2025 DATA SUMMARY REPORT

MINNESOTA
PROFESSIONAL EDUCATOR
LICENSING AND STANDARDS BOARD

> *The mission of the Professional Educator Licensing and Standards Board is to ensure that all Minnesota students have high quality educators in their schools.*

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Report Cost

As required by Minn. Stat. 3.197, this report cost approximately $12,601.46 to prepare.

Contents

Definitions

Candidate: an individual working towards licensure in a teacher preparation program.

Economic Development Region (EDR): all counties in Minnesota have been assigned to one of 13 economic development regions. Constituent counties are geographically adjacent to one another. An EDR serves as a focus area for policy development.

edTPA: the education Teacher Performance Assessment is a performance and knowledge assessment for pre-service teachers that is designed to measure teacher candidate effectiveness in the classroom by focusing on student learning. For the *2025 DSR*, the board-adopted teacher performance assessment continued to be the edTPA. This performance-based assessment was developed by faculty and staff at Stanford University.

Initial Licensure Program: a program approved by the Professional Educator Licensing and Standards Board (PELSB) for the purposes of preparing individuals for their initial professional license based on teacher preparation. Some licenses may not be earned as an initial license such as the 5-8 Communication Arts and Literature endorsement. Initial license candidates do not currently hold a Minnesota Tier 3 or Tier 4 license.

Licensure Program: a program approved by PELSB for the purpose of preparing individuals for a *specific teacher licensure field* in Minnesota. A single teacher preparation Unit may be approved to offer multiple licensure programs.

Minnesota Private College Council (MPCC): represents nonprofit private liberal arts colleges and universities in Minnesota. Member institutions of the MPCC each share a liberal arts focus and have a mutual interest in enhancing private higher education; however, they are financially independent from one another.

Minnesota State (Minn State): the largest system of public state colleges and universities in Minnesota.

Professional Licensure: a license with unlimited renewals transferable to any school district, a Tier 3 or Tier 4 license.

Program Completer: a candidate who has met a program's completion requirements. For an initial licensure candidate to be counted as a completer, the candidate must have completed student teaching in the licensure area sought and submitted the board-adopted teacher performance assessment for official scoring, if applicable. For an additional licensure candidate to be counted as a completer, the candidate must complete an evaluated practicum in the licensure area sought. Notwithstanding the previous, transfer candidates, including those prepared out of state, who have completed less than 50 percent of a licensure program's total requirements at the current preparation provider should not be included.

Shortage Area: licensure fields and economic development regions reported by PELSB as experiencing a teacher shortage; and economic development regions where the aggregate percentage of Indigenous teachers and teachers of color in the region is lower than the aggregate percentage of kindergarten through grade 12 Indigenous students and students of color in that region. Only individuals who close the gap between these percentages qualify as filling a shortage by this definition.

Student Teaching: when a candidate enrolled in an initial licensure program assumes teacher responsibilities while working with a cooperating teacher and a supervisor to practice and demonstrate the knowledge, skills, and dispositions necessary to become a teacher.

Teacher Preparation Program Provider, Unit: an entity that has primary responsibility for overseeing and delivering a teacher preparation program. Teacher preparation program providers include institutes of higher education, school districts, charter schools, or nonprofit corporations organized under chapter 317A.

Teacher Educator; Instructor: an individual employed or directed by the Unit to facilitate a candidate's learning opportunities and assessments. The standards for teacher educators can be found at [Minnesota Rules, part 8705.1010, subpart 5, item B.](#)

Transfer Pathway: an established pathway to licensure between a two-year college or Tribal college, and a board-approved teacher preparation provider.

University of Minnesota System (UM System): serving all regions of the state, the University of Minnesota System has five campuses located in Crookston, Duluth, Morris, Rochester, and the Twin Cities.

Acronyms

AA-B: African American or Black

AI-AN: American Indian or Alaskan Native

AY: Academic Year

DSR: Data Summary Report

D-VD: Dissatisfied or Very Dissatisfied, a combined category for Program and Structure Survey

HN-PI: Hawai'ian Native or Pacific Islander

IHE: Institution of Higher Education

PELSB: Minnesota Professional Educators Licensing and Standards Board

SOCAIS: Students of Color and American Indian Students

TOCAIT: Teachers of Color and American Indian Teachers

VS-S: Very Satisfied or Satisfied, a combined category for Program and Structure Survey

Introduction

Minnesota has multiple pathways to licensure including but not limited to, unique options such as the Heritage Language Educators' Pathway and American Indian Educators' Pathway. This report focuses on the traditional pathway of board-approved teacher preparation programs. In AY2023-24, most of these programs were affiliated with a college or university, collectively institutions of higher education (IHE). All teacher preparation programs, or Units, are required to collect and submit data on teacher candidate demographics and performance outcomes. These annual submissions are compiled, analyzed, and published as the *Data Summary Report* (DSR).

Data in this report encompasses the various stages of the teacher preparation journey from enrollment to program completion. Units also provided data about their alumni who had been issued a license in Minnesota, and secured employment in Minnesota schools. The *2025 DSR* contains a curated selection of tables, graphs, and charts. PELSB publishes comprehensive data, including data disaggregated by Unit, on the agency's data dashboard.

EXPLORE TEACHER PREPARATION

If you are interested in pursuing teacher licensure via enrollment in a teacher preparation program, PELSB encourages you to contact Units directly for the most up-to-date and complete information about their respective programs.

Data Sources, Methods, Limitations

This report was prepared according to Minnesota Statutes 2024, section 122A.091, subdivision 1. This statute requires data to be disaggregated by race, *except* when such disaggregation would not yield statistically reliable results or would reveal personally identifiable information about an individual. When disaggregated by unique racial and ethnic groups most data points would have had to be entered as "low n," indicating 10 or fewer individuals. As a result, PELSB has chosen to use the categories of white, unduplicated TOCAIT (teachers of color and American Indian teachers), and total unduplicated within this report. This approach protects personally identifiable information while still allowing PELSB to analyze statewide data in a meaningful way.

Units submitted candidate, program, and survey data via Excel spreadsheet template. All data is self-reported. There is no control comparison.

This report contains data from AY2023-24, the most recent complete year of available data, which began September 1, 2023, and ended August 31, 2024. The Minnesota Brand Color Palette has been used to help visually distinguish data from AY2023-24 to that from AY2022-23. Table header cells filled with **Accent Orange** denote AY2022-23; and **Minnesota Blue** denotes AY2023-24. **Accent Teal** has been designated to highlight Transfer Pathway data.

Candidate Data. Units were instructed to leave fields blank to indicate no data. They were to enter zero (0) when the data has been collected but no candidates exist for that category. A single candidate enrolled in multiple programs was only counted once. The same method was also used for program completers, those who received licensure, and hired full-time in their licensure area in a Minnesota school. A Unit enrolling a higher number of out-of-state teacher candidates may have corresponding lower numbers of licensed and hired alumni.

Percentage Change. The formula used to calculate percentage change headcount was ((Most Recent Completed Academic Year-Previously Completed Academic Year)/ Previously Completed Academic Year) *100. Or ((AY23-24-AY22-23)/ AY22-23) *100.

Race and Ethnicity. A candidate may have been counted in more than one racial or ethnic category, but if so, Units were to include them in the multiracial group. The multiracial group is a duplicated headcount. The category for TOCAIT Unduplicated is unduplicated to include all candidates who identified other than white or in addition to white. For example, if a candidate identified as white and Alaskan Native, that candidate would have been counted as white, American Indian or Alaskan Native, multiracial, once in the TOCAIT Unduplicated, and once in the Total Unduplicated. The category for Total Unduplicated should have been unduplicated.

The number of candidates whose race and ethnicity was reported as undeclared or other is not included as a singular group when data is disaggregated by race and ethnicity. Due to this practice, the percentage of Total Unduplicated often does not equal 100.00%.

Program Enrollment. Units were instructed to count a single candidate enrolled in multiple programs for each enrolled licensure program. If there was an initial licensure candidate enrolled in two programs that candidate

was counted as initial for one of the programs and as additional for the other program. For example, a dual Health and Physical Education program.

Enrolled candidates included any candidate who was completing or did complete program requirements, including newly enrolled candidates, in academic year 2023-2024. This included candidates who failed and or withdrew from program requirements within the academic year. Candidates who did not attempt or complete any program requirements during the academic year did not count as enrolled candidates.

Transfer Candidates. A transfer candidate, including those prepared out of state, who had completed less than 50 percent of a licensure program's pedagogical requirements with the current preparation provider were not to be included. These individuals have enrolled in a licensure program outside of a formal *established pathway* to licensure as defined in statute.

Appendix B includes detailed information about methodologies used to analyze survey results.

Key Findings

Teacher Preparation Units: Quality and Structure Highlights

Continuing the trend from AY2022-23, most Unit alumni were sufficiently satisfied with their experience and would recommend their licensure program to a prospective student.

Teacher Candidate Data Highlights

Minnesota's preparation Units have continued to experience a year-over-year decline in enrollment and program completion (Figure 1). Total enrollment decreased by 962 candidates between AY2022-23 and AY2023-24. That decrease represents an (9.13%) percentage change in headcount. There were 161 fewer program completers. Despite these decreases, there was a rise in program completers hired in their licensure area. The reason for this increase is unclear and may have something to do with reporting changes.

Figure 1. Phases of Teacher Preparation; Comparison Single Year AY22-23 to AY23-24
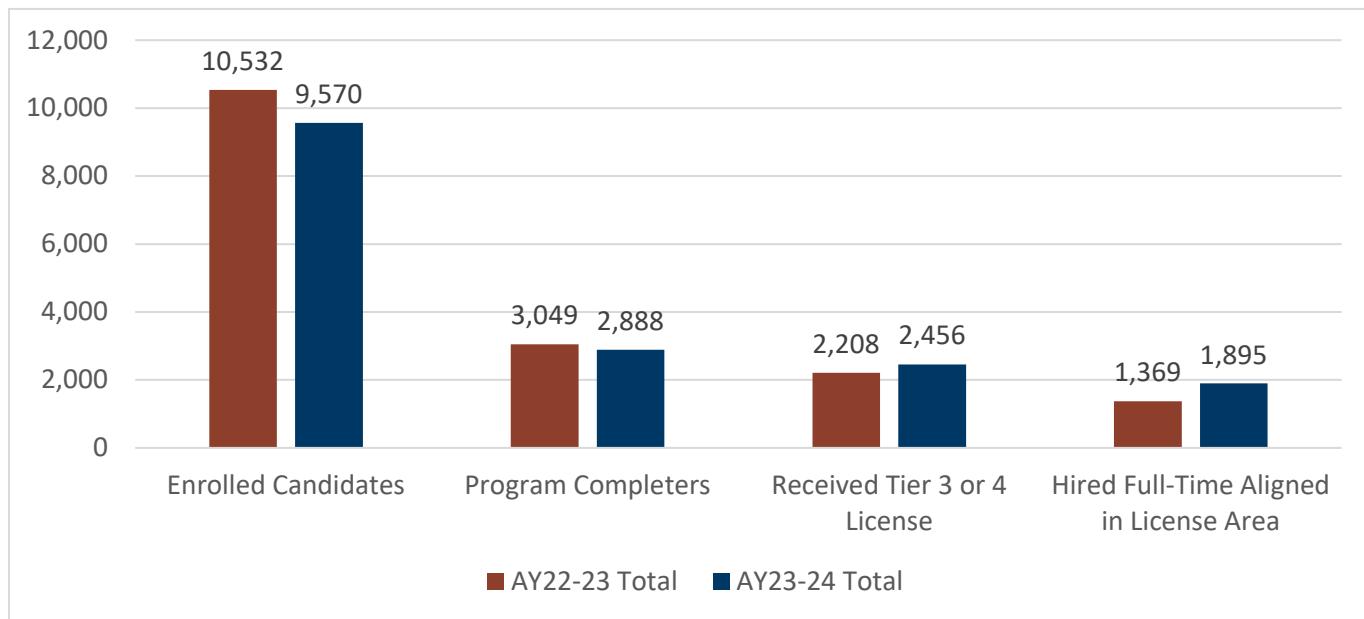
Towards Equitable Access for All Students Highlights

TOCAIT enrollment decreased when compared to the previous year. Between AY2022-23 and AY2023-24 there was a decreased enrollment of 98 TOCAIT candidates (Table D2). This represented a percentage change of (5.25%). Worth noting, this decreased headcount was less than the previous year's decrease.

Continuing the statewide pattern noted in the *2024 DSR*, the most significant drop off for TOCAIT candidates is between the phases of enrollment and program completion (Figure 2). Unlike last year, the percentage of TOCAIT candidates has decreased in the program completion and hired aligned to licensure phases.

Figure 2. AY2023-24 Phases of Teacher Preparation Comparison: White Candidates to TOCAIT Candidates
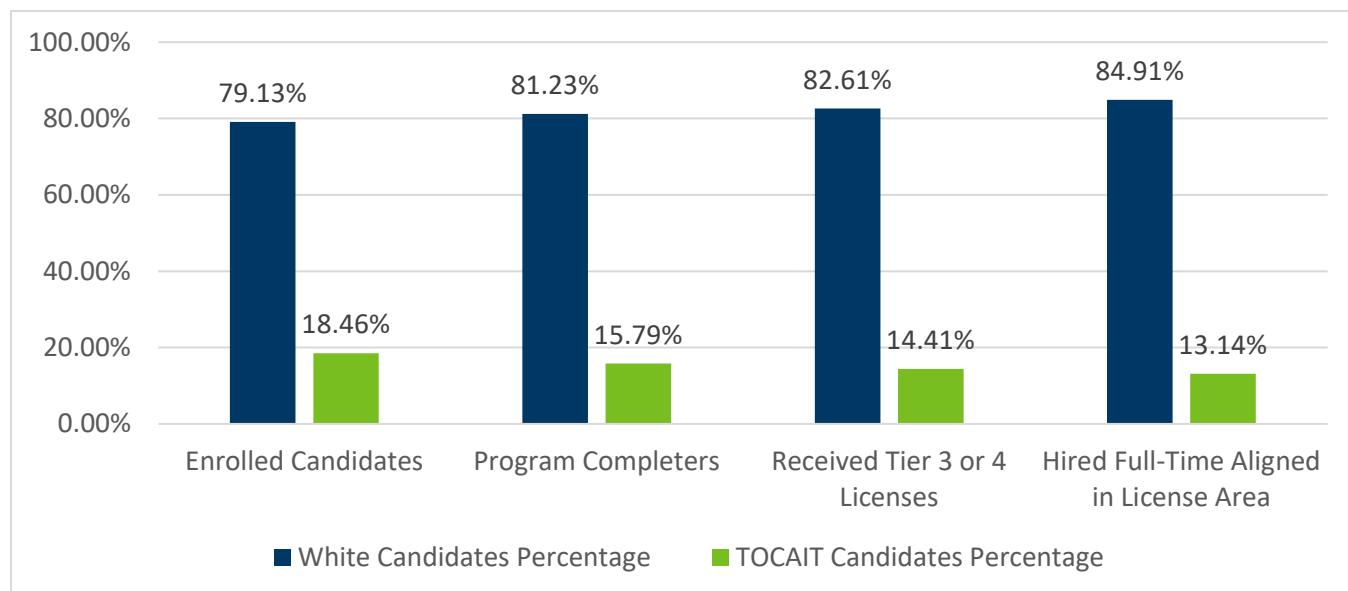
Teacher Preparation Units: Quality and Structure

Minnesota Statutes 2024, section 122A.091, subdivision 1 requires PELSB to report summary data on board-adopted survey results from both Unit alumni and K-12 district supervisors. Appendix B includes a detailed methodology explanation and survey results disaggregated by race and ethnicity whenever possible. Data on teacher educator qualifications and the number and percentage of program completers who met or exceeded the state threshold score on the board-adopted teacher performance assessment can also be found in Appendix B.

Exit Survey Summary: "Would you recommend your teacher education program to another prospective student?"

PROGRAM SATISFACTION REMAINS HIGH

In AY2023-24, most teacher candidates would recommend their licensure program to a prospective student.

When surveyed if they would recommend their licensure program to a prospective student, most teacher preparation completers responded affirmatively. This conclusion is based on the following:

- **Median of Overall Average Score.** The median, or middle value, for overall average score was 3.49.
- **Mode of Overall Average Score**. The mode, or most frequently occurring value, for overall average score was 4.00.

For reference, the Exit Survey summary from the *2024 DSR* recorded a median overall average of 3.38 and a mode of 3.57. Data varies slightly when disaggregated by race and ethnicity. The median value for all racial and ethnic groups was 3.00 or above. The mode for almost all racial and ethnic groups increased to 4.00 from last year's 3.00. The exception was multiracial respondents for whom the mode remained 3.00.

