



# **METRO STATE UNIVERSITY**

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**SCHOOL OF URBAN EDUCATION**

**Collaborative Urban and Greater Minnesota Educators of  
Color Grant Report – FY23**

**January 15<sup>th</sup> 2023.**

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

### Grantee Information

Legal Name of Applicant Organization	Metropolitan State University
Total Grant Amount	\$290,000

### Identified Official with Authority

Name of official with authority to sign	Amy Gort
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## Collaborative Urban and Greater Minnesota Educators of Color Grant Program Narrative

### Overview

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 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 teacher workforce. 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 eight fields.<sup>1</sup> The mission of UED is to increase the number and percentage of teacher of color or American Indian teacher (TOCAIT) in the Twin Cities metro area and provide K-12 students with more equitable access to diverse teachers.

The UED has been committed in all we do 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 enrolled in the UED have been on the increase over the years. Currently, a majority (52.6%) 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 designated, full-time program recruiter, and without implementing admission quotas. The 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 22<sup>nd</sup> 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

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<sup>1</sup> 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.

Table 1). Most importantly, the UED prepares a significantly higher number and percentage of teacher candidates of color compared to all teacher preparation programs in the state.

Despite this progress, financial constraints ensure that many teachers of color or American Indian teacher candidates take longer to or simply do not successfully complete their program.<sup>2</sup> Admittedly, 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 FY22, Metropolitan State University was awarded a total of \$290,000 from the Collaborative Urban and Greater MN Educators of Color (CUGMEC) grant program to support efforts to recruit, retain, and induct teacher candidates who are of color or who are American Indian. With the grant support, UED provided support in the form of tuition scholarships to cover at least six credits for 167 teacher candidates of color or American Indian teachers prior to student teaching during the academic year. In addition to tuition scholarships, 16 TOCAIT candidates who did not receive the state student teacher grant for \$7,500 were awarded tuition scholarships for all student teaching credits during FY22. In addition, some of the grant money was used to provide licensure exam fee vouchers to help reduce barriers for teacher candidates of color to earn licensure.

Beyond the CUGMEC grant, in fall 2021, several partnering school districts included Metro State Urban Teacher Program in their grant applications for Grow Your Own state grants and two of 11 districts receiving grants had Metro State included as the higher ed partner where their non-licensed employees or secondary students would be supported with scholarships to attend and earn licensure. In late 2021, the University and UED received a \$1 million donation from a benefactor to be used over four years to support the recruitment, retention and success of teachers of color in UED and we hired our first Director of Recruitment, Retention and Induction in July 2022.

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<sup>2</sup> Internal UED data reveal that 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) to \$3,522 (graduate), not including required exam and edTPA expenses.

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

Table 1a: 2021-2022 Data

	# of candidates recruited to grantee unit <sup>3</sup>	% 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 <sup>4</sup>	% out of all candidates who completed student teaching
American Indian or Alaskan Native	3	0.8	-	-	1	0.3	1	2.3
Asian	36	9.5	30	13.4	28	8.2	3	7.0
Black	88	23.2	57	25.6	94	27.6	15	34.8
Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-
Hispanic	47	12.4	21	9.4	33	9.7	9	21.0
Multiple Categories	27	7.1	13	6.0	23	6.8	-	-
Unknown	16	4.2	3	1.3	4	1.2	1	2.3
NRA	6	1.6	-	-	2	0.6	-	-
White, not of Hispanic Origin	156	41.2	98	44.0	155	45.6	14	32.6
<b>Total (Unduplicated Headcount)</b>	<b>379</b>	<b>100</b>	<b>224</b>	<b>100</b>	<b>340</b>	<b>100</b>	<b>43</b>	<b>100</b>

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

<sup>4</sup> 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: 2021-2022 Data**

	# of program completers <sup>5</sup>	% 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)
American Indian or Alaskan Native	1	2.3	2	3.5	2	9.5
Asian	3	7.0	6	10.5	2	9.5
Black	15	34.8	12	21.0	2	9.5
Hawaiian/Pacific Islander	-	-	-	-	-	-
Hispanic	9	21.0	1	1.8	-	-
Multiple Categories	-	-	3	5.3	2	9.5
Unknown	1	2.3	-	-	-	-
White, not of Hispanic Origin	14	32.6	33	57.9	13	62.0
<b>Total (Unduplicated Headcount)</b>	<b>43</b>	<b>100</b>	<b>57</b>	<b>100</b>	<b>21</b>	<b>100</b>

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<sup>5</sup> 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.

