

January 15, 2016

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 color who otherwise would not have had the opportunity to become licensed professionals.

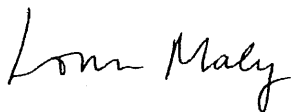
National experts agree that students of color perform better when their teachers mirror their own race and culture. Our universities' programs have responded to the needs in the public education marketplace for teachers who reflect the greater racial and cultural diversity of urban, suburban and rural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

Our universities have invested significant amounts of 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.

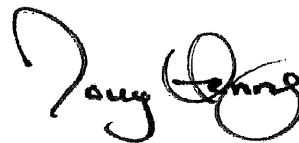
We know that there are many requests for funding public education which your committees must consider. We hope that the clear results of our programs have justified the state's policy commitment to attract, prepare, place and retain teachers of color across Minnesota.

We thank the Legislature for its support of our programs.

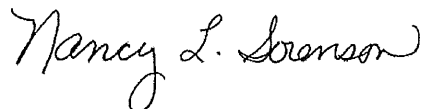
Sincerely,



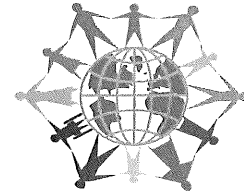
Lonny Maly
Vice President for Academic Affairs
Concordia University, Saint Paul



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



Nancy Sorenson
Dean, School of Education
Hamline University



Southeast Asian Teacher Program
January 15, 2016

Southeast Asian Teacher Program
Concordia University, St. Paul
Collaborative Urban Educator Grant Program
2015 Legislative Report

The Southeast Asian Teacher (SEAT) Program, with a current registration of 26 students and approximately 200 graduates, is directed by Dr. Sally A. Baas, who has provided leadership to the program since 2003.

Program Leadership

Dr. Baas earned her Doctor of Education degree from Saint Mary's University in Minneapolis. Dr. Baas has more than 45 years of experience in teaching students of all ages, as well as 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 SEAT Program Associate and Adjunct Instructor is Nao Thao, M.A. Thao is a graduate of the SEAT Program with training in English as a Second Language and is co-director (with Dr. Baas) of the Hmong Culture and Language Program and the Building Cultural Bridges Camp, both of which were created by Baas and Thao along with former SEAT graduates.

Both Baas and Thao have been a part of the program for more than 12 years and have successfully led and counseled SEAT students from the time of program entry to well into their second and third years of successful teaching.

The SEAT Program is also supported by administrators at Concordia University, St. Paul, including: President Dr. Tom Ries; VP for Academic Affairs Dr. Marilyn Reineck; VP for Finance Michael Dorner; Executive Vice President and Dean of Diversity Dr. Cheryl Chatman; and Dean of the College of Education and Science Lonn Maly.

Program Background

There is a tremendous need for teachers of color in the seven-county metropolitan area. The Southeast Asian Teacher Program is a baccalaureate degree/teacher licensure program for culturally and linguistically diverse educational and teaching assistants currently employed in Minnesota schools. It promotes student success through expanding their potential, skills, talents and intellect while providing them with a circle of support from the time of entrance to the program, through passing teacher licensure exams, and into their first years of teaching.

The SEAT Program provides academic and personal advising, tutoring, evening classes, technical assistance, and financial support for students whose faces reflect those of the diverse students in urban and urban-like schools.

Statewide impact of program

Our students, who are 100% people of color, have been placed and are currently teaching in the Saint Paul (Jackson, Central, Arlington, Harding, Maxfield, Adams and Como), Minneapolis, Osseo, Brooklyn Park, Hopkins, and North Saint Paul-Maplewood-Oakdale school districts, as well as in 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.

Since its inception, the SEAT Program's enrollees have been predominantly Hmong. This year, our program expanded its impact across several countries of origin and ethnicities: Cameroon, Colombia, Thailand/Laos (Hmong), South Korea, Nigeria, Paraguay, Peru, Somalia, and the United States (African American).

There are 26 total students enrolled in our program, who reflect the faces of the students in current school populations:

- South America origin – 5 students (19%)
- Africa (Somali/Nigerian) – 7 students (27%)
- Southeast Asia – 10 students (38%)
- United States (African American) – 4 students (5%)

Academic and professional advancement

Some of our SEAT Program graduates move on to pursue master's degrees in educational leadership, differentiated instruction, and education, or they seek additional endorsements in reading, for example. We have 15 SEAT graduate students now seeking advanced degrees to prepare themselves to serve in local schools. In addition to teachers, we also have very successful graduates who are now serving as principals, deans, and curriculum directors.

If you have any questions, please contact me by office phone at 651-603-6188, cell phone at 651-238-7570, or e-mail at baas@csp.edu.

Sincerely,



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

Concordia University, St. Paul
2015 Collaborative Urban Educator grant program
Legislative report

Program background

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

In response to community conversations, Concordia University, St. Paul, created the Southeast Asian Teacher (SEAT) Program. SEAT 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. The program provides academic and personal advising, tutoring, evening classes, technical assistance, books, and financial support for students whose faces reflect those of the diverse students in urban and urban-like schools.

Through the public-private partnership between the state and the university created by the Collaborative Urban Educator (CUE) grant, SEAT has expanded its investment in its students' futures – their potential, skills, talents and intellect – while providing them with a circle of support from the time of entrance to the program through their first years of teaching. All requirements of the university's general education and education majors must be met. Over time, the program has accepted students of color from many ethnic backgrounds, and remains 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 and training processes.

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

Work Plan Goals, Activities, Outcomes and Update

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

Activity 1.1: Concordia University faculty will be provided culturally responsive competency training and use curricular and delivery options that meet the needs of students of color,

particularly those reflected among the student body in the SEAT program (Hmong, Somali, Nigerian, African American, Cameroonian).

Evaluation: By June 30, 2016, students and faculty will report the use of instruction models showing cultural competence which are in agreement with Council for the Accreditation of Educator Preparation (CAEP) standards.

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

Activity 2.1: A student's program of study will be worked out with each student during his or her advising time each semester.

Evaluation: By June 30, 2016, students will have completed plans of study for each semester.

Activity 2.2: Students will register for 10 credits each semester.

Evaluation: Review registered courses.

Goal 3 – Provide half of each student's tuition and an electronic voucher to purchase textbooks from the Concordia University, St. Paul bookstore.

Activity 3.1: After registering for classes under the advisement of the SEAT Program Director and/or content advisor, each student will receive an electronic voucher to purchase his or her textbooks from the Concordia University bookstore