

15 - 0265



January 15, 2015

The Honorable Charles W. Wiger  
Chair, Senate E-12 Finance Division  
205 Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd  
Saint Paul, MN 55155

The Honorable Jenifer Loon  
Chair, House Education Finance Committee  
449 State Office Building  
100 Rev. Dr. Martin Luther King Jr. Blvd  
Saint Paul, MN 55155

Dear Senator Wiger and Representative Loon:

We are pleased to submit our programs' reports to your committees in accordance with the requirement of 2013 Session Laws, Chapter 116, Article 3, Section 37, Subdivision 12, which states:

*Each institution shall prepare for the Legislature, by January 15 of each year, a detailed report regarding the funds used. The report must include the number of teachers prepared as well as the diversity for each cohort of teachers produced.*

With the support of the State of Minnesota's Collaborative Urban Educator grant program, our three universities – also joined by Augsburg College's East African Student to Teacher (EAST) program – are the state's leaders in preparing new teachers of color to join Minnesota classrooms and providing them ongoing support to keep them there.

The Southeast Asian Teachers (SEAT) program at Concordia University of Saint Paul; the Center for Excellence in Urban Teaching (CEUT) at Hamline University; and the Collaborative Urban Educator (CUE) program at the University of Saint Thomas are all homegrown initiatives to ensure that our state's equally diverse student populations are served by an increasingly diverse teaching workforce. With the support of the State's grant program, we have trained, placed, and retained hundreds of teachers of colors who otherwise would not have had the opportunity to become licensed professionals.

National experts agree that students of color perform better when their teachers mirror their own ethnicities. Our universities' programs have responded to the needs in the public education marketplace for teachers who reflect the greater racial and ethnic diversity of urban, suburban and rural classrooms.

Each of our universities has invested significant amounts our own resources over the years to support these minority teacher preparation programs. However, the State's grant funding has been essential to their ongoing success. The State's monies go directly to subsidize the tuition of these future teachers. Further, the policy significance of the State grant has been indispensable in helping us secure additional funding from foundations and other private sources.

We know that there are many requests which your committees must consider for funding public education. We hope that the clear results of our programs have justified the State's policy commitment to attract, prepare, place and retain teachers of color across Minnesota.

We thank the Legislature for its support of our programs.

Sincerely,



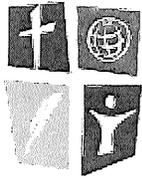
Lon Maly  
Associate Dean, School of Education  
Concordia University, Saint Paul



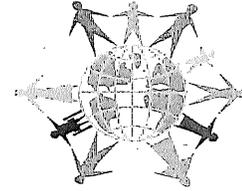
Doug Hennes  
Vice President for University and  
Government Relations  
University of St. Thomas



Nancy Sorenson  
Dean, School of Education  
Hamline University



**Concordia**  
UNIVERSITY • SAINT PAUL



**Southeast Asian Teacher Program**

***Southeast Asian Teacher (SEAT) Program***  
***Concordia University, St. Paul***

***2014 Report to the Minnesota Legislature***  
***January 15, 2015***

***by***

***Dr. Sally A. Baas***  
***Professor and Program Director***  
***College of Education and Science***

The Honorable Chuck Wiger, Chair  
Senate E-12 Division  
205 Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
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The Honorable Jenifer Loon, Chair  
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Saint Paul, MN 55155

Dear Chairs Wiger and Loon:

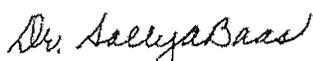
It is my pleasure to report to the Legislature on the use of Collaborative Urban Educator grant monies pursuant to the reporting requirements of Laws 2013, Chapter 116, Article 3, Section 37, Subdivision 12.

The annual nature of this requirement necessitates that we concentrate on reporting the results of the 2013-2014 academic year. We look forward to sharing the results of the current 2014-2015 academic year with you in our report next year.

All of our students and program staff deeply appreciate the essential support which the state's grant program provides to our efforts to train more teachers of colors.

If you have any questions, please contact me by office phone 651-603-6188, cell phone 651-238-7570 or through e-mail [baas@csp.edu](mailto:baas@csp.edu) .

Sincerely,



Dr. Sally A. Baas  
Professor and Program Director  
College of Education and Science

## **Program background**

The Southeast Asian Teacher Licensure Program began in 1998 when a group of Hmong families came to the Legislature to request funding for a program to prepare teachers whose faces reflected their children's.

In response to these community conversations, Concordia University, St. Paul, created the Southeast Asian Teacher (SEAT) Program which is a baccalaureate degree/teacher licensure program for culturally and linguistically diverse paraprofessional and non-licensed teachers who are currently employed in Minnesota school districts. It provides academic and personal advising, tutoring, evening classes, technical assistance, books, laptop, and financial support for students whose faces reflect those of the diverse students in urban and urban-like schools. As a public-private partnership between the state and the university, SEAT provides an investment in each student's future, expanding their potential, skills, talents and intellect while providing them with a circle of support from entrance to the program through their first years of teaching. All requirements of the university general education and education major must be met. Over time, the program has accepted students of color from many ethnic backgrounds, but it has remained true to the mission of preparing teachers of color for today's Minnesota students.

