



Grow Your Own – FY23

Report to the Legislature

As required by Minnesota Statutes 2022, section 122A.73

For more information:

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Upon request, this material will be made available in an alternative format such as large print, braille or audio recording. Printed on recycled paper.

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Legislative Charge

Under [Minnesota Statutes 2022, 122A.73, subdivision 6](#), 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 2023 (FY23) activities for all grantees implementing from July 1, 2022, to June 30, 2023. This includes 11 programs that received funding in the winter of Fiscal Year 2022 (FY22) and an additional 11 programs that began programs after July 1, 2022. 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., paraeducators, non-certified school staff, high school students, or other community members affiliated with the district) 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% 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 2023, 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.

FY23 was the second 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

Additional changes were made to the Grow Your Own (GYO) statute during the 2023 legislative session that increased the amount of funding available for the programs in FY24. Changes were also made during that same session that will have a more programmatic effect on GYO in FY25. The department continues to explore ways to roll these changes and improvements out to past and future grantees to make programs more inclusive and easier to access for those interested in a teaching career, particularly from communities of color or American Indian communities.

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: Copy text from elsewhere into Notepad before pasting into this template.
 - [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.
- October 2022 and March 2023 – Provided a networking opportunity for all current student pathway grantees (FY22 and FY23) to connect with each other and share practices, challenges and successes around the various program elements while also problem solving and addressing questions.
- October 2023 – Provided a networking opportunity for FY22, FY23, and FY24 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

This document is a consolidated report, providing an [analysis](#) section that includes 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 July 1, 2022, through June 30, 2023 (FY23)** and only includes activities from the 22 grantees that were funded in the FY22 and FY23 cohorts.

The FY23 grant competition was posted in November 2021. Applications were due January 15, 2022. Grantees were selected in March, and grantees first had access to their awards on July 1, 2022. Many grantees engaged in startup activities (e.g., recruiting participants, establishing relationships with teacher preparation institutions, designing courses for implementation in school year 2023-24) during this time; therefore, there may be a lag in number of participants in the program itself while grantees were engaged in startup activities.

Some of the reported information in the following sections may include participation numbers supported from previous grant awards (FY22 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 FY23 grant.

FY24 grantees were awarded funding that began on July 1, 2023, and are not included in this report.

Analysis

Adult Pathway Data

Reminder: The following results only reflect activities from July 1, 2022, through June 30, 2023.

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

For FY23, a total of 11 adult pathway grants were awarded representing 14 districts and charter schools. Two grantees partnered with other eligible applicants to implement a GYO program, thus the total of 14 participating districts and charters.

Six of the programs started in FY22 and the other five started new programs as of July 1, 2022. Each program identifies specific university partner(s) and utilizes a bachelor’s degree with education license, a master’s degree with education license, and/or an alternative pathway to education license through those partners to help staff or community members earn their first teaching license. Across the 11 grantees in FY23, adults sought initial teacher licensure at 12 universities across the state via various programs towards one of the three licensure pathways.

The chart below identifies each grantee, the university partner(s) the program is working with for the grant, and the pathways to licensure available through the grantees program.

District (Grantee)	Teacher Preparation Provider	Bachelor’s Degree with Education License	Master’s Degree with Education License	Alternative Pathway to Education License
Anoka-Hennepin School District	Bemidji State University Bethel University Concordia University - St. Paul St. Cloud State University University of St. Thomas University of Minnesota - Twin Cities	X	X	X
Eden Prairie Schools	Metro State University	X		
Faribault Public School District	Minnesota State University, Mankato North Central University Southwest Minnesota State University University of Minnesota - Twin Cities Winona State University	X	X	
Freshwater Education District	Bemidji State University Hamline University St. Cloud State University	X	X	X
Intermediate District 287	St. Cloud State University	X		X

District (Grantee)	Teacher Preparation Provider	Bachelor's Degree with Education License	Master's Degree with Education License	Alternative Pathway to Education License
Madelia Public Schools	Minnesota State University, Mankato Southwest Minnesota State University	X	X	
Minneapolis Public Schools	University of St. Thomas		X	
Northfield Public Schools	Metro State University St. Cloud State University Southwest Minnesota State University	X		
St. Cloud Area Schools	St. Cloud State University	NA		X
Saint Paul Public Schools	University of St. Thomas University of Minnesota - Twin Cities	X	X	
Southwest Teacher Preparation Partnership	Southwest Minnesota State University	X		

Program Participation

The 11 grantees who were implementing first or second year programs in the 2022-23 school year served 121 adults with scholarships and stipends to pursue a degree in teaching. Of these 121 teacher candidates, 79 (65%) identify as people of color or American Indian. See the table below for participation numbers and percentages by grantee.

Grow Your Own-funded teacher candidate population of 65% people of color and Indigenous people exceeds the demographic representation in our current classrooms and in teacher preparation. According to PELSB's most recent [Supply and Demand report](#), "while still disproportionately low compared to Minnesota's student population, the candidates completing teacher preparation in Minnesota are more diverse than Minnesota's existing teacher workforce. 11.14% of teacher candidates who completed teacher preparation in Minnesota are of color or Indigenous. Furthermore, 17.14% of all enrolled teacher candidates are people of color or Indigenous people" (page 8). Also, 5.9% of the current teacher workforce identify as teachers of color or American Indian teachers.