Common Metrics Program and Structure Survey

The Common Metrics Program and Structure Survey is returned by teacher candidates upon program completion. Survey respondents were asked about their level of satisfaction on eight aspects of teacher preparation. Overall, the median for the VS-S combined category ranged between 83.87%-95.45%. This represents a slight decrease from *2024 DSR* results. Yet, it is worth highlighting these median scores exceed 80.00% for each aspect. The median for D-VD combined category ranged between 4.84%-17.92%. Taken

together, PELSB interprets this to mean most teacher preparation alumni were satisfied with their licensure program experiences. Student teaching placement site continues to be highly rated by all completers.[1]

Transition to Teaching: Candidates and Supervisors Survey

After one year of part-time or full-time teaching, teacher preparation alumni, now licensed teachers, completed the Transition to Teaching Survey to share to what extent they felt prepared for their teaching responsibilities. The Supervisor Survey provided K-12 supervisors' perspectives of first-year teachers' progress for those same teaching responsibilities. Survey replies from AY2023-24 are basically a repeat of those from AY2022-23. Unit alumni again rated themselves as more proficient than did their supervisors for the topic of differentiating instruction for a variety of learning needs. The remaining median supervisor replies exceeded those of alumni for all other questions.

Quality and Structure Summary

Most teacher preparation alumni would recommend their respective licensure programs to a prospective student. In fact, at a slightly higher rate in AY2023-24 than in AY2022-23. While it is true that overall average medians for the Program and Structure Survey slightly decreased during this time, the range of these scores still exceed 80.00% for each aspect measured. Even these lower scores are above average. Survey results from K-12 supervisors document median scores ranging from 3.41 to 3.67 on a 4-point scale. Bottom line, this is positive news about the quality and structure of teacher preparation in Minnesota.

Turning attention to the second part of this report, enrollment and program completion has decreased since last year. At the same time, there have been increases in the number of teacher preparation alumni obtaining licensure and being hired in Minnesota's public schools.

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[1] Student teaching placement site had 17 Units with replies for overall average. For the combined VS-S category: median score was 95.45%; mode was 100.00% (n=4); the actual minimum was 91.66% with maximum of 100.00%.

Teacher Candidate Data

Four phases of teacher preparation are featured in this report: enrollment, program completion, professional licensure obtainment, and hired into a full-time teaching position in a Minnesota public school. It is most accurately understood as a snapshot of a point in time and not as a cohort tracker. This means in a single year it is possible to have decreased program completion concurrent with increased professional licensure obtainment and hiring. At the same time, results from AY2023-24 are contingent upon what happened in AY2022-23. So last year's decreased program completion is a natural consequence of decreased enrollment in the preceding years.

Candidate data should be interpreted with two important caveats. Attrition is a factor across all racial and ethnic categories. Out-of-state candidates may never apply for a Minnesota teaching license. Whether by choice or circumstance, some number of enrolled candidates or program completers will never become licensed teachers in Minnesota.

Statewide Enrollment Summary

Enrolled teacher candidates are best understood as potential future workforce members.

Figure 3. Total Enrolled Candidates, AY21-22 through AY23-24

AY21-22	11,550
AY22-23	10,532
AY23-24	9,570
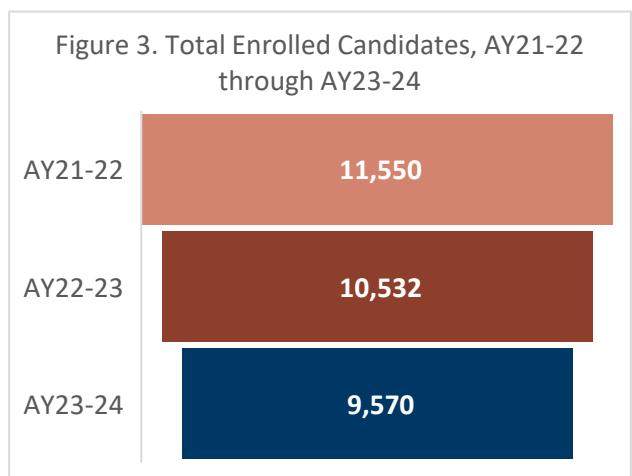
In AY2023-24, there were 9,570 teacher candidates enrolled in Minnesota's teacher preparation Units (Figure 3). Statewide enrollment decreased by 962 candidates between AY2022-23 and AY2023-24. This decrease was a (9.13%) change in headcount. Looking back further in time, from September 1, 2021, to August 31, 2024, enrollment decreased by 1,980 persons. During this same time the number of Board-approved teacher preparation Units *increased* from 29 in AY2021-22 to 35 in AY2023-24.

The enrollment decrease was not evenly dispersed across the state. Three economic development regions (EDR) had a cumulative enrollment increase of 1,110 teacher candidates between AY2022-23 and AY2023-24 (Table C2). The remaining regions all experienced year-over-year enrollment decreases ranging from a low of (35) in EDR 10 to a high of (406) in EDR 7W.

Shifting to a Unit system or type focus, in AY2023-24 only the University of Minnesota (UM) System increased enrollment when compared to AY2022-23 (Table C7). There are four UM campuses with teacher preparation Units: Crookston (EDR 1), Duluth (EDR 3), Morris (EDR 4), and the Twin Cities (EDR 11). Cumulatively these Units had an increase of 81 teacher candidates. The remaining systems or Unit types had decreased enrollments ranging from a low of (77) for Minnesota Private College Council (MPCC) members, a high of (452) for the Units of Minnesota State (Minn State) campuses.

Statewide Program Completion Summary

Program completers are best understood as licensure eligible.

Given consecutive years of enrollment declines, the corresponding decrease in program completers is unsurprising. Statewide program completion decreased by 161 candidates between AY2022-23 and AY2023-24 (Table C3). This decrease represents a (5.28%) change in headcount. In the three years beginning September 1, 2021, and ending August 31, 2024, there were 256 fewer program completers statewide (Figure 4).

Figure 4. Total Program Completers, AY21-22 through AY23-24

AY	Completers
AY21-22	3,144
AY22-23	3,049
AY23-24	2,888

More than half of economic development regions containing a teacher preparation Unit experienced decreases in total program completers. Decreases ranged from a low of (11) in EDR 1 to a high of (164) in EDR 7W (Table C3). EDR 7W, home to St. Cloud State University and the College of Saint Benedict and St. John's University saw a cumulative decrease of (150) additional licensure program completers. Anecdotally, common knowledge holds that additional licensure candidates tend to be completing programs in high needs licensure areas like special education. Decreases like these in the number of persons eligible to become licensed teachers exacerbates the ongoing teacher shortage crisis experienced by school districts.

In AY2023-24, only private providers unaffiliated with MPCC reported an increase in program completers. Cumulatively, private providers had a year-over-year increase of 53 program completers (Table C8).

Statewide Professional Licensure Obtainment Summary

Teacher preparation alumni who obtained professional licensure are best understood as workforce eligible.

Figure 5. Total Completers who Received Tier 3 or Tier 4 License, AY21-22 through AY23-24

AY	Completers
AY21-22	2,583
AY22-23	2,208
AY23-24	2,456
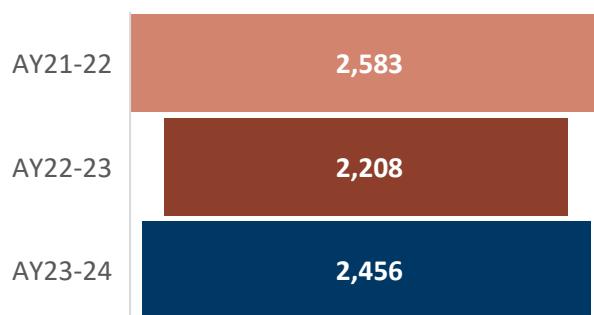
Statewide between AY2022-23 to AY2023-24 there was an increase of 248 program completers who received a Tier 3 or Tier 4 license (Figure 5). This represented a 11.23% percentage change from the previous academic year (Table C4). Increases in EDR 7W, 8, 9, 10, ranging from 1 to 282, were able to offset the decreases in the remaining five regions. Particularly, EDR 9 and 10 increased for both initial and additional licensure obtainment. The teacher preparation Units of Minn State alone saw a total increase of 344 completers who obtained professional licensure (Table C9).

In AY2022-23, one of the Units in EDR 9 did not report any data for alumni obtaining licensure. As a result, PELSB cannot attribute with any certainty if the statewide increase is due to an actual increase in hiring, or if this is improved accuracy of reporting (Table C4).

Statewide Hired Full-Time Aligned to Licensure Area Summary

Teacher preparation alumni hired full-time aligned to their licensure area are best understood as members of Minnesota's actual teacher workforce.

In AY2023-24, there were 1,895 teacher preparation alumni hired full-time aligned with their licensure area in Minnesota's public school districts (Figure 6). However, in AY2022-23, only one Unit in EDR 9 reported data for initial licensure alumni hired. They reported 25 initial licensure alumni hired. No Units in EDR 9 reported any data for additional licensure alumni hired that year. Comparatively in AY2023-24, Units in EDR 9 reported a total of 215 initial licensure and 259 additional licensure alumni hired (Table C5). Consequently, it is impossible for PELSB to determine if the 449 total candidates reported is an actual increase or a result of improved recordkeeping and reporting.

Figure 6. Total Completers Hired Full-Time Aligned to Licensure Area, AY21-22 through AY23-24

AY21-22	1,942
AY22-23	1,369
AY23-24	1,895
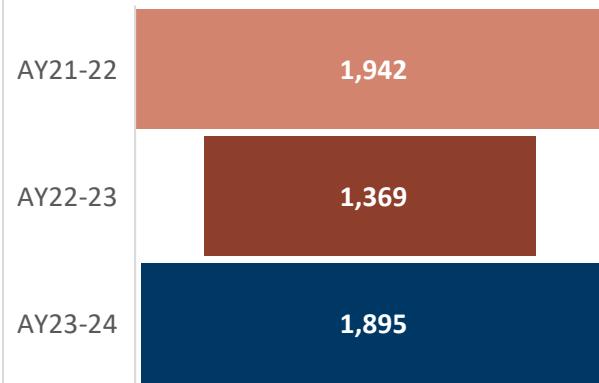
PELSB speculates that at least some small number of this increase is genuine. As evidence, EDR 2 had 54 more alumni hired when comparing AY2022-23 to AY2023-24. That increases appears to be outside of their yearly norm.

Towards Equitable Access for All Students

In 2024, the Minnesota legislature set forth short-term and long-term goals for increasing the percentage of teachers of color and American Indian teachers (TOCAIT) in Minnesota. The desired outcome is that by 2040, *all* Minnesota students will have equitable access to effective and racially and ethnically diverse teachers who reflect the diversity of the students themselves.[2] To meet this goal, the percentage of licensed and hired TOCAIT must increase at least two percentage points per year. For reference, the Minnesota Department of Education (MDE) reports that in AY2023-24, the percentage of students of color and American Indian students (SOCAIS) was 38.56% of public-school enrollment.[3]

TOCAIT Statewide Enrollment Summary

Decreased statewide compared to previous year.

Enrollment data by race and ethnicity provides a picture of the potential future racial and ethnic landscape of the Minnesota teacher workforce (Table D1). In AY2023-24 the 1,767 enrolled TOCAIT candidates represented 18.46% of total enrollment. Between AY2022-23 and AY2023-24 there was decreased enrollment of 98 TOCAIT candidates, a change of (9.13%).

Of the nine economic regions with a teacher preparation Unit, five had increased TOCAIT candidate enrollment when compared to the previous academic year (Table D10). TOCAIT enrollment decreases varied per region with a low of (7) in EDR 2 to a high of (72) in EDR 11. In AY2023-24, MPCC, Minn State, and the UM System had increased TOCAIT candidate enrollment (Table D13).

TOCAIT Statewide Program Completers Summary

Increased statewide compared to previous year.

The 456 TOCAIT program completers represented 15.79% of total completers in AY2023-24 (Table D3). In AY2022-23 there were 427 completers so statewide this is a percentage change increase of 6.79% between the two years (Table D4). Units in EDR 3, 9, 10, and 11 increased TOCAIT program completers for a cumulative contribution of 84 (Table D11). This offset the decreases in remaining regions leading to the slight statewide

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[2] Minnesota Statutes 2024, section 120B.117
[3] 2024 Minnesota Report Card

increase. From a provider perspective, increased TOCAIT completion was driven by alternative, Minn State, and private Units unaffiliated with the MPCC (Table D16).

TOCAIT Statewide Professional Licensure Obtainment Summary

Increased statewide compared to previous year.

Increased professional licensure obtainment was driven by Units in four regions of the state, EDR 3, 9, 10, and 11 (Table D12). Between AY2022-23 and AY2023-24 there was an increase of 49 TOCAIT alumni obtaining a Tier 3 or Tier 4 license. This is a 16.07% percentage change in headcount (Table D6). The increase came from alumni of alternative, MPCC, and Minn State programs (Table D17).

TOCAIT Statewide Hired Full-Time Aligned to Licensure Area Summary

Increased statewide compared to previous year.

In AY2023-24, 249 TOCAIT alumni were hired full-time aligned to their licensure area (Table D7). This was 13.14% of total teacher preparation alumni hired. The increase of 40 TOCAIT alumni hired was a 19.14% percentage change in headcount between AY2022-23 and AY2023-24 (Table D8). Five regions experienced an increase in TOCAIT alumni hiring, EDR 2, 3, 8, 9, and 11 (Table D13). Mirroring obtainment of professional licensure, the statewide increase was also driven by alternative, MPCC, and Minn State alumni (Table D18).

Program Enrollment in Licensure Shortage Areas

Teacher shortage areas are determined by reviewing data from the most recently completed academic year for assignments filled by persons holding a Tier 1, Tier 2, or Out-of-Field Permission (OFP). Following this practice means that shortage areas change from academic year to academic year. This table includes the licensure fields in shortage during AY2023-24.

Between AY2022-23 and AY2023-24 there was a marked decrease in Career and Technical Education (CTE) licensure fields. The decrease in Early Childhood Education (ECE) was less than that of CTE, but surprising considering the new licensure requirement that will go into effect July 1, 2028.[4] PELSB's data collection method in effect for the *2025 DSR* did not explicitly ask teacher preparation Units about admissions cycles for recruitment. It is possible that these licensure programs run on a two-year cohort model. If that is accurate, this off-year dip in enrollment would be expected and could be predicted.

Table 1. Program Enrollment in Teacher Shortage Areas, Comparison Single Year AY22-23 to AY23-24

Licensure Field	AY22-23 Unduplicated Headcount	AY23-24 Unduplicated Headcount	Difference Headcount, AY23-24 to AY22-23	Percentage Change in Headcount, AY23-24 to AY22-23
Agricultural Education	35	32	(3)	(8.57%)
Business Education	27	26	(1)	(3.70%)
Communication Arts and Literature	556	537	(19)	(3.42%)
Dance and Dance and Theatre	4	1	(3)	(75.00%)
Early Childhood Education	741	682	(59)	(7.96%)
English as a Second Language	347	266	(81)	(23.34%)
Family and Consumer Sciences	27	26	(1)	(3.70%)
Health	278	258	(20)	(7.19%)
Library Media Specialist	117	92	(25)	(21.37%)
Mathematics	452	428	(24)	(5.31%)
Music: Instrumental and Classroom Music	219	199	(20)	(9.13%)
Music: Vocal and Classroom Music	183	186	3	1.64%

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[4] Effective July 1, 2028, school districts or charter schools will be required to employ a qualified, meaning licensed, teacher to provide instruction in a preschool, school readiness, school readiness plus, or prekindergarten program or other school district or charter school-based early education programs.

Licensure Field	AY22-23 Unduplicated Headcount	AY23-24 Unduplicated Headcount	Difference Headcount, AY23-24 to AY22-23	Percentage Change in Headcount, AY23-24 to AY22-23
Parent and Family Education	59	76	17	28.81%
Physical Education	363	354	(9)	(2.48%)
Preprimary	93	86	(7)	(7.53%)
Teacher-Coordinator Work-Based Learning	111	143	32	28.83%
Teachers of Computer, Keyboarding and Related Technology Application	5	8	3	60.00%
Technology	52	40	(12)	(23.08%)
Theatre Arts	11	13	2	18.18%
Visual Arts	212	213	1	0.47%
Career and Technical Education, multiple areas	129	19	(110)	(85.27%)
Science, multiple fields	445	479	34	7.64%
World Language and Cultures, multiple fields	121	125	4	3.31%

Appendix A: Teacher Preparation Units, Sorted by EDR

Minneapolis Public School Academy is making its debut in the *2025 DSR*. This Unit, located in EDR 11, has begun enrolling candidates for initial licensure in Special Education: Academic and Behavioral Strategist.

As of publication of the 2025 DSR, there were no approved teacher preparation programs in EDR 5, 6E, 6W, or 7E.