**Table 2a: Fall 2022 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	-	-	-	-	-	-	-	-
Asian	32	11.0	9	11.7	26	11.6	-	-
Black	81	27.9	18	23.4	66	29.5	4	36.4
Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-
Hispanic	39	14.4	10	13.0	19	8.5	-	-
Multiple Categories	21	7.2	6	7.8	15	6.7	1	9.1
Unknown	16	5.5	1	1.3	2	0.9	-	-
NRA	7	2.4	1	1.3	1	0.4	-	-
White, not of Hispanic Origin	94	32.4	32	41.5	95	42.4	6	54.5
<b>Total (Unduplicated Headcount)</b>	<b>290</b>	<b>100</b>	<b>77</b>	<b>100</b>	<b>224</b>	<b>100</b>	<b>11</b>	<b>100</b>

**Table 2b: Fall 2022 Data**

	# of program completers	% out of all program completers	# of program completers licensed in their field(s) <sup>6</sup>	% out of all program completers licensed in their field(s)	# of program completers employed as MN teachers in their field(s) <sup>7</sup>	% out of all program completers employed as MN teachers in their field(s)
American Indian or Alaskan Native	-	-	1	7.7	-	-
Asian	-	-	2	15.4	-	-
Black	4	36.4	3	23.0	-	-
Hawaiian/Pacific Islander	-	-	-	-	-	-
Hispanic	-	-	1	7.7	-	-
Multiple Categories	1	9.1	-	-	-	-
Unknown	-	-	-	-	-	-
White, not of Hispanic Origin	6	54.5	6	46.2	-	-
<b>Total (Unduplicated Headcount)</b>	<b>11</b>	<b>100</b>	<b>13</b>	<b>100</b>	-	-

<sup>6</sup> These numbers include teacher candidates who completed their program earlier but applied and got their teaching license in Fall 2022.

<sup>7</sup> PELSB will publish these data at the start of the new school year, 2023.



## Analysis of Data

**Recruitment:** During FY22, the UED and Metro State were able to recruit 201 teacher candidates of color or American Indian into the University and UED's teaching programs 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 UED were bolstered by a number of initiatives implemented by the university's Admission and Marketing department.<sup>8</sup> Of the 379 candidates recruited to the program in FY22, 201 of them were candidates of color or American Indian students. This number is expected to increase in the coming years following the recent establishment of the Metro Alliance.<sup>9</sup> Moreover, the UED, for the first time hired a recruiter in summer 2022 to develop and implement recruitment strategies and conduct interviews with prospective teacher candidates. The UED recruiter is to liaise with community colleges, school districts and educational entities to advise students on teacher education options and teaching as their future career choices. Ultimately, he will implement and organize recruitment campaigns and activities to attract a diverse pool of students to the Urban Teacher Program. The expectation is that the UED recruiter will attend career and college fairs and 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 requirements to admit teacher candidates into the Urban Teacher Program. Amongst other criteria, prospective candidates must successfully complete Urban Education (EDU) and Ethnic Studies (ETHN) coursework required for admission while documenting at least 40 hours of field experience with urban youth.

Over the past decade and during this grant period, the number and percentage of students of color who are newly admitted into the program has increased. The number of students of color admitted into the licensure program increased from 91 during the academic year 2020-2021 to 110 during academic year 2021-2022. The 21 percent increase in TOCAIT candidates during the 2021-22 academic year can be attributed in part to the CUGMEC grant that made it possible to provide some needed financial relief to teacher candidates who are of color or American Indian upon gaining program admission.