Concordia University's SEAT Program seeks to admit qualified applicants who are working in a public school setting and want to become licensed teachers. The program strongly encourages persons of color to apply, but does not discriminate on the basis of race, creed, color, ethnicity, socio-economic status, or religion. Applicants are expected to demonstrate their commitment and capability to work as a teacher with urban and urban-like learners throughout the application process and training.

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Since its inception in 1998, the Southeast Asian Teacher (SEAT) program has graduated more than 200 teachers of color, thereby making a contribution to Minnesota's tremendous need for additional teachers of color.

## **Report on goals and accomplishments for the 2013-2014 academic year**

Goal #1 Provide a culturally responsive education for the SEAT students' preparation to become classroom teachers.

Activity 1.1 Concordia University faculty will attend cultural competency training and use curricular and delivery options that meet the needs of students of color, particularly those of Southeast Asian background.

Evaluation: Student and faculty report the use models of instruction showing cultural competence.

As of June 30, 2014 College of Education and Science in the preparation for CAEP, is focusing on building cultural competence of faculty and students,

Goal #2 Provide an average of 10 credits a semester to the students currently enrolled in the program.

Activity 2.1 Students' program of study will be worked out with each student during their advising time each semester. Evaluation: students' Plan of Study Form completed  
As of June 30, 2014 Students have completed plans of study through the advising process

Activity 2.2 Students will register for 10 credits each semester

Evaluation: registered courses

As of June 30, 2014 SEAT students have registered for an average of 10 credits per semester.

Goal #3 Provide half of student's tuition, a voucher to purchase textbooks from the Concordia University, St. Paul Bookstore, and laptop for their use while they are registered for class.

Activity 3.1 After registering for classes under the advisement of the SEAT Program Director and/ or content advisor, students will receive a voucher to purchase their textbooks from the Concordia University Bookstore. Evaluation: student receives their voucher and texts

As of June 30, 2014 students have been provided with half their tuition, their books and a laptop for their use while registered.

Activity 3.2 After registering for classes under the advisement of the SEAT Program Director, students will receive training and a voucher to receive a laptop for their use for the semester they are registered. Evaluation: student receives laptop

As of June 30, 2014 Students have received laptops for their use while registered for classes.

Goal #4 Provide the academic and "academic cultural" support for students to be successful in the program.

Activity 4.1 The Program Director will provide support for the students through one to one meetings with individual students. Evaluation: Student feedback (evaluation form)  
Students provided feedback to the SEAT Director indicating having received positive support during the academic year 2013-2014.

Activity 4.2 The Program Director will initiate support from other services at the university on behalf of the SEAT students. Evaluation: SEAT students use of provided services to which they have been referred.

Students reported that they have received helpful support from academic advising and counseling services from Concordia University - St. Paul, staff and faculty.

Goal #5 Provide preparation, mentoring and support for the students in making the shift from paraprofessional or unlicensed teacher to teacher.

Activity 5.1 Speakers will attend the SEAT Seminar and present to the SEAT students on topics related to the move from paraprofessional/unlicensed teacher to licensed teacher. Evaluation: Work samples and reflections from SEAT students.

As of June 30, 2014, students have participated in opportunities to explore the transition from student to teacher through various presentation and discussion at their SEAT Seminar class.

Activity 5.2 Students will receive assistance in the preparation of the MTLE test in Basic Skills.

Evaluation: Students will successfully pass two of the three Basic Skills tests this year.

As of June 30, 2014, students participated in coursework under the direction of reading/writing consultant Whitney Gonzales as a means of preparation for the reading and writing MTLE

Goal #6 Provide e-mentoring and face to face mentoring for SEAT graduates who are in their first and second year of teaching.

Activity 6.1 SEAT Program Director will do e-mentoring with students who have graduated from the SEAT Program for their first two years of teaching and beyond once each quarter of the year. Evaluation: Reflections from students mentored (anecdotal data)

For the 12<sup>th</sup> year, the Director provided e-mentoring to professionals who have completed SEAT while they are in their first and second year of employment,

Goal #7 Work with the school districts to recruit students, and to assist in the hiring and placement of SEAT graduates as classroom teachers.

Activity 7.1 SEAT Director will work with MN school districts in recruiting students to the program, meeting a minimum of twice a year with St. Paul School District, Minneapolis School District, other districts in the 7-County Metro area, and greater MN.

Evaluation: Meeting attendance and summary

As of June 30, 2014, the Director and Program Associate recruited seven new students for 2014-2015 Academic Year from local school districts

Goal #8 Recruit and enroll six new students.

Activity 8.1 SEAT Director will enroll the majority of new students in the Fall Semester and six during the Spring Semester. Evaluation: Success of recruitment, attendance in classes  
As of June 30, 2014, as noted above, the Director and Program Associate recruited seven new students who are all students of color (Hmong, Somali, African American, African, and Columbian for 2014-2015 Academic Year from local school districts.

Goal #9 Provide opportunities for the University community to improve the multicultural environment and teaching through events focused on cross-cultural communication.

Activity 9.1 SEAT Director will provide a seminar for College of Education staff and faculty on cross cultural working/teaching within the context of the university setting. with use of Ethnic-Newswatch will be used as a source for information on various cultures Evaluation: personal evaluation and written essay

Goal #10 Enable students to be involved in service learning and leadership roles in the Concordia University, St. Paul community through the Hmong Culture and Language Program & Crossing Cultural Bridges, summer program.