Table A1. AY2023-24 Approved Teacher Preparation Providers, Sorted by Economic Development Region (EDR) and then Unit System or Type

EDR	Unit System or Type	County	Teacher Preparation Unit Name
1	UM System	Polk	University of Minnesota, Crookston
2	Minn State	Beltrami	Bemidji State University
3	Minn State	Carlton	Fond du Lac Tribal and Community College
3	MPCC	Saint Louis	College of St. Scholastica
3	UM System	Saint Louis	University of Minnesota, Duluth
4	Alternative	Otter Tail	Lakes County Service Cooperative
4	Minn State	Clay	Minnesota State University, Moorhead
4	MPCC	Clay	Concordia College
4	UM System	Stevens	University of Minnesota, Morris
7W	Minn State	Stearns	St. Cloud State University
7W	MPCC	Stearns	College St. Benedict-St. John's University
8	Minn State	Lyon	Southwest Minnesota State University
9	Minn State	Blue Earth	Minnesota State University, Mankato
9	MPCC	Blue Earth	Bethany Lutheran College
9	MPCC	Nicollet	Gustavus Adolphus College
9	Private	Brown	Martin Luther College
10	Minn State	Winona	Winona State University
10	MPCC	Winona	Saint Mary's University of Minnesota
10	MPCC	Rice	St. Olaf College
11	Alternative	Hennepin	Learning Disabilities Association, Inc.
11	Alternative	Hennepin	Minneapolis Public School Academy
11	Alternative	Hennepin	TNTP Teaching Fellows
11	Minn State	Ramsey	Metropolitan State University
11	MPCC	Hennepin	Augsburg University
11	MPCC	Ramsey	Bethel University
11	MPCC	Ramsey	Concordia University
11	MPCC	Ramsey	Hamline University
11	MPCC	Ramsey	St. Catherine University
11	MPCC	Ramsey	University of Northwestern
11	MPCC	Ramsey	University of St. Thomas
11	Private	Hennepin	Capella University
11	Private	Carver	Crown College
11	Private	Hennepin	North Central University
11	Private	Hennepin	Walden University
11	UM System	Hennepin	University of Minnesota, Twin Cities

Appendix B: Teacher Preparation Program: Quality and Structure

Minnesota Statutes 2024, section 122A.091, subdivision 1 requires PELSB to report summary data on teacher educator qualifications, the number and percentage of program completers who met or exceeded the state threshold score in the board-adopted teacher performance assessment, and board-adopted survey results from both Unit alumni and K-12 district supervisors.

Teacher Educator Qualifications

Teacher educators, or instructors, are the faculty who teach a program's teacher candidates. Teacher educators employed at colleges and universities must meet their respective institution's employment criteria and employment eligibility of the institution's respective regional accreditor. All teacher educators employed by a PELSB-approved teacher preparation Unit must meet PELSB's standards for teacher educators.[5]

Teacher Educators: Degrees Held

Providers were given the following guidance for how to classify a degree being in the "area of instruction":

> For teacher educators' area of instruction, you may consider 'area of instruction' broadly. For example, if an *Introduction to Education* teacher educator has a degree in any specific education field, education, curriculum and instruction, or teaching, you may classify the degree as in the 'area of instruction.'

There was no separation of adjunct and full-time faculty for this report. As detailed in Table B1, in academic year 2023-2024, 88.98% of the 1,080 teacher educators held a bachelor's degree and 95.00% held a master's degree in their area of instruction.

Table B1. AY2023-24 Teacher Educators' Degree Held by Area of Instruction.

Total Number of Teacher Educators	Percentage Holding a Bachelor's Degree in Area of Instruction	Percentage Holding a Graduate Degree in Area of Instruction
1,080	88.98% (n=961)	95.00% (n=1,026)

Teacher Educators: Years of Experience

Units provided average years of birth to grade 12 experiences as a teacher of record and K-12 administrator experience for each teacher educator at their Unit. Cumulative experience in both public and private schools was reported. The average years of B-12 teaching experience ranged from a low of 5.00 years to a high of 25.25 years. Average administrator experience ranged from no experience to a high of 13.94 years (Table B2).

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[5] Minnesota Rules, part 8705.1010, subpart 5, item B.

Table B2. AY2023-24 Teacher Educator Qualifications by Degrees Held and Average Years of B-12 Teaching, K-12 Administrative Experience by Teacher Preparation Provider

Teacher Preparation Unit Name	Total Number of Educators per Unit	Percentage Holding Bachelor's Degree, Area of Instruction	Percentage Holding Graduate Degree, Area of Instruction	Avg. Years B-12 Teaching	Avg. Years K-12 Admin
Augsburg University	30	100.00%	100.00%	12.48	0.00
Bemidji State University	32	96.88%	93.75%	12.28	1.97
Bethany Lutheran College	9	100.00%	100.00%	25.25	10.25
Bethel University	56	100.00%	100.00%	17.00	8.00
Capella University	7	0.00%	100.00%	18.20	0.00
College of St. Benedict - St. John's University	18	100.00%	100.00%	6.28	0.28
College of St. Scholastica	53	83.02%	98.11%	17.00	11.00
Concordia College	26	100.00%	100.00%	14.03	0.28
Concordia University, St. Paul	20	100.00%	100.00%	16.00	5.00
Crown College	10	100.00%	100.00%	18.10	0.40
Fond du Lac Tribal and Community College	14	100.00%	100.00%	16.50	12.00
Gustavus Adolphus College	12	66.67%	33.33%	9.00	3.00
Hamline University	24	100.00%	100.00%	18.00	0.50
Lakes Country Service Cooperative	6	100.00%	33.33%	23.00	6.00
Learning Disabilities Association, Inc.	5	100.00%	100.00%	14.00	3.40
Martin Luther College	76	82.89%	76.32%	13.62	13.94
Metropolitan State University	38	100.00%	100.00%	12.30	4.10
Minneapolis Public School Academy	11	100.00%	100.00%	6.00	0.00
MN State University, Mankato	51	70.59%	100.00%	6.86	0.69
MN State University, Moorhead	29	82.76%	93.10%	10.00	1.00
North Central University	8	100.00%	100.00%	11.88	3.50
Saint Mary's University	55	90.91%	90.91%	15.00	8.00
Southwest MN State University	39	100.00%	97.44%	16.00	0.80

Teacher Preparation Unit Name	Total Number of Educators per Unit	Percentage Holding Bachelor's Degree, Area of Instruction	Percentage Holding Graduate Degree, Area of Instruction	Avg. Years B-12 Teaching	Avg. Years K-12 Admin
St. Catherine University	22	50.00%	86.36%	12.57	4.00
St. Cloud State University	35	71.43%	94.29%	11.12	0.94
St. Olaf College	12	100.00%	100.00%	9.00	1.00
TNTP Teaching Fellows	2	100.00%	0.00%	20.50	0.50
UM Crookston	8	100.00%	100.00%	16.00	0.00
UM Duluth	43	74.42%	100.00%	11.43	4.20
UM Morris	12	91.67%	83.33%	15.75	0.00
UM Twin Cities	133	84.21%	100.00%	9.73	4.28
University of Northwestern	33	87.88%	96.97%	13.48	1.17
University of St. Thomas	81	100.00%	97.53%	12.28	1.33
Walden University	25	92.00%	100.00%	13.96	6.16
Winona State University	45	100.00%	100.00%	5.00	0.00

Board-Adopted Teacher Performance Assessment

Teacher preparation Units submitted data on the number and percentage of program completers who met or exceeded the state threshold score on the board-adopted teacher performance assessment (Figure B1). For the *2025 DSR*, the board-adopted teacher performance assessment continued to be the edTPA. This performance-based assessment was developed by faculty and staff at Stanford University.[6]

Previously, Units have provided the number of program completers who met or exceeded the state threshold on all three tasks of the edTPA. In 2023-2024 this was modified to just those who met or exceeded the state threshold on tasks 1 and 3. Pass rates on *individual* tasks are likely higher. For this reason, PELSB encourages interested individuals to contact providers directly for complete information about program data.

In fall 2024, as part of a PELSB pilot study, the Board granted approval for discretionary variance requests from multiple teacher preparation programs to use the Candidate Preservice Assessment of Student Teaching (CPAST) in place of the edTPA as a teacher performance assessment for initial licensure programs with the condition that preparation providers meet reporting requirements.[7] These scores could be reported as early as the *2026 DSR* for providers using CPAST in spring 2025.

EDTPA PASS RATES

Pass rates on *individual* tasks are likely higher than the reported average. For this reason, PELSB encourages interested individuals to contact providers directly for complete information about program data.

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[6] About edTPA.

[7] "CPAST Pilot: Data Reporting Requirements."

Figure B1. AY2023-24 Percentage of Program Completers who Met or Exceeded State Threshold on Tasks1 and 3 of edTPA
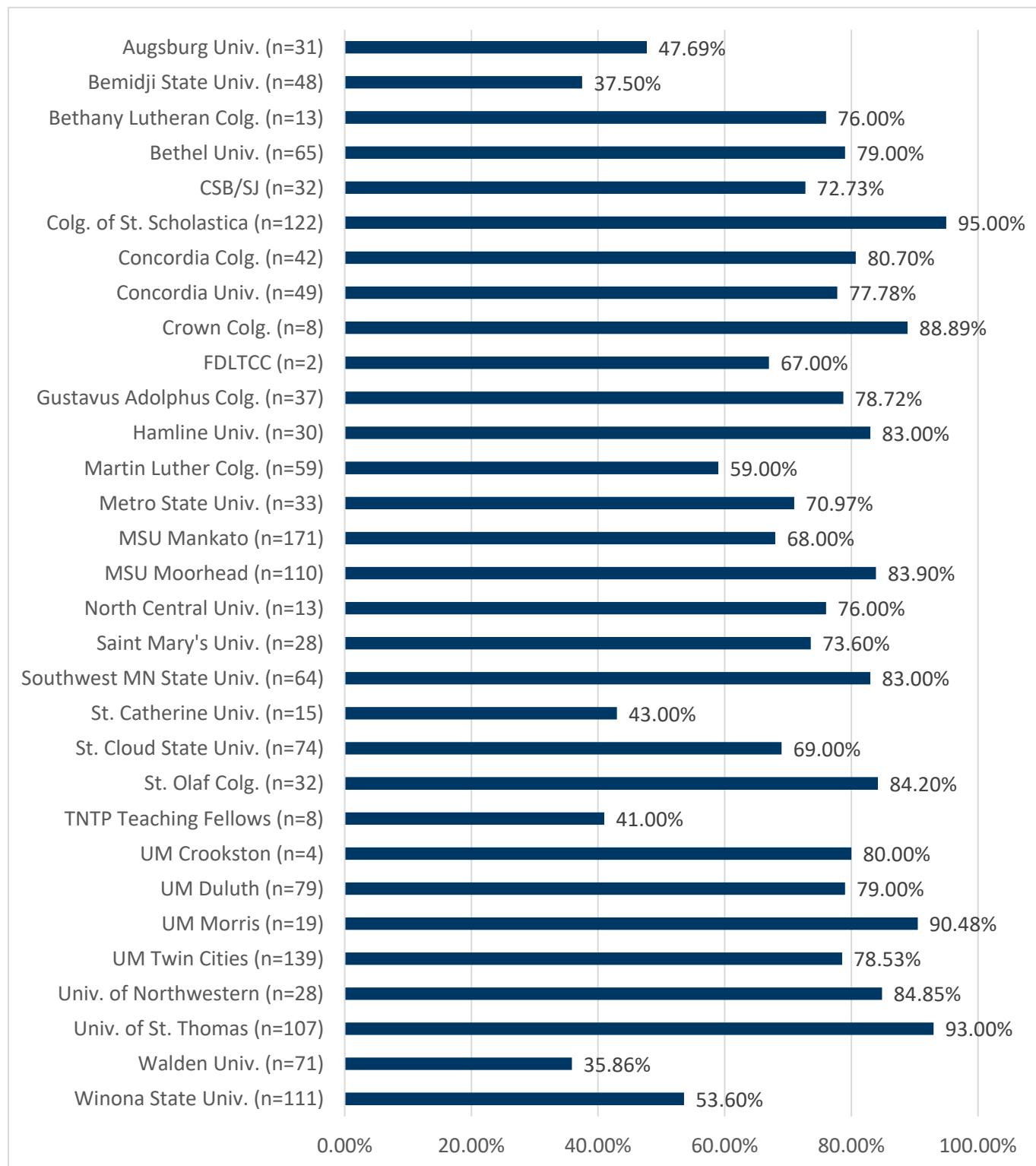
Common Metrics Survey Results

Survey Data, General. Survey data from AY2022-23 came from teacher candidates through the Common Metrics Exit survey and Common Metrics Transition to Teaching and Supervisor surveys.

Exit Survey: Would you recommend your teacher education program to another prospective student?

Only initial licensure candidates completed this survey. The question was, "Would you recommend your teacher education program to another prospective student?" Survey respondents were instructed to use the following scale: "Definitely Yes" (4); "Probably Yes" (3); "Probably No" (2); and "Definitely No" (1). Units entered the average scores of responses for the question disaggregated by race, rounded to the nearest hundredth. Submissions with responses that exceeded the four-point scale were excluded.

Units did not provide the number of respondents in each racial and ethnic category. As a result, PELSB took the approach of using median, mode, minimum, and maximum when aggregating data statewide. In AY2023-24, the total number of responses per Unit varied from a low of 5 to a high of 218. Units' response rates varied from 13% to 100%.

Presuming a probable or definite recommendation to a prospective student indicates a survey respondents' general satisfaction with their licensure program's quality, then overall most Unit alumni were positively inclined about their experience at their respective preparation programs. This conclusion is based on the following:

- **Median of Overall Average Score.** The median, or middle value, for overall average score was 3.49.
- **Mode of Overall Average Score**. The mode, or most frequently occurring value, for overall average score was 4.00.

Data varies slightly when disaggregated by race and ethnicity. The median value for all racial and ethnic groups was 3.00 or above. The mode for almost all racial and ethnic groups increased to 4.00 from last year's 3.00. The exception was multiracial respondents for whom the mode remained 3.00. Overall average scores range from a low of 2.93 to a high of 4.00 using a 4-point scale.

Table B3. AY2023-24 Exit Survey Responses to: Would you recommend your teacher education program to another prospective student? (n=1,910)

Data Element	Average Score	AA or B	AI or AN	Asian	HN or PI	Hispanic	Multiracial	White
Total Number of Units Reporting	30	19	8	24	1	18	19	26
Median	3.49	3.67	3.25	3.40	3.00	3.56	3.13	3.39
Mode	4.00	4.00	4.00	4.00	No mode	4.00	3.00	3.38
Minimum	2.93	2.75	1.00	1.00	3.00	2.85	2.00	2.91
Maximum	4.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00
DIFF High-Low	1.07	1.25	3.00	3.00	Only 1 reply	1.15	2.00	1.09

Table B4. AY2023-24 Overall Average Score for "Would you recommend your teacher education program to another prospective student?" Sorted by Preparation Unit

Teacher Preparation Provider Name	Overall Average Score
Augsburg University	3.39
Bemidji State University	3.21
Bethany Lutheran College	3.85
Bethel University	3.38
College of St. Benedict - St. John's University	3.74
College of St. Scholastica	3.81
Concordia University, St. Paul	3.20
Crown College	4.00
Gustavus Adolphus College	3.84
Hamline University	3.40
Martin Luther College	3.50
Metropolitan State University	3.65
Minneapolis Public School Academy	4.00
MN State University, Mankato	3.06
MN State University, Moorhead	3.34
North Central University	4.00
Saint Mary's University	3.48
Southwest MN State University	3.37
St. Catherine University	3.73
St. Cloud State University	3.02
St. Olaf College	3.59
TNTP Teaching Fellows	3.58
University of Minnesota, Crookston	3.63
University of Minnesota, Duluth	3.35
University of Minnesota, Morris	3.65
University of Minnesota, Twin Cities	3.36
University of Northwestern	3.50
University of St. Thomas	3.32
Walden University	3.46
Winona State University	2.93

Common Metrics: Program and Structure Survey

The Program and Structure survey was completed at the time of program completion and results are specific to AY2023-24. Respondents were asked, "How satisfied were you with the following aspects of your teacher preparation program?" There were eight (8) aspects covering various components of their teacher education experience:

- Aspect A: Advising on professional education program requirements.
- Aspect B: Advising on content course requirements.
- Aspect C: Quality of instruction in your teacher preparation courses.
- Aspect D: Balance between the theory and practice in your teacher preparation courses.
- Aspect E: Integration of technology throughout your teacher preparation program.
- Aspect F: Coherence between your coursework and field experiences prior to student teaching.
- Aspect G: Quality of field experiences prior to student teaching.
- Aspect H: Your student teaching placement site.