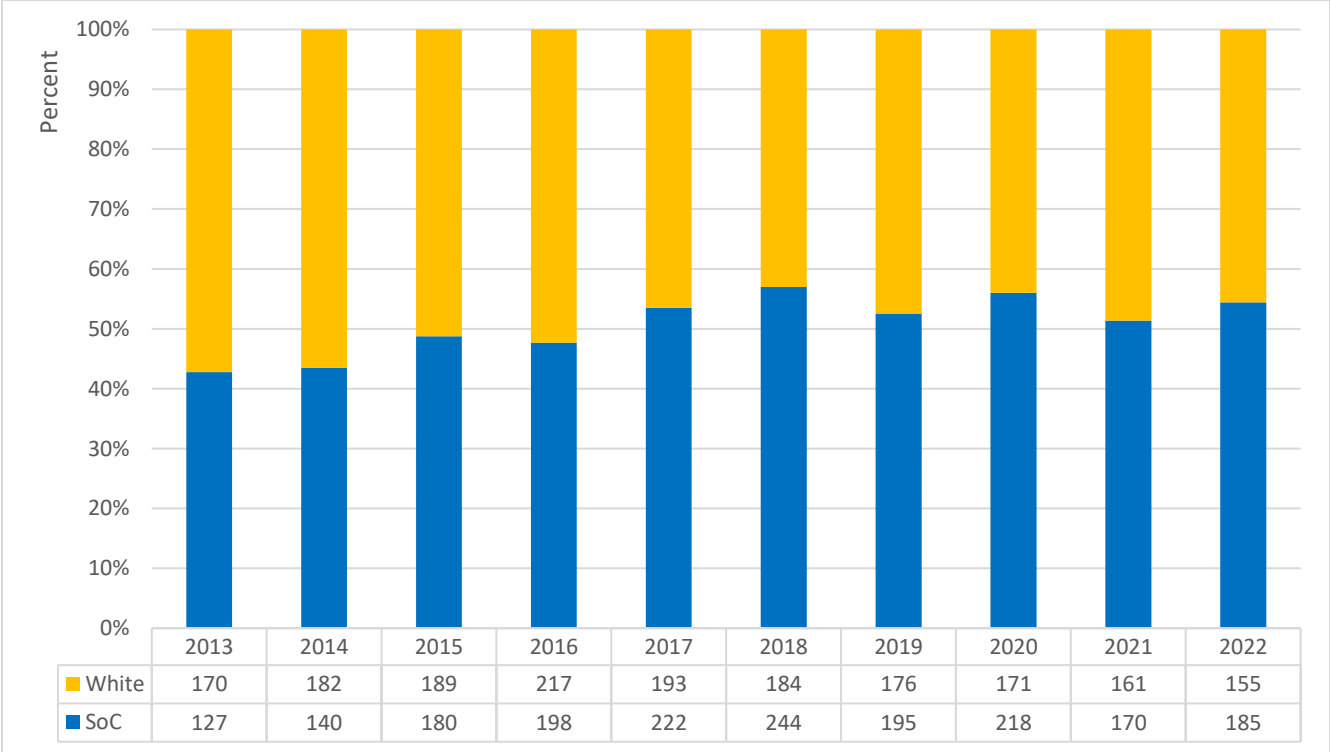
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<sup>8</sup> The marketing campaign included *Google ads, OTT/video pre-roll (over the top, video streaming), metrostate.edu / organic (direct mail, radio, and outdoor advertising), RightNow/emails, Twitter, Facebook, Spotify and Outlook emails.*

<sup>9</sup> 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 that provides transfer pathways for diverse students from metro area community colleges who are interested in becoming urban teachers.