Activity 10.1 SEAT students will attend the Hmong Culture and Language Program a minimum of three times each semester to provide assistance in literacy and ethnic identity lessons. Evaluation: attendance and personal evaluation.

As of June 30, 2014, the Director and Program Associate recruited 7 SEAT students to attend Hmong Culture and Language Program 10 or more times during the academic year.

## **2014-2015 Academic Year**

During the current (2014-2015) academic year, there are 23 students enrolled in the SEAT program. All students are students of color who are Hmong, Somali, Nigerian, Africa American and Columbian. In December of 2014, three SEAT students graduated. They are all Hmong.

### **Program staff**

Dr. Baas earned her Doctor of Education degree from St. Mary's University in Minneapolis, at which time she was recognized with the St. Mary's University Outstanding Dissertation Award for her investigation entitled, "What Does it Mean to be Hmong in the Twin Cities of Minnesota?" Recently, her dissertation was published as a book by Lambert Academic Press and it has been distributed to several countries throughout the world. Dr. Baas has over 45 years of experience in teaching students of all ages, administration, and project management. She has been particularly successful in increasing the number of teachers of color entering and persisting in teaching in the Twin Cities metropolitan area.

The Program Associate is Nao Thao, M.A., who is a graduate of the SEAT Program with training in English as a Second Language, is the Co- director of the Hmong Culture and Language Program and serves as the co-facilitator of the SEAT Seminar.

Both professionals have been a part of the program for over 10 years and have successfully led and counseled the students who are in the program as part of the circle of their success, from the entry into the program, to well into their second and third years of successful teaching in local schools.

The SEAT Program is also supported by administrators at Concordia University, St. Paul, including: President Tom Ries, VP for Academic Affairs, Lonny Maly; VP for Finance Michael Dorner; and VP and Dean of Diversity, Dr. Cheryl Chatman.

### **Statewide impact of program**

Our students who are all students of color have been placed and are currently teaching in the St. Paul Public Schools (Jackson, Central, Arlington, Harding, Maxfield, Adams, and Como); the Minneapolis School District; Osseo; Brooklyn Park; Hopkins; East Metro Integration District; and a variety of urban and suburban charter schools (Prairie Seeds, Hmong College Prep Academy, College Prep Elementary, Life Prep Academy, New Millennium, Noble Academy, Higher Ground, and others). In addition, SEAT graduates are moving into school communities outside the seven-county metro area.

### **Moving on to pursue advanced degrees**

Some of our students of color who graduated from the SEAT Program are now pursuing master's degrees in educational leadership, differentiated instruction, education, and seeking endorsements in reading, etc. There are ten SEAT graduates now preparing and completing advanced degrees to prepare themselves to serve in local schools. One of our SEAT grads was nominated for Minnesota Teacher of the Year last year. Another started his own non-profit to help adopted children, as a result of his own background and support from his M.B.A. program at Concordia University, St. Paul.

**UNIVERSITY OF ST. THOMAS  
REPORT TO THE MINNESOTA LEGISLATURE  
Regarding the  
Collaborative Urban Educator (CUE) Program  
January 2015**

Submitted by

Dr. Jeanne Mortinson, Program Director  
Collaborative Urban Educator Program

For additional information, please contact Dr. Jeanne Mortinson  
651-962-4659  
jmmortinson@stthomas.edu

**INTRODUCTION TO THE 2015 COLLABORTIVE URBAN EDUCATOR PROGRAM  
REPORT TO THE MINNESOTA LEGISLATURE**

I am pleased to present this report detailing the implementation of the Collaborative Urban Educator (CUE) Program, funded by the Minnesota state legislature in 2013. The report is also submitted to the Minnesota Department of Education in compliance with the Department grant contract from July 1, 2013- June 30, 2015.

The CUE program at the University of St. Thomas is intended to prepare persons for the teaching profession at the graduate level whose racial, ethnic, cultural, linguistic and/or experiential background would help make them effective 21<sup>st</sup> century educators for a diverse student population.

**Since 1992, 386 CUE participants earned 400 teaching licenses through the CUE Program at the University of St. Thomas. In 2015 CUE will grow to 429 CUE alumni!**

**In September 2013**, 44 people started their graduate program to earn a teaching license in either Special Education (SPED) or English as a Second Language (ESL). Of the 43 people in the current program, 70% are persons of color.

**The remainder of this report is divided into three sections and attachments.**

**Section I: Lessons Learned**

**Section II: Historical Background Information:** summarizes the origins and need for the expansion of the Collaborative Urban Educator Program (CUE).

**Section III: Goals and Outcomes:** describes what has been accomplished as a result of the 2013 legislative initiatives that supported continued expansion of CUE efforts.

#### **Section IV: List of Separate Attachments**

Current CUE SPED cohort 8 names and information

Current CUE ESL cohort 1 names and information

CUE Demographics

#### **Section I: Lessons Learned**

As CUE completes the licensure preparation of two cohorts in 2015, the program is aware of the significant role it plays as a model for bringing urban experienced and diverse persons into the teaching profession.

