



Grow Your Own – FY22

As required by Minnesota Statutes, section 122A.73

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As requested by Minnesota Statutes, section 3.197: This report cost approximately \$563.22 to prepare, including staff time, printing and mailing expenses.

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Legislative Charge

Under Minnesota Statutes, section [122A.73, subdivision 6](#) (2022), Grow Your Own (GYO) grant recipients must annually report to the Commissioner on their activities within the grant, including number of participants, the percentage of participants who are of color or American Indian, and an assessment of program effectiveness, including participant feedback, areas for improvement, the percentage of participants continuing to pursue teacher licensure, and where applicable, the number of participants hired in the school or district as teachers after completing preparation programs. The Commissioner must publish a report for the public that summarizes the activities and outcomes of grant recipients and what was done to promote sharing of effective practices among grant recipients and potential grant applicants.

Executive Summary

Minnesota's GYO grant is focused on increasing the number of teachers of color and American Indian teachers in Minnesota by expanding pathways to the profession for secondary students and adults, by reducing financial barriers of entry, and by providing programming to support future teachers. This report focuses on fiscal year 2022 (FY22) grantees between December 2021 (start of grant) and June 30, 2022 (end of fiscal year). Despite starting almost halfway through the school year, 48 adults and 152 students participated in GYO programming during this reporting period. Each grantee has provided a description of their program and first year activities found in the [Appendix](#) of this report.

Introduction

GYO programs are partnerships between educator preparation programs, school districts or charter schools, and community organizations that recruit and prepare local community members (e.g., parents, paraeducators, non-certified school staff and high school students) to enter the teaching profession and teach in their communities.

Minnesota began offering districts and charter schools the opportunity to receive state grant funds for GYO programs in the 2016-17 school year. Minnesota's GYO grant program offers districts and charter schools two pathways—one for adults and one for secondary students.

GYO Pathway for Adults

GYO funds are available to Minnesota districts for a grant for a Professional Educator Licensing and Standards Board-approved (PESLB-approved) teacher preparation program. The grant recipient must use at least 80 percent of grant funds to provide tuition scholarships or stipends to enable district employees or community members affiliated with a district, who are of color or American Indian and who seek a teaching license, to participate in the teacher preparation program.

GYO Pathway for Secondary Students

GYO grant funds are also available to Minnesota school districts to develop innovative GYO programs that encourage secondary school students, especially students of color and American Indian students, to pursue teaching.

To be eligible for this pathway for secondary students grant, a district must ensure that the percentage of students of color or American Indian students participating in the program is the same as or greater than that of the district.

The funds must be used to:

- Support future teacher clubs or service-learning opportunities that provide secondary students with experiential learning that supports the success of younger students or peers and increases students' interest in pursuing a teaching career.
- Provide direct support, including wrap-around services, for students who are of color or American Indian to enroll and be successful in postsecondary enrollment options courses under Minnesota Statutes, [section 124D.09](#) that would meet degree requirements for teacher licensure.
- Offer scholarships to graduating high school students who are of color or American Indian to enroll in board-approved undergraduate teacher preparation programs at a college or university in Minnesota.

Grant Program Changes and Context

The 2021 Legislature made several changes to the GYO grant program. Key changes to the program included:

- Codifying the program in Minnesota Statutes 2022, section [122A.73](#) when previous versions of the program were written only in the appropriations section.
- Removing a previous requirement to fund a “non-conventional teacher residency program” which had an unintended impact of restricting programs to two teacher preparation providers, both of which were in the metro area. This change made it possible for any eligible program to partner with any Professional Educator Licensure and Standards Board (PELSB)-approved teacher preparation institution, creating a statewide interest in the grant.
- Expanding funding from \$1.5 million annually to \$6.5 million annually.
- Creating a special revenue fund that allows grants to be written for a five-year term. The previous grant was bound by the funding biennium cycle, which was not conducive to a school year calendar. Previous grantees did not have access to funding in time to start their programs, and they lost access to funding just when their programs were getting started. Now, grantees have time to complete start-up activities and implement the grant, and they have a clearer plan for sustainability with a five-year horizon.

Fiscal year 2022 (FY22) was the first year for the GYO grant under these updated provisions and funding structures.

