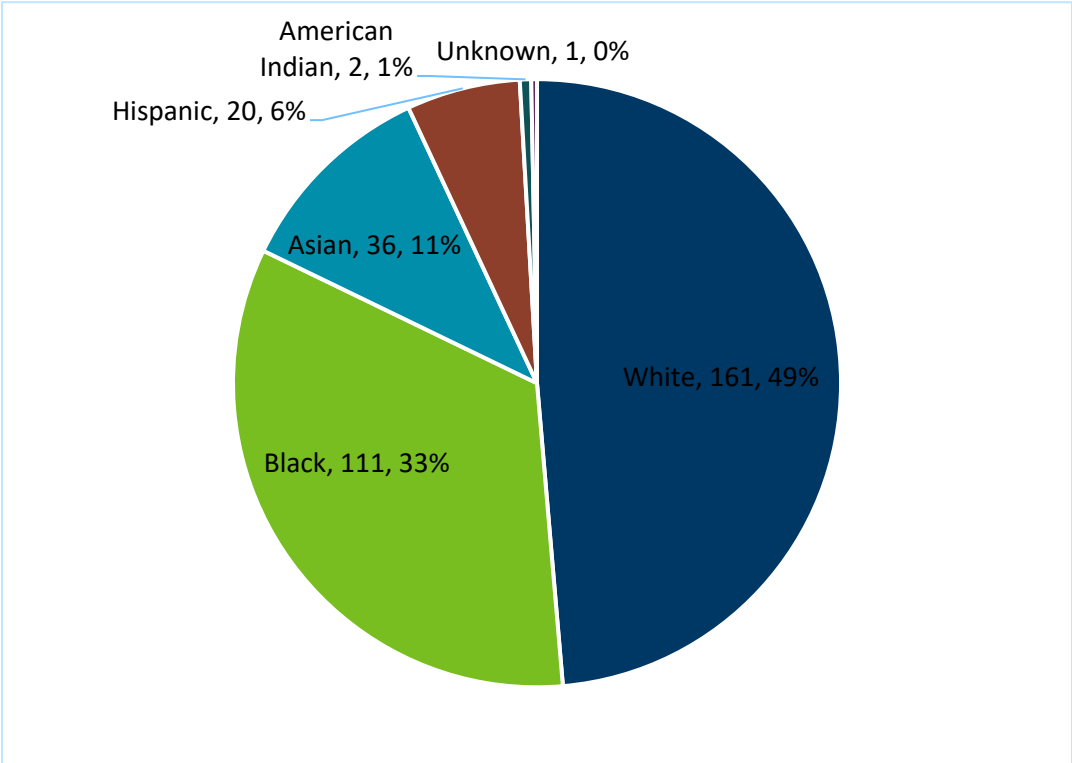
Enrollment: Over the years, the number and percentage of students of color enrolled in the program has been on the increase. As shown in Figure 1, much of this growth has largely been experienced among teacher candidates of color or American Indian. The number of students of color increased from 127 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 about 52 percent of all teacher candidates enrolled in the program. Using CUGMEC grant monies, UED has been able to provide direct support in form of tuition scholarships covering at least 6 credits each to all fully admitted and enrolled UED teacher candidates of color or American Indian teacher candidates prior to student teaching. In addition to the tuition scholarship, a total of 18 TOCAIT candidates who did not receive the FY21 Office of Higher Education (OHE) student teaching grant were awarded tuition scholarships using CUGMEC funds to cover the cost of all student teaching credits. In part because of the CUGMEC grant, the number of TOCAIT candidates slightly increased from 195 in 2019 to 212 in 2020, but declined to 170 in 2021 possibly because of Covid-19. Despite the overall increased enrollments over the years, the UED is currently facing declining enrolment in a number of licensure fields, in particular mathematics and science education programs.