Lessons learned:

- CUE alumni are our best source of new participants, bringing hundreds of inquiries from paraprofessionals in the schools each year.
- CUE has adapted to the changing needs of the student population in Minnesota, bringing more diversity to the teaching profession, more teachers to meet the needs of a growing English language learner population, more teachers who speak a second language (18 in our current cohorts), more Special Education teachers who are aware of the over-identification of black males in Special Education and want to be part of reversing that trend.
- CUE participants complete their license coursework within the two-year grant period. This timeframe places new teachers in the field quickly. Using the “grow your own” philosophy, the CUE Program seeks people who live in and intend to stay in Minnesota.
- Retention in the education profession is very high for CUE alumni (76% retention versus national attrition rates of 50% in urban settings within the first five years of teaching). CUE alumni are now in approximately 125 public, charter and private schools in Minnesota serving as teacher leaders, principals, assistant principals, superintendents and school board members.

#### **Section II: Historical Background Information**

The Collaborative Urban Educator Program (hereafter referred to as CUE) was designed in response to a 1990 Minnesota legislative initiative, Minn. Stat. 125.188, (later Minn. Stat. 122A.24) as implemented by the Minnesota Board of Teaching. The legislation called for pilot programs to design, implement, and evaluate alternative routes to teaching licensure. CUE, created collaboratively by persons from the Saint Paul and Minneapolis Public Schools and the University of St. Thomas, was one of two sites in Minnesota selected by the Board of Teaching to receive grant money from the State in 1991. The intention of the legislation was to increase the number of teachers from underrepresented populations in the State.

The grant for alternative routes to licensure from the Board of Teaching served as a catalyst for exploring unique, collaborative approaches to the increasing challenges faced by the urban school districts. During several months of joint planning, the Collaborative Urban Educator Program (CUE) model was developed as a non-traditional elementary licensure program designed to prepare carefully selected, post-baccalaureate persons for teaching in urban settings. CUE was an outcome based, personalized, graduate cohort model designed to provide a dignified transition from other careers into the teaching profession. The program was intended to prepare persons whose racial, cultural, and/or experiential background would help make them effective Urban Educators in Minneapolis or Saint Paul elementary school settings. Alternative route to

license participants took a combination of graduate coursework, seminars, and full time internship in the schools to complete a teacher preparation program within one year.

The CUE program's alternative routes to licensure project recruited twelve cohorts between 1991 and 2003. CUE combined on-campus and on-site coursework (which candidates have the option of applying towards a Master's degree) and on-site supervision, peer coaching and professional development. CUE 1 through 10 Urban Educators, after being recommended on each of the program outcomes, received a Minnesota 1 - 6 teaching license. CUE 11 and 12 completers earned Minnesota K – 6 Elementary with a 5 – 8 Specialty licenses. Most completing CUE participants were offered positions in urban and districts.

### **The CUE Alternative Route to Teaching and Expansion (CUE EX) Project**

Based on the initial success of the CUE program from 1991-1996, and responding to initiatives from University of Saint Thomas President Dennis Dease, the University and School District Government Relations Offices, and Senator Lawrence Pogemiller, CUE Coordinators prepared a proposal to expand CUE. Senator Sandy Pappas and Representative Matt Entenza sponsored bills in their respective houses to fund CUE and the CUE expansion. A fully funded proposal emerged for the 1997-1999 biennium. The CUE program included CUE Alternative Route to Licensure, CUE Expansion cohorts taking all graduate coursework in elementary K-8 licensure preparation and Special Education cohorts. In 1999, legislators bipartisanly supported a joint bill for the University of St. Thomas, Hamline, and Concordia to prepare urban teachers from diverse backgrounds.

During the 2003 legislative session the CUE program lost some funding due to difficult economic times. However CUE funding allowed the Special Education licensure program to continue.

With the CUE Special Education expansion project, Minneapolis and St. Paul and the University of St. Thomas initially invited suburban districts to participate in the efforts: Brooklyn Center, Hopkins, Roseville, North St. Paul/Maplewood/Oakdale, Columbia Heights and the East Metropolitan Integration District. The districts were selected to participate based on need, past cooperation and working relationships, demographics, willingness to participate at an implementation level, a fit with the legislative intent to pilot a CUE format beyond the Twin Cities, and a fit in philosophic grounding. However, in the difficult economic environment, districts were forced to reduce their teaching staff. It made it much more difficult for participating districts to specify which Special Education licenses would be needed. As a result the CUE program opened participation to all districts and schools in Minnesota. Also, as more metro-area and rural school districts have had an increasingly rich and diverse mix of students and a subsequent compelling need to increase the numbers of educators who could relate positively to the changing issues of the student population, the Collaborative Urban Educator Expansion Project offered the potential opportunity for increasing the pace of change toward diversifying their staffs. CUE participants were asked to seek employment in any district or school in Minnesota and give back four years of teaching in exchange for the CUE grant opportunity.

For the University of Saint Thomas, participation related to its intention to promote diversity in its student body, faculty, and staff, and to act on its commitment to social justice. The University of St. Thomas' CUE Program has been a particularly successful and direct route for getting persons with diversity into the teaching profession.