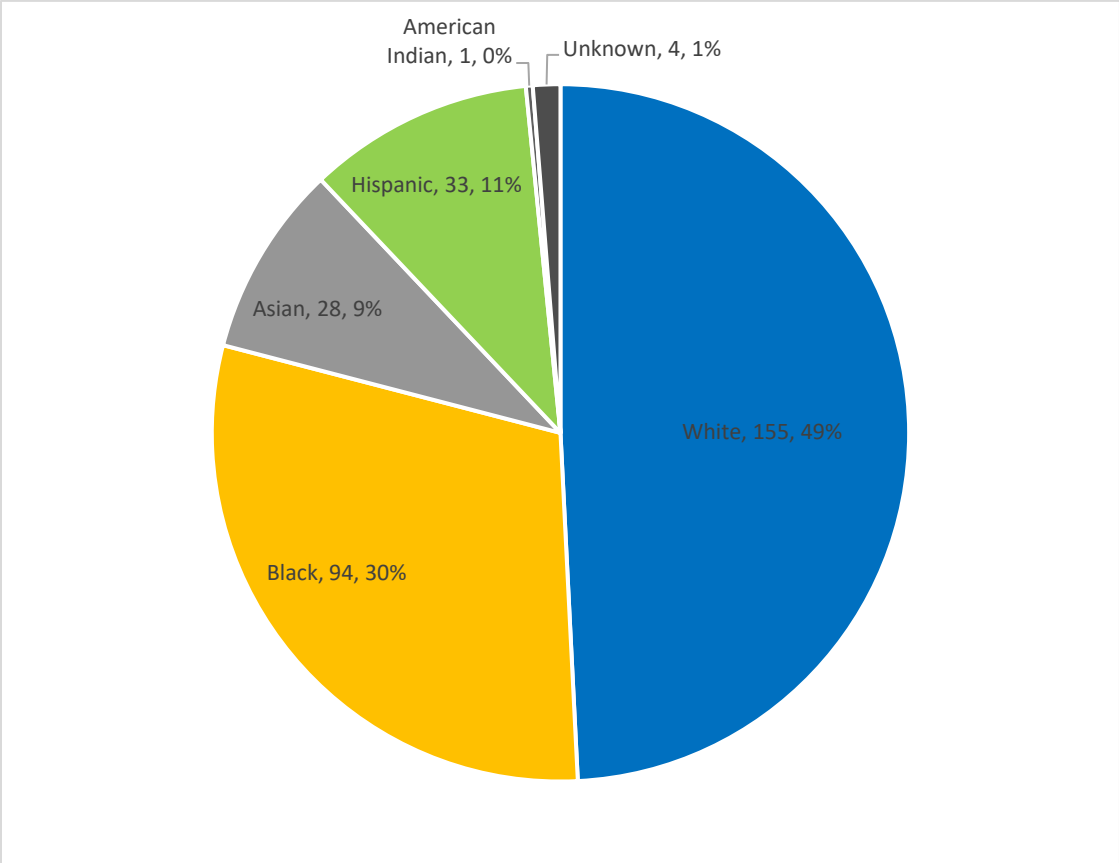
**Enrollment:** Over the years, the number and percentage of students of color enrolled in the program has been on the increase thanks in no small part to competitive CUGMEC grants the UED has been awarded since 2017. As shown in Figure 1, the number of students of color increased from 127 in AY2013 to 218 in AY2020. During academic year 2021-22, we had 185 students of color or American Indian candidates taking the required coursework ranging from content and methods classes to student teaching (a 46% increase since 2012-13) and they represent about 52.6 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 six (6) credits each to all 167 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 16 TOCAIT candidates who did not receive the FY22 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 enrolled TOCAIT candidates increased from 170 in 2021 to 185 in 2022. Despite the overall increase in enrollment, 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, FY13-22**



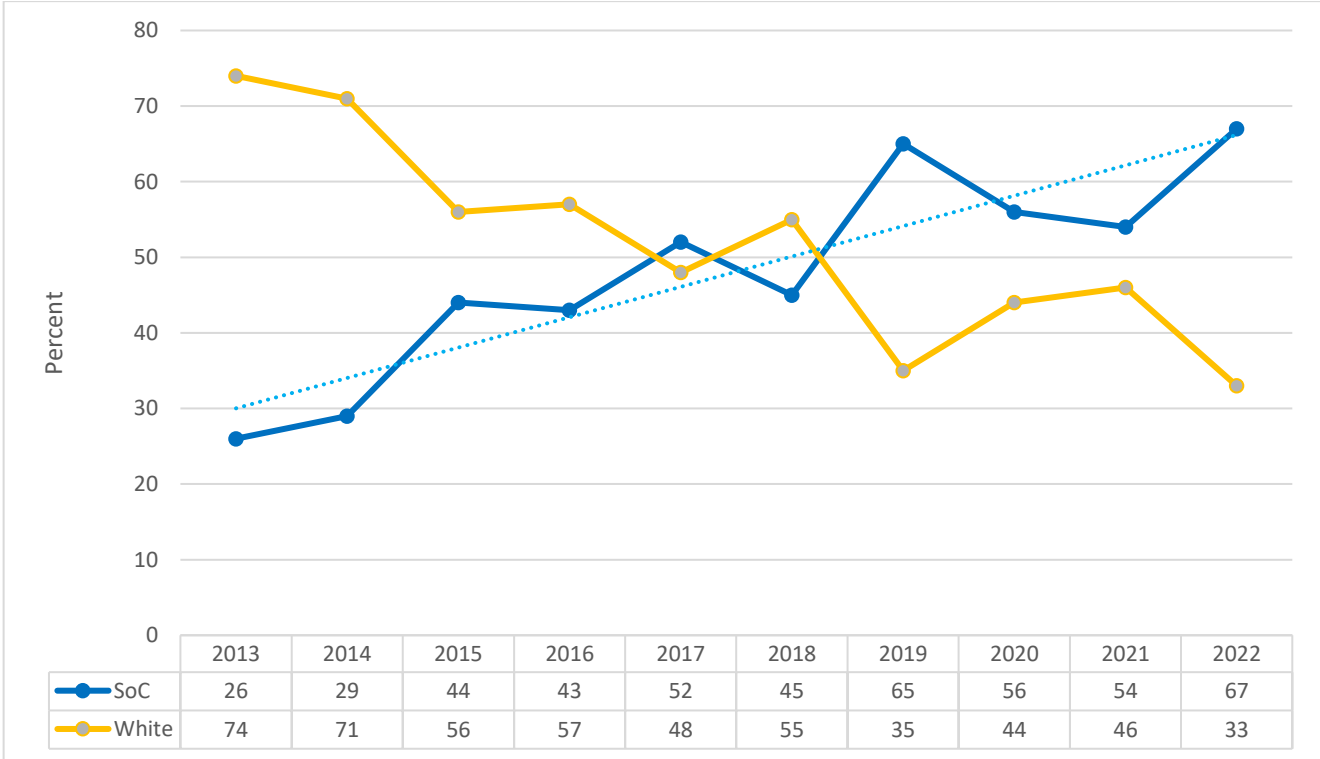
Clearly, the UED has maintained a healthy enrollment of students of color or American Indian students over the last decade. Figure 2 shows the number and percentage of students of color admitted and enrolled in UED in FY22. With scholarship support equal to 20% of tuition costs for a full-time student, UED has attracted historically underrepresented groups including Latinos, Black/African Americans, American Indians, and Asians. Today, a majority (52.6%) of the students enrolled in the UED are people of color or American Indian. 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 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 2021-2022 (n=340)**