Respondents chose from the following replies: "Very Satisfied," "Satisfied," "Dissatisfied," and "Very Dissatisfied." For the purposes of analysis, PELSB combined "Very Satisfied" and "Satisfied" replies into one group and "Dissatisfied" and "Very Dissatisfied" replies into another group.

Units were only required to submit percentages of candidates' responses. PELSB used median, mode, and the difference between minimum and maximum scores in our analysis. Using this approach, PELSB has determined that overall survey respondents rated the highest level of satisfaction with their student teaching placement site.

PELSB echoes observations shared in the *2024 DSR*, the Program and Structure Survey results presented a unique challenge in analysis. Total survey replies from TOCAIT candidates were lower than those of their white peers, commensurate with their lower representation in all phases of teacher preparation. The number of Units reporting results in the combined VS-S category was always higher than replies for the combined D-VD category. At times the number of Units with replies in the D-VD combined category was less than one-half or one-third to that of the combined VS-S category. Simply put, the D-VD category on its own was insufficient to identify areas for improvement with absolute certainty. For this reason, PELSB analyzed the combined category of "Dissatisfied" and "Very Dissatisfied" (D-VD) in *tandem* with the combined category of "Very Satisfied" and "Satisfied" (VS-S). In essence, the agency looked at the interplay of the 'highest' lows (D-VD) and the 'lowest' highs (VS-S).

A total of 35 Units submitted data for the *2025 DSR*. Not all Units had survey data to submit. Capella University and Lakes Country Service Cooperative did not submit data since they did not have initial licensure candidates. Of the remaining Units, PELSB wished to include as many responses as possible when doing so did not skew the data analysis. If a Unit's responses for a unique racial and ethnic group did not equal 100.00% or exceeded 100.00%, then only the overall average score was reported. In the end, there were 22 Units that were determined to have complete enough and mathematically viable data sets to include for analysis.

Program and Structure Methodology Notes:

- **Consolidating Replies**: The replies for "Very Satisfied" and "Satisfied" (VS-S) were combined into one group and "Dissatisfied" and "Very Dissatisfied" (D-VD) were combined into one group.
- **Median**: Using Excel, the Median formula was used to identify the middle value in the set of numbers.
- **Mode**: Using Excel, the Mode formula was used to identify the value appearing most frequently in the data set. The 'No mode' label was used when all replies were unique and there was no single value that repeated.
- **Actual Minimum**: Using Excel, the minimum formula was used to identify the actual lowest reply.
- **Actual Maximum**: The maximum formula was used to identify the actual highest reply.
- **Difference Actual MAX-MIN:** Using Excel, result of actual minimum was subtracted from the actual maximum.
- **Adjusted Minimum:** For the VS-S category the actual minimum reply was eliminated, and the next lowest reply was identified.
- **Adjusted Maximum:** For the D-VD category the actual maximum reply was eliminated. The next highest number was then identified as the adjusted maximum.
  - This was done to get a sense of whether those eliminated replies were outliers or more accurately aligned with the actual range.
- **Difference Adjusted MAX-MIN**: Using Excel, result of adjusted minimum was subtracted from the adjusted maximum.
- **Difference of Actual DIFF-Adjusted DIFF**: Using Excel, the Adjusted MAX-MIN result was subtracted from the Actual MAX-MIN result.
  - This was done to get a sense of whether those adjusted results were outliers or more accurately aligned with the actual results.

Overall Average All Completers Observations:

- The median for the Very Satisfied and Satisfied combined category ranged between 83.87%-95.45%. The median for Dissatisfied and Very Dissatisfied combined category ranged between 4.84%-17.92%. Taken together, PELSB interprets this to mean most teacher preparation alumni were satisfied with their licensure program experiences.
- Student teaching placement site is highly rated by all completers.

Table B5. AY2023-24 Common Metrics Program and Structure Survey, Responses for Aspects A-H, Overall Average All Completers

Data Element	Aspect A	Aspect B	Aspect C	Aspect D	Aspect E	Aspect F	Aspect G	Aspect H
Very Satisfied and Satisfied: No. Units Replied	17	17	17	17	17	17	17	17
Very Satisfied and Satisfied: Median	93.75%	95.45%	91.75%	86.60%	93.97%	83.87%	90.91%	95.45%
Very Satisfied and Satisfied: Mode	100.00% (n=4)	100.00% (n=4)	100.00% (n=3)	100.00% (n=3)	100.00% (n=2)	100.00% (n=3)	No mode	100.00% (n=4)
Very Satisfied and Satisfied: Actual Minimum	74.99%	66.67%	77.00%	70.97%	87.00%	73.48%	85.17%	91.66%
Very Satisfied and Satisfied: Actual Maximum	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Very Satisfied and Satisfied: Difference Actual MAX-MIN	25.01%	33.33%	23.00%	29.03%	13.00%	26.52%	14.83%	8.34%
Very Satisfied and Satisfied: Adjusted Minimum	78.26%	80.33%	80.65%	74.00%	87.50%	74.99%	85.37%	91.92%
Very Satisfied and Satisfied: Adjusted Maximum	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Very Satisfied and Satisfied: Difference Adjusted MAX-MIN	21.74%	19.67%	19.35%	26.00%	12.50%	25.01%	14.63%	8.08%
Very Satisfied and Satisfied: Difference of Actual DIFF-Adjusted DIFF	3.27%	13.66%	3.65%	3.03%	0.50%	1.51%	0.20%	0.26%
Dissatisfied and Very Dissatisfied: No. Units Replied	13	13	14	14	14	14	16	13
Dissatisfied and Very Dissatisfied: Median	7.62%	6.60%	9.59%	17.89%	6.63%	17.92%	9.80%	4.84%
Dissatisfied and Very Dissatisfied: Mode	No mode	No mode	4.55% (n=2)	No mode	No mode	4.55% (n=2)	No mode	No mode
Dissatisfied and Very Dissatisfied: Actual Minimum	2.27%	3.09%	3.33%	4.55%	1.61%	4.55%	1.85%	2.90%
Dissatisfied and Very Dissatisfied: Actual Maximum	25.00%	33.33%	23.00%	78.63%	12.50%	26.52%	14.84%	8.33%
Dissatisfied and Very Dissatisfied: Difference Actual MAX-MIN	22.73%	30.24%	19.67%	74.08%	10.89%	21.97%	12.99%	5.43%

Data Element	Aspect A	Aspect B	Aspect C	Aspect D	Aspect E	Aspect F	Aspect G	Aspect H
Dissatisfied and Very Dissatisfied: Adjusted Minimum	2.27%	3.09%	3.33%	4.55%	1.61%	4.55%	1.85%	2.90%
Dissatisfied and Very Dissatisfied: Adjusted Maximum	21.73%	19.67%	19.35%	27.42%	12.40%	24.99%	14.63%	8.08%
Dissatisfied and Very Dissatisfied: Difference Adjusted MAX-MIN	19.46%	16.58%	16.02%	22.87%	10.79%	20.44%	12.78%	5.18%
Dissatisfied and Very Dissatisfied: Difference of Actual DIFF-Adjusted DIFF	3.27%	13.66%	3.65%	51.21%	0.10%	1.53%	0.21%	0.25%

African American or Black Completers Observations:

In the combined VS-S category, Aspects A, E, and H had the highest number of Units reporting the mode of 100.00%, or 13 of the 14 Units for each aspect. The median for these three aspects ranged from 83.34%-96.55%. On the lower end of the VS-S category, Aspect D had just seven (7) Units reporting the 100.00% mode. Relatedly, Aspect D had the highest number of Units reporting for the D-VD combined category.

Table B6. AY2023-24 Common Metrics Program and Structure Survey, Responses for Aspects A-H, African American and Black Completers

Data Element	Aspect A	Aspect B	Aspect C	Aspect D	Aspect E	Aspect F	Aspect G	Aspect H
Very Satisfied and Satisfied: No. Units Replied	14	14	14	13	14	14	14	14
Very Satisfied and Satisfied: Median	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Very Satisfied and Satisfied: Mode	100.00% (n=13)	100.00% (n=12)	100.00% (n=10)	100.00% (n=7)	100.00% (n=13)	100.00% (n=10)	100.00% (n=12)	100.00% (n=13)
Very Satisfied and Satisfied: Actual Minimum	96.55%	75.00%	50.00%	66.67%	83.34%	50.00%	66.67%	94.74%
Very Satisfied and Satisfied: Actual Maximum	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Very Satisfied and Satisfied: Difference Actual MAX-MIN	3.45%	25.00%	50.00%	33.33%	16.66%	50.00%	33.33%	5.26%
Very Satisfied and Satisfied: Adjusted Minimum	Only 2 values	98.28%	83.33%	75.00%	Only 2 values	66.67%	96.55%	Only 2 values
Very Satisfied and Satisfied: Adjusted Maximum	■	100.00%	100.00%	100.00%	■	100.00%	100.00%	■
Very Satisfied and Satisfied: Difference Adjusted MAX-MIN	■	1.72%	16.67%	25.00%	■	33.33%	3.45%	■
Very Satisfied and Satisfied: Difference of Actual DIFF-Adjusted DIFF	■	23.28%	33.33%	8.33%	■	16.67%	29.88%	■
Dissatisfied and Very Dissatisfied: No. Units Replied	1	2	4	7	1	4	2	1
Dissatisfied and Very Dissatisfied: Median	3.45%	13.36%	33.34%	25.00%	16.67%	29.17%	18.39%	5.26%
Dissatisfied and Very Dissatisfied: Mode	Only 1 reply	No mode	50.0% (n=2)	25.00% (n=2)	Only 1 reply	No mode	No mode	Only 1 reply
Dissatisfied and Very Dissatisfied: Actual Minimum	■	1.72%	1.75%	1.72%	■	16.67%	3.45%	■
Dissatisfied and Very Dissatisfied: Actual Maximum	■	25.00%	50.00%	100.00%	■	50.00%	33.33%	■
Dissatisfied and Very Dissatisfied: Difference Actual MAX-MIN	■	23.28%	48.25%	98.28%	■	33.33%	29.88%	■

Data Element	Aspect A	Aspect B	Aspect C	Aspect D	Aspect E	Aspect F	Aspect G	Aspect H
Dissatisfied and Very Dissatisfied: Adjusted Minimum		Only 2 values	Mode was actual maximum	1.72%		16.67%	Only 2 values	
Dissatisfied and Very Dissatisfied: Adjusted Maximum				33.33%		33.33%		
Dissatisfied and Very Dissatisfied: Difference Adjusted MAX-MIN				31.61%		16.66%		
Dissatisfied and Very Dissatisfied: Difference of Actual DIFF-Adjusted DIFF				66.67%		16.67%		

American Indian and Alaskan Native Completers Observations:

- The 'lowest' of the VS-S combined category was Aspect D. This aspect had a mixed result, that is replies in addition to the mode of 100.00%. Conversely, this aspect also had the highest amount of D-VD replies with a total of two Units reporting.

Table B7. AY2023-24 Common Metrics Program and Structure Survey, Responses for Aspects A-H, American Indian and Alaskan Native Completers

Data Element	Aspect A	Aspect B	Aspect C	Aspect D	Aspect E	Aspect F	Aspect G	Aspect H
Very Satisfied and Satisfied: No. Units Replied	6	6	4	5	6	5	5	6
Very Satisfied and Satisfied: Median	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Very Satisfied and Satisfied: Mode	100.00% (n=6)	100.00% (n=6)	100.00% (n=4)	100.00% (n=4)	100.00% (n=6)	100.00% (n=5)	100.00% (n=5)	100.00% (n=6)
Very Satisfied and Satisfied: Actual Minimum	All replies 100.00%	All replies 100.00%	All replies 100.00%	50.00%	All replies 100.00%	All replies 100.00%	All replies 100.00%	All replies 100.00%
Very Satisfied and Satisfied: Actual Maximum				100.00%				
Very Satisfied and Satisfied: Difference Actual MAX-MIN				50.00%				
Very Satisfied and Satisfied: Adjusted Minimum				Only 2 values				
Very Satisfied and Satisfied: Adjusted Maximum								
Very Satisfied and Satisfied: Difference Adjusted MAX-MIN								
Very Satisfied and Satisfied: Difference of Actual DIFF-Adjusted DIFF								
Dissatisfied and Very Dissatisfied: No. Units Replied	0	0	1	2	0	1	1	0
Dissatisfied and Very Dissatisfied: Median			100.00%	75.00%		100.00%	100.00%	
Dissatisfied and Very Dissatisfied: Mode			Only 1 reply	No mode		Only 1 reply	Only 1 reply	
Dissatisfied and Very Dissatisfied: Actual Minimum				50.00%				
Dissatisfied and Very Dissatisfied: Actual Maximum				100.00%				
Dissatisfied and Very Dissatisfied: Difference Actual MAX-MIN				50.00%				

Data Element	Aspect A	Aspect B	Aspect C	Aspect D	Aspect E	Aspect F	Aspect G	Aspect H
Dissatisfied and Very Dissatisfied: Adjusted Minimum				Only 2 values				
Dissatisfied and Very Dissatisfied: Adjusted Maximum								
Dissatisfied and Very Dissatisfied: Difference Adjusted MAX-MIN								
Dissatisfied and Very Dissatisfied: Difference of Actual DIFF-Adjusted DIFF								

Asian Completers Observations:

- Specific to the VS-S combined category, the actual minimum reported has a great deal of variation and a lower range, 25.00%-75.00%, when compared to other unique racial and ethnic groups. Student teaching, Aspect H, being the highest rated.
- Similarly, the D-VD category had one of the higher ranges for the median, all aspects were 20.00% or above.

Table B8. AY2023-24 Common Metrics Program and Structure Survey, Responses for Aspects A-H, Asian Completers

Data Element	Aspect A	Aspect B	Aspect C	Aspect D	Aspect E	Aspect F	Aspect G	Aspect H
Very Satisfied and Satisfied: No. Units Replied	17	17	17	17	17	17	17	17
Very Satisfied and Satisfied: Median	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Very Satisfied and Satisfied: Mode	100.00% (n=12)	100.00% (n=12)	100.00% (n=12)	100.00% (n=10)	100.00% (n=13)	100.00% (n=10)	100.00% (n=12)	100.00% (n=15)
Very Satisfied and Satisfied: Actual Minimum	50.00%	50.00%	25.00%	50.00%	50.00%	50.00%	66.66%	75.00%
Very Satisfied and Satisfied: Actual Maximum	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Very Satisfied and Satisfied: Difference Actual MAX-MIN	50.00%	50.00%	75.00%	50.00%	50.00%	50.00%	33.34%	25.00%
Very Satisfied and Satisfied: Adjusted Minimum	60.00%	60.00%	50.00%	60.00%	75.00%	60.00%	75.00%	80.00%
Very Satisfied and Satisfied: Adjusted Maximum	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Very Satisfied and Satisfied: Difference Adjusted MAX-MIN	40.00%	40.00%	50.00%	40.00%	25.00%	40.00%	25.00%	20.00%
Very Satisfied and Satisfied: Difference of Actual DIFF-Adjusted DIFF	10.00%	10.00%	25.00%	10.00%	25.00%	10.00%	8.34%	5.00%
Dissatisfied and Very Dissatisfied: No. Units Replied	5	5	5	7	4	7	5	2
Dissatisfied and Very Dissatisfied: Median	40.00%	40.00%	25.00%	40.00%	37.50%	26.67%	20.00%	22.50%
Dissatisfied and Very Dissatisfied: Mode	50.00% (n=2)	50.00% (n=2)	No mode	50.00% (N=2)	50.00% (n=2)	No mode	20.00% (n=2)	No mode
Dissatisfied and Very Dissatisfied: Actual Minimum	13.34%	20.00%	13.34%	12.50%	13.34%	12.50%	12.50%	20.00%
Dissatisfied and Very Dissatisfied: Actual Maximum	50.00%	50.00%	75.00%	50.00%	50.00%	50.00%	33.33%	25.00%
Dissatisfied and Very Dissatisfied: Difference Actual MAX-MIN	36.66%	30.00%	61.66%	37.50%	36.66%	37.50%	20.83	5.00%

Data Element	Aspect A	Aspect B	Aspect C	Aspect D	Aspect E	Aspect F	Aspect G	Aspect H
Dissatisfied and Very Dissatisfied: Adjusted Minimum	Mode was actual maximum	Mode was actual maximum	13.34%	Mode was actual maximum	Mode was actual maximum	12.50%	12.50%	Only 2 replies
Dissatisfied and Very Dissatisfied: Adjusted Maximum			50.00%			40.00%	25.00%	
Dissatisfied and Very Dissatisfied: Difference Adjusted MAX-MIN			36.66%			27.50%	12.50%	
Dissatisfied and Very Dissatisfied: Difference of Actual DIFF-Adjusted DIFF			25.00%			10.00%	8.33%	

Hawai'ian Native or Pacific Islander Completers Observations:

There was only one (1) teacher preparation Unit that had Hawai'ian Native or Pacific Islander respondents. Responses were recorded as 100.00% in the Very Satisfied-Satisfied category for all aspects. As such, median, mode, minimum, and maximum calculations were not applicable.