These changes—in combination with increased attention in schools and communities to find ways to increase the number of teachers of color and American Indian teachers so that the demographics of the teacher

workforce more accurately reflect the racial and ethnic diversity of the students in our classrooms—resulted in significant increases in applications for the GYO grant.

The following table illustrates the change in program applications and awards from the fiscal year previous to the changes (FY21) to the two fiscal years following the changes (FY22 and FY23).

Application Information	FY21 Applications	FY21 Awards	FY22 Applications	FY22 Awards	FY23 Applications	FY23 Awards
Number of Applications	18	6	52	11	53	11
Total Amount of Funding Requests	~2.9M	\$1.455M	~\$26.7M	~\$6.4M	~\$29.1M	~6.4M

Program Practices

In addition to administering the grant, the Minnesota Department of Education (MDE) is also charged with promoting effective practices among grant recipients and potential grant applicants. MDE conducted several activities to this end, including but not limited to:

- 2019-current – Created and maintained a [dedicated MDE webpage](#) to share high-level information about the program. A newsletter about GYO and other efforts to address teacher workforce shortages has also been in use for several years.
- February 2021 – Partnered with [New America](#) on a two-part webinar series—one focused on adult pathway programs, and the other focused on programs for students—about Grow Your Own programs. The events featured panelists from Minnesota and around the country.
- August 2021 – Provided public informational webinar about the FY22 grant opportunity.
- December 2021 – Provided public informational webinar about the FY23 grant opportunity.
- December 2021 – Provided an opportunity for FY22 grant applicants to provide feedback about the administrative decisions (e.g., capping the grant at \$750,000) MDE made for the grant competition. The intent was to learn about the opportunities, barriers and subsequent implications of MDE’s administrative decisions so that changes could be made ahead of FY23 competition.
- February 2022 – Provided a networking opportunity for FY22 grantees to learn about the mechanics of the grant, connect with fellow grantees, build relationships, solve problems of practice, and otherwise learn about the program together.

- July 2022 – Provided an opportunity for FY22 and FY23 grant applicants to provide feedback about the administrative decisions (e.g., capping the grant at \$750,000) MDE made for the grant competition. The intent was to learn about the opportunities, barriers and subsequent implications of MDE’s administrative decisions so that changes could be made ahead of FY24 competition.
- November 2022 – Provided public informational webinar about the FY24 grant opportunity, including sharing two new resources from New America:
 - [Grow Your Own Educators: A Toolkit for Program Design and Development](#) (web resource)
 - [Grow Your Own Educators: Opportunities and Challenges for Strengthening Teacher Preparation](#) (webinar)
- November 2022 – Provided a networking opportunity for FY22 and FY23 grantees to learn about the mechanics of the grant, connect with fellow grantees, build relationships, solve problems of practice, and otherwise learn about the program together.

Report Methods and Limitations

FY22 GYO grantees submitted their first annual program report designed to capture grant activities up through June 30, 2022. There is a unique report for the adult pathway and student pathway, and districts that received both grants were asked to submit both reports. Reports from grantees were due July 30, 2022. MDE staff have consolidated these individual reports from grantees in this legislative report.

This document is a consolidated report, providing an [analysis](#) section that include tables directly answering the questions listed in statute. Each grantee was also asked to provide a summary of their program located in the [Appendices](#).

As readers review this document, it is important to note that **the results only reflect activities from December 2021 through June 30, 2022**. The grant competition was posted on August 23, 2021. Applications were due October 1, 2021. Grantees were selected in November, and grantees first had access to their awards in December 2021. Consequently, grantees only had full access to their funding for half of the school year (and fiscal year). Many grantees engaged in startup activities (e.g., recruiting participants, establishing relationships with teacher preparation institutions, designing courses for implementation in school year 2022-23) during this time.

Some of the reported information in the following sections may include participation numbers supported from previous grant awards (FY21 and prior) or previous GYO efforts that were not funded by this state grant. Some grantees supplement their program costs from other sources, including local contributions, and funds from other grants/foundations. Consequently, reported data may not be limited to expenses only from the FY22 grant.

FY23 grantees were awarded funding that began on July 1, 2022 and are not included in this report.