### **Section III: Goals and Outcomes.**

#### **2013-2015 Goals For the CUE SPED 8 Cohort and ESL 1 Cohort**

The \$390,000 (FY 2013-2014 \$195,000 and FY 2014-2015 \$195,000) is being used for the following three project goals. The Collaborative Urban Educator (CUE) Program at the University of St Thomas prepares experienced, broadly educated persons from underrepresented populations who are from ethnically, culturally, linguistically diverse backgrounds or have experiential and special backgrounds that help them relate to the particular needs of urban and urban like learners and the challenges of teaching in urban and urban like schools in Minnesota. **CUE prepares teachers in Special Education and ESL license areas within the two-year grant period.**

**Goal One: Support the CUE Special Education and ESL cohorts in their license preparation. There are currently a total of 43 people in the two cohorts** known as CUE SPED 8 cohort and ESL 1 cohort. The cohort participants began licensure coursework in Fall 2013 and will concluded coursework Summer/fall Sessions 2015.

#### **Goal Two: Continued Support of Retention Efforts**

Continue to monitor the impact and retention of CUE alumni through electronic and personal mentoring and networking.

#### **Goal Three: Continued Support for Research and Information Dissemination**

Continue research and follow-up studies and dissemination of results related to recruiting and retaining educators appropriate for urban and urban-like settings.

**Thank you to all who continue to make the Collaborative Urban Educator Program a reality since 1991!**

### **Section IV: List of Separate Attachments**

- CUE SPED cohort 8 names and information
- CUE ESL cohort 1 names and information
- CUE Demographics

## CUE SPED 8 2013-2015

**CUE Members****SPED Faculty Advisors**

Nii Anyetei Akofio-Sowah 1581 Wilson Ave. St. Paul 55106 612-990-1611	Shelley Neilsen-Gatti
Jeff Alden-Pope 13401 Morgan Ave. So., #234, Burnsville 55337	Shelley Neilsen-Gatti
Neel Allen 6601 W. Broadway Ave. Brooklyn Park 55428 651-408-4551	Shelley Neilsen-Gatti
Nadia Benner 4320 Oakland Ave. S. Mpls. 55407 612-483-7317	Todd Busch
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Sally Butwin 2159 Helena Ave. N. Oakdale 55128 651-675-9323	Todd Busch
Desiree Chavez 951 Bradley St. St. Paul 55130 651-468-5257	Todd Busch
Anthony Gregory 2015 Central Ave. NE #101 Mpls. 55414 317-628-4788	Shelley Neilsen-Gatti
Matthew Kaylor 4349 29 <sup>th</sup> Ave. S. Mpls. 55406 612-501-0474	Shelley Neilsen-Gatti
Sonya Kuznetsov 634 19 <sup>th</sup> Ave. NE #2 Mpls. 55418 612-598-6253	Todd Busch
Portia McClain 321 East 43 <sup>rd</sup> St. Mpls. 55409 847-254-0576	Todd Busch
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Jacob Nielsen 166 Bedford St. SE Mpls. 55414 952-297-6120	Shelley Neilsen-Gatti
Steven Paster 1019 Iglehart Ave. St. Paul 55104 651-278-1663	Shelley Neilsen-Gatti
Brittney Perry 5915 Candace Ave. Inver Grove Hghts 55076 612-267-2828	Todd Busch
Karen Sorensen 13905 52 <sup>nd</sup> Ave. N. #706 Plymouth 55446 612-382-0739	Kellie Krick Oborn
Sisavan Vang 940 Ferndale St. N. Maplewood 55119 612-229-6723	Shelley Neilsen-Gatti
Stacey Von Wald 511 Saratoga St. S. St. Paul 55116 651-983-4422	Shelley Neilsen-Gatti
Jennell Walker 5951 Otterview Circle Whitebear 55110 651-786-9516	Kellie Krick Oborn
Tamar Wallace 4130 Adair Ave. N. Robbinsdale 55422 763-381-9883	Shelley Neilsen-Gatti
Lawanda Warren 5707 88 <sup>th</sup> Crescent N. Brklyn Pk 55443 612-644-3421	Shelley Neilsen-Gatti
Keisha Williams 1923 Ivy Ave. E. St. Paul 55119 773-469-9558	Shelley Neilsen-Gatti
A Xiong 1641 Cumberland St. #32 St. Paul 55117 763-807-5529	Todd Busch

**CUE Program and SPED Advisor Information**

Shelley Neilsen-Gatti [slneilsengatt@stthomas.edu](mailto:slneilsengatt@stthomas.edu), 651-962-4396

Todd Busch [busc9929@stthomas.edu](mailto:busc9929@stthomas.edu), 651-962-4461

Kellie Krick Oborn [kmkrick@stthomas.edu](mailto:kmkrick@stthomas.edu) 651-962-4390

CUE Program: Jeanne Mortinson, [jmmortinson@stthomas.edu](mailto:jmmortinson@stthomas.edu), 651-962-4659

## ESL Cohort 1

### Field Experience III Fall Semester 2014 Between Sept. 3-Dec. 19 Student Teaching Spring Semester 2015 between Feb. 2-May 22

- Asterisk (\*) indicates the person has a another teaching license (listed after their name) and will only need a four week full time student teaching.
- All others need a semester (14 weeks full time between two settings) of student teaching.