Note that the law requires 80% of grant funding to be spent on scholarships/stipends for people of color and American Indian people to obtain their first professional teaching license, but the reported data is based on a demographic headcount not the amount of spending. MDE will monitor and support grantees to meet this spending expectation. Anecdotally, grantees have reported that their candidates of color have access to larger scholarships or stipends and, through increased financial support, grantees are meeting the 80% requirement.

District (Grantee)	Total Number of Participants	Percentage of Participants who Identify as People of Color or American Indian
Anoka-Hennepin School District	48	42%
Eden Prairie Schools	3	67%
Faribault Public School District	10	100%
Freshwater Education District	6	100%
Intermediate District 287	4	100%
Madelia Public Schools	3	67%
Minneapolis Public Schools	15	53%
Northfield Public Schools	9	100%
St. Cloud Area Schools	0	0%
Saint Paul Public Schools	17	82%
Southwest Teacher Preparation Partnership	6	67%

Program Status

In FY23, there were 121 adults participating in grow your own programs across the 11 participating districts. Of these 121 adults, 58 have completed the program and are now licensed teachers, 55 are continuing to work toward their licensure and eight have chosen not to continue on the pathway (see the table below for specific numbers by grantee). The percent of GYO participants graduating or staying with the program is 93%, a significant retention rate. Minnesota’s Office of Higher Education tracks [graduation rate trends](#) for Minnesota Institutions, and no single institution shows a graduation rate above 90%.

This seems to show positive news for the program in terms of supporting teacher candidates to continue teacher preparation, given the small dropout rate of only 6.6%. In future reports and studies, MDE is interested in learning more about the factors contributing to this low rate.

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
Anoka-Hennepin School District	48	20	26	2
Eden Prairie Schools	3	0	2	1
Faribault Public School District	10	0	10	0
Freshwater Education District	6	0	6	0
Intermediate District 287	4	4	0	0
Madelia Public Schools	3	0	3	0
Minneapolis Public Schools	15	15	0	0
Northfield Public Schools	9	1	6	2

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
St. Cloud Area Schools	0	0	0	0
Saint Paul Public Schools	17	14	0	3
Southwest Teacher Preparation Partnership	6	4	2	0

Licensure and Hiring

During this reporting period, 57 participants received their first professional teaching license, 46 were hired by their own district, and an additional two were hired elsewhere. This results in an employment rate of 84.2%. Several grantees did not report newly licensed teachers, likely due to the fact that they are in their early years of implementation, or positions were not open at the time the license was earned, or a lack of strong data tracking methods.

District (Grantee)	Number of Participants Receiving a Teaching License	Number of Participants Hired by the District for the 2022-23 School Year	Number of Participants Hired by Another School District as a Teacher for the 2022-23 School Year, If Known
Anoka-Hennepin School District	20	15	Unsure
Eden Prairie Schools	0	0	0
Faribault Public School District	0	0	0
Freshwater Education District	0	0	0
Intermediate District 287	4	4	0
Madelia Public Schools	0	0	0
Minneapolis Public Schools	15	14	1
Northfield Public Schools	0	0	0
St. Cloud Area Schools	0	0	0
Saint Paul Public Schools	14	11	0
Southwest Teacher Preparation Partnership	4	2	1

Program Reflection Summary

In addition to the participation data outlined previously, districts were also asked in their annual reports to include data around what participants saw as strengths and weaknesses in their programs and how they wanted

to adjust their programs going forward. Some of the key ideas that came out in these more qualitative data responses are:

- Program strengths reported by participants:
 - Consistent scheduling
 - Face-to-face conversations
 - Cohort models
 - Supports from university partners and local districts to help navigate processes
 - Financial support from scholarships and stipends allowing to maintain family/personal life while also focusing on school
- Program challenges reported by participants:
 - Lack of alignment between university curriculum and what they are seeing at schools
 - Communication between the program and sites as to the responsibilities/requirements for participants
 - Finding balance between work, life and school
 - Unclear expectations due to leadership changes
 - Finding programs at partner institutions that match participant needs/interests
- Program adjustments recommended by participants:
 - Greater collaboration and communication between university partners and local districts
 - Opportunities to build community with other participants
 - More applicable coursework tied to theory and field experience (for example: coursework tied to classroom management and organizational skills or coursework tied to tiered intervention supports and reporting systems)
 - Expanded options for universities/teacher prep providers
 - Increased scholarship and stipends that cover the full cost of attendance (books, travel, etc.)

Overall Adult Pathway Findings

Based on adult pathway grant reports, the GYO program is experiencing some success in recruiting teacher candidates (121), candidates of color and American Indian candidates (65% of total participants) and retaining those candidates through the preparation experience to licensure (93%). Grant activities are contributing to supporting adults to become teachers.

It is still early in implementation. FY22 grantee reported data is 16 months in to a 60-month grant, and FY23 grantees were 12 months in to a 60-month grant. Teacher candidates noted that challenges remain and programs need adjusting to meet those challenges. As grantees learn from implementation, programmatic supports are likely to improve. We share the desired goal for more teachers of color and American Indian teachers to serve Minnesota students.

Student Pathway Data

Reminder: The following results reflect activities only from July 1, 2022, through June 30, 2023.

Of the 11 student pathway grants operating in FY23,

- Four continued programming that started the previous fiscal year,
- One received funding in both FY22 and FY23, expanding its offerings through the second grant, and
- Five programs were brand new in FY23.

Since some of the grantees represented other eligible schools as joint partners, there were 16 total districts and charters represented in the 11 grantees for this report.