Analysis

Adult Pathway Data

Reminder: The following results only reflect activities from December 2021 through June 30, 2022. Most grantees engaged in startup activities that are not yet reflected in the following tables.

Pathway(s) to Teacher Licensure Supported by the Grant Program

District (Grantee)	Teacher Preparation Provider	Bachelor's Degree with Education License	Master's Degree with Education License	Alternative Pathway to Education License
Eden Prairie Schools	Metro State University	X		
Freshwater Education District	Hamline University	X		
Minneapolis Public Schools	University of Minnesota, Twin Cities		X	
Northfield Public Schools	Metro State University	X		
St. Cloud Area Schools	St. Cloud State University			X
Saint Paul Public Schools	University of St. Thomas		X	

Program Participation

District (Grantee)	Total Number of Participants	Percentage of Participants who Identify as People of Color or American Indian
Eden Prairie Schools	1	0%
Freshwater Education District	5	100%
Minneapolis Public Schools	15	73%
Northfield Public Schools	5	100%
St. Cloud Area Schools	0	0%
Saint Paul Public Schools	9	100%

Program Status

District (Grantee)	Total Number of Participants	Number of Participants who Completed the Program	Number of Participants Continuing to Pursue Licensure	Number of Participants who Withdrew/Dropped From the Program
Eden Prairie Schools	1	0	1	0
Freshwater Education District	5	0	5	0
Minneapolis Public Schools	15	14	1	0
Northfield Public Schools	5	0	5	0
St. Cloud Area Schools	0	0	0	0
Saint Paul Public Schools	9	9	0	0

Licensure and Hiring

District (Grantee)	Number of Participants Receiving a Teaching License	Number of Participants Hired by the District for the 2022-2023 School Year	Number of Participants Hired by Another School District as a Teacher for the 2022-2023 School Year, If Known
Eden Prairie Schools	0	0	0
Freshwater Education District	0	0	0
Minneapolis Public Schools	14	11	1
Northfield Public Schools	0	0	0
St. Cloud Area Schools	0	0	0
Saint Paul Public Schools	9	7	1

Student Pathway Data

Reminder: The following results only reflect activities from December 2021 through June 30, 2022. Most grantees engaged in startup activities that are not yet reflected in the following tables.

Pathways to Support Student Learners Supported by the Grant

District (Grantee)	Direct Support, Including Wrap-Around Services	Future Teacher Club/Service Learning Opportunities	Scholarships
High School for Recording Arts		X	X
Madelia and St. James School Districts			X
Minneapolis Public Schools		X	X
Saint Paul Public Schools	X	X	X
St. Cloud Area School District	X		

Program Participation

District (Grantee)	Total Number of Students Participating in the Grant	Percentage of the Total Participants in the Grant Program who Identify as People of Color or American Indian
High School for Recording Arts	4	100%
Madelia and St. James School Districts	4	100%
Minneapolis Public Schools	71	93%
Saint Paul Public Schools	55	96%
St. Cloud Area School District	18	100%

Program Status

District (Grantee)	Number of Students in the Programs That Remain Interested in a Career in Teaching	Percentage of Students in the Program That Remain Interested in a Career in Teaching
High School for Recording Arts	4	100%
Madelia and St. James School Districts	4	100%
Minneapolis Public Schools	43-50	60-70%
Saint Paul Public Schools	35	64%
St. Cloud Area School District	14	78%

Scholarship Amount and Duration

District (Grantee)	Scholarship Amount Per Student	Scholarship Duration
High School for Recording Arts	\$79,000	4 years
Madelia and St. James School Districts	N/A	4 years
Minneapolis Public Schools	\$500	1 year
Saint Paul Public Schools	N/A	N/A
St. Cloud Area School District	N/A	N/A

Conclusion

The FY22 GYO grantees are just beginning their work on these programs, so it is premature to draw final conclusions on the implementation of activities or the outcomes of the programs. Next year's report will provide a more complete and still early indication of the progress of the FY22 grantees and will also include the startup activities of the FY23 grantees. With that said, MDE staff offer the following insights and takeaways:

- While 11 of 52 applications were awarded funding in FY22, there were several very worthy, high-scoring applications that were not funded, simply because the amount of funds requested far exceeded the amount available. At least 25 additional applications were strong enough to merit consideration for funding.
- Adult Pathway – 35 adults received scholarships/stipends to pursue a first-time professional teaching license
 - 100% of them plan to continue their pursuit of a license or have completed licensure process
 - 85.7% identify as people of color or American Indian
- Student Pathway – 152 secondary students participated in a GYO program for students
 - 69% of them plan to continue exploring careers in teaching
 - 95% identify as people of color or American Indian

Appendices

The following program summaries were authored by the grantees and are shared below with only light editing for clarity.