Figure 1: UED Student Enrollment Trends Comparing SoC and Whites, FY14-21



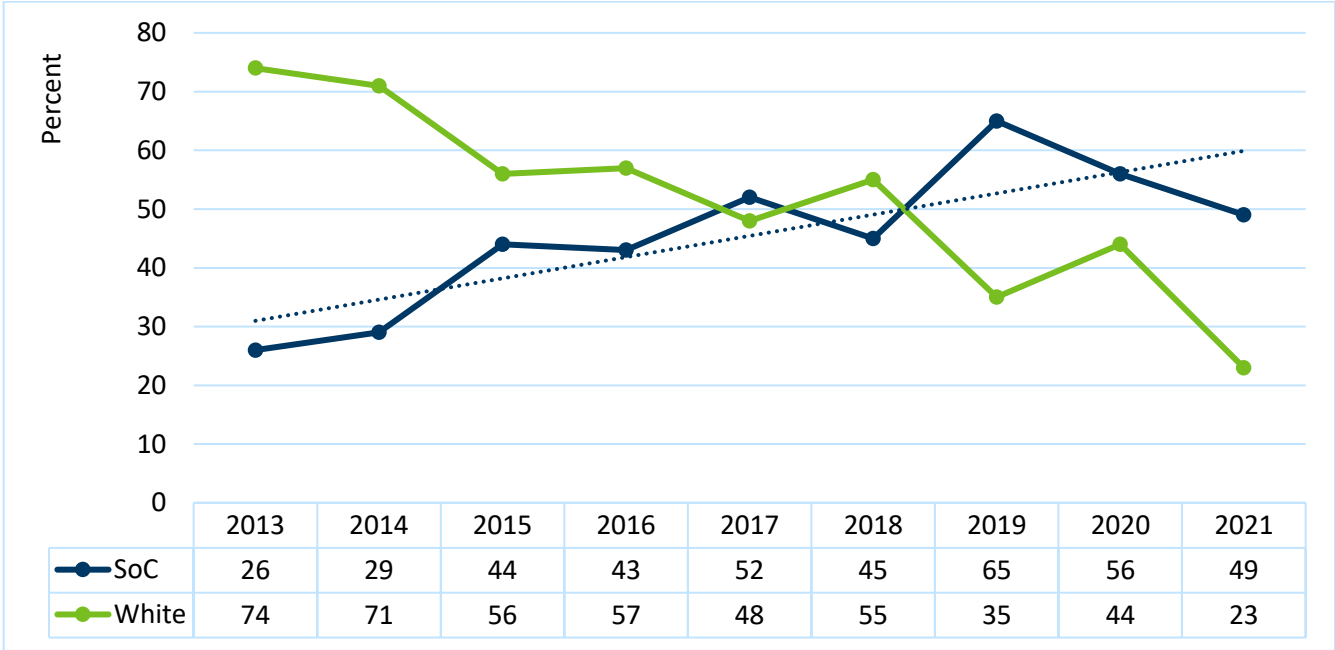
Clearly, UED has maintained a healthy enrollment of students of color or American Indian students over the last decade. Figure 2 shows the number and percentage of students of color admitted and enrolled in UED in FY21. With minimal scholarship support, UED has attracted historically underrepresented groups including Latinos, Black/African Americans, American Indians, and Asians. Today, 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. 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*, *Academic support*, *Financial support* (CUGMEC, university and foundation scholarships, OHE grant), and *Data Analysis* (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 2020-2021 (n=331)



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. All UED licensure programs incorporate a wide range of ongoing field experiences for teacher candidates to hone skills and knowledge required in the SEPs. Increasingly, the number of TOCAIT candidates who completed their student teaching has been on the increasing trend (Figure 3). However, the sudden decline in the number of candidates who completed their student teaching was occasioned by the Covid-19 pandemic.⁹ Students were affected by limited access to technology and Wi-Fi networks as college pivoted to remote learning because of COVID-19. Of the 66 teacher candidates who successfully completed student teaching requirement for licensure during the academic year, 37 (56%) were students of color or American Indian. Thus, we have closed the achievement gap of program completion that troubled UED for years as disparate percentages of TOCAIT candidates could not afford to student teach at the end of their academic studies. Importantly, of the 37 TOCAIT candidates who successfully completed their program in 2019-2020, a total of 18 who did not receive the OHE student teaching grant were awarded tuition scholarships through the CUGMEC grant for all their student teaching credits.