Pathways to Support Student Learners Supported by the Grant

Districts that received student pathway Grow Your Own Grants in FY22 or FY23 were able to use funding in three main ways:

- to provide future teacher clubs and/or service-learning opportunities to students interested in exploring teaching as a career;
- to provide direct support, including wrap-around services, for students of color/American Indian students taking PSEO/concurrent enrollment courses during high school that will help them explore and/or pursue teaching as a career; and
- to provide scholarships for students of color/American Indian to attend colleges/universities approved by the Professional Educator Licensing and Standards Board (PELSB) to provide courses to help a candidate earn a teaching license.

Of the eleven grants, six provided future teacher clubs/service-learning opportunities, eight provided direct support (including wrap-around services) for PSEO/concurrent enrollment students, and seven provided scholarships to graduates who were pursuing education degrees at PELSB-approved teacher prep institutions. Two of the districts receiving grant funds provided at least two program supports to their secondary students and four of the programs provided all three opportunities to support their student learners in pursuing teaching as a career.

The following table outlines the various funded activities utilized by each grantee to encourage more students to explore and become educators.

District (Grantee)	Future Teacher Club/Service Learning Opportunities	Direct Support, Including Wrap-Around Services	Scholarships
Burnsville Public Schools	X	X	X
High School for Recording Arts		X	X
Intermediate District 287	X	X	

District (Grantee)	Future Teacher Club/Service Learning Opportunities	Direct Support, Including Wrap-Around Services	Scholarships
Madelia and St. James School Districts	NA		X
Minneapolis Public Schools	X		X
Monticello School District	X	X	X
Region 5 (Freshwater Education District)	X	X	X
Saint Paul Public Schools		X	
Shakopee Public Schools	X	X	X
St. Cloud Area School District		X	

Program Participation

In total, the student pathway program provided support and opportunities to explore teaching to 527 students across the various districts, with an average of 73% of those participating students being from communities of color or American Indian. Statewide, the percentage of students who identify as being of color or American Indian is approximately 37%. Should these students matriculate to a teacher preparation program, the demographics of participating students is promising for the program’s purpose to “develop a teaching workforce that more closely reflects the state’s increasingly diverse student population.”

The reported student participation numbers for each grant program is outlined in the table below.

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
Burnsville Public Schools	17	54%
High School for Recording Arts	3	100%
Intermediate District 287	1	100%
Madelia and St. James School Districts	6	83%
Minneapolis Public Schools	191	97%
Monticello School District	100	13%
Region 5 (Freshwater Education District)	0	0
Saint Paul Public Schools	113	93%
Shakopee Public Schools	78	67.2%
St. Cloud Area School District	18	99%

Note: MDE will be following up with programs that have not yet demonstrated a grant requirement that the aggregate percentage of students of color and American Indian students participating in the program is equal to or greater than the aggregate percentage of the same in the grantee’s schools.

Program Status

Based on the data provided by the districts receiving the grants, it appears that most have a strong retention rate with, in most cases, a majority of the students taking part in at least one aspect of their program remaining interested in a career in teaching. While it is unclear at this time, what overall impact this will have on guiding more students of color and American Indian students into completing a teacher preparation program, the data hopefully shows a positive impact on showing student participants how a teaching career may be a meaningful pathway for them to pursue in their futures.

The following table outlines the percentage of students in each grant program that remain interested in education as a career after participation in the grant program activities.

District (Grantee)	Percentage of participating students that Remain Interested in a Career in Teaching	Number of Student Participants
Burnsville Public Schools	70%	17
High School for Recording Arts	33.33%	3
Intermediate District 287	100%	1
Madelia and St. James School Districts	83%	6
Minneapolis Public Schools	60-70%	191
Monticello School District	56%	100
Region 5 (Freshwater Education District)	n/a	0
Saint Paul Public Schools	60%	113
Shakopee Public Schools	49%*	78
St. Cloud Area School District	89%**	18

*According to the report submitted by the district, 25 signed a letter of intent stating that they would become a future educator. In addition, of the 13 of the Educator Rising students who took the year end survey, 100% stated that they remained the same or more interested in pursuing a degree in education.

**According to the district's submitted report, of the participants who completed the survey, 42% are still interested in teaching, 50% are somewhat interested and 7% are not interested in continuing to pursue teaching as a career.

Scholarship Amount and Duration

One of the largest factors that prevents students of color and American Indian students from pursuing education as a career is the cost of obtaining a college degree. With that in mind, six of the 11 student pathways grow your own programs offer scholarships to secondary students that are interested in pursuing careers in education.

The amount of the scholarship and the duration for which it is awarded are determined by each district, with the intent for scholarships to help students of color/American Indian students offset the costs of pursuing their education degrees. Scholarships may encompass all aspects of the student’s cost of attendance for their chosen teacher preparation program. Some grantees allow students to receive scholarships only to certain partner colleges or universities, others allow any higher education partner that has an approved teacher prep program. For those students who receive multi-year scholarships, the district is working with students to ensure they continue to pursue a degree for an education career to keep receiving the scholarship.

The following table outlines the scholarship type, amount, duration and other applicable factors, for the grant programs that distributed scholarships during the reporting period. Note: While Region 5 (Freshwater Education District) is listed previously as offering scholarships as part of their grant program, they are not listed in this table as they did not distribute scholarships during the reporting period.