Adult Pathway Grantees and Award Amounts

[Eden Prairie Schools](#) - \$403,085.44

[Freshwater Education District](#) - \$727,500

[Minneapolis Public Schools](#) - \$727,500

[Northfield Public Schools](#) - \$288,575

[St. Cloud Area Schools](#) - \$327,092.36

[Saint Paul Public Schools](#) - \$727,500

Student Pathway Grantees and Award Amounts

[High School for Recording Arts](#) - \$371,995.45

[Madelia and St. James Public Schools](#) - \$727,500

[Minneapolis Public Schools](#) - \$752,566.79

[St. Cloud Area Schools](#) - \$663,784.96

[Saint Paul Public Schools](#) - \$727,500

Adult Pathway

Eden Prairie Schools

In Eden Prairie Schools, we believe that our staff and community have many individual gifts, interests, and talents to contribute to the Eden Prairie student body and community. The Eden Prairie Schools' GYO program is a continuous learning opportunity that will contribute to personal fulfillment and future opportunities for current Eden Prairie Schools staff members who aspire to become educators but do not currently hold a Minnesota Tier 3 or Tier 4 teaching license.

Eden Prairie Schools seeks GYO grant funding to support 16 non-licensed staff, with a focus on BIPOC and American Indian staff members, enrolling in one of Metropolitan State University School of Urban Education licensure programs so they can eventually earn Tier 3 or Tier 4 licensure and join our teaching staff, in turn making our staff more representative of our diverse student body. We also hope to hire current and future Metropolitan State University teacher candidates as non-licensed staff or Tier 2 teachers and support their completion of the licensure programs they have started. Metropolitan State University offers the following licensure programs:

- Special Education-Academic Behavior Strategist K-12 (undergraduate and graduate)
- Elementary Education K-6 (undergraduate)
- ESL K-12 (undergraduate and graduate, additional licensure only)
- Communication Arts and Literature Grades 5-12 (undergraduate and graduate)
- General/Life Science Grades 5-12 (undergraduate and graduate)
- Mathematics Grades 5-12 (undergraduate and graduate)
- Social Studies Grades 5-12 (undergraduate and graduate)

Freshwater Education District

The Region 5 Grow Your Own Grant – FY22 – Pathway for Adults grant includes the School Districts of Long Prairie Grey Eagle (LPGE), Cass Lake-Bena (CLBS), Northland Community Schools, and Walker-Hackensack-Akeley (WHA), and two Education Cooperatives - Freshwater (Fiscal Agent) and Mid-State Education District. Partnering with the grant are the following universities: St. Cloud State University, Bemidji State University, and Hamline University which all have a PELSB-approved teacher preparation program.

An advisory committee for the grant is made up of one member from each district and university, a Region 5 representative and the grant coordinator/mentor. Five members are a person of color or American Indian. The committee has developed a shared vision, clearly defined roles, and methods of ongoing communication, as well as procedures for documentation, data collection and evaluation. This ensures that all partners understand that the purpose of this grant funding opportunity is to create supportive structures and opportunities for employees and community members of color or American Indian to earn a Minnesota teacher license.

The overarching goal of the grant is to increase the number of teachers of color and American Indian teachers in the rural, diverse schools and communities, so students will see their reflection at the front of the classroom. In small rural school districts, it is also essential that all students experience the positive long-term educational and societal benefits of a diverse teacher workforce. While the grant coordinator is responsible for the overall coordination of these activities, this person also serves as the mentor for each recipient. Each university listed in this grant is also providing someone to support the recipients at the university to assist with transcripts, advisory, and general questions.

