



# Aspiring Teachers of Color Scholarship Pilot Program

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**About the Office of Higher Education**

The Minnesota Office of Higher Education is a cabinet-level state agency providing students with financial aid programs and information to help them gain access to postsecondary education. The agency also serves as the state's clearinghouse for data, research and analysis on postsecondary enrollment, financial aid, finance and trends.

The Minnesota State Grant Program is the largest financial aid program administered by the Office of Higher Education, awarding more than \$244 million annually in need-based grants to Minnesota residents attending eligible colleges, universities and career schools in Minnesota. The agency oversees other state scholarship programs, tuition reciprocity programs, a student loan program, Minnesota's 529 College Savings Plan, licensing and early college awareness programs for youth.

**About This Report**

This is a legislative-mandated report. As requested by Minnesota Statutes, section 3.197, this report cost approximately \$1,017.26 to prepare, including staff time.

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# Introduction

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The 2021 Legislature enacted the Aspiring Teachers of Color Scholarship Pilot Program (ATC), Minnesota Session Laws – 2021, 1<sup>st</sup> Special Session, Chapter 2, Article 2, Sec. 45. The ATC program is designed to provide postsecondary financial assistance to undergraduate and graduate students who are preparing to become teachers, have demonstrated financial need, and belong to racial or ethnic groups underrepresented in the Minnesota teacher workforce.

The Minnesota Office of Higher Education (OHE) is required to submit an annual report by December 15 to the legislative committees with jurisdiction over E-12 and higher education finance and policy. The report must include (1) the number of applicants and the number of award recipients, each broken down by postsecondary institution with ten or more recipients; (2) the total number of awards, the total dollar amount of all awards, and the average amount; (3) summary data on the racial or ethnicity, gender, licensure area sought, and enrollment status of all applicants and award recipients; and (4) other summary data identified by the commissioner as outcome indicators.

This report will provide final data for fiscal year 2025 which includes awards from fall 2024, spring 2025, and summer 2025 terms.

# Financial Summary

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**Table 1. Aspiring Teachers of Color Scholarship Pilot Program Appropriation Summary**

<b>FY</b>	<b>Appropriation</b>	<b>Administrative</b>	<b>Awards</b>
2025	\$1,002,770	\$40,000	\$962,770

During the 2024 legislative session, a second one-time appropriation was passed through the legislature for fiscal year 2025. The base for this appropriation was set at \$0 in fiscal year 2024 and later. Notwithstanding Minnesota Statutes, section 16A.28, unencumbered balances under this subdivision do not cancel until July 1, 2025.

## Fiscal Year 2025 (2024-2025 Award Year)

The 2024-2025 application was released on July 1, 2024. A complete application must be submitted to the OHE to be considered for an award. A complete application includes the following:

1. Aspiring Teachers of Color Scholarship application;
2. Completed Free Application for Federal Student Aid (FAFSA) or Minnesota Dream Act application; and
3. Financial data form submitted by the Financial Aid Office at the institution the student attends.

In FY2025, 402 applications were received, 315 were complete applications and OHE had enough resources to fund 138 student awards across 23 institutions. The following table provides complete application and award data by institution.

**Table 2. Aspiring Teachers of Color Scholarship Pilot Applications and Awards (Fiscal Year 2025)**

Institution Name	Number of Complete Applications	Number of Awards
Augsburg University	30	14
Bemidji State University	*	*
Bethany Lutheran College	*	*
Bethel University	12	*
College of St. Benedict	*	*
College of St. Scholastica	*	*
Concordia University, St. Paul	12	*
Crown College	*	*
Fond du Lac Tribal & Community College	*	*
Gustavus Adolphus College	*	*
Hamline University	18	11
Metropolitan State University	27	*
Minneapolis College	*	*
Minnesota State University Moorhead	*	*
Minnesota State University, Mankato	24	*
North Central University	*	*
Northwest Technical College	*	*
Rasmussen University	*	*
Saint Paul College	11	*
Southwest Minnesota State University	*	*
St. Catherine University	*	*
St. Cloud State University	10	*
St. John's University	*	*
St. Olaf College	*	*
University of Minnesota Crookston	*	*
University of Minnesota Duluth	*	*
University of Minnesota Morris	*	*
University of Minnesota Twin Cities	44	31
University of Northwestern, St. Paul	*	*
University of St. Thomas	42	29
White Earth Tribal & Community College	*	*
Winona State University	15	*
<b>Total</b>	<b>315</b>	<b>138</b>