District	Scholarship type	Amount	Duration	Other factors
Burnsville Public Schools	Partial	\$6,000	1 year	
High School for Recording Arts	Full	\$80,000	5 years	
Madelia and St. James School Districts	Full	Average \$10,000	4-5 years	Full tuition and on-campus
Minneapolis Public Schools	Partial	\$250 or \$500	1 year	Scholarships only given at South High for FY 2023
Monticello School District	Partial	\$5,000	1 year	
Shakopee Public Schools	Full	Full scholarship	4 years	Amount varies by institution and program. Range in first scholarships is \$7,731-23,142 per year.

Program Reflection Summary

In addition to the participation data outlined previously, districts were also asked in their annual reports to include data around what participants saw as strengths and weaknesses in their programs and how they wanted to adjust their programs going forward. Some of the key ideas that came out in these more qualitative data responses are:

- Program strengths reported by participants:
 - Support for concurrent enrollment coursework
 - Reduction of financial burdens through scholarships
 - Opportunities to work with teachers via service learning and mentoring
- Program challenges reported by participants:
 - Difficulty with scheduling and transportation
 - Having time and training to complete various activities
 - Finding out about the program and learning how to access research
- Program adjustments recommended by participants:
 - Getting the right advisors and instructors for clubs and other activities
 - Better communication within the districts and with university partners, where applicable
 - Doing more to advertise options and let students know about available opportunities

Overall Student Pathway Findings

The data show that 527 number of students are being exposed to teaching careers as a result of the funded activities being implemented through the Grow Your Own Program. Sixty-one percent report a desire to continue exploring or pursuing a teaching career. Over 70% of the participants are students who identify as people of color or American Indian. While it is too soon to tell how many will continue to pursue education careers, this investment in exposure to teaching as a profession may help students see a future for themselves in a classroom.

Conclusion

The GYO grantees that implemented programs in FY23 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. As we progress through the next life of these grants over the next 3-4 years and beyond, we hope to see greater increases in the number of adults and students pursuing education careers as a result of these funds and in turn see those individuals take on new roles as teachers in schools across our state.

From this early data we can see a few highlights about the first two years of the newly constructed GYO grant. A few insights and takeaways include:

- While 22 of 105 applications were awarded funding between FY22 and FY23, 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.
 - The 11 adult pathway grants account for 14 districts/charter schools in the state.
 - The 11 student pathway grants include 16 districts/charter schools in the state.
- Adult Pathway – 121 adults received scholarships/stipends to pursue a first-time professional teaching license.

- Ninety-three percent plan to continue their pursuit of a license or have completed licensure process.
- Sixty-five percent identify as people of color or American Indian.
- 57 individuals completed their programs and received a license. At the time of reporting, 48 were employed either in the district who provided them the scholarship/stipend or in another Minnesota School District.
- Student Pathway – 527 secondary students participated in a GYO program for students.
 - Sixty-three percent of them plan to continue exploring careers in teaching.
 - Seventy-three percent identify as people of color or American Indian.

It may be early in the program to see statistically significant effects on the number of teachers entering the field through the various programs funded by this grant. With that said, we can point to hundreds of students and adults directly served by this grant.

MDE staff are honored to implement this grant as part of a vision to ensure all students benefit from a diverse, qualified and thriving educator workforce.

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

[Anoka-Hennepin School District](#) – \$749,893.00

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

[Faribault Public School District](#) – \$500,000.00

[Freshwater Education District](#) – \$727,500.00

[Intermediate District 287](#) – \$271,601.18

[Madelia Public Schools](#) – \$750,000.00

[Minneapolis Public Schools](#) - \$727,500.00

[Northfield Public Schools](#) – \$288,575.00

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

[Saint Paul Public Schools](#) – \$727,500.00

[Southwest Teacher Preparation Partnership](#) – \$624,375.00

Student Pathway Grantees and Award Amounts

[Burnsville Public Schools](#) – \$441,708.00

[Freshwater Education District](#) – \$745,731.82

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

[Intermediate District 287](#) – \$308,688.00

[Madelia Public Schools](#) – \$727,500.00

[Minneapolis Public Schools](#) – \$725,566.79 (FY22)
and \$690,000.00 (FY23)

[Monticello Public Schools](#) – \$568,003.00

[Shakopee Public Schools](#) – \$750,000.00

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

[Saint Paul Public Schools](#) – \$727,500.00

Adult Pathway

Anoka-Hennepin School District

The Grow Your Own grant through the Anoka-Hennepin School District (A-H) is used to fund Black, Indigenous, People of Color (BIPOC) staff members at 80% and non-BIPOC members at 20%. Over time, A-H has been able to create partnerships with the following colleges and universities: University of Minnesota - Twin Cities, University of St. Thomas, Bethel University, St. Cloud State University, Bemidji State University, and Concordia University - St. Paul. The funds have mostly been used to fund hard-to-fill positions defined by our district as Special Education, English as a Second Language, and Secondary Science.

The BIPOC members that are attending colleges or universities that require an educational leave of absence receive a stipend from the Grow Your Own grant to decrease the barriers of loss of pay and benefits when student teaching. Other programs accommodate staff members to stay in their district position while meeting the requirements of student teaching.

A-H recognizes the need to increase BIPOC staff members by recruiting current staff and community members affiliated with the district. The Grow Your Own is used to help underrepresented groups earn their bachelor's or master's degree offering both cohort/residency model or standard model. With the current partnership schools, A-H intentionally selected programs that offered classes using either in-person, online, or hybrid models.