The advertisements seeking applicants for the grant were done during the months of February, March and April of 2022. An online Google form was created to increase the ease of applying for the scholarship. At the end of April, there were four applicants. All four qualified and were approved to receive the scholarship by the advisory committee. The grant coordinator/mentor notified the recipients and started working with them on their FAFSA applications. The colleges chosen were notified, and partners in those colleges communicated with the recipients to assist with next steps.

The advisory committee determined that the grant could fund more than four students so the advertisements were put out again and by June 30, 2022 there were two more applicants approved to receive scholarships. One of these recipients decided not to accept the money as they were not ready to start a program.

The five recipients of the grant scholarships are all from communities with a high number of American Indian or Hispanic population. Three of the scholarship recipients are Hispanic and two are American Indian.

Eighty percent of the grant funds are being used for tuition scholarships and stipends for Black, Indigenous, People of Color (BIPOC) employees and community members to attend a teacher preparation program. Fifteen percent of the grant funds are allocated to support the mentoring of the recipients of the grant throughout their 4-year program. The mentoring includes assisting with the FAFSA, finding child care, academic assistance, going to college advisory meetings with applicant, putting together a support plan, connecting student with resources, and consistent communication and support during the week. The remaining 5% of the grant funds are used for the fiscal host and the grant coordination.

Minneapolis Public Schools

The Minneapolis Special Education Teacher Residency (MSTR), a partnership between Minneapolis Public Schools (MPS) and the University of St. Thomas, is a pathway to special education licensure that prepares highly effective and diverse teachers who will create increased access, opportunities, and educational outcomes for students receiving special education services in Minneapolis Public Schools. MSTR is designed to recruit, prepare, and support strong, effective new teachers by selecting applicants from current MPS unlicensed educators as well as employees of our community partners, such as Northside Achievement Zone and Project Success. After a rigorous interview process, MSTR selects 15 members for our cohort of residents each year.

The residency is a 15-month program that begins in the summer with graduate level coursework through the University of St. Thomas. Residents are then paired with an expert Cooperating Special Education teacher in an MPS school site for the entire school year, progressively building to the resident fully leading all aspects of classroom planning, instruction, and assessment. Residents who are on track to successfully complete the program are allowed to participate in the internal MPS Interview and Selection process for teachers in the district. To date, all residents in previous years who have successfully completed the program were hired in the district as the teacher of record in the spring of their residency year.

Throughout the school year, residents continue their St. Thomas coursework every Wednesday in a cohort model, finishing their final courses the second summer (following their residency school year). Residents officially complete the program in August with a Master's degree in Special Education and a K-12 Academic and Behavioral Strategist Special Education license.

Northfield Public Schools

The Northfield Teaching Fellows initiative will support at least 17 individuals of color in successfully completing a PELSB-approved teaching program of their choice. Fellows receive tuition assistance and an annual stipend. They are also paired with a current Northfield Public Schools teacher, who serves as an ongoing mentor throughout the program. Moreover, each Fellow meets every other week with a program Navigator, who provides academic advising, financial aid assistance, connections with tutors, and linkages with social service and community resources. The Northfield Community College Collaborative offers space for Fellows to come to study (including in the evenings and on weekends), receive tutoring, print, access the internet, and connect with peers.

All individuals of color, the 17 Fellows will include representation from each of the following groups: Northfield graduates, parents of current Northfield Public Schools students, current Northfield Public Schools non-teaching staff, and community members affiliated with the district.

The Northfield Public Schools serve as the lead for the Northfield Teaching Fellows project, but rely on the active participation of a number of other community partners who are committed to this project's success. The project is overseen by the newly formed Northfield Teaching Fellows Council. Comprised of a majority of individuals of color, the Council helps to guide all components of the project – from the creation of the Fellow application to the ultimate selection of the Fellows and the monitoring of the program evaluation. The Council intentionally includes teachers, administrators, parents, students, and community partners.

St. Cloud Area Schools

This grant will provide funding support for staff and paraprofessionals in District 742 to complete degrees and/or attain a teaching license in shortage areas. These programs represent areas of high need for District 742 and in our Economic Development Region (EDR - 07W Central) as noted in the 2021 PELSB Supply and Demand of Teachers in Minnesota Report.