Hispanic Completers Observations:

- Like Asian respondents, in the VS-S combined category the actual minimum reported had notable variation and a middle range of replies, 53.84%-83.33%. Student teaching, Aspect H, being the highest rated.
- When the VS-S and D-VD categories are analyzed together, Aspect E is one of the lowest rated overall.

Table B9. AY2023-24 Common Metrics Program and Structure Survey, Responses for Aspects A-H, Hispanic Completers

Data Element	Aspect A	Aspect B	Aspect C	Aspect D	Aspect E	Aspect F	Aspect G	Aspect H
Very Satisfied and Satisfied: No. Units Replied	13	14	14	14	14	14	14	14
Very Satisfied and Satisfied: Median	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Very Satisfied and Satisfied: Mode	100.00% (n=10)	100.00% (n=10)	100.00% (n=11)	100.00% (n=9)	100.00% (n=8)	100.00% (n=11)	100.00% (n=11)	100.00% (n=10)
Very Satisfied and Satisfied: Actual Minimum	76.92%	66.67%	69.23%	53.84%	61.53%	58.34%	66.66%	83.33%
Very Satisfied and Satisfied: Actual Maximum	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Very Satisfied and Satisfied: Difference Actual MAX-MIN	23.08%	33.33%	30.77%	46.16%	38.47%	41.66%	33.34%	16.67%
Very Satisfied and Satisfied: Adjusted Minimum	77.77%	69.23%	80.00%	77.78%	66.67%	83.33%	80.00%	88.89%
Very Satisfied and Satisfied: Adjusted Maximum	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Very Satisfied and Satisfied: Difference Adjusted MAX-MIN	22.23%	30.77%	20.00%	22.22%	33.33%	16.67%	20.00%	11.11%
Very Satisfied and Satisfied: Difference of Actual DIFF-Adjusted DIFF	0.85%	2.56%	10.77%	23.94%	5.14%	24.99%	13.34%	5.56%
Dissatisfied and Very Dissatisfied: No. Units Replied	3	4	3	5	6	3	3	3
Dissatisfied and Very Dissatisfied: Median	22.22%	20.94%	20.00%	20.00%	21.11%	16.67%	20.00%	11.11%
Dissatisfied and Very Dissatisfied: Mode	No mode	No mode	No mode	No mode	No mode	No mode	No mode	No mode
Dissatisfied and Very Dissatisfied: Actual Minimum	8.33%	8.33%	8.33%	8.33%	8.33%	16.66%	15.38%	7.69%
Dissatisfied and Very Dissatisfied: Actual Maximum	23.08%	33.33%	30.77%	46.15%	38.46%	41.66%	33.33%	16.67%
Dissatisfied and Very Dissatisfied: Difference Actual MAX-MIN	14.75%	25.00%	22.44%	37.82%	30.13%	25.00%	17.95%	8.98%
Dissatisfied and Very Dissatisfied: Adjusted Minimum	8.33%	8.33%	8.33%	8.33%	8.33%	16.66%	15.38%	7.69%
Dissatisfied and Very Dissatisfied: Adjusted Maximum	22.22%	30.77%	20.00%	22.22%	33.33%	16.67%	20.00%	11.11%

Data Element	Aspect A	Aspect B	Aspect C	Aspect D	Aspect E	Aspect F	Aspect G	Aspect H
Dissatisfied and Very Dissatisfied: Difference Adjusted MAX-MIN	13.89%	22.44%	11.67%	13.89%	25.00%	0.01%	4.62%	3.42%
Dissatisfied and Very Dissatisfied: Difference of Actual DIFF-Adjusted DIFF	0.86%	2.56%	10.77%	23.93%	5.13%	24.99%	13.33%	5.56%

Multiracial Completers Observations:

There was a notable difference in the actual minimum (50.00%-75.00%) compared to the adjusted minimum (75.00%-93.33%). Lacking the headcount of respondents from Units, our inference is there was a higher occurrence of outliers for the VS-S combined category. This situation was mirrored in the D-VD category. There the actual maximum was 100.00% for all aspects, and adjusted maximum range was 25.00%-50.00%.

Table B10. AY2023-24 Common Metrics Program and Structure Survey, Responses for Aspects A-H, Multiracial Completers

Data Element	Aspect A	Aspect B	Aspect C	Aspect D	Aspect E	Aspect F	Aspect G	Aspect H
Very Satisfied and Satisfied: No. Units Replied	11	12	12	12	13	12	13	13
Very Satisfied and Satisfied: Median	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Very Satisfied and Satisfied: Mode	100.00% (n=7)	100.00% (n=9)	100.00% (n=7)	100.00% (n=8)	100.00% (n=10)	100.00% (n=8)	100.00% (n=11)	100.00% (n=11)
Very Satisfied and Satisfied: Actual Minimum	50.00%	75.00%	50.00%	50.00%	75.00%	50.00%	75.00%	75.00%
Very Satisfied and Satisfied: Actual Maximum	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Very Satisfied and Satisfied: Difference Actual MAX-MIN	50.00%	25.00%	50.00%	50.00%	25.00%	50.00%	25.00%	25.00%
Very Satisfied and Satisfied: Adjusted Minimum	80.00%	93.33%	75.00%	75.00%	80.00%	90.00%	90.00%	90.00%
Very Satisfied and Satisfied: Adjusted Maximum	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Very Satisfied and Satisfied: Difference Adjusted MAX-MIN	20.00%	6.67%	25.00%	25.00%	20.00%	10.00%	10.00%	10.00%
Very Satisfied and Satisfied: Difference of Actual DIFF-Adjusted DIFF	30.00%	18.33%	25.00%	25.00%	5.00%	40.00%	15.00%	15.00%
Dissatisfied and Very Dissatisfied: No. Units Replied	6	5	7	6	4	6	3	3
Dissatisfied and Very Dissatisfied: Median	50.00%	25.00%	25.00%	37.50%	22.50%	37.50%	25.00%	25.00%
Dissatisfied and Very Dissatisfied: Mode	No mode	No mode	No mode	100.00% (n=2)	No mode	100.00% (n=2)	No mode	No mode
Dissatisfied and Very Dissatisfied: Actual Minimum	13.34%	6.67%	6.67%	6.67%	6.67%	6.67%	10.00%	10.00%
Dissatisfied and Very Dissatisfied: Actual Maximum	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Dissatisfied and Very Dissatisfied: Difference Actual MAX-MIN	86.66%	93.33%	93.33%	93.33%	93.33%	93.33%	90.00%	90.00%

Data Element	Aspect A	Aspect B	Aspect C	Aspect D	Aspect E	Aspect F	Aspect G	Aspect H
Dissatisfied and Very Dissatisfied: Adjusted Minimum	13.34%	6.67%	6.67%	Mode was actual maximum	6.67%	Mode was actual maximum	10.00%	10.00%
Dissatisfied and Very Dissatisfied: Adjusted Maximum	50.00%	25.00%	50.00%		25.00%		25.00%	25.00%
Dissatisfied and Very Dissatisfied: Difference Adjusted MAX-MIN	36.66%	18.33%	43.33%		18.33%		15.00%	15.00%
Dissatisfied and Very Dissatisfied: Difference of Actual DIFF-Adjusted DIFF	50.00%	75.00%	50.00%		75.00%		75.00%	75.00%

White Completers Observations:

- The median for the Very Satisfied and Satisfied combined category ranged between 89.15%-97.83%. The median for Dissatisfied and Very Dissatisfied combined category ranged between 4.90%-15.84%. Taken together, PELSB interprets this to mean most white teacher preparation alumni were generally satisfied with their licensure program experiences.
- The two highest rated aspects for the VS-S category were B, advising on content course requirements and H, student teaching placement site.

Table B11. AY2023-24 Common Metrics Program and Structure Survey, Responses for Aspects A-H, White Completers

Data Element	Aspect A	Aspect B	Aspect C	Aspect D	Aspect E	Aspect F	Aspect G	Aspect H
Very Satisfied and Satisfied: No. Units Replied	22	21	22	22	22	22	22	22
Very Satisfied and Satisfied: Median	94.72%	97.83%	92.95%	91.40%	94.23%	89.15%	90.90%	96.97%
Very Satisfied and Satisfied: Mode	100.00% (n=6)	100.00% (n=8)	100.00% (n=8)	100.00% (n=5)	100.00% (n=5)	100.00% (n=4)	100.00% (n=5)	100.00% (n=9)
Very Satisfied and Satisfied: Actual Minimum	50.00%	81.60%	50.00%	68.18%	83.33%	50.00%	50.00%	90.00%
Very Satisfied and Satisfied: Actual Maximum	100.001%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Very Satisfied and Satisfied: Difference Actual MAX-MIN	50.00%	18.40%	50.00%	31.82%	16.67%	50.00%	50.00%	10.00%
Very Satisfied and Satisfied: Adjusted Minimum	79.27%	87.18%	77.27%	73.00%	87.00%	74.69%	77.08%	92.22%
Very Satisfied and Satisfied: Adjusted Maximum	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Very Satisfied and Satisfied: Difference Adjusted MAX-MIN	20.73%	12.82%	22.73%	27.00%	13.00%	25.31%	22.92%	7.78%
Very Satisfied and Satisfied: Difference of Actual DIFF-Adjusted DIFF	29.27%	5.58%	27.27%	4.82%	3.67%	24.69%	27.08%	2.22%
Dissatisfied and Very Dissatisfied: No. Units Replied	15	13	14	16	16	16	17	13
Dissatisfied and Very Dissatisfied: Median	7.87%	7.70%	11.64%	15.84%	6.85%	15.64%	11.00%	4.90%
Dissatisfied and Very Dissatisfied: Mode	No mode	No mode	No mode	No mode	No mode	No mode	No mode	No mode
Dissatisfied and Very Dissatisfied: Actual Minimum	2.08%	1.56%	1.56%	4.69%	1.56%	5.41%	2.36%	0.79%
Dissatisfied and Very Dissatisfied: Actual Maximum	50.00%	100.00%	50.00%	29.55%	16.67%	50.00%	50.00%	10.00%
Dissatisfied and Very Dissatisfied: Difference Actual MAX-MIN	47.92%	98.44%	48.44%	24.86%	15.11%	44.59%	47.64%	9.21%
Dissatisfied and Very Dissatisfied: Adjusted Minimum	2.08%	1.56%	1.56%	4.69%	1.56%	5.41%	2.36%	0.79%

Data Element	Aspect A	Aspect B	Aspect C	Aspect D	Aspect E	Aspect F	Aspect G	Aspect H
Dissatisfied and Very Dissatisfied: Adjusted Maximum	19.44%	18.40%	22.73%	27.00%	13.00%	25.31%	22.92%	7.78%
Dissatisfied and Very Dissatisfied: Difference Adjusted MAX-MIN	17.36%	16.84%	21.17%	22.31%	11.44%	19.90%	20.56%	6.99%
Dissatisfied and Very Dissatisfied: Difference of Actual DIFF-Adjusted DIFF	30.56%	81.60%	27.27%	2.55%	3.67%	24.69%	27.08%	2.22%

Transition to Teaching: Candidates and Supervisors Survey

Units submitted single academic year data from AY2023-24. Only initial licensure candidates completed this survey. Unit alumni and their employer supervisors were invited to complete the survey. Six questions focused on various aspects of the teaching profession. Units submitted average scores of responses to each question, rounded to the nearest hundredth.

PELSB was not provided the number of respondents in each racial or ethnic category. This meant the agency could not average the average of alumni and supervisor replies. Instead, PELSB took the approach of using median, mode, minimum, and maximum when attempting to aggregate data statewide. Excel was used to calculate the difference between the minimum and maximum. Only then was Excel used to calculate the average of the *differences* between the minimums and maximums. A total of 26 Units submitted both alumni and K-12 supervisor replies.

Table B12. Q1 Effectively teach students from culturally and ethnically diverse backgrounds and communities.

- Q1 Average of the difference between Supervisor and Teacher = 0.11

Data Element	AY23-24 Alumni Reply	AY23-24 K-12 Supervisor Reply
Median	3.43	3.53
Mode	3.41	3.50
Minimum	2.75	2.87
Maximum	3.75	4.00
Difference between MAX and MIN	1.00	1.13

Table B13. Q2 Differentiate instruction for a variety of learning needs.

- Q2 Average of the difference between Supervisor and Teacher = (0.03)

Data Element	AY23-24 Alumni Reply	AY23-24 K-12 Supervisor Reply
Median	3.45	3.41
Mode	3.50	3.33
Minimum	2.75	2.89
Maximum	4.00	4.00
Difference between MAX and MIN	1.25	1.11

Table B14. Q3 Select instructional strategies to align with learning goals and standards.

- Q3 Average of the difference between Supervisor and Teacher = 0.05

Data Element	AY23-24 Alumni Reply	AY23-24 K-12 Supervisor Reply
Median	3.540	3.545
Mode	3.54	3.50
Minimum	3.00	3.00
Maximum	4.00	4.00
Difference between MAX and MIN	1.00	1.00

Table B15. Q4 Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.

- Q4 Average of the difference between Supervisor and Teacher = 0.05

Data Element	AY23-24 Alumni Reply	AY23-24 K-12 Supervisor Reply
Median	3.55	3.67
Mode	3.44	4.00
Minimum	3.25	2.97
Maximum	4.00	4.00
Difference between MAX and MIN	0.75	1.03

Table B16. Q5 Provide students with meaningful feedback to guide next steps in learning.

- Q5 Average of the difference between Supervisor and Teacher = 0.04

Data Element	AY23-24 Alumni Reply	AY23-24 K-12 Supervisor Reply
Median	3.35	3.44
Mode	3.29	3.29
Minimum	2.92	2.89
Maximum	4.00	4.00
Difference between MAX and MIN	1.08	1.11

Table B17. Q6 Collaborate with parents and guardians to support student learning.

- Q6 Average of the difference between Supervisor and Teacher = 0.43

Data Element	AY23-24 Alumni Reply	AY23-24 K-12 Supervisor Reply
Median	3.04	3.55
Mode	2.93	4.00
Minimum	2.59	2.50
Maximum	4.00	4.00
Difference between MAX and MIN	1.41	1.50

Appendix C: Teacher Candidate Data
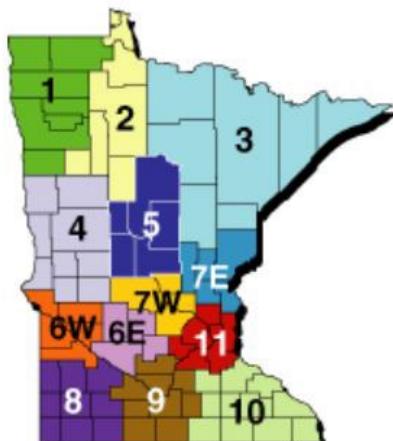
Units were instructed to count a single candidate enrolled in multiple programs once. The same method was also used for program completers, those who received licensure, and those hired full-time in a Minnesota school. A Unit enrolling a higher number of out-of-state teacher candidates may have corresponding lower numbers of licensed and hired alumni.

The Minnesota Brand Color Palette has been used to help visually distinguish data from AY2023-24 to that from AY2022-23. Table header cells filled with **Accent Orange** denote AY2022-23; and **Minnesota Blue** denotes AY2023-24.

There are observable geographic-based differences in the patterns of enrollment, program completion, licensure obtainment, and employment rates. To better understand these place-based impacts data has been sorted based on economic development region (EDR). Table C1 provides a summary of increases or decreases by region for each phase of teacher preparation.

Table C1. Phases of Teacher Preparation, Year-to-Year Comparison ↑ Increase or ↓ Decrease from AY23-24 to AY22-23, Sorted by Economic Development Region (EDR)

Economic Development Region (EDR)	Enrolled Candidates	Program Completers	Received a Tier 3 or Tier 4 License	Hired Full-Time Aligned to License Area
EDR 1	↑	↓	↓	↓
EDR 2	↓	↓	↓	↑
EDR 3	↑	↓	↓	↑
EDR 4	↓	↓	↓	↓
EDR 7W	↓	↓	↑	↓
EDR 8	↑	↑	↑	↑
EDR 9	↓	↑	↑	↑
EDR 10	↓	↑	↑	↓
EDR 11	↓	↑	↓	↑
Statewide Status	↓	↓	↑	↑

Candidate Enrollment by EDR

Additional licensure was not offered in EDR 1. The increase in additional licensure enrollment in EDR 10 was almost solely attributable to Winona State University.