Through the course of the student's education, the A-H district has created relationships with the colleges to ensure students get the best education possible as they transition into a teaching role. Support is also given to new teachers by allowing them the resources from administration and mentorship programs for retention purposes.

Eden Prairie Schools

Eden Prairie Schools believes 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' Grow Your Own (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.

In 2021-22, Eden Prairie Schools sought GYO grant funding to support 16 non-licensed staff, with a focus on BIPOC and American Indian staff members, enrolling in one of the Metropolitan State University School of Urban Education licensure programs. The goal of this programming was to support this group to eventually earn Tier 3 or Tier 4 licensure and join the teaching staff. This would provide many benefits that impact our system beyond the optics of having a larger representation of BIPOC teaching staff across the system. Growing our teaching staff through the intersections of cultural, linguistic, racial, and additional identity markers brings forward a stronger sense of belonging for students and staff. Other essential and potential impacts include closing achievement gaps between BIPOC students and White peers, shifting to positive perceptions of school leading to higher graduation rates, as well as eliminating discipline issues, can all occur when students have access to BIPOC teachers. Additionally, The Coalition to Increase Teachers of Color and American Indian Teachers in Minnesota reports, "All students benefit from a racially diverse teaching workforce, and that students of color and American Indian students and their families benefit in particular ways, including improved attendance, retention, test scores, advanced-level course enrollment, graduation rates, and college-going rates. There are also significant economic benefits and returns on investment for Minnesota by closing equity gaps when diversifying the teacher workforce" (2017, page 1).

As we continue to recruit and support staff into our Grow Your Own program, we 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), and Social Studies Grades 5-12 (undergraduate and graduate).

Faribault Public School District

The Faribault Teaching Fellows initiative supports individuals of color in successfully completing PELS-approved teaching programs. Fellows receive tuition assistance and an annual stipend. They are also each paired with a current Faribault Public Schools teacher, who serves as an ongoing mentor throughout the program. Moreover, each Fellow meets at least 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 Faribault Education Center offers space for Fellows to study (including on evenings and weekends) and receive tutoring, printing access, Internet connections, and the ability to collaborate with peers.

All (100%) Fellows are individuals of color. Fellows must meet one or more of the following criteria to qualify for the program:

- Be a current Faribault Public Schools employee
- Have graduated from Faribault Public Schools
- Be a parent of a current Faribault Public Schools student or graduate
- Live within the Faribault Public Schools district boundaries

The Faribault Teaching Fellows Council oversees this initiative. Comprised of teachers, administrators, parents, students, and community partners, the Council developed the application form and process for the program. They led the marketing and outreach work. They also led the application review process, including interviewing all of the applicants and ultimately selecting the Fellows.

Freshwater Education District

The Region 5 Grow Your Own Grant – FY22 – Pathway for Adults grant includes the school districts of Long Prairie Grey Eagle, Cass Lake-Bena, Northland Community Schools, and Walker-Hackensack-Akeley, 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 scholarship application is on a Google Form and is advertised in newspapers and on school websites in the communities that are included in the grant. The application process is open all year long. Flyers go in paraprofessionals mailboxes at the beginning of the year and again mid-year to make sure each are aware of this opportunity.

The six recipients of the grant scholarships are all from communities with a high number of American Indian or Hispanic population. Four 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 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 four-year program. The mentoring includes assisting with the FAFSA, finding child care, academic assistance, going to college advisory meetings with the applicant, putting together a support plan, connecting each 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. Scholarship recipients turn in receipts and funds are dispersed monthly.

Intermediate District 287

The Grow Your Own program in Intermediate District 287 increases and diversifies our BIPOC teacher workforce to serve our 2,000 K–12 and transition (18–21-years-old) students within our intermediate school district. We offer up to 75% of tuition reimbursement within the Minnesota state university system for our staff of color to reach their goals of becoming certified teachers. This funding helps increase and diversify the teacher workforce within our district to support the needs of our diverse population of students. This funding also supports individuals who are BIPOC around navigating the complex college systems and understanding the challenges they will face in becoming licensed by providing counseling and peer networking to promote candidates' success.

This program is a partnership between Intermediate District 287, North Hennepin Community College, and St. Cloud State University, named the West Metro Partnership. The focus of this program is to provide a local opportunity for our staff to become fully licensed special education teachers. Staff can attain their initial Academic Behavioral Strategist special education license and/or their autism spectrum disorder license and/or emotional behavioral disorder license. A unique learning pathway is designed for each individual based on their past education experiences to become fully licensed in the education area they are focused on teaching.

Madelia 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 school districts 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 PELSB-approved teacher licensing provider over the next four years.
- Ensure that students know the Grow Your Own goals and attend to the coursework needed to graduate from high school and college.
- Require that students meet the pre-service teaching standards as required by a PELSB's accreditation program.
- Provide mentoring to BIPOC students as they progress through their college experience.
- Encourage students that graduate to teach within one of the school districts.

Minneapolis Public Schools

The Minneapolis and St. Thomas Teacher Residency (MSTR), a partnership between Minneapolis Public Schools (MPS) and the University of St. Thomas, is a pathway to special education and K-6 Elementary licensure that prepares highly effective and diverse teachers who will create increased access, opportunities, and educational outcomes for students 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 15–20 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 teacher in an MPS school site for the entire school year, progressively building the resident into fully leading all aspects of classroom planning, instruction, and assessment. Participants are provided a month-by-month guide for the gradual release to support their growth while maintaining a manageable pace. 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.