**Student Teaching:** The number of TOCAIT candidates who completed their student teaching has been on the increasing trend (Figure 3), and the percentage of BIPOC student teachers during the grant period was UED’s highest percentage ever. However, the sudden decline in the number of candidates who completed their student teaching in fall 2022 was a direct result of declining enrollment during the Covid-19 pandemic.<sup>10</sup> Students were affected by limited access to technology and Wi-Fi networks as college pivoted to remote learning because of COVID-19. Of the 43 teacher candidates who successfully completed student teaching requirement for licensure during the academic year, 28 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 28 TOCAIT candidates who successfully completed their program in 2021-2022, a total of 16 who did not receive the OHE student teaching grant were awarded tuition scholarships through the CUGMEC grant for all their student teaching credits.

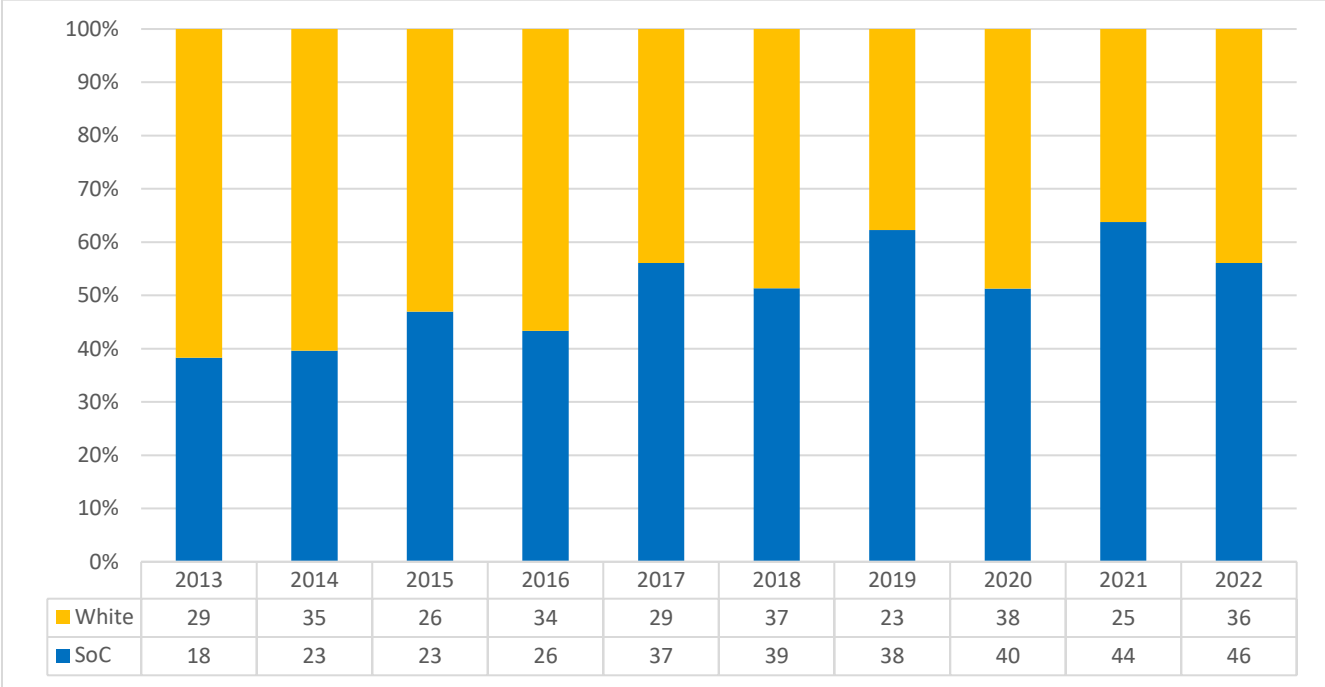
**Figure 3: UED Program Completers by Race as a Percent (%) (FY13–22)**