Table C2. Total Enrolled Teacher Candidates by Economic Development Region (EDR) and License Type, Comparison Single Year AY22-23 to AY23-24

Economic Development Region (EDR)	AY22-23 Unduplicated Headcount	AY23-24 Unduplicated Headcount	Difference Headcount, AY23-24 to AY22-23	Percentage Change in Headcount, AY23-24 to AY22-23
EDR 1 Initial License	46	60	14	30.43%
EDR 1 Total Unduplicated	46	60	14	30.43%
EDR 2 Initial License	565	494	(71)	(12.57%)
EDR 2 Additional License	112	108	(4)	(3.57%)
EDR 2 Total Unduplicated	677	602	(75)	(11.08%)
EDR 3 Initial License	483	518	35	7.25%
EDR 3 Additional License	43	52	9	20.93%
EDR 3 Total Unduplicated	526	570	44	8.37%
EDR 4 Initial License	664	606	(58)	(8.73%)
EDR 4 Additional License	253	156	(97)	(38.34%)
EDR 4 Total Unduplicated	917	762	(155)	(16.90%)
EDR 7W Initial License	1,058	823	(235)	(22.21%)
EDR 7W Additional License	369	198	(171)	(46.34%)
EDR 7W Total Unduplicated	1,427	1,021	(406)	(28.45%)
EDR 8 Initial License	344	394	50	14.53%
EDR 8 Additional License	71	86	15	21.13%
EDR 8 Total Unduplicated	415	480	65	15.66%
EDR 9 Initial License	1,243	1,126	(117)	(9.41%)
EDR 9 Additional License	199	206	7	3.52%
EDR 9 Total Unduplicated	1,442	1,332	(110)	(7.63%)
EDR 10 Initial License	1,094	924	(170)	(15.54%)
EDR 10 Additional License	46	181	135	293.48%
EDR 10 Total Unduplicated	1,140	1,105	(35)	(3.07%)
EDR 11 Initial License	3,466	3,054	(412)	(11.89%)
EDR 11 Additional License	476	584	108	22.69%
EDR 11 Total Unduplicated	3,942	3,638	(304)	(7.71%)
Grand Totals	10,532	9,570	(962)	(9.13%)

Program Completers by EDR

The increase in additional licensure program completers for EDR 10 was attributable to increased reporting from both Saint Mary's University of Minnesota, from 1 to 13; and Winona State University, from 2 to 41.

Table C3. Total Program Completers by Economic Development Region (EDR) and License Type, Comparison Single Year AY22-23 to AY23-24

Economic Development Region (EDR)	AY22-23 Unduplicated Headcount	AY23-24 Unduplicated Headcount	Difference Headcount, AY23-24 to AY22-23	Percentage Change in Headcount, AY23-24 to AY22-23
EDR 1 Initial License	17	6	(11)	(64.71%)
EDR 1 Total Unduplicated	17	6	(11)	(64.71%)
EDR 2 Initial License	144	128	(16)	(11.11%)
EDR 2 Additional License	35	37	2	5.71%
EDR 2 Total Unduplicated	179	165	(14)	(7.82%)
EDR 3 Initial License	171	151	(20)	(11.70%)
EDR 3 Additional License	18	12	(6)	(33.33%)
EDR 3 Total Unduplicated	189	163	(26)	(13.76%)
EDR 4 Initial License	235	210	(25)	(10.64%)
EDR 4 Additional License	144	90	(54)	(37.50%)
EDR 4 Total Unduplicated	379	300	(79)	(20.84%)
EDR 7W Initial License	165	151	(14)	(8.48%)
EDR 7W Additional License	241	91	(150)	(62.24%)
EDR 7W Total Unduplicated	406	242	(164)	(40.39%)
EDR 8 Initial License	81	75	(6)	(7.41%)
EDR 8 Additional License	10	22	12	120.00%
EDR 8 Total Unduplicated	91	97	6	6.59%
EDR 9 Initial License	321	345	24	7.48%
EDR 9 Additional License	57	110	53	92.98%
EDR 9 Total Unduplicated	378	455	77	20.37%
EDR 10 Initial License	313	279	(34)	(10.86%)
EDR 10 Additional License	4	54	50	1,250.00%
EDR 10 Total Unduplicated	317	333	16	5.05%
EDR 11 Initial License	955	957	2	0.21%
EDR 11 Additional License	138	170	32	23.19%
EDR 11 Total Unduplicated	1,093	1,127	34	3.11%
Grand Total	3,049	2,888	(161)	(5.28%)

Completers Who Received a Tier 3 or Tier 4 Licenses by EDR

A general comment about this data, Units enrolling a higher number of out-of-state teacher candidates may have corresponding lower numbers of licensed alumni.

In AY2022-23, Minnesota State University, Mankato (Minn State), located in EDR 9, did not report any data for completers who received a Tier 3 or Tier 4 license. For AY2023-24 they reported 173 initial licensure alumni obtaining a professional license. Also, in AY2022-23, none of the Units in EDR 9 reported data for additional licensure alumni. In AY2023-24, the cumulative reporting was 91 additional licensure alumni obtaining professional license.

Table C4. Total Completers who Received a Tier 3 or Tier 4 License by Economic Development Region (EDR) and License Type, Comparison Single Year AY22-23 to AY23-24

Economic Development Region (EDR)	AY22-23 Unduplicated Headcount	AY23-24 Unduplicated Headcount	Difference Headcount, AY23-24 to AY22-23	Percentage Change in Headcount, AY23-24 to AY22-23
EDR 1 Initial License	14	4	(10)	(71.43%)
EDR 1 Total Unduplicated	14	4	(10)	(71.43%)
EDR 2 Initial License	128	112	(16)	(12.50%)
EDR 2 Additional License	20	29	9	45.00%
EDR 2 Total Unduplicated	148	141	(7)	(4.73%)
EDR 3 Initial License	145	114	(31)	(21.38%)
EDR 3 Additional License	9	12	3	33.33%
EDR 3 Total Unduplicated	154	126	(28)	(18.18%)
EDR 4 Initial License	206	199	(7)	(3.40%)
EDR 4 Additional License	134	78	(56)	(41.79%)
EDR 4 Total Unduplicated	340	277	(63)	(18.53%)
EDR 7W Initial License	163	129	(34)	(20.86%)
EDR 7W Additional License	42	77	35	83.33%
EDR 7W Total Unduplicated	205	206	1	0.49%
EDR 8 Initial License	78	75	(3)	(3.85%)
EDR 8 Additional License	7	21	14	200.00%
EDR 8 Total Unduplicated	85	96	11	12.94%
EDR 9 Initial License	139	330	191	137.41%
EDR 9 Additional License	0	91	91	Transitioned from 0 (zero) to 91
EDR 9 Total Unduplicated	139	421	282	202.88%
EDR 10 Initial License	180	236	56	31.11%
EDR 10 Additional License	3	43	40	1,333.33%
EDR 10 Total Unduplicated	183	279	96	52.46%
EDR 11 Initial License	762	736	(26)	(3.41%)
EDR 11 Additional License	178	170	(8)	(4.49%)
EDR 11 Total Unduplicated	940	906	(34)	(3.62%)
Grand Total	2,208	2,456	248	11.23%

Completers Hired Full-Time Aligned in Their Licensure Area by EDR

A general comment about this data, Units enrolling a higher number of out-of-state teacher candidates may have corresponding lower numbers of hired alumni.

In AY2022-23, only one Unit in EDR 9 reported data for initial licensure alumni hired. That Unit had 25 initial licensure alumni hired. No Units in this EDR reported any data for additional licensure alumni hired. Comparatively in AY2023-24, Units in EDR 9 reported a total of 215 initial licensure and 259 additional licensure alumni hired. Consequently, it is impossible for PELSB to determine if the 449 total candidates reported is an actual increase or a result of improved recordkeeping and reporting.

Table C5. Total Completers Hired Full-Time Aligned in Their License Area by Economic Development Region (EDR) and License Type, Comparison Single Year AY22-23 to AY23-24

Economic Development Region (EDR)	AY22-23 Unduplicated Headcount	AY23-24 Unduplicated Headcount	Difference Headcount, AY23-24 to AY22-23	Percentage Change in Headcount, AY23-24 to AY22-23
EDR 1 Initial License	13	4	(9)	(69.23%)
EDR 1 Total Unduplicated	13	4	(9)	(69.23%)
EDR 2 Initial License	25	66	41	164.00%
EDR 2 Additional License	16	29	13	81.25%
EDR 2 Total Unduplicated	41	95	54	131.71%
EDR 3 Initial License	68	98	30	44.12%
EDR 3 Additional License	0	18	18	Transitioned from 0 (zero) to 18
EDR 3 Total Unduplicated	68	116	48	70.59%
EDR 4 Initial License	103	105	2	1.94%
EDR 4 Additional License	140	108	(32)	(22.86%)
EDR 4 Total Unduplicated	243	213	(30)	(12.35%)
EDR 7W Initial License	62	37	(25)	(40.32%)
EDR 7W Additional License	24	0	(24)	(100.00%)
EDR 7W Total Unduplicated	86	37	(49)	(56.98%)
EDR 8 Initial License	44	43	(1)	(8.51%)
EDR 8 Additional License	1	11	10	1,000.00%
EDR 8 Total Unduplicated	45	54	9	20.00%
EDR 9 Initial License	25	215	190	760.00%
EDR 9 Additional License	0	259	259	Transitioned from 0 (zero) to 259
EDR 9 Total Unduplicated	25	474	449	1,796.00%
EDR 10 Initial License	153	129	(24)	(15.69%)
EDR 10 Additional License	3	21	18	6,000.00%
EDR 10 Total Unduplicated	156	150	(6)	(3.85%)
EDR 11 Initial License	541	586	45	8.32%
EDR 11 Additional License	151	166	15	9.93%
EDR 11 Total Unduplicated	692	752	60	8.67%
Grand Total	**1,369**	**1,895**	**526**	**38.42%**

Candidate Data by Unit System or Type

Minnesota is a standards-based state. Rather than developing a list of required courses that must be completed, PELSB identifies standards that must be met for each licensure field. Each Unit embeds standards into coursework as they see fit. This is why the total number of courses and credits varies from Unit to Unit even for the same licensure field.

Board-approved Units prepare their candidates for a full professional license, defined as a Tier 3 or Tier 4 license. Ultimately, for a Unit to recommend a candidate for licensure the individual must possess a bachelor's degree and have successfully completed all Unit requirements for licensure. This means that in Minnesota a board-approved Unit is not required to be part of an institute of higher education (IHE). At present, most teacher preparation Units are housed within departments or colleges of education at colleges and universities. The most typical scenario for these students is that licensure standards are embedded within courses that also meet bachelor's or master's degree requirements. In this way teacher candidates simultaneously complete the degree requirements of their respective IHE and PELSB's licensure standards. An IHE awards a degree, and the Unit within the IHE can recommend for licensure.

Most of the state's teacher preparation Units are part of a system like the Minnesota State Colleges and Universities (Minn State), or the University of Minnesota system (UM System); or member of an association like the Minnesota Private College Council (MPCC). Minn State is the largest system of colleges and universities in Minnesota. The colleges and universities of the MPCC each share a liberal arts focus and have a mutual interest in enhancing private higher education; however, they are financially independent from one another. Units designated as private are both profit and non-profit. Each are financially independent from one another.

There are also alternative providers like Lakes Country Service Cooperative, Learning Disabilities Association, Inc., and TNTP Teaching Fellows. These providers are not a part of an IHE. Enrollment in their programs are for licensure only.

The *2025 DSR* includes data from 35 board-approved preparation Units in Minnesota. Minneapolis Public School Academy, located in EDR 11, is making its inaugural debut in this edition of the *DSR*.

Table C6. Phases of Teacher Preparation, Year-to-Year Comparison ↑ Increase or ↓ Decrease from AY23-24 to AY22-23, Sorted by Unit System or Type

Unit System or Type	Enrolled Candidates	Program Completers	Received a Tier 3 or Tier 4 License	Hired Full-Time Aligned to License Area
Alternative	↓	↓	↓	↓
MPCC	↓	↓	↓	↑
Minn State	↓	↓	↑	↑
Private	↓	↑	↓	↓
UM System	↑	↓	↓	↓
Statewide Status	↓	↓	↑	↑

Candidate Enrollment by Unit System or Type

The UM System was the only Unit system or type to increase enrollments between AY2022-23 and AY2023-24. All others experienced decreased enrollments ranging from a low of (77), MPCC, and a high of (452), Minn State.

Table C7. Total Enrolled Teacher Candidates by Unit System or Type and License Type, Comparison Single Year AY22-23 to AY23-24

Unit System or Type	AY22-23 Unduplicated Headcount	AY23-24 Unduplicated Headcount	Difference Headcount, AY23-24 to AY22-23	Percentage Change in Headcount, AY23-24 to AY22-23
Alternative Initial License	91	69	(22)	(24.18%)
Alternative Additional License	183	97	(86)	(46.99%)
Alternative Total Unduplicated	274	166	(108)	(39.42%)
MPCC Initial License	2,916	2,750	(166)	(5.69%)
MPCC Additional License	524	613	89	16.98%
MPCC Total Unduplicated	3,440	3,363	(77)	(2.24%)
Minn State Initial License	3,798	3,375	(423)	(11.14%)
Minn State Additional License	790	761	(29)	(3.67%)
Minn State Total Unduplicated	4,588	4,136	(452)	(9.85%)
Private Initial License	1,348	942	(406)	(30.12%)
Private Additional License	7	7	0	Unchanged
Private Total Unduplicated	1,355	949	(406)	(29.96%)
UM System Initial License	810	863	53	6.54%
UM System Additional License	65	93	28	43.08%
UM System Total Unduplicated	875	956	81	9.26%
Grand Totals	**10,532**	**9,570**	**(962)**	**(9.13%)**

Program Completers by Unit System or Type

Units at private institutions not affiliated with the MPCC was the only Unit system or type to experience an increase in program completers in AY2023-24. In AY2022-23 there was a statewide decrease of (95) program completers, this year the decrease has grown to (161) fewer completers.

Table C8. Total Program Completers by Unit System or Type and License Type, Comparison Single Year AY22-23 to AY23-24

Unit System or Type	AY22-23 Unduplicated Headcount	AY23-24 Unduplicated Headcount	Difference Headcount, AY23-24 to AY22-23	Percentage Change in Headcount, AY23-24 to AY22-23
Alternative Initial License	13	27	14	107.69%
Alternative Additional License	108	75	(33)	(30.56%)
Alternative Total Unduplicated	121	102	(19)	(15.70%)
MPCC Initial License	838	735	(103)	(12.29%)
MPCC Additional License	147	166	19	12.93%
MPCC Total Unduplicated	985	901	(84)	(8.53%)
Minn State Initial License	904	899	(5)	(0.55%)
Minn State Additional License	366	303	(63)	(17.21%)
Minn State Total Unduplicated	1,270	1,202	(68)	(5.35%)
Private Initial License	279	329	50	17.92%
Private Additional License	0	3	3	Transitioned from 0 (zero) to 3
Private Total Unduplicated	279	332	53	19.00%
UM System Initial License	368	312	(56)	(15.22%)
UM System Additional License	26	39	13	50.00%
UM System Total Unduplicated	394	351	(43)	(10.91%)
Grand Total	**3,049**	**2,888**	**(161)**	**(5.28%)**

Completers Who Received a Tier 3 or Tier 4 License by Unit System Type

A general comment about this data, Units enrolling a higher number of out-of-state teacher candidates may have corresponding lower numbers of alumni receiving a Tier 3 or Tier 4 license.

In AY2022-23, Minnesota State University, Mankato (Minn State) did not report data for completers who received a Tier 3 or Tier 4 license. In AY2023-24 they reported 173 initial and 78 additional alumni obtaining professional licensure. Winona State University saw an actual increase of 50 more initial licensure alumni having obtained professional licensure compared to last year.

Table C9. Total Completers who Received a Tier 3 or Tier 4 License by Unit System or Type and License Type, Comparison Single Year AY22-23 to AY23-24

Unit System or Type	AY22-23 Unduplicated Headcount	AY23-24 Unduplicated Headcount	Difference Headcount, AY23-24 to AY22-23	Percentage Change in Headcount, AY23-24 to AY22-23
Alternative Initial License	9	17	8	88.89%
Alternative Additional License	102	75	(27)	(26.47%)
Alternative Total Unduplicated	111	92	(19)	(17.12%)
MPCC Initial License	687	657	(30)	(4.37%)
MPCC Additional License	160	146	(14)	(8.75%)
MPCC Total Unduplicated	847	803	(44)	(5.19%)
Minn State Initial License	596	783	187	31.38%
Minn State Additional License	103	260	157	152.43%
Minn State Total Unduplicated	699	1,043	344	49.21%
Private Initial License	180	178	(2)	(1.11%)
Private Additional License	2	1	(1)	(50.00%)
Private Total Unduplicated	182	179	(3)	(1.65%)
UM System Initial License	343	300	(43)	(12.54%)
UM System Additional License	26	39	13	50.00%
UM System Total Unduplicated	369	339	(30)	(8.13%)
Grand Total	**2,208**	**2,456**	**248**	**11.23%**

Completers Hired Aligned in Their Licensure Area by Unit System or Type

A general comment about this data, Units enrolling a higher number of out-of-state teacher candidates may have corresponding lower numbers of hired alumni.