Kasim AbdurRazzaq	792 Fuller #2 St. Paul 55104 651-329-6171
*Alicean Caskey (elementary)	1914 Russell Ave. No. Mpls. 55411 612-963-9675
Jose Chipoco	1122 Como Ave. SE #101 Mpls. 55414 612-386-4973
*Alice Darlene Gibson (elementary, SPED)	7064 Unity Ave. N. Brooklyn Center 55429 612-386-1993
*Leila Habashi (Visual Arts)	12151 Upper 167 St. W. Lakeville 55044 952-898-9776
*Mona Hadary (SPED)	8151 33 <sup>rd</sup> Ave. S. #209E Bloomington 55425 952-297-5666
Pheng Her	548 Flandrau St. St. Paul 55106 651-434-2470
Markeeta Keyes	6019 Xerxes Ave. N. Brooklyn Center 55430 612-961-7736
*Kristin King-Fournier (SPED)	355 Cimarron Rd. Apple Valley 55124 952-270-2018
*Zuag Lee ( Early Childhood)	1932 Nebraska Ave. E. St. Paul 55119 651-387-8936
*Carlene Lyons (Elementary)	3901 Blaisdell Mpls 55409 715-412-0551
Kao Nou Moua	1833 Nevada Ave. St. Paul 55119 651-202-7542 <b>WITHDRAWN</b>
Jeannine Nakpil	8424 Ashford Rd. Woodbury 55125 651-340-1358, 612-232-2497
Barbara Pierre-Louis	4867 Hamlet Ave. N. Oakdale 55128 612-217-2587, 612 432-1694
Christa Schmidt	1424 Hickory Trail White Bear 55110 651-426-8451, 651-323-0901
Cynthia Steinhoff	4260 Morlock Dr. Jordan 55352 952-2615690
Angelica Torralba-Olague	6540 133 <sup>rd</sup> St. W. Apple Valley 55124 612-558-8787
Hlies Vue	565 Sandhurst Dr. W. #201 Roseville MN 55113 651-367-4771
Courtney Wiley	1070 McKnight Rd. S. Maplewood 55119 651-492-2759
Zong Yang	1142 Euclid St. St. Paul 55106 612-408-3138
*Ann Yee (Elementary)	1332 Cope Ave. E. Maplewood 55109 651-434-4165

### CUE Program Advisors

Jeanne Mortinson, CUE Director, [jmmortinson@stthomas.edu](mailto:jmmortinson@stthomas.edu), 651-962-4659, 316 Opus Hall, cell 612-910-3252

Jan Frank, Chair, Teacher Education, [jlhfrank@stthomas.edu](mailto:jlhfrank@stthomas.edu), 651-962-4446, Room 306 Opus Hall

**COLLABORATIVE URBAN EDUCATOR (CUE) PROGRAM DEMOGRAPHICS**

**429 Total Participants – from 1991 to the present including current SPED 8 and ESL 1 cohorts**

**82% of the program participants have been persons of color:**

- **64% African American**
- **3% American Indian**
- **21% Asian American**
- **12% Hispanic American**

**Current SPED 8 and ESL 1 Cohort Demographics 2013-2015**

43 people are CUE participants for the 2013-2015 funding period:

23 in SPED licensure and 20 in ESL licensure

30 of the participants are persons of color (70%)

18 speak another language other than English

29 are paraprofessionals in the educational settings

**Special Education (SPED) COHORT 8**

SPED 8 Cohort	Male	Female	Totals
African American	6	7	13
Asian	1	1	2
Hispanic		1	1
White	2	5	7
Totals	9	14	23

16/23 are persons of color

6/23 speak another language other than English: French(1), Russian(1), Hmong(2), Spanish(1), Sign Language(1)

16 are in paraprofessional roles

**Licensure:**

21 are earning an initial teaching license

2 have a teaching license and are adding a SPED license

**English as a Second Language (ESL) COHORT 1**

ESL 1 Cohort	Male	Female	Totals
African American	1	5	6
Asian	1	5	6
Hispanic	1	1	2
White		6	6
Totals	3	17	20

14/20 are persons of color

12/20 speak another language other than English: French(1), Hmong(5), Spanish(4), Chinese(1), Farsi(1), Arabic(1), Haitian(1), Creole(1), Portugese(1), Korean(1), Japanese(1), Tagolog(1)

13 are in paraprofessional roles

**Licensure:**

12 are earning an initial teaching license

8 have a teaching license and are adding an ESL license

**Hamline University – School of Education**  
**January 15, 2015 Legislative Report**  
**Collaborative Urban Educator Grant Program (CUE)**  
**2013-2015 Grant Period Report**  
**July 1, 2013 – December 31, 2014**

**Legislative Requirement**

In 2011, the Legislature required that “[each institution which received a Collaborative Urban Educator (CUE) Grant shall prepare for the Legislature by January 15 of each year, a detailed report regarding the funds used. The report must include the number of teachers prepared as well as the diversity of each cohort of teachers produced” (Laws 2011, 1st Special Session, Chapter 11, Article 2, Section 50, Subdivision 14).

In 2013, the Legislature also included in its appropriation a similar reporting requirement (Laws 2013, Chapter 116, Article 3, Section 37, and Subd. 12).

**Reporting as Required**

This report covers the period July 1, 2013– December 31, 2014.

- Use of Funds

The use of state funds under the CUE Program has been focused on two areas.

The first is in the continued research, development, evaluation and implementation of a “Certificate in Urban Teaching” program which is the result of long term legislative support, through the CUE grant program. This program focuses on the additional preparation and retention of teachers of color.