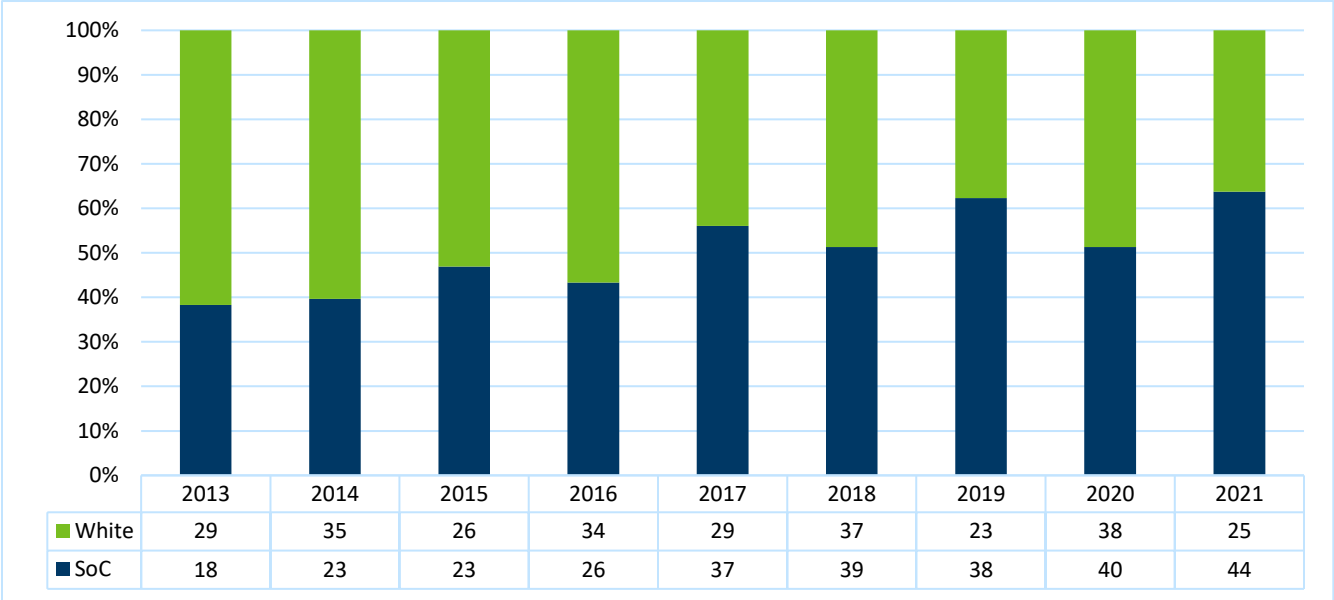
Figure 3: UED Program Completers by Race as a Percent (%) (FY14–21)



⁹ 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.

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. However, UED students can graduate without enrolling for student teaching once they earn 120 credits and meet other university degree requirements.¹⁰ The number of teacher candidates of color or American Indian who have graduated from UED has been growing steadily over the years (Figure 4). Notably, the number of teacher candidates of color who graduated from the program has marginally increased for the past three years. 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.

Figure 4: Numbers of UED Graduates by Race, FY14-21)



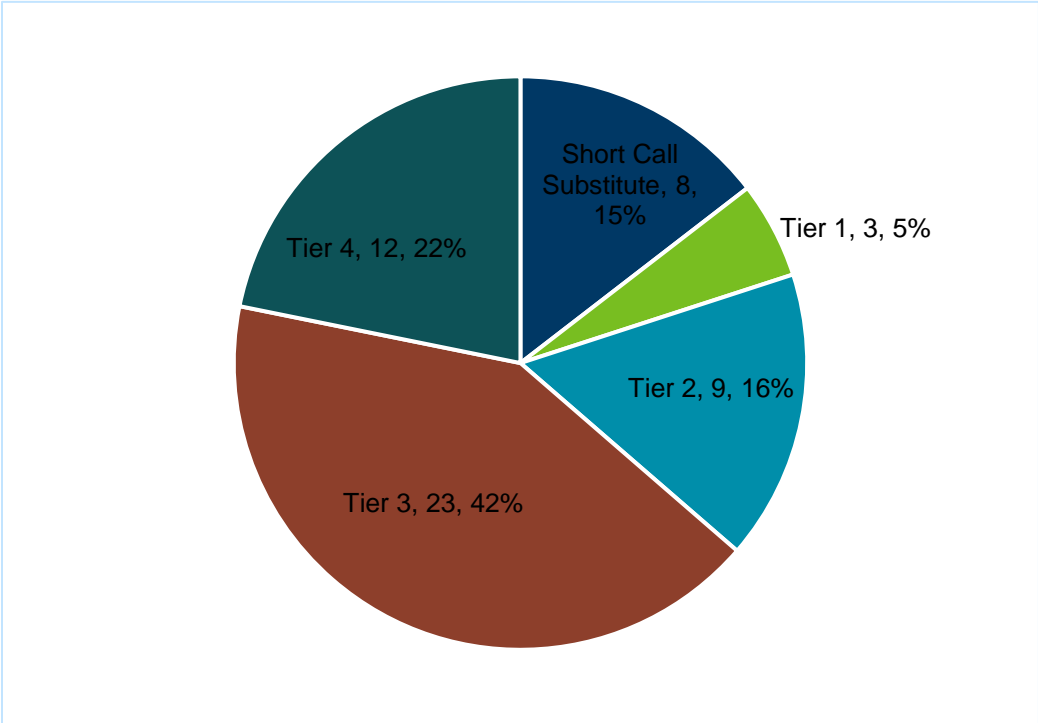
Licensed: Teacher candidates obtain their teacher licensure after successfully completing student teaching, submitting an edTPA portfolio for scoring and passing the Minnesota Teacher Licensing Examinations (MTLE). The UED offers support to students to ensure they pass their licensure exams.¹¹ During academic year 2020-2021, the UED was not able to implement the