The partnership will derive from four programs (ECE, ECSE, ESL, SPED-ABS). Because St. Cloud State University (SCSU) has such a wide range of licensure programming, it allows flexibility to build the partnership across several programs. The grant will support up to 10 “residents” per year – for 5 years of the grant (total 50 participants over 60 months) - who will be completing their semester before student teaching and their 12-16 weeks of required student teaching (per PELSB), for a year-long residency. These are current employees of District 742, or future employees who will be hired as paraprofessionals for the year-long residency.

The grant will fund \$1,000 scholarships for each resident/paraprofessional toward their tuition at SCSU for two semesters. During the student teaching weeks, typically paras have to take a leave from their paid positions in order to complete their required field hours and student teaching requirements. For grant residents, they will remain paid employees of District 742 for the length of their paraprofessional or staff contract – thus also retaining all employee benefits. Grant funds will be used to pay the residents their regular salary during their student teaching weeks.

The grant will use the funding to specifically support the recruitment and retention of Black, Indigenous, and People of Color both for District 742 to diversify its education professional workforce, and to enhance the diversity of the teacher pipeline.

Saint Paul Public Schools

Saint Paul Urban Teacher Residency (SUTR) program aims to recruit, prepare, and retain highly-qualified teachers who share similar life experiences as our diverse student population in SPPS. SUTR provides an affordable, accelerated program to earn a Minnesota teaching license and master's degree in 15 months from the University of St. Thomas.

Participants will co-teach with an experienced teacher for one academic year and take courses at the University of St. Thomas during the summers and one day a week during the academic school year in a cohort model. The program typically starts at the end of May through August of the following year.

Participants earn a license in Special Education (ABS) K-12, Elementary Education K-6, and a Master's degree in just 15 months and receive hiring preference from SPPS after program completion.

University of St. Thomas tuition for MA degree is approximately \$660 per credit for 30-34 credits (\$22,440). Participants receive a stipend of \$30,000; single medical/dental benefits from (July - June); and \$1,000 book stipend for course books. Participants may be eligible for Federal Student Loan Forgiveness after fifth year of teaching (\$5,000 - \$17,500). Participants may be eligible for additional state and university grants and scholarships.

Student Pathway

High School for Recording Arts

The Grow Your Own program was completed in steps this year. The first step was to create a survey that was sent out to all seniors to find students interested in becoming teachers. After getting the results back, the school contacted the students and had a meeting with them to explain the grant and what the expectations would be to get the grant. There were three staff for the mentorship and guidance of the students and these staff members then had a weekly meeting on Fridays to complete tasks and assign the students homework. The first of the weekly meetings was used to have the students apply to St. Cloud State to ensure they would get accepted. The students then had to collect the necessary information to complete FAFSA at their next Friday meeting. The staff members then assigned them a project to do an interview with a teacher and write a paper on their findings. Students were given two weeks to complete the interview assignment, as the following Friday was a trip to St. Cloud State to see the campus. The week that the teacher paper was due the staff went over a five-paragraph paper along with a works cited page and assigned them a research paper for the following week. The last thing that staff assigned the students was to do a practice ACT to help them with areas that they needed help with, but as it was near graduation there was not enough time to go through it very thoroughly. The staff assigned to work with the students met with St. Cloud State to go over who was covering what from the program and the summer program. There were also two members from St. Cloud State that came to the school to meet with students during the week prior to the college tour. There are four students that completed the process and wanted to continue the program after graduation, two of these attended the summer program.

Madelia and St. James Public Schools

The districts of Madelia Public Schools and St. James Public Schools, located in Watonwan County, are providing for the recruitment, support, and funding of BIPOC students to pursue a teaching license through the Grow Your Own grant funds. The program focuses on assisting BIPOC students from the two schools and communities in seeking acceptance, providing funding assistance, and supporting progress through successful graduation from a primary or secondary education program that culminates in a Minnesota teacher license.

The primary goals and activities for this project are:

- Recruit five to ten BIPOC students for the purpose of acquiring a Minnesota teaching license in Primary or Secondary Education from a PELS B accredited teacher licensing provider over the next five years.
- Require that the students know the Grow Your Own goals and attend to the coursework needed to graduate from high school and college.
- Require that the students meet the preservice teaching standards as required by a PELS B's accreditation program.
- Provide mentoring to the BIPOC students as they progress through their college experience.
- Encourage the students that graduate to teach within one of the school districts.