As noted below, this certificate program has been extended to students as they complete their first licensure program. This effort that holds great promise for a national model for initial licensure, induction, and support during the first three critical years of practice that combines with these support efforts an opportunity to become board certified through the National Board for Professional Teaching Standards.

Hamline is in conversation with the National Board for Professional Teaching Standards related to this initiative and has received positive comments about a joint venture in this area. The goal is to prepare a cadre of teachers of color who through achieving board certification are prepared to assume roles as teacher leaders in their instructional settings.

See related details in Table 4.

- Number of Teachers Prepared

Hamline is unique among the four private colleges that receive legislative support through the CUE program. Since the 2000/2001 biennium, the CUE funding for Hamline's work is primarily focused on retention of teachers of color once they enter the classroom, however the candidates of color who enter and complete the Hamline preparation program are the primary audience for mentoring and retention efforts.

Hamline’s focus is on the retention of teachers of color. Therefore the number below of “teachers prepared” reflects teachers supported during their first three years in the field, rather than teachers being prepared for their first license.

The support of teachers of color during their first three years is not done using a cohort model. From its inception in 2000, the Certificate in Urban Teaching, which incorporates the urban learner framework, has served as a mechanism for supporting 878 new and non-traditional teachers who participated in the program.

Specifically, during the period July 1, 2013 through December 31, 2014, 124 teachers of color have been supported in applying the urban learner framework in their teaching, as they worked toward earning the Hamline Certificate in Urban Teaching

- Diversity of Each Cohort of Teachers Produced

While the focus of Hamline’s “Certificate in Urban Teaching” program is primarily on teachers of color, the certificate is also open to non-students of color. The following is a compilation of teachers served over the past two years:

ETHNICITY	Table 1
	(%)
American Indian or Alaska Native	(0.5)
Asian	(3.6)
Black or African American, non-Hispanic	(3.1)
Native Hawaiian or other Pacific Islander	(0.0)
Hispanic or Latino	(2.9)
White, non-Hispanic	(48.8)
Two or More Races	(0.6)
Other	(1.7)
Race/Ethnicity Unknown	(38.8)
<b>Total</b>	<b>(100)</b>

**Supporting Information:**

Hamline University and its School of Education have, since 1995, focused intensely on the retention of teachers of color. The focus has been on attracting new teachers of color and who are carefully supported through their initial preparation and first licensure and provided with follow-up professional development and mentoring experiences in their first years of teaching.

This has resulted in a model to support teachers of color during the critical first three years of their professional practice. This is, and continues to be, at the heart of the creation of a center at that would lead the way in transitioning Hamline’s entire School of Education into a focus on both the preparation of teachers of color, and also on their support and retention during the critical first three years of their practice.

The model of post first licensure support forms one of the key foundation elements of the current Bush Foundation Teacher development effort of which Hamline is a part.

Hamline developed an urban learner framework and a differentiated program to serve the needs of teachers of color who are in their first three years of service.

The urban learner framework, a theoretical model, provided the research basis for the development of the Certificate in Urban Teaching which provides a mentored professional development opportunity for new teachers. The urban learning framework is a way of viewing urban learners and learners in urban-like conditions from the perspective of their strengths and the prospects for success, as opposed to their

weaknesses and potential for failure. Characteristics of students living in “urban like” conditions, regardless of geographical location, may include students with some or all of the following life conditions and personality traits:

**Urban-Like Variables in Classroom Populations:**

**Table 2**

1. Diverse racial, cultural, religious and economic backgrounds
2. Linguistic diversity; first home-languages other than English
3. Amazing resilience; students who remain capable and hopeful despite the odds
4. A high degree of self-motivation and self-sufficiency
5. Living in conditions of generational or seasonal poverty
6. Families experiencing unhealthy relationships, violence, substance abuse, etc.
7. Families in communities experiencing stress, dislocation, violence, etc.
8. Abusive relationships at home or in the community
9. Attending under-served, under-resourced, dysfunctional schools
10. Ignored, isolated, depressed, lonely
11. Physically or mentally challenged
12. Communities and families that appear to be homogeneous, middle class and functional

Source: Hamline University School of Education

Narrowing the twelve environmental and personality factors listed above into a framework for “urban” learners four salient attributes emerged that teachers can use as a starting point.

**Key Components of the Urban Learner Framework**

**Table 3**

**Urban learners:**

1. Can be, and are, resilient despite tough conditions
2. Are capable even if viewed as underachievers
3. Are culturally diverse and different, not deficient
4. Are self-motivated when instruction is contextual (relevant) to their lived experience

Source: Hamline University School of Education

This effort is leading to the aligning of the Certificate in Urban Teaching with masters degree completion options for students in the first licensure program.

This will lead to a masters of arts in teaching degree with strong preparation for meeting the needs of students in urban settings. Another option that is being explored is to redesign the Certificate in Urban Teaching so that it provides preparation for National Boards. This will also allow for a special emphasis on preparing them to be board certified through the National Board for Professional Teaching Standards.

A breakdown of specific sub-goals, activities, and outcomes that are directed toward support and retention of teachers of color as they achieve licensure and enter their first years of teaching are outlined below.