¹⁰ Student teaching is not considered a requirement for graduation but is required for licensure recommendation.

¹¹ 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.

National Evaluation Series (NES) Math Tutoring Program and the Elementary Education content test tutoring. Moreover, a number of 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 issued a discretionary variance¹² on licensure application requirements for teacher candidates completing student teaching in the 2020-21 school year. These variance changes in licensure application requirements resulted in a dramatic increase in the number of teacher candidates who applied and obtained their Tier 1, Tier 2 or Tier 3 teacher licensure in FY21 (Figure 5). Overall, the number of teacher candidates of color who obtained their licensure more than doubled, increasing from fourteen (14) in FY16 to more than fifty-one (51) in FY21, accounting for more than 200 percent increase.

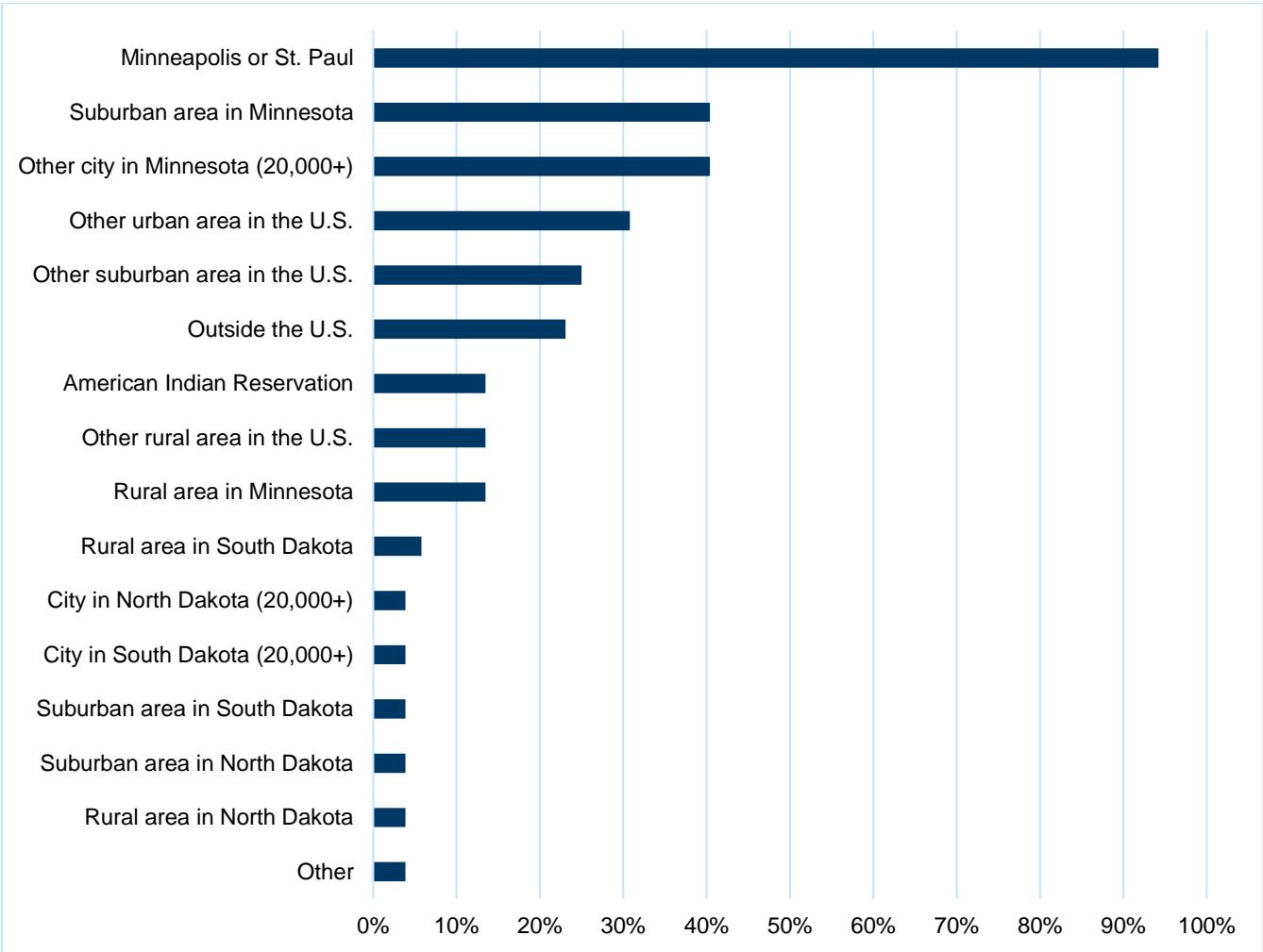
Figure 5: Number and Percent of Newly Licensed Teachers, FY21 by License Scope.