Throughout the school year, residents continue their St. Thomas coursework one day a week 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 and either a K–12 Academic and Behavioral Strategist Special Education license or a K–6 Elementary Education license.

Northfield Public Schools

The Northfield Teaching Fellows is a “grow your own” program intended to help Black, Indigenous, or People of Color (BIPOC) with a Northfield connection attain their Minnesota teaching license.

The Northfield Teaching Fellows program is open to applicants who are BIPOC so that they can attend or plan to attend a Minnesota Professional Educator Licensing and Standards Board-approved teacher preparation program.

Applicants must meet one or more of these criteria:

- Have graduated from Northfield Public Schools
- Be a parent of a current Northfield Public Schools student
- Live within the Northfield Public School district boundaries; and/or
- Be a current Northfield Public Schools employee

As part of the program Fellows receive:

- Tuition assistance of up to \$2,500/year
- One-on-one advising support throughout the program
- Stipend to assist with other living or college costs (\$1,000/year)
- Connection with a mentor teacher

St. Cloud Area Schools

The St. Cloud Area Schools Grow Your Own program is designed to support up to 10 District 742 Paraeducators in attaining teacher licensure in the fields of Special Education, English as a Second Language, and/or Early Childhood Education. The approximate cost of grant funds for supporting each candidate is \$20,000 (paid wages while the candidate completes student teaching experience) in addition to the \$4,000 tuition stipend paid to each candidate.

The benefits to the candidate include the following:

- Paid their current paraeducator wage while student teaching. There is no loss of income during student teaching
- Field experiences prior to student teaching are also supported and candidates can complete those while working in their paraeducator roles in District 742
- \$4,000 stipend toward tuition if student enrolls and attends courses through St. Cloud State University

The requirements to participate in the program includes the following:

- Candidates need to have been a District 742 employee for at least one year prior to student teaching.
- Candidates need two letters of recommendation from District 742 staff to be considered for this opportunity.
- Candidates need to maintain good standing in regards to employment with District 742.
- Candidates must complete all university course work and their student teaching experience by December 15, 2026.

Saint Paul Public Schools

The Saint Paul Urban Teacher Residency (SUTR) program is a graduate-level teacher preparation program in partnership between Saint Paul Public Schools and the University of St. Thomas. SUTR is a 15-month rigorous program that includes summer courses and teaching alongside a mentor for an entire school year, while going to courses once a week throughout the school year. Compared to a traditional teacher preparation pathway, SUTR residents gain teaching experience guided by a gradual release plan that details the progression of responsibilities to best prepare them for their first year of teaching.

The SUTR mission is to create and sustain an innovative program that is a pathway for recruiting, preparing, supporting, and retaining effective teachers who share similar life experiences as the diverse student population at Saint Paul Public Schools as well as serves as a model for school-university partnerships that enhances the ability of both schools and universities to continually improve upon their ability to be culturally responsive while eliminating racial disparities.

SUTR aims to recruit high-demand candidates for Saint Paul Public Schools, prepare teacher candidates to effectively meet student needs in a diverse urban district, and provide wrap-around graduate-level induction support to retain teacher candidates that closely reflect our 78% BIPOC student population. SUTR has a strong partnership and closely collaborates with the University of St. Thomas to align coursework content with culturally responsive instructional practices.

The Grow Your Own program with Metropolitan State University and University of Minnesota (Twin Cities) scholarship program for teacher candidates is based on growing a workforce that is resilient and persistent in their commitment to improving outcomes and opportunities for the Saint Paul Public Schools' community. The scholarship program to support teacher candidates includes several priorities. Awards are made based on the availability of funds, merit of the application, licensure area, and commitment to future work for Saint Paul Public Schools.

The Grow Your Own program with Metropolitan State University and University of Minnesota (Twin Cities) scholarship program prioritizes awards for BIPOC candidates, SPPS employees, SPPS community members, Metro students will be student teaching in SPPS, candidates getting licensed in hard-to-fill positions, and initial license, undergraduate candidates that commit to a two-year commitment in SPPS after student teaching and scores on the interview screening.

Southwest Teacher Preparation Partnership

The Southwest Teacher Preparation Partnership (SWTPP) is a collaboration that includes Southwest Minnesota State University's (SMSU) Teacher Education Programs, Minnesota West Community College, and the Worthington Public Schools (ISD 518). The partnership was developed to serve a need identified by the Worthington Public Schools for more teachers, and particularly for more teachers of color that better reflect the student population of the district. SWTPP was created to look for ways to increase the numbers of teachers of color and to provide pathways/remove barriers to the teaching profession.

SWTPP received grants from the McKnight Foundation and the Southwest Initiative Foundation to conduct surveys of stakeholders to develop the partnership and its goals. SWTPP used the stakeholder survey responses to develop a program that would address the barriers of time and distance, since the nearest teacher preparation programs were over 60 miles away. Minnesota West Community College developed an Elementary Education AS degree as a transfer pathway two-year program. SMSU received approval from PELSB for a non-conventional elementary education program that utilized foundation coursework in education from Minnesota West and provided the remaining coursework through SMSU, but delivered at Minnesota West in Worthington on their campus.