MPCC and Minn State alumni hired aligned to their licensure area increased in AY2023-24 compared to the previous year. However, in AY2022-23, Bethany Lutheran College (MPCC), College of St. Scholastica (MPCC), Martin Luther College (Private), and Minnesota State University, Mankato (Minn State) did not report data for completers who were hired aligned full-time in their licensure area so, PELSB is unable to determine whether these were actual increases or a result of improved reporting and recordkeeping.

Table C10. Total Completers Hired Full-Time Aligned in Their License Area by Unit System or Type and License Type, Comparison Single Year AY22-23 to AY23-24

Unit System or Type	AY22-23 Unduplicated Headcount	AY23-24 Unduplicated Headcount	Difference Headcount, AY23-24 to AY22-23	Percentage Change in Headcount, AY23-24 to AY22-23
Alternative Initial License	18	50	32	177.78%
Alternative Additional License	109	75	(34)	(31.19%)
Alternative Total Unduplicated	127	125	(2)	(1.57%)
MPCC Initial License	405	526	121	29.88%
MPCC Additional License	126	130	4	3.17%
MPCC Total Unduplicated	531	656	125	23.54%
Minn State Initial License	304	449	145	47.70%
Minn State Additional License	75	368	293	390.67%
Minn State Total Unduplicated	379	817	438	115.57%
Private Initial License	42	20	(22)	(52.38%)
Private Additional License	0	0	0	Unchanged
Private Total Unduplicated	42	20	(22)	(52.38%)
UM System Initial License	265	238	(27)	(10.19%)
UM System Additional License	25	39	14	56.00%
UM System Total Unduplicated	290	277	(13)	(4.48%)
Grand Total	**1,369**	**1,895**	**526**	**38.42%**

Appendix D: Towards Equitable Access

The Minnesota Brand Color Palette has been used to help visually distinguish data from AY2023-24 to that from AY2022-23. Table header cells filled with **Accent Orange** denote AY2022-23; and **Minnesota Blue** denotes AY2023-24.

Candidate Enrollment by Race and Ethnicity, Statewide

Table D1. AY2023-24 Total Enrolled Candidates Statewide Disaggregated by Race and Ethnicity

Race and Ethnicity	Headcount Total	Percentage Total
African American or Black	578	6.04%
American Indian or Alaskan Native	96	1.00%
Asian	356	3.72%
Hawai'ian Native or Pacific Islander	11	0.11%
Hispanic	467	4.88%
Multiracial	358	3.74%
White	7,573	79.13%
Teachers of Color and American Indian Teachers (TOCAIT) Unduplicated	1,767	18.46%
Total Unduplicated	**9,570**	**98.63%**

Table D2. Total Enrolled Teacher Candidates Disaggregated by Race and Ethnicity, Comparison Single Year AY22-23 to AY23-24

Race and Ethnicity	AY22-23 Unduplicated Headcount	AY23-24 Unduplicated Headcount	Difference Headcount, AY23-24 to AY22-23	Percentage Change in Headcount, AY23-24 to AY22-23
African American or Black	703	578	(125)	(17.78%)
American Indian or Alaskan Native	91	96	5	5.49%
Asian	398	356	(42)	(10.55%)
Hawai'ian Native or Pacific Islander	12	11	(1)	(8.33%)
Hispanic	435	467	32	7.36%
Multiracial	324	358	34	10.49%
White	8,315	7,573	(742)	(8.92%)
Teachers of Color and American Indian Teachers (TOCAIT) Unduplicated	1,865	1,767	(98)	(5.25%)
Grand Total	**10,532**	**9,570**	**(962)**	**(9.13%)**

Program Completers by Race and Ethnicity, Statewide

Table D3. AY2023-24 Total Program Completers Statewide Disaggregated by Race and Ethnicity

Race and Ethnicity	Headcount Total	Percentage Total
African American or Black	153	5.30%
American Indian or Alaskan Native	14	0.48%
Asian	105	3.64%
Hawai'ian Native or Pacific Islander	1	0.03%
Hispanic	117	4.05%
Multiracial	71	2.46%
White	2,346	81.23%
Teachers of Color and American Indian Teachers (TOCAIT) Unduplicated	456	15.79%
Total Unduplicated	**2,888**	**97.20%**

Table D4. Total Program Completers Disaggregated by Race and Ethnicity, Comparison Single Year AY22-23 to AY23-24

Race and Ethnicity	AY22-23 Unduplicated Headcount	AY23-24 Unduplicated Headcount	Difference Headcount, AY23-24 to AY22-23	Percentage Change in Headcount, AY23-24 to AY22-23
African American or Black	125	153	28	22.40%
American Indian or Alaskan Native	25	14	(11)	(44.00%)
Asian	120	105	(15)	(12.50%)
Hawai'ian Native or Pacific Islander	3	1	(2)	(66.67%)
Hispanic	114	117	3	2.63%
Multiracial	80	71	(9)	(11.25%)
White	2,521	2,346	(175)	(6.94%)
Teachers of Color and American Indian Teachers (TOCAIT) Unduplicated	427	456	29	6.79%
Total Unduplicated	**3,049**	**2,888**	**(161)**	**(5.28%)**

Completers who Received a Tier 3 or Tier 4 License by Race and Ethnicity, Statewide

Table D5. AY2023-24 Total Completers who Received a Tier 3 or Tier 4 License Statewide Disaggregated by Race and Ethnicity

Race and Ethnicity	Headcount Total	Percentage Total
African American or Black	104	4.23%
American Indian or Alaskan Native	14	0.57%
Asian	93	3.79%
Hawai'ian Native or Pacific Islander	1	0.04%
Hispanic	96	3.91%
Multiracial	58	2.36%
White	2,029	82.61%
Teachers of Color and American Indian Teachers (TOCAIT) Unduplicated	354	14.41%
Total Unduplicated	**2,456**	**97.52%**

Table D6. Total Completers who Received a Tier 3 or Tier 4 License Disaggregated by Race and Ethnicity, Comparison Single Year AY22-23 to AY23-24

Race and Ethnicity	AY22-23 Unduplicated Headcount	AY23-24 Unduplicated Headcount	Difference Headcount, AY23-24 to AY22-23	Percentage Change in Headcount, AY23-24 to AY22-23
African American or Black	77	104	27	35.06%
American Indian or Alaskan Native	19	14	(5)	(26.32%)
Asian	94	93	(1)	(1.06%)
Hawai'ian Native or Pacific Islander	3	1	(2)	(66.67%)
Hispanic	86	96	10	11.63%
Multiracial	58	58	0	Unchanged
White	1,832	2,029	197	10.75%
Teachers of Color and American Indian Teachers (TOCAIT) Unduplicated	305	354	49	16.07%
Total Unduplicated	**2,208**	**2,456**	**248**	**11.23%**

Completers Hired Full-Time Aligned in Their Licensure Area by Race and Ethnicity, Statewide

Table D7. AY2023-24 Total Completers Hired Full-Time Aligned in Their Licensure Area Disaggregated by Race and Ethnicity

Race and Ethnicity	Headcount Total	Percentage Total
African American or Black	69	3.64%
American Indian or Alaskan Native	12	0.63%
Asian	72	3.80%
Hawai'ian Native or Pacific Islander	0	0.00%
Hispanic	65	3.43%
Multiracial	34	1.79%
White	1,609	84.91%
Teachers of Color and American Indian Teachers (TOCAIT) Unduplicated	249	13.14%
Total Unduplicated	**1,895**	**98.21%**

Table D8. Total Completers Hired Full-Time Aligned in Their License Area Disaggregated by Race and Ethnicity, Comparison Single Year AY22-23 to AY23-24

Race and Ethnicity	AY22-23 Unduplicated Headcount	AY23-24 Unduplicated Headcount	Difference Headcount, AY23-24 to AY22-23	Percentage Change in Headcount, AY23-24 to AY22-23
African American or Black	54	69	15	27.78%
American Indian or Alaskan Native	12	12	0	Unchanged
Asian	70	72	2	2.86%
Hawai'ian Native or Pacific Islander	1	0	(1)	(100.00%)
Hispanic	52	65	13	25.00%
Multiracial	28	34	6	21.43%
White	1,114	1,609	495	44.43%
Teachers of Color and American Indian Teachers (TOCAIT) Unduplicated	209	249	40	19.14%
Total Unduplicated	**1,369**	**1,895**	**526**	**38.42%**

Candidate Data by Race and Ethnicity, Sorted by EDR

There are observable geographic-based differences in the patterns of enrollment, program completion, professional licensure obtainment, and employment rates for individuals identifying as teachers of color and American Indian teachers (TOCAIT). To better understand these place-based impacts data has been sorted based on economic development region (EDR).

Table D9. Phases of Teacher Preparation for TOCAIT Candidates, Year-to-Year Comparison ↑ Increase or ↓ Decrease from AY23-24 to AY22-23, Sorted by Economic Development Region (EDR)

Economic Development Region (EDR)	Enrolled Candidates	Program Completers	Received a Tier 3 or Tier 4 License	Hired Full-Time Aligned to License Area
EDR 1	↑	↓	↓	↓
EDR 2	↓	↓	↓	↑
EDR 3	↑	↑	↑	↑
EDR 4	↑	↓	↓	↓
EDR 7W	↓	↓	↓	↓
EDR 8	↑	↓	↓	↑
EDR 9	↑	↑	↑	↑
EDR 10	↓	↑	↑	↓
EDR 11	↓	↑	↑	↑
Statewide TOCAIT Status	↓	↑	↑	↑

Candidate Enrollment by Race and Ethnicity, Sorted by EDR

Table D10. Total Enrolled Teacher Candidates White Candidates to TOCAIT Candidates by Economic Development Region (EDR), Comparison Single Year AY22-23 to AY23-24

Economic Development Region (EDR)	AY22-23 Unduplicated Headcount	AY23-24 Unduplicated Headcount	Difference Headcount, AY23-24 to AY22-23	Percentage Change in Headcount, AY23-24 to AY22-23
EDR 1 White Candidates	35	47	12	34.29%
EDR 1 TOCAIT Candidates	Low n	13	Low n	30.00%
EDR 1 Total Unduplicated	46	60	14	30.43%
EDR 2 White Candidates	650	573	(77)	(11.85%)
EDR 2 TOCAIT Candidates	60	53	(7)	(11.67%)
EDR 2 Total Unduplicated	677	602	(75)	(11.08%)
EDR 3 White Candidates	467	510	43	9.21%
EDR 3 TOCAIT Candidates	51	57	6	11.76%
EDR 3 Total Unduplicated	526	570	44	8.37%
EDR 4 White Candidates	824	669	(155)	(18.81%)
EDR 4 TOCAIT Candidates	89	96	7	7.87%
EDR 4 Total Unduplicated	917	762	(155)	(16.90%)
EDR 7W White Candidates	1,150	813	(337)	(29.30%)
EDR 7W TOCAIT Candidates	178	144	(34)	(19.10%)
EDR 7W Total Unduplicated	1,427	1,021	(406)	(28.45%)
EDR 8 White Candidates	370	430	60	16.22%
EDR 8 TOCAIT Candidates	24	29	5	20.83%
EDR 8 Total Unduplicated	415	480	65	15.66%
EDR 9 White Candidates	1,274	1,160	(114)	(8.95%)
EDR 9 TOCAIT Candidates	156	159	3	1.92%
EDR 9 Total Unduplicated	1,442	1,332	(110)	(7.63%)
EDR 10 White Candidates	983	970	(13)	(1.32%)
EDR 10 TOCAIT Candidates	133	124	(9)	(6.77%)
EDR 10 Total Unduplicated	1,140	1,105	(35)	(3.07%)
EDR 11 White Candidates	2,562	2,401	(161)	(6.28%)
EDR 11 TOCAIT Candidates	1,164	1,092	(72)	(6.19%)
EDR 11 Total Unduplicated	3,942	3,637	(305)	(7.74%)
Grand Total	10,532	9,570	(962)	(9.13%)

Program Completers by Race and Ethnicity, Sorted by EDR

Table D11. Total Program Completers White Completers to TOCAIT Completers by Economic Development Region (EDR), Comparison Single Year AY22-23 to AY23-24

Economic Development Region (EDR)	AY22-23 Unduplicated Headcount	AY23-24 Unduplicated Headcount	Difference Headcount, AY23-24 to AY22-23	Percentage Change in Headcount, AY23-24 to AY22-23
EDR 1 White Candidates	14	Low n	(Low n)	(64.29%)
EDR 1 TOCAIT Candidates	Low n	Low n	(Low n)	(66.67%)
EDR 1 Total Unduplicated	17	6	(11)	(64.71%)
EDR 2 White Candidates	174	160	(14)	(8.05%)
EDR 2 TOCAIT Candidates	13	Low n	(Low n)	(38.46%)
EDR 2 Total Unduplicated	179	165	(14)	(7.82%)
EDR 3 White Candidates	173	144	(29)	(16.76%)
EDR 3 TOCAIT Candidates	16	18	2	12.50%
EDR 3 Total Unduplicated	189	163	(26)	(13.76%)
EDR 4 White Candidates	349	279	(70)	(20.06%)
EDR 4 TOCAIT Candidates	28	16	(12)	(42.86%)
EDR 4 Total Unduplicated	379	300	(79)	(20.84%)
EDR 7W White Candidates	311	201	(110)	(35.37%)
EDR 7W TOCAIT Candidates	55	22	(33)	(60.00%)
EDR 7W Total Unduplicated	406	242	(164)	(40.39%)
EDR 8 White Candidates	79	87	8	10.13%
EDR 8 TOCAIT Candidates	Low n	Low n	(Low n)	(42.86%)
EDR 8 Total Unduplicated	91	97	6	6.59%
EDR 9 White Candidates	339	402	63	18.58%
EDR 9 TOCAIT Candidates	38	51	13	34.21%
EDR 9 Total Unduplicated	378	455	77	20.37%
EDR 10 White Candidates	280	290	10	3.57%
EDR 10 TOCAIT Candidates	33	39	6	18.18%
EDR 10 Total Unduplicated	317	333	16	5.05%
EDR 11 White Candidates	802	778	(24)	(2.99%)
EDR 11 TOCAIT Candidates	234	297	63	26.92%
EDR 11 Total Unduplicated	1,093	1,127	34	3.11%
Grand Total	**3,049**	**2,888**	**(161)**	**(5.28%)**

Completers Who Received a Tier 3 or Tier 4 License by Race and Ethnicity, Sorted by EDR

Table D12. Total Completers who Received a Tier 3 or Tier 4 License White Completers to TOCAIT Completers by Economic Development Region (EDR), Comparison Single Year AY22-23 to AY23-24

Economic Development Region (EDR)	AY22-23 Unduplicated Headcount	AY23-24 Unduplicated Headcount	Difference Headcount, AY23-24 to AY22-23	Percentage Change in Headcount, AY23-24 to AY22-23
EDR 1 White Candidates	12	Low n	(Low n)	(66.67%)
EDR 1 TOCAIT Candidates	Low n	Low n	(Low n)	(100.00%)
EDR 1 Total Unduplicated	14	Low n	(Low n)	(71.43%)
EDR 2 White Candidates	144	138	(6)	(4.17%)
EDR 2 TOCAIT Candidates	11	Low n	(Low n)	(45.45%)
EDR 2 Total Unduplicated	148	141	(7)	(4.73%)
EDR 3 White Candidates	131	106	(25)	(19.08%)
EDR 3 TOCAIT Candidates	12	13	1	8.33%
EDR 3 Total Unduplicated	154	126	(28)	(18.18%)
EDR 4 White Candidates	316	253	(63)	(18.53%)
EDR 4 TOCAIT Candidates	23	20	(3)	(13.04%)
EDR 4 Total Unduplicated	340	277	(63)	(18.53%)
EDR 7W White Candidates	174	174	0	Unchanged
EDR 7W TOCAIT Candidates	24	18	(6)	(25.00%)
EDR 7W Total Unduplicated	205	206	1	0.49%
EDR 8 White Candidates	73	86	13	17.81%
EDR 8 TOCAIT Candidates	Low n	Low n	(Low n)	(33.33%)
EDR 8 Total Unduplicated	85	96	11	12.94%
EDR 9 White Candidates	121	379	258	213.22%
EDR 9 TOCAIT Candidates	17	42	25	147.06%
EDR 9 Total Unduplicated	139	421	282	202.88%
EDR 10 White Candidates	160	243	83	51.88%
EDR 10 TOCAIT Candidates	22	34	12	54.55%
EDR 10 Total Unduplicated	183	279	96	52.46%
EDR 11 White Candidates	701	646	(55)	(7.85%)
EDR 11 TOCAIT Candidates	188	217	29	15.43%
EDR 11 Total Unduplicated	940	906	(34)	(3.62%)
Grand Total	**2,208**	**2,456**	**248**	**11.23%**