Minneapolis Public Schools

The overall Grow Your Own (GYO) program at Minneapolis Public Schools (MPS) includes multiple pathways into the teaching profession. The MPS GYO teacher pathway that the MDE GYO Secondary Grant supported in FY22 was the Future Educator Pathway for high school students.

In the spring of 2020, MPS began its Future Educator Pathway Program at Henry High School on the Northside of Minneapolis, and in the fall of 2021 launched another Future Educator Pathway Program at South High School. The goal of this program bridges two important district priorities:

1. Support a pathway of future educators that matches the diversity of our student population
2. Build opportunities for success for students from marginalized populations

As an extension to the concurrent enrollment courses offered during the school year, the Future Educator Summer Internship Program was launched in 2021. This innovative opportunity was a partnership with Achieve Twin Cities' Step Up program that provided a paid summer internship for high school students from the Henry Future Educator Pathway Program. The Henry High School Future Educator Interns were paired with summer school teachers and supported elementary summer school students at Loring Elementary in North Minneapolis.

The concurrent enrollment courses offered as part of the Future Educator Pathway at both Henry and South are provided in partnership with the School of Education at Minneapolis College. In the future, we aim to provide up to 5 concurrent enrollment courses.

- EDUC 1400 - Technology for Teachers
- EDUC 1500 - Introduction to Urban Education
- EDUC 2230 - Introduction to Ethnic Studies Education
- EDUC 2250 - Introduction to Special Education
- EDUC 2350 - Multicultural Education

To provide a breadth of mentoring, practical, and professional experiences, we aim to provide an innovative opportunity for high school students from marginalized groups and those who identify as Black, Indigenous, and People of Color (BIPOC) to explore professions in PreK-12 public education through concurrent enrollment courses and educational internships over the course of students' sophomore through senior years in high school.

Please see the full report with figures and hyperlinks here at

https://docs.google.com/document/d/10ph86X6x8LykCNEuDAg1GcN13gWFsI3Vr8_b2SHM1Wc/edit?usp=sharing

St. Cloud Area Schools

For the St. Cloud Area Schools Grow Your Own project, the district will recruit up to two cohorts with a maximum of twenty-five FTA high school students each to participate in a week-long summer program in residence at St. Cloud State University (June - 2022, 2023, 2024, 2025, 2026.) Each FTA cohort will participate in coursework in order to earn 3 college-level credits (ED196 or ED100). The coursework will include Intro to Education coursework (based on the “Teacher Cadet” training) along with math and/or English preparation for the ACT and for the Accuplacer exams for admission to SCSU. In addition, the FTA Cohort will experience life on campus by living in a residence hall and participating in a variety of activities that simulate an SCSU first-year student’s campus experience. Finally, the FTA students will be required, post- the SCSU campus residency week, to engage in 10 hours of work in an approved setting with children or youth. The district will offer multiple opportunities for ways in which the FTA participants can complete this portion of the requirement. The cohort participants will each receive a \$125 stipend for their successful completion of the FTA activities.

During the school year prior to each summer, recruitment of the FTA Cohort will occur (Nov. & Dec.). Once the participants are chosen, the district will hold monthly sessions (Feb, March, April, May – 2 hours each) to begin team building and support positive group dynamics. During these sessions the district will also begin the Intro to Education coursework and begin modules in developmental mathematics and/or English development preparation.

Saint Paul Public Schools

The mission of the secondary pathway of the Grow Your Own (GYO) program in Saint Paul Public Schools (SPPS) is to increase teachers of color in SPPS classrooms. Beginning in elementary school and continuing through middle and high school, students explore teaching as a possible career choice.

In order to accomplish this goal, students engage in activities such as reading buddies, tutoring, mentoring, supporting classroom teachers, and other work-based learning opportunities in education. Education-focused experiences and opportunities begin at the elementary level. Older elementary students work with younger students, middle school students work with elementary school aged children, and high school students work with younger students.

High school students are encouraged to take introductory and college level Education pathway classes. In the first few years of the grant, the focus is on building partnerships between high school, middle schools, and elementary schools, as well as between schools and community-based organizations. Simultaneously, education experiences will be marketed to middle school and high school students to increase interest in the high school Education classes.