<sup>10</sup> 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.<sup>11</sup> With tiered licensure, several candidates have decided to earn their bachelor’s degree, gain employment as Tier 2 teachers and enroll as graduate students for student teaching. 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 82 teacher candidates who graduated with a degree in urban teaching in FY22, 46 were TOCAIT candidates, and all of them graduated after successfully registering for their student teaching.

**Figure 4: Numbers of UED Graduates by Race, FY13-22)**

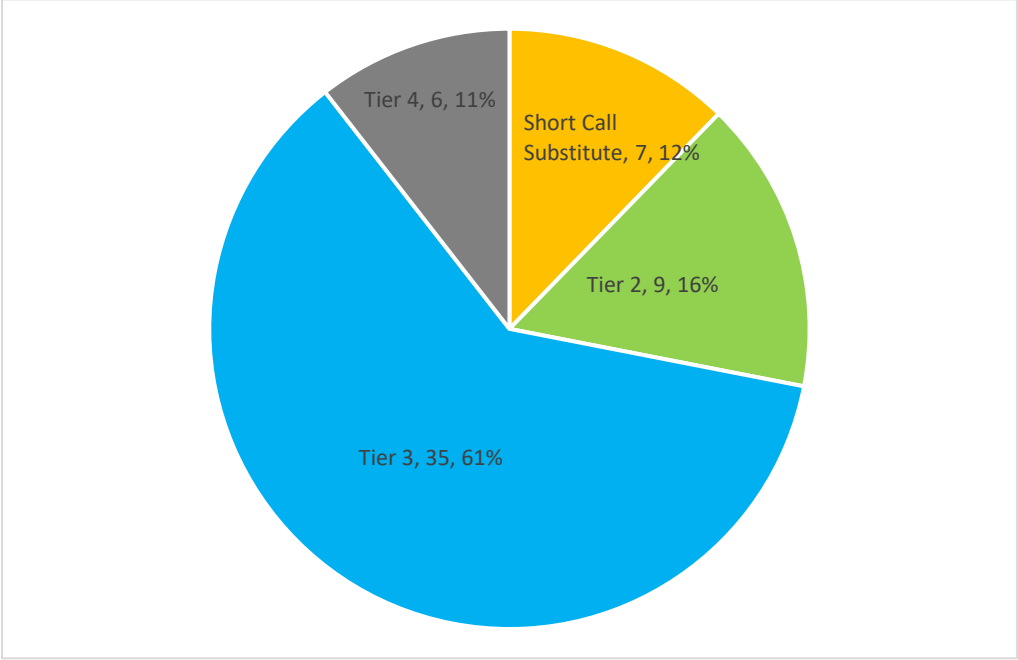


**Licensed:** Teacher candidates obtain their teacher licensure after successfully completing all required coursework and student teaching, submitting an edTPA portfolio for scoring and passing the Minnesota Teacher Licensing Examinations (MTLE). The UED offers support to students to ensure they pass their licensure exams. During academic year 2021-2022, the UED subscribed to the [www.study.com](http://www.study.com). This platform contains learning modules and Test Prep to

<sup>11</sup> Student teaching is not considered a requirement for graduation but is required for licensure recommendation.

help prepare candidates to pass their teacher certification exams. 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 variance<sup>12</sup> 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 teaching licensure in FY22 (Figure 5). Overall, 57 teacher candidates applied and received their teaching license in FY22. Of those who received their license, 24 (42%) were teacher candidates of color or American Indian. The UED is committed and striving to close this achievement gap in the percentage of TOCAIT candidates who successfully complete student teaching and the percentage who earn Tier 3 licensure. Nevertheless, the number of teacher candidates of color who obtained their licensure nearly doubled in recent years, increasing from fourteen (14) in FY16 to more than twenty-four (24) in FY22, accounting for more than 71 percent increase.