Completers Hired Full-Time Aligned to Their Licensure Area by Race and Ethnicity, Sorted by EDR

Table D13. Total Completers Hired Full-Time Aligned in Their License Area White Completers to TOCAIT Completers by Economic Development Region (EDR), Comparison Single Year AY22-23 to AY23-24

Economic Development Region (EDR)	AY22-23 Unduplicated Headcount	AY23-24 Unduplicated Headcount	Difference Headcount, AY23-24 to AY22-23	Percentage Change in Headcount, AY23-24 to AY22-23
EDR 1 White Candidates	11	Low n	(Low n)	(63.64%)
EDR 1 TOCAIT Candidates	Low n	Low n	(Low n)	(100.00%)
EDR 1 Total Unduplicated	13	Low n	(Low n)	(69.23%)
EDR 2 White Candidates	40	93	53	132.50%
EDR 2 TOCAIT Candidates	Low n	Low n	Low n	50.00%
EDR 2 Total Unduplicated	41	95	54	131.71%
EDR 3 White Candidates	62	103	41	66.13%
EDR 3 TOCAIT Candidates	6	10	4	66.67%
EDR 3 Total Unduplicated	68	116	48	70.59%
EDR 4 White Candidates	226	203	(23)	(10.18%)
EDR 4 TOCAIT Candidates	16	11	(5)	(31.25%)
EDR 4 Total Unduplicated	243	213	(30)	(12.35%)
EDR 7W White Candidates	66	34	(32)	(48.48%)
EDR 7W TOCAIT Candidates	15	5	(10)	(66.67%)
EDR 7W Total Unduplicated	86	37	(49)	(56.98%)
EDR 8 White Candidates	41	50	9	21.95%
EDR 8 TOCAIT Candidates	Low n	Low n	Low n	33.33%
EDR 8 Total Unduplicated	45	54	9	20.00%
EDR 9 White Candidates	21	446	425	2,023.81%
EDR 9 TOCAIT Candidates	4	28	24	600.00%
EDR 9 Total Unduplicated	25	474	449	1,796.00%
EDR 10 White Candidates	139	134	(5)	(3.60%)
EDR 10 TOCAIT Candidates	16	14	(2)	(12.50%)
EDR 10 Total Unduplicated	156	150	(6)	(3.85%)
EDR 11 White Candidates	508	542	34	6.69%
EDR 11 TOCAIT Candidates	145	174	29	20.00%
EDR 11 Total Unduplicated	692	752	60	8.67%
Grand Total	**1,369**	**1,895**	**526**	**38.42%**

Candidate Data by Race and Ethnicity, Sorted by Unit System or Type

Table D14. Phases of Teacher Preparation for TOCAIT Candidates, Year-to-Year Comparison ↑ Increase or ↓ Decrease from AY23-24 to AY22-23, Sorted by Unit System or Type

Unit System or Type	Enrolled Candidates	Program Completers	Received a Tier 3 or Tier 4 License	Hired Full-Time Aligned to License Area
Alternative	↓	↑	↑	↑
MPCC	↑	↓	↑	↑
Minn State	↑	↑	↑	↑
Private	↓	↑	↓	↓
UM System	↑	↓	↓	↓
Statewide Status	↓	↑	↑	↑

Candidate Enrollment by Race and Ethnicity, Sorted by Unit or System Type

Table D15. Total Enrolled Teacher Candidates Comparison of White Candidates to TOCAIT Candidates by TPP System or Type, Comparison Single Year AY22-23 to AY23-24

Unit System or Type	AY22-23 Unduplicated Headcount	AY23-24 Unduplicated Headcount	Difference Headcount, AY23-24 to AY22-23	Percentage Change in Headcount, AY23-24 to AY22-23
Alternative White Candidates	222	127	(95)	(42.79%)
Alternative TOCAIT Candidates	54	39	(15)	(27.78%)
Alternative Total Unduplicated	274	166	(108)	(39.42%)
MPCC White Candidates	2,634	2,553	(81)	(3.08%)
MPCC TOCAIT Candidates	610	672	62	10.16%
MPCC Total Unduplicated	3,440	3,362	(78)	(2.27%)
Minn State White Candidates	3,871	3,434	(437)	(11.29%)
Minn State TOCAIT Candidates	611	628	17	2.78%)
Minn State Total Unduplicated	4,588	4,136	(452)	(9.85%)
Private White Candidates	876	685	(191)	(21.80%)
Private TOCAIT Candidates	450	256	(194)	(43.11%)
Private Total Unduplicated	1,355	949	(406)	(29.96%)
UM System White Candidates	712	774	62	8.71%
UM System TOCAIT Candidates	140	172	32	22.86%
UM System Total Unduplicated	875	956	81	9.26%
Grand Total	**10,532**	**9,570**	**(962)**	**(9.13%)**

Program Completers by Race and Ethnicity, Sorted by Unit System or Type

Table D16. Total Program Completers White Completers to TOCAIT Completers by Unit System or Type, Comparison Single Year AY22-23 to AY23-24

Unit System or Type	AY22-23 Unduplicated Headcount	AY23-24 Unduplicated Headcount	Difference Headcount, AY23-24 to AY22-23	Percentage Change in Headcount, AY23-24 to AY22-23
Alternative White Candidates	109	84	(25)	(22.94%)
Alternative TOCAIT Candidates	12	18	6	50.00%
Alternative Total Unduplicated	121	102	(19)	(15.70%)
MPCC White Candidates	776	693	(83)	(10.70%)
MPCC TOCAIT Candidates	161	159	(2)	(1.24%)
MPCC Total Unduplicated	985	901	(84)	(8.53%)
Minn State White Candidates	1,103	1,041	(62)	(5.62%)
Minn State TOCAIT Candidates	126	136	10	7.94%
Minn State Total Unduplicated	1,270	1,202	(68)	(5.35%)
Private White Candidates	203	235	32	15.76%
Private TOCAIT Candidates	70	93	23	32.86%
Private Total Unduplicated	279	332	53	19.00%
UM System White Candidates	330	293	(37)	(11.21%)
UM System TOCAIT Candidates	58	50	(8)	(13.79%)
UM System Total Unduplicated	394	351	(43)	(10.91%)
Grand Total	**3,049**	**2,888**	**(161)**	**(5.28%)**

Completers Who Received a Tier 3 or Tier 4 License by Race and Ethnicity, Sorted by Unit System or Type

Table D17. Total Completers who Received a Tier 3 or Tier 4 License White Completers to TOCAIT Completers by Unit System or Type, Comparison Single Year AY22-23 to AY23-24

Unit System or Type	AY22-23 Unduplicated Headcount	AY23-24 Unduplicated Headcount	Difference Headcount, AY23-24 to AY22-23	Percentage Change in Headcount, AY23-24 to AY22-23
Alternative White Candidates	102	79	(23)	(22.55%)
Alternative TOCAIT Candidates	8	13	5	62.50%
Alternative Total Unduplicated	111	92	(19)	(17.12%)
MPCC White Candidates	659	604	(55)	(8.35%)
MPCC TOCAIT Candidates	148	153	5	3.38%
MPCC Total Unduplicated	847	803	(44)	(5.19%)
Minn State White Candidates	626	913	287	45.85%
Minn State TOCAIT Candidates	66	113	47	71.21%
Minn State Total Unduplicated	699	1,043	344	49.21%
Private White Candidates	145	151	6	4.14%
Private TOCAIT Candidates	31	26	(5)	(16.13%)
Private Total Unduplicated	182	179	(3)	(1.65%)
UM System White Candidates	300	282	(18)	(6.00%)
UM System TOCAIT Candidates	52	49	(3)	(5.77%)
UM System Total Unduplicated	369	339	(30)	(8.13%)
Grand Total	**2,208**	**2,456**	**248**	**11.23%**

Completers Hired Full-Time Aligned to Their Licensure Area by Race and Ethnicity, Sorted by Unit System or Type

Table D18. Total Completers Hired Full-Time Aligned in Their License Area White Completers to TOCAIT Completers by Unit System or Type, Comparison Single Year AY22-23 to AY23-24

Unit System or Type	AY22-23 Unduplicated Headcount	AY23-24 Unduplicated Headcount	Difference Headcount, AY23-24 to AY22-23	Percentage Change in Headcount, AY23-24 to AY22-23
Alternative White Candidates	112	97	(15)	(13.39%)
Alternative TOCAIT Candidates	15	28	13	86.67%
Alternative Total Unduplicated	127	125	(2)	(1.57%)
MPCC White Candidates	404	509	105	25.99%
MPCC TOCAIT Candidates	94	112	18	19.15%
MPCC Total Unduplicated	531	656	125	23.54%
Minn State White Candidates	335	757	422	125.97%
Minn State TOCAIT Candidates	39	63	24	61.54%
Minn State Total Unduplicated	379	817	438	115.57%
Private White Candidates	26	17	(9)	(34.62%)
Private TOCAIT Candidates	13	3	(10)	(76.92%)
Private Total Unduplicated	42	20	(22)	(52.38%)
UM System White Candidates	237	229	(8)	(3.38%)
UM System TOCAIT Candidates	48	43	(5)	(10.42%)
UM System Total Unduplicated	290	277	(13)	(4.48%)
Grand Total	**1,369**	**1,895**	**526**	**38.42%**

Appendix E: Highlighting Transfer Pathway

Transfer Pathway candidates are a *subset* of total enrollment, completers who received a Tier 3 or Tier 4 license, and were hired full-time aligned to their licensure area. Compared to last year's figures, enrollment has increased overall and for all unique racial and ethnic groups except for those identifying as African American or Black. Those having received licensure and hired aligned to licensure area has also increased overall. Unique racial and ethnic groups had mixed results. Most groups increased or remained unchanged except for those identifying as African American or Black, and Asian.

Figure E1. Percent of Total for Enrolled, Received License, and Hired Aligned to License Area, Entered via Transfer Pathway


	Enrolled	Received a Tier 3 or Tier 4 License	Hired Aligned to License Area
■ AA/B	2.67%	1.35%	0.00%
■ AI/AN	2.67%	0.00%	3.33%
■ Asian	5.33%	1.35%	0.00%
■ Hispanic	7.11%	9.46%	6.67%
■ Multiracial	5.33%	5.41%	0.00%
■ White	88.44%	75.68%	86.67%
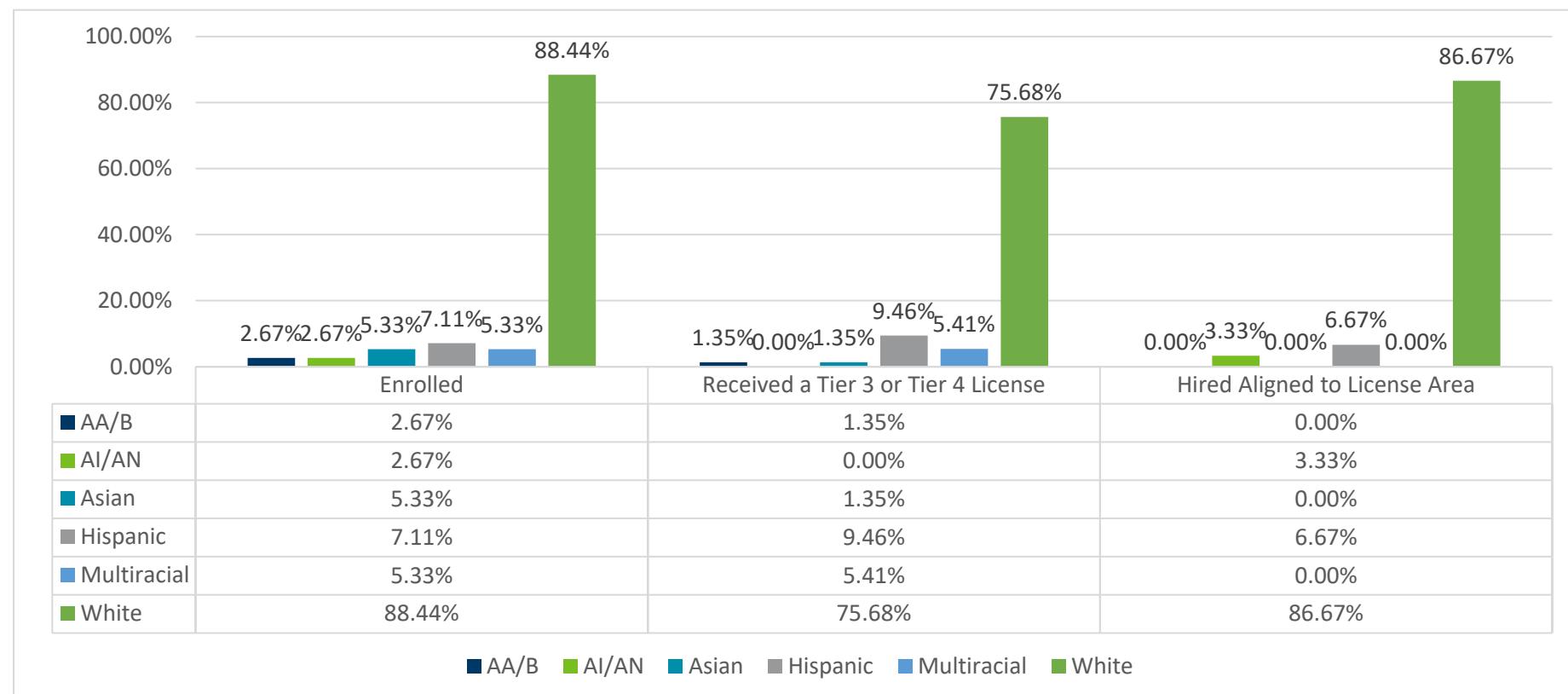
Table E1. Total Teacher Candidates Enrolled via Transfer Pathway Disaggregated by Race and Ethnicity

Race and Ethnicity	AY22-23 Unduplicated Headcount	AY23-24 Unduplicated Headcount	Difference Headcount, AY23-24 to AY22-23	Percentage Change in Headcount, AY23-24 to AY22-23
African American or Black	7	6	(1)	(14.29%)
American Indian or Alaskan Native	6	6	0	Unchanged
Asian	9	12	3	33.33%
Hawai'ian Native or Pacific Islander	0	0	0	Unchanged
Hispanic	8	16	8	100.00%
Multiracial	5	12	7	140.00%
White	136	199	63	46.32%
Teachers of Color and American Indian Teachers (TOCAIT) Unduplicated	31	43	12	38.71%
Total Unduplicated	**166**	**225**	**59**	**35.54%**

Table E2. Total Teacher Candidates Enrolled via Transfer Pathway who Received a Tier 3 or Tier 4 License Disaggregated by Race and Ethnicity

Race and Ethnicity	AY22-23 Unduplicated Headcount	AY23-24 Unduplicated Headcount	Difference Headcount, AY23-24 to AY22-23	Percentage Change in Headcount, AY23-24 to AY22-23
African American or Black	2	1	(1)	(50.00%)
American Indian or Alaskan Native	0	0	0	Unchanged
Asian	2	1	(1)	(50.00%)
Hawai'ian Native or Pacific Islander	0	0	0	Unchanged
Hispanic	2	7	5	250.00%
Multiracial	1	4	3	300.00%
White	15	56	41	273.33%
Teachers of Color and American Indian Teachers (TOCAIT) Unduplicated	5	12	7	140.00%
Total Unduplicated	**20**	**74**	**54**	**270.00%**

Table E3. Total Teacher Candidates Enrolled via Transfer Pathway Hired Full-Time Aligned to Licensure Area Disaggregated by Race and Ethnicity

Race and Ethnicity	AY22-23 Unduplicated Headcount	AY23-24 Unduplicated Headcount	Difference Headcount, AY23-24 to AY22-23	Percentage Change in Headcount, AY23-24 to AY22-23
African American or Black	1	0	(1)	(100.00%)
American Indian or Alaskan Native	0	1	1	Transitioned from 0 (zero) to 1
Asian	1	0	(1)	(100.00%)
Hawai'ian Native or Pacific Islander	0	0	0	Unchanged
Hispanic	1	2	1	10.00%
Multiracial	0	0	0	Unchanged
White	6	26	20	333.33%
Teachers of Color and American Indian Teachers (TOCAIT) Unduplicated	3	3	0	Unchanged
Total Unduplicated	**9**	**30**	**21**	**233.33%**

Acknowledgements