\*Denotes institutions with fewer than 10 applicants.

Applicants who did not receive an award were either placed on the waitlist due to insufficient funds, or did not meet the eligibility requirements to receive an award.

**Ineligible Applications**

Out of the 315 complete applications, 65 were ineligible to receive an award. There were various reasons as to why a student was ineligible, such as: no demonstration of financial need, not enrolled, withdrawn from the institution, or did not belong to a race or ethnicity underrepresented in the Minnesota teacher workforce. In summary, out of the 315 complete applications, ultimately 250 students were eligible to be considered for an award. Of the 250 eligible applications received, there were funds sufficient to award 138 students.

**Incomplete Applications**

Incomplete applications are applications that did not have all the required documents in order to determine a student’s eligibility for the scholarship program. Missing information included: confirmation of a student’s financial data (*i.e. Cost of Attendance, Student Aid Index, other financial aid awards*), enrollment status, ethnicity and racial identity, gender, and/or licensure area. Other reasons as to why an application may be incomplete are missing FAFSA or MN Dream Act application or not enrolled in a teacher preparation program at the institution.

**Disbursements**

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Table 3 below provides Aspiring Teachers of Color Scholarship Pilot program disbursement data for the fall 2024, spring 2025, and summer 2025 terms.

**Table 3. Aspiring Teachers of Color Scholarship Pilot Disbursements**

Number of Students	Total amount of Disbursements	Average Disbursement per student
138	\$960,735	\$6,962

**Racial and Ethnic Identity of Applicants and Recipients**

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Table 4 below provides racial identity data for applicants with complete applications and recipients as reported on the financial data form provided by the postsecondary institution. Students were not required to select any category, but in order to receive an award the institutions are required to verify if the applicants identify as a race or ethnicity underrepresented in the Minnesota teacher workforce.

Each category selection is represented in the table below. Recipients whose racial identity was not reported in Table 4, have been confirmed to identify ethnically as Hispanic or Latino (Table 5).

**Table 4. Aspiring Teachers of Color Scholarship Pilot Racial Identity of Applicants and Recipients (Fiscal Year 2025)**

Race	Applicants	Recipients
American Indian or Alaska Native	25	10
Asian	62	26
Black or African American	124	52
Native Hawaiian or Other Pacific Islander	0	0
Two or more races	37	19
White	37	14
Not Reported	30	17

Table 5 below provides Hispanic or Latino ethnicity identity data for applicants with complete applications and recipients. Students were not required to select any category, but in order to receive an award the institutions are required to verify if the applicants identify as a race or ethnicity underrepresented in the Minnesota teacher workforce.

**Table 5. Aspiring Teachers of Color Scholarship Pilot Hispanic or Latino Ethnicity Identity of Applicants and Recipients (Fiscal Year 2025)**

Ethnicity	Applicants	Recipients
Hispanic or Latino	69	40
Not Hispanic or Latino	246	98

## Gender of Applicants and Recipients

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Table 6 below provides gender data for applicants with complete applications and recipients.