SWTPP identified multiple pathways toward teacher licensure for candidates in this program. Candidates at Minnesota West who are interested in a career in teaching take the foundation courses as part of the Elementary Education AS Pathway and then complete the teacher licensure program through SMSU. Paraprofessionals at ISD 518 take the foundation courses as part of the Elementary Education AS Pathway and then complete the teacher licensure program through SMSU. A final pathway is for Tier 1 or 2 teachers and other community individuals who have a bachelor's degree and are seeking licensure. These candidates also take the foundation courses as part of the Elementary Education AS Pathway and then complete the teacher licensure program through SMSU.

SWTPP and SMSU hired a faculty member to deliver the bulk of the education coursework offered at the Minnesota West campus. These courses are offered in late afternoon or evening to accommodate the schedules of working candidates. The Grow Your Own funding covers any tuition/fees/books not met with financial aid, and also reimburses candidates for lost wages incurred while completing field experience requirements for education courses. Candidates complete a year-long, half-time student teaching experience, which allows them to continue their employment while student teaching. Candidates are reimbursed for lost wages incurred while completing student teaching. Finally, candidates are reimbursed for the costs of the edTPA, any licensure testing required, and for the cost of obtaining teacher licensure.

Student Pathway

Burnsville Public Schools

Burnsville's GYO program is multi-faceted: concurrent course credits* with Metro State's Urban Education Program; student teaching experiential learning; preparing students for the ParaPro exam; and, expanding opportunities through the Future Teachers of America Club and volunteerism.

Students can earn six concurrent course credits through Intro to Urban Education Reflective Teaching and Multicultural Education. Students participate in a minimum 20-hour practicum experience at a local elementary school. Students who take the ParaPro can be hired as classroom assistants and/or summer staff. A strong service learning philosophy provides students opportunities to volunteer within and outside the district in educational activities.

*GYO funds are not used for this activity

Freshwater Education District

A GYO Student Pathways Grant was awarded to Freshwater Education District on behalf of its alternative learning centers (ALCs), and the following Region 5 school districts: Cass Lake-Bena, Long Prairie-Grey Eagle, Northland Community Schools, and Walker-Hackensack-Akeley. This five-year grant is intended to assist implementation of student programming and supports for those students of color and American Indian students who are considering a career in education. The programming and supports fall primarily into three areas: the establishment of a future educators' club; direct supports and wrap-around services for relevant concurrent enrollment courses; and scholarships to PELSB-approved teacher preparation programs.

The establishment of a future educators' club (specifically considering Educators Rising) did not gain much traction during the FY23. While adults involved in this work learned more about the organization by networking with established clubs in the state (very few), we were unable to hire a staff person to advise the activities of any interested students. Advertising for the position was published in the named districts, and no applications were submitted. Leaders in the schools were asked to identify and encourage staff who might be a good fit and willing, and that still produced no one stepping forward. These are small schools, with staff already wearing many hats both during the school day and after school. Without identified advisors, we were reluctant to advertise the opportunity to students.

Student participation in the offered Introduction to Education concurrent enrollment course has seen minimal participation from the named districts in the five semesters it has been offered (one student from Walker-Hackensack-Akeley in spring of 2023 who identifies as white). Despite communication with counselors, career teachers, and placement in the registration booklets, no students have expressed interest. Thus, no wrap-around services or supports for student participants were planned or offered. To address this lack of participation, a FY2024-25 College In Schools grant application was written and awarded with goals and action steps focusing on seeking input from our native populations and collaboration with Fond Du Lac Tribal

Community College about ways to make the course more relevant and appealing to Indigenous students and adults who can encourage them.

Although in the implementation plan, no scholarships were awarded to graduating seniors registered with a teacher preparation program this first year. This was in part due to the desire to implement in a linear manner (enroll HS students into relevant courses including the Intro to Education CIS course, identify those who are going on to a teacher preparation program, award them scholarship dollars at scholarship or other awards night, and then plan and counsel the coordination of the student's participation in the GYO Adult grant once they graduate and head into their post-secondary career) and in part due to a lack of clear communication with district counselors about the availability of the scholarship. These barriers can both be addressed in the coming school year so that students who may not take advantage of the other elements of programming can at least be eligible for the scholarship. More frequent communication with high school counselors and career teachers, as well as meeting with students to inform them of these opportunities will occur going forward.

Members from each of the named districts serve on the Advisory Council for the GYO grant, and the grantee can be more intentional about utilizing them to share information in their home districts, which will hopefully improve interest and participation in these opportunities, as well.

High School for Recording Arts

The Grow Your Own program is designed to give a free college education for students of color in order for them to become teachers. The program is great as it gives these students an opportunity they would not normally have. The program sent three young women to St. Cloud State through the program. One of the students did well and remains in the program, while the other two students didn't do so well and were going to be asked to take a break from St. Cloud State.

St. Cloud gave the grantee the option of deciding when the students would be allowed back, but the students have decided to not continue with the program as college was not for them. The good thing is that they gave it a try without financial burden to them. It was a growing year and the grantee found things that we would want to improve upon in the following years as to how some of the things worked such as the phrasing of the program for financial aid reasons and meeting with students before the drop date if a class was not working for them.

Intermediate District 287

For this project, the grantee has two primary goals. The first goal is to increase the number of BIPOC students introduced to teaching as a career pathway. The district intended to provide exposure to 20 students or more in a Future Educators Club. The club would meet after school for 90 minutes each week and provide students an opportunity to learn more about the profession from teachers, guest speakers, and texts or articles. Another key activity would be to participate in at least two college field trips each year to PELSB-approved institutions. Students need to see what they would want to become and accessing these programs provides the opportunity.