**Figure 5: Number and Percent of Newly Licensed Teachers, FY22 by License Scope.**

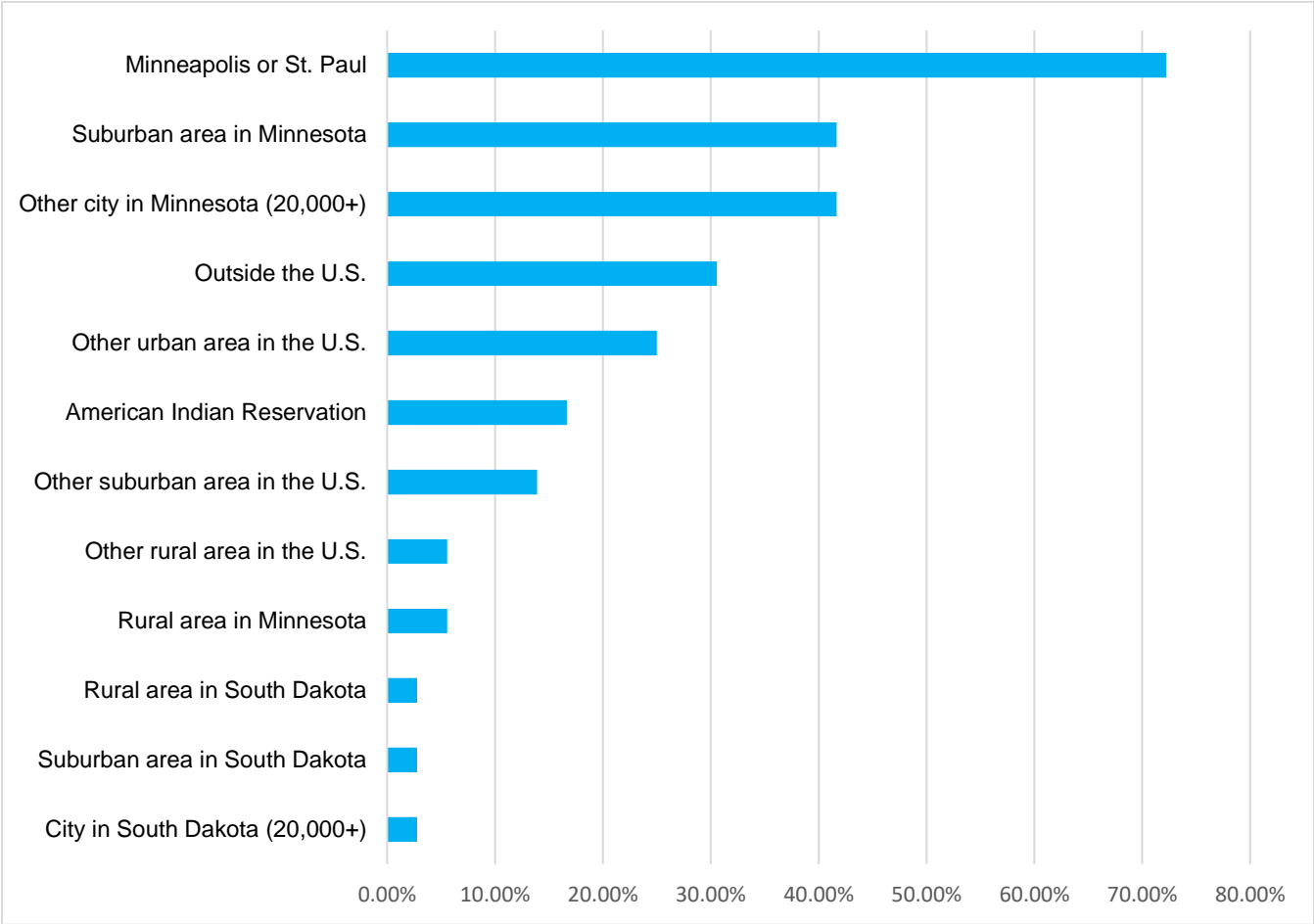


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<sup>12</sup> Teacher candidates were not required to complete the edTPA, those who have not yet taken the required examinations could be licensed as a Tier 2 teachers if have a job offer with a Minnesota public or charter school, and those currently 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, 57 teacher candidates were awarded either an initial license or added another license and 21 of them were employed as teacher on record in at a school in Minnesota. Nearly a third (29%) of those employed during the 2021-22 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 2021-2022 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=36)**