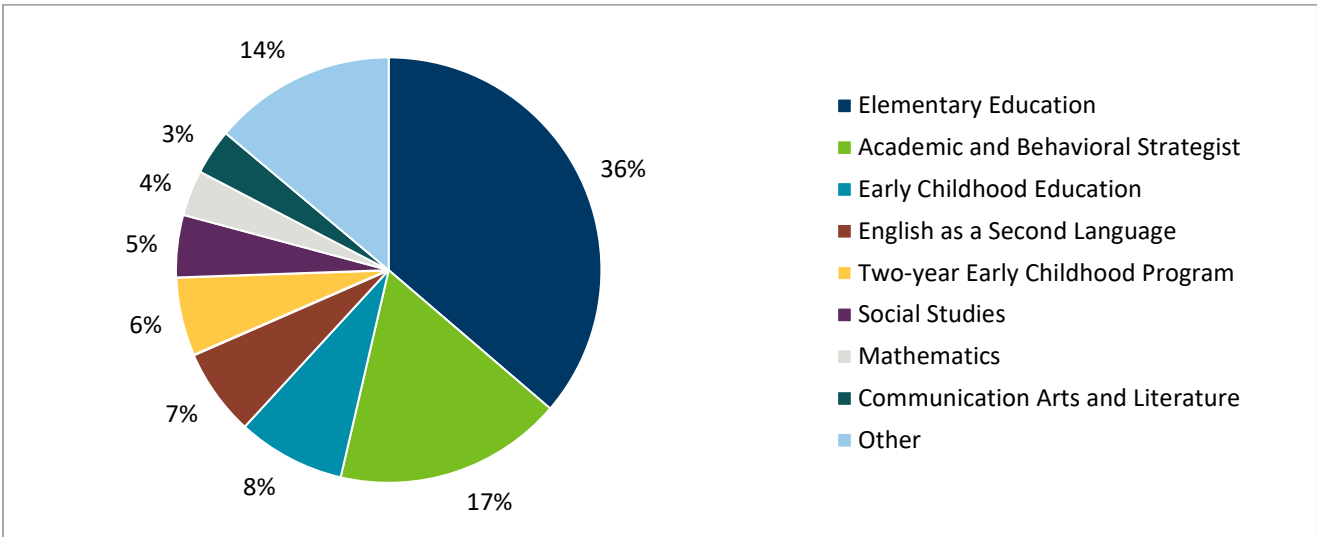
**Table 6. Aspiring Teachers of Color Scholarship Gender Summary**

Gender	Applicants	Recipients
Male	70	32
Female	229	104
Unknown	16	2

# Licensure Area of Applicants and Recipients

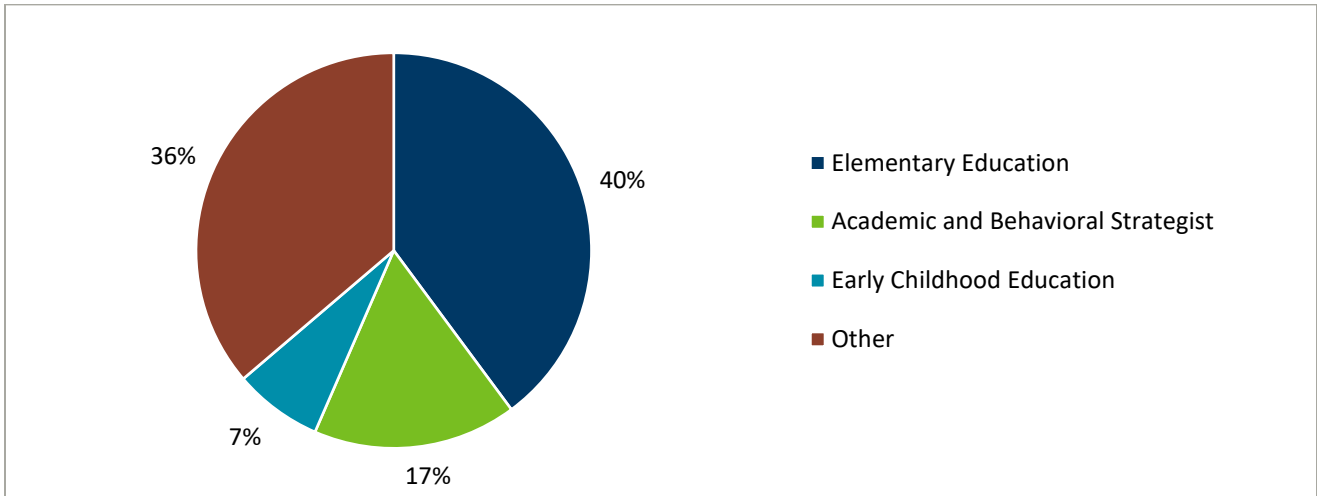
The charts below list the licensure areas as confirmed by institutions for both applicants with complete applications and recipients.