¹² Teacher candidates were not required to complete the edTPA, 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. 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.

Newly Employed: Most of the UED teacher candidates who obtain their licensure before the start of the school year get employed within the Twin Cities metro area schools. According to the available data, 36 teacher candidates who were awarded either an 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. This notwithstanding, we know that most of our newly licensed teachers end up becoming employed in learning institutions within the Twin Cities metro area. According to exit survey results of the 2020-2021 teacher graduates, a great majority of the UED teacher candidates plan to seek employment within the Twin Cities metro area schools, followed by suburban area in Minnesota and other city in Minnesota (Figure 6).

Figure 6: Where would you consider Teaching? (n=52)



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 during Fall 2021. The over budget amount is covered by the remaining amount from grant FY20.

Table 3: Fiscal Year 2022 (July 1, 2021-June 30, 2022) Grant Funds Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$22,069.93	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 2020
3,575.00	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 2021
\$110,403.50	Tuition scholarships	<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
3,562.50	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

Appendix 1: Top 15 Largest MN Teacher Prep Institutions and Their Enrollment of TOCAIT Candidates¹³

Program	Total	White	American Indian	Asian	Black	Hispanic	Pacific Islander	Multi-Racial	Unknown	Total TOCAIT Enrolment	%TOCAIT Enrolment
St. Cloud State University	1234	1027	2	38	52	53	0	51	11	207	17%
MN State-Mankato University	1132	972	2	27	29	63	0	31	8	160	14%
Winona State University	740	681	9	8	7	13	0	13	9	59	8%
U of M - Twin Cities	711	577	1	49	16	36	0	21	11	134	19%
U of M - Duluth	647	599	1	6	13	12	2	8	6	48	7%
Bemidji State University	602	568	7	6	7	2	1	8	3	34	6%
MN State-Moorhead	596	561	2	4	4	7	0	11	7	35	6%
Bethel University	492	437	4	17	5	9	3	8	9	55	11%
Luther College	480	441	1	12	11	13	0	2	0	39	8%
Southwest State University	416	394	3	6	6	6	1	0	0	22	5%
Hamline University	394	274	0	34	21	17	6	20	22	120	30%
Augsburg College	390	237	2	18	49	16	0	20	48	153	39%
Metropolitan State University	389	171	2	49	107	34	0	25	1	218	56%
University of St. Thomas	382	262	1	17	30	10	0	18	44	120	31%

¹³ Data compiled above from publicly reported data in the 2020 Federal Title II Report, in AY2018-19. For this reporting year, there were 1,700 teachers of color and American Indian teacher candidates enrolled across 30 Minnesota teacher preparation programs -- they represented just 16 percent of 10,576 total enrolled candidates in the state yet K-12 students of color and American Indian students represented 38 percent of all students. During FY21, the top 15 teacher preparation programs listed above enrolled 1,700 TOCAIT candidates, about 87 percent of all TOCAIT candidates in the state.

Concordia-St. Paul	287	219	1	25	17	8	0	12	5	68	24%
Sub-Total Top 15	8,892	7,420	38	316	374	299	13	248	184	1,472	17%
Total State	10,576	8,876	39	372	403	357	13	269	227	1,700	16%