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

Metropolitan State University was awarded a total of \$290,000 by PELSB to support efforts to recruit, retain, and induct teacher candidates who are of color or who are American Indian during FY22. Using carryover amounts from previous CUGMEC grant, the UED provided direct support in the form of: (i) tuition scholarships totaling \$308,068.31 to TOCAIT candidates to cover course and student teaching credits, and (ii) partially subsidized MTLE and edTPA fee vouchers (\$12,020) to help remove the financial barrier for teacher candidates of color earning licensure. Table 3 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: Fiscal Year 2023 (July 1, 2022-June 30, 2023) Grant Funds Expenditure**

<b>Amount</b>	<b>Description of Use of Funds</b>	<b>Primarily Used for:</b>	<b>Method of Progress Monitoring</b>	<b>Data</b>
<b>\$43,738.28</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 2020
<b>\$7,770.00</b>	edTPA fee 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
<b>\$264,330.03</b>	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
<b>\$4,320.00</b>	MTLE support (exam fee vouchers)	<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: Number of Teacher Candidates Enrolled in Initial Licensure Programs by Race/Ethnicity<sup>13</sup> (2021 Title II Reporting Year, AY2019-20)**

Teacher Program	Total Enrollment	White	Hispanic/Latino of Any Race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	Two or More Races	Total TOCAIT Enrollment	% of TOCAIT Enrollment
St. Cloud State	1090	915	38	3	35	41	1	47	165	12
Winona State	896	819	24	8	10	9	0	16	67	4.9
Mankato	841	731	42	3	13	20	0	25	103	7.5
U of M - Twin Cities	668	527	42	1	47	15	0	16	121	8.8
Bemidji State	654	607	3	9	5	4	2	38	61	4.4
Martin Luther	538	492	12	0	13	12	1	8	46	3.4
Bethel	504	439	12	6	17	16	2	8	61	4.4
U of M - Duluth	476	423	11	3	6	8	5	8	41	3
Southwest	475	446	4	4	8	5	0	0	21	1.5
St. Thomas	461	319	0	0	19	30	0	16	16	1.2
Augsburg College	362	227	15	2	24	49	0	20	110	8
Moorhead	354	321	11	2	2	5	0	10	30	2.2
<b>Metropolitan State</b>	<b>348</b>	<b>143</b>	<b>42</b>	<b>1</b>	<b>40</b>	<b>93</b>	<b>4</b>	<b>23</b>	<b>203</b>	<b>14.8</b>
Hamline	346	256	16	0	26	14	0	16	72	5.2
St. Mary's	311	228	22	1	18	13	0	0	54	3.9
Concordia -St. Paul	236	186	9	1	18	9	1	7	45	3.3
St. Scholastica	214	194	9	0	4	2	0	2	17	1.2
St. Benedict & John's	196	171	9	2	5	3	0	3	22	1.6
Concordia-Moorhead	183	170	1	0	3	1	0	4	9	0.7
St. Catherine	167	144	0	0	7	5	0	4	16	1.2
Northwestern - St. Paul	151	133	4	0	7	1	0	4	16	1.2
St. Olaf College	129	108	5	2	7	1	0	2	17	1.2
Gustavus Adolphus	127	114	3	3	3	2	0	0	11	0.8
U of M - Morris	87	71	3	12	1	0	0	0	16	1.2
Bethany	58	52	2	0	1	1	0	2	6	0.4
U of M - Crookston	53	45	5	3	0	0	0	0	8	0.6
North Central	46	30	4	1	2	0	0	1	8	0.6
Walden	40	34	1	0	0	4	0	0	5	0.4
Crown College	37	32	2	0	2	1	0	0	5	0.4
<b>Total State</b>	<b>10048</b>	<b>8377</b>	<b>351</b>	<b>67</b>	<b>343</b>	<b>364</b>	<b>16</b>	<b>280</b>	<b>1372</b>	<b>100</b>

Source: Data extracted from the 2021 Federal Title II Report, in AY2019-20

<sup>13</sup> Data from publicly reported data in the 2021 Federal Title II Report, in AY2019-20. For this reporting year, there were 1,372 teachers of color and American Indian teacher candidates enrolled across 29 Minnesota teacher preparation programs -- they represented just 13.7 percent of 10,048 total teacher candidates enrolled in the state, yet K-12 students of color and American Indian students represented 34 percent of all students. During FY22, the top 15 teacher preparation programs enrolled 1,171 TOCAIT candidates, accounting for about 86 percent of all TOCAIT candidates enrolled in the state.