**Chart 1. Aspiring Teachers of Color Scholarship Applicant Licensure Area Summary**



Note: The category of “Other” includes licensure fields with less than 10 recipients per field: Adult Basic Education, Autism Spectrum Disorders, Chemistry, Chinese, Developmental Disabilities, Early Childhood Special Education, Family Consumer Science, General Science 5-8, Health, Life Science, Music Education, Parent and Family Education, Physical Education, Spanish, and Visual Arts.

**Chart 2. Aspiring Teachers of Color Scholarship Recipient Licensure Area Summary**



Note: The category of “Other” includes licensure fields with less than 10 recipients per field: 2-year Early Childhood Education Program, Adult Basic Education, Autism Spectrum Disorders, Chemistry, Chinese, Communication Arts and Literature, English as a Second Language, Life Science, Mathematics, Music Education, Parent and Family Education, Physical Education, Social Studies, Spanish, and Visual Arts.



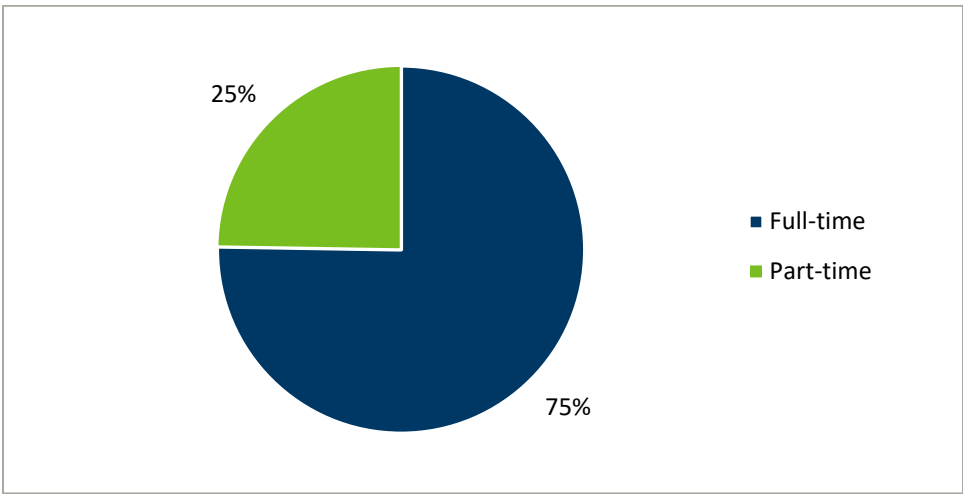
# Enrollment Status of Recipients

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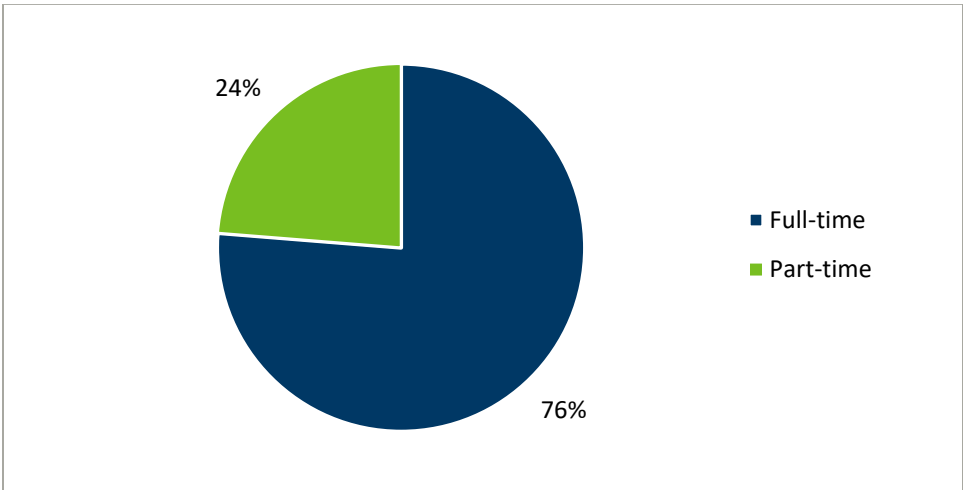
The charts below provide the enrollment status of the recipients during the time of disbursement. The data for enrollment status has been separated into the fall 2024, spring 2025, and summer 2025 terms, as enrollment status can vary between the terms.