The second goal is to increase the number of BIPOC students completing a PELSB-approved teacher preparation program. The grant-proposed activity involves providing scholarships to up to five graduating students who are choosing to complete a PELSB-approved teacher preparation program. The grantee hopes that after the initial

year of the Future Educators Club, we would have some of those students choosing education as a career and they would be eligible for this scholarship opportunity.

The summer of 2022 marked a change in leadership for Intermediate District 287 and subsequently a reorganization of roles and responsibilities. Consequently, leaders had less capacity than projected during program development to nurture, recruit and attend to the GYO program during the 2022-23 school year. The grantee is revising the program with an additional component (student internship) to engage students and staff in the GYO program.

The student internship program is an evolution of the Future Educators Club. During the three-week summer school/extended school year, students will work with a mentor teacher to observe and gain hands-on experience in education. Students will receive a stipend for their participation. We will utilize the allotted transportation budget to provide bus tokens and/or cabs to students to get to and from their sites. Mentor teachers will also receive a stipend for supporting students through the three-week period. Students will participate in a pre-internship workshop to learn more about what to expect, the role of an intern and other job skills. Additionally, students will have an opportunity to learn about the work of our itinerant teachers who provide services to low-incidence students across our member districts and job shadow.

Madelia 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 10 BIPOC students for the purpose of acquiring a Minnesota teaching license in Primary or Secondary Education from a PELSB accredited teacher licensing provider over the next four years.
- Ensure 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 PELSB's accreditation program.
- Provide mentoring to the BIPOC students as they progress through their college experience.
- Encourage the students who 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 five 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.

*GYO funds are not used for this activity.

Monticello Public Schools

Monticello's Grow Your Own Initiative serves as a pathway for students who have expressed an interest in Human Services specifically pursuing a career in education with an emphasis on students of color, English Language Learners, and American Indian students. This initiative focuses on experiential learning, wrap-around support, building academic community, and service while paving a path into Education.

The Monticello Grow Your Own program includes the following base components: opportunity to act as a peer tutor, option of enrolling in a rigorous course and field experience focusing on education as a career, and experiential service learning group called Youth Service.

Peer Tutoring is a research-based student partnership focused on academic achievement. This collaborative instructional strategy is an academic support offered to all students at Monticello High School (9–12 grade). Peer

tutors participate in Teach Tutors training prior to starting as a peer tutor. The goal of peer tutoring benefits both the student requesting the support and the student who is giving the academic support.

- Students receiving academic support build the confidence and skills needed to grasp concepts.
- Students receiving the support develop academic self-talk and build a baseline for knowing what to ask while in class.
- Students providing academic support develop and practice effective communication skills.
- Students providing academic support enhance their critical thinking skills.

Wrap-around support for students who aspire to enter the field of education is driven by a personal learning plan that focuses on the whole student. All students in an identified group (rigorous course) have a personal learning plan that monitors four areas: academic, career, social/emotional, and postsecondary. The goal of wrap around support is to give comprehensive and equitable support to increase student achievement.

Youth Service provides students with the opportunity to grow their skills through meaningful and gratifying hands-on experiences by serving our school district community (pre-K through grade 8). Youth Service students participate in Educator Rising classroom lessons during instruction time at the high school. Students are assigned (based on their interests) to a placement school within our district and have a certified staff member as their teacher mentor. Youth Service students support younger students, classrooms, and teachers in a variety of academic, recreation, and educational driven tasks. Students build leadership skills that can be used in all areas of life.

In addition to the base components, Monticello's Grow Your Own continues to make efforts in outreach and engagement to include but not limited to presenting to Monticello Chamber of Commerce, marketing a career in education through education career pathway video, flyers (multi-lingual), bulletins, speaking to students in grades 6–12 about careers, college campus tours (multi-lingual), parent FASFA night for EL families, and Career Fair.

Shakopee Public Schools

The goal of Shakopee Public Schools Student Grow Your Own Grant is to support local activities that will increase and diversify the teacher workforce in Minnesota by encouraging students, especially students of color and American Indian students, to pursue teaching.

Understanding that participants will be at different points in determining their career choice—we have created a variety of experiences in education to solidify their desire to become an educator: a future teacher club will allow for any high school student to explore the teaching profession, field trips and field experiences for students taking education courses, opportunity to serve as tutors and teacher aids, and field trips to Minnesota colleges and university education programs.

Wrap-around supports and service will be provided as well. The intent of the systems for support is to navigate and remove barriers that may interfere with a student's ability to engage in events and experiences within and outside of the school day. These services address the educational, physical and social and emotional needs of participants:

Educational Needs:

- Application and fees if applicable to apply for a teacher educator program at a Minnesota College or University
- Scholarships to Minnesota Colleges and Universities
- College visits

Physical Needs:

- Food for educational events and experiences
- Transportation to field experiences

Social and Emotional Needs:

- Speakers
- Mental Health Support
- Organizational Support
- Cohort support for those entering into a Minnesota College or University Education Program.

St. Cloud Area Schools

For the grant, St. Cloud Area Schools will recruit up to two cohorts with a maximum of 25 Future Teacher Academy (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). The coursework in order to earn three college-level credits (ED196 or ED100) includes 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, FTA Cohort(s) 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, after 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 their 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. and Dec.). Once the participants are chosen, the district will hold monthly sessions (Feb, March, April, May – two hours each) to begin team building and support positive group dynamics. During these sessions, we 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.