**Table 4**

<b>GOAL</b>	<b>ACTIVITY</b>	<b>DATA</b>
<b>Recruit and support the retention of a diverse cadre of teachers.</b>	Hamline has identified diverse communities for targeted recruitment efforts. Additionally, groups internal to the university, including veterans, future teacher clubs, and undergraduate students, have been engaged. Faculty and staff have networked with groups, presented them with informational materials, and advised about program admissions. At least partly due to this more targeted recruitment, in the past two academic years, Hamline has seen an increase in the proportion of diverse students in initial teacher preparation. In AY 2013, 15.9% of the Hamline initial licensure students identified themselves as other than Caucasian. In 2014, 23.9% so identified themselves.	8% increase in initial licensure students identifying as students of color.
	Solicited current students and graduates from under-represented groups to share testimonials about their experience as students, teachers, and school leaders. These representatives have been featured in media productions, social media, and in face-to-face presentations with persons interested in teaching.	10 teachers shared testimonials.
	Developed advising strategies and designed a 360-degree support system to retain diverse teachers based on insights from focus groups. The system is marked by culturally responsive support and advising during the licensure program that extends through the initial years teaching. Professional development to coaching and support focused on retaining novice teachers beyond their first years of teaching.	20 students participated in focus groups.

	Continued development of partnership arrangements with the Mounds View School District to recruit a diverse group of high school students into teaching, as part of a “grow your own” diverse teaching workforce. High school students will be admitted to Hamline’s licensure program, where they will be provided with financial support and mentoring supporting as they complete a licensure program. Mounds View will support a fifth-year paid residency, for these students, and will guarantee employment in the district for those who complete this preparation.	Five students have been identified by the Mounds View district to begin the first stages of this program in fall 2015.
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<b>GOAL</b>	<b>ACTIVITY</b>	<b>DATA</b>
<b>Enhance the knowledge, skills, and dispositions needed by new teachers to support culturally relevant practice to promote high levels of achievement of all K-12 students.</b>	Inaugurated the Teaching Fellows Initiative in 2014-2015 to support teachers of color at the end of their preparation to assure that they are fully licensed and supported as they move into the first years of teaching. The initiative involves intense coaching starting in the student teaching experience, the job search, classroom preparation for the first year, and ongoing mentoring.	Nine Teaching Fellows supported through this new initiative.
	Identified and trained three coaches/mentors to work with Teaching Fellows in their first year of teaching.	Three coaches/mentors.
	Provide MTLE coaching sessions for currently practicing urban teachers who have not satisfied the MTLE requirement for full licensure.	15 teachers of color identified.

<b>GOAL</b>	<b>ACTIVITY</b>	<b>DATA</b>
<b>Provide targeted professional support for novice teachers during the first year of urban teaching, including modified co-teaching, individual and group coaching, community asset mapping, and professional networking opportunities.</b>	185 recently licensed teachers explored the concept of community asset mapping and its application in diverse school settings.	185 early career teachers.
	The Certificate in Urban Teaching Program was reviewed and updated to provide practical support for novice teachers during the first year of urban teaching. It offers coursework that supports new urban teachers as they learn to deal with the interpersonal dynamics of the urban classroom and learn to shape their instruction in culturally responsive ways, to manage instructional programs effectively, and to make active links with the external community. In the past two years the program has averaged an enrollment of 35 early career teachers.	35 early career teachers averaged per year.

	<p>50 scholarships were awarded to novice teachers who practice in Hamline’s urban cluster sites, to support professional development in the field of literacy teaching by participation in the Hamline Summer Literacy Institute. In addition to focusing on the basic knowledge and pedagogical base needed for excellent literacy instruction, the Institute also offered featured speakers and individual sessions that were designed to address the unique needs of urban teachers and their students. For example, featured speaker Kao Kalia Yang addressed the Hmong American experience and teachers from Saint Paul presented sessions on promoting courageous conversations and supporting cultural competence in middle school populations. Other presentations dealt with family interactions with literacy learning.</p>	<p>50 new teachers from urban sites.</p>
	<p>Focused interviews were conducted with the other CUE grant directors to determine the value of mentoring licensure completers during their first years of teaching. Interviews resulted in concrete ideas about how the institutions could collaborate in supporting new teachers and in specific ideas for mentoring that Hamline could provide. These suggestions are being implemented in the Urban Certificate planning and in the new administrator mentorship project.</p>	<p>n/a</p>

<b>GOAL</b>	<b>ACTIVITY</b>	<b>DATA</b>
<p><b>Mobilizing broad supports for practicing teachers through joint research between faculty and partnering schools, and through work with educational leaders including school administrators, school boards, and policy-makers.</b></p>	<p>Eight new school leaders who are serving in diverse school settings are participating in The New Urban Principal Mentoring initiative focused on helping them understand the role they play in supporting new teachers of color as they enter the classroom.</p>	<p>Eight new school leaders participating in the initiative.</p>
	<p>A joint research effort conducted by Hamline faculty will track the impact of The New Urban Principal Mentoring initiative as it moves forward. Currently two districts are supplying candidates for the project: Fridley and Mounds View.</p>	<p>n/a</p>
	<p>300 new teachers and other members of the larger education community gathered to discuss perspectives on how to address the achievement gap that challenges urban and urban-like schools in Minnesota.</p>	<p>300 new teachers.</p>
	<p>325 new teachers and other members of the larger education community gathered to discuss how institutional policies and procedures can foster a “school to prison pipeline”.</p>	<p>325 new teachers.</p>