For the purpose of the Aspiring Teachers of Color Scholarship Pilot program, undergraduate students enrolled in 15 credits or more and graduate students enrolled in 6 credits or more are considered enrolled full-time. Students enrolled in less than the indicated full-time credits are considered part-time.

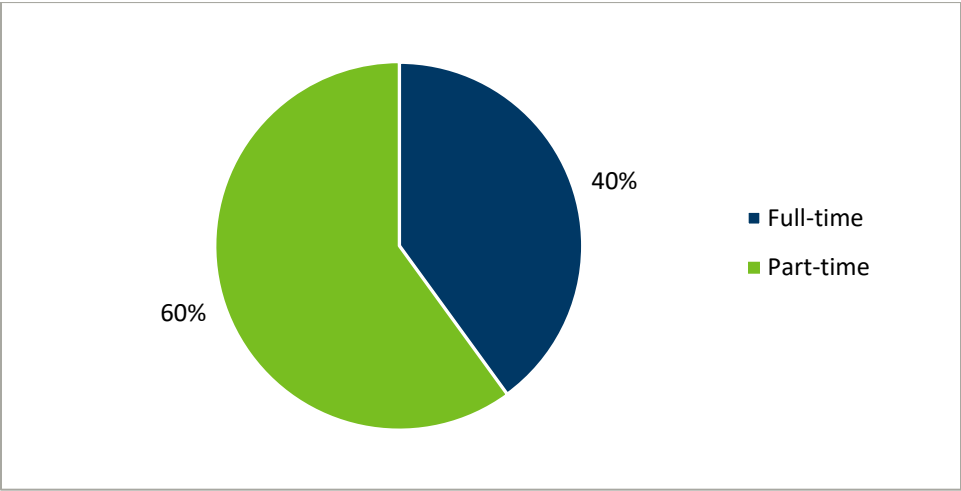
**Chart 3. Aspiring Teachers of Color Scholarship Fall 2024 Enrollment Status of Recipients**



**Chart 4. Aspiring Teachers of Color Scholarship Spring 2025 Enrollment Status of Recipients**



**Chart 5. Aspiring Teachers of Color Scholarship Summer 2025 Enrollment Status of Recipients**



## Appendix A: Aspiring Minnesota Teachers of Color Scholarship Pilot Program

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Minnesota Session Laws - 2021, 1st Special Session, Chapter 2, Article 2

### Sec. 45. **ASPIRING MINNESOTA TEACHERS OF COLOR SCHOLARSHIP PILOT PROGRAM.**

Subdivision 1. **Scholarship pilot program established.** The commissioner must establish a scholarship pilot program to support undergraduate and graduate students who are preparing to become teachers, have demonstrated financial need, and belong to racial or ethnic groups underrepresented in the state's teacher workforce.

#### Subd. 2. **Eligibility.**

(a) To be eligible for a scholarship under this section, an applicant must:

- (1) be admitted and enrolled in a teacher preparation program approved by the Professional Educator Licensing and Standards Board and be seeking initial licensure, or be enrolled in an eligible institution under section 136A.103 and be completing a two-year program specifically designed to prepare early childhood educators;
- (2) affirm to the teacher preparation program or the Office of Higher Education that the applicant is a person of color or American Indian;
- (3) be meeting satisfactory academic progress as defined under section 136A.101, subdivision 10; and
- (4) demonstrate financial need based on criteria developed by the commissioner.

(b) An eligible applicant may receive a scholarship award more than once, but may receive a total of no more than \$25,000 in scholarship awards from the program.

#### Subd. 3. **Scholarship award amount.**

(a) The commissioner must establish a priority application deadline and must give equal consideration to all eligible applicants regardless of the order the application was received before the priority application deadline. If the funds available for the program are insufficient to make full awards to all eligible applicants who apply on or before the deadline, the commissioner must make awards based on the expected family contribution of an applicant, prioritizing applicants with the lowest expected family contributions. If there are multiple complete applications with identical expected family contributions, those applications may be prioritized by application completion date.

(b) The maximum award amount is \$10,000 per year for full-time study. For undergraduate students, full-time study means enrollment in a minimum of 15 or more credits per term. For graduate students, full-time study means enrollment in a minimum of six graduate credits or the equivalent.

(c) If an eligible applicant is enrolled in a program for one term during the academic year, the maximum award amount is \$5,000. If an eligible applicant is enrolled part time, the award amount must be prorated on a per-credit basis.

(d) Subject to the funds available for the program, and subject to the limitation in paragraph (e), the minimum award amount established under this section for full-time study must be no less than \$1,000 per year.

(e) An eligible applicant's individual award amount must not exceed the applicant's cost of attendance after deducting: (1) the student's expected family contribution; (2) the sum of all state or federal grants and gift aid received, including a Pell Grant and state grant; (3) the sum of all institutional grants, scholarships, tuition waivers, and tuition remission amounts; and (4) the amount of any private grants or scholarships.

(f) Awards are made until available funds are expended. Eligible applicants who completed their applications on or before the priority application deadline but who did not receive an award due to insufficient funds, and eligible applicants who completed their applications after the priority application deadline, shall be placed on an award waiting list by order of application completion date.

**Subd. 4. Administration.**

(a) The commissioner must establish an application process for individual students and institutions on behalf of all eligible students at the institution and other guidelines for implementing the scholarship program.

(b) A scholarship award must be paid to the eligible applicant's teacher preparation institution on behalf of the eligible applicant. Awards may be paid only when the institution has confirmed to the commissioner the applicant's name, racial or ethnic identity, gender, licensure area sought, and enrollment status.

**Subd. 5. Service expectation.** An applicant who receives a scholarship under this section is expected to serve as a full-time teacher in Minnesota after completing the program for which the scholarship was awarded.

**Subd. 6. Report.** By December 15 of each year, the commissioner must submit a full report on the details of the scholarship program for the previous fiscal year to the legislative committees with jurisdiction over E-12 and higher education finance and policy. The reports must also be made available on the Office of Higher Education's website. The reports must include the following information:

(1) the number of applicants and the number of award recipients, each broken down by postsecondary institution with ten or more recipients;

(2) the total number of awards, the total dollar amount of all awards, and the average award amount;

(3) summary data on the racial or ethnic identity, gender, licensure area sought, and enrollment status of all applicants and award recipients; and

(4) other summary data identified by the commissioner as outcome indicators.

**EFFECTIVE DATE.** This section is effective July 1, 2021.

## Appendix B: Minnesota Office of Higher Education Data Suppression Policy for Student Information

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### Purpose

The purpose of this policy is to ensure the protection of private data on students when releasing summary data about our institutions and students.

Increased attention to education has led to an expansion in the amount of information on students and institutions reported by the Minnesota Office of Higher Education (OHE). Such reports offer a challenge of meeting reporting requirements while also meeting legal requirements to protect each student's personally identifiable information (Family Educational Rights and Privacy Act [FERPA]) (20 U.S.C. § 1232g; 34 CFR Part 99). Recognizing this, subgroup disaggregation of the data may not be published if the results would yield personally identifiable information about an individual student (or if the number of students in a category is insufficient to yield statistically reliable information). States are required to define a minimum number of students in a reporting group or subgroup required to publish results consistent with the protection of personally identifiable information (34 CFR § 200.7).

### Scope

This policy applies to all public reports generated by employees, agents, or contractors of OHE.

### Policy

OHE may release summary data, including aggregate student counts for all groups including those of less than 10. However, OHE may not release any other information regarding the group depending on the sensitive nature of the data.

Other information is defined as information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school (institution) community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty. Other information may include, but is not limited to: gender or sex, gender identity, race/ethnicity, Tribal affiliation, disability, citizenship, income and wages, expected contributions, cumulative debt, and birth date or birthplace information. Other information also includes aid awarded for the following programs, including but not limited to: Postsecondary Child Care Grants, Minnesota Indian Scholarship Program, MN Reconnect, Public Safety Officer Survivor Grant, Teacher Candidate Grants, Grants for Students with Intellectual and Developmental Disabilities, and State Grant.

OHE may suppress other information for aggregate student counts of less than 10 for the following reasons:

- the information could identify an individual, or
- the report will be released to an audience that includes recipients other than individuals to whom OHE may disclose personally identifiable information pursuant to federal or state law.

In addition to suppressing small cells, OHE may:

- Recode categories with values of 95 to 100 percent to greater than or equal to 95 percent ( $\geq 95$  percent), and
- Recode categories with values of 0 to 5 percent to less than or equal to 5 percent ( $\leq 5$  percent).

Unforeseen circumstances, such as a pandemic or natural disaster, may affect the integrity of annually collected data. OHE will consider and decide upon potentially adjusted reporting and suppression strategies in such extraordinary times.

Individuals and organizations to which OHE discloses information will be directed that its re-disclosure to anyone who is not authorized to receive that information under state and/or federal law is prohibited. Disclosure of data by the Minnesota Office of Higher Education is subject to Minnesota Government Data Practices Act (MGDPA, Minnesota Statutes Chapter 13) and the Family Educational Rights and Privacy Act (34 CFR Part 99.31).

Additionally, any use of education records by another state agency, its employees, agents, or contractors is subject to and shall be consistent with applicable provisions of the Family Educational Rights and Privacy Act (FERPA) and the Minnesota Government Data Practices Act (MGDPA) including, but not limited to, FERPA regulations at 34 C.F.R. § 99.32 through 99.35, regarding recordkeeping, re-disclosure, and destruction of education records.

## Definitions

- Personally identifiable information (PII): Data that identifies the individual. For the purposes of education records, PII is defined by federal law as information that includes, but is not limited to a student's name; the name of the student's parent or other family members; the address of the student or student's family; a personal identifier, such as the student's social security number, student number, or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school (institution) community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; and information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates.
- Summary Data: Statistical records and reports aggregated from data on individuals in a way that individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable.

## Classification of Information

Pursuant to Minnesota Statutes 2020, section 13.02, subdivision 12 and Minnesota Statutes 2020, section 136A.162, data on students collected and used by the Minnesota Office of Higher Education are private data on individuals, including data on applicants for financial assistance collected and used by the Minnesota Office of Higher Education for student financial aid programs administered by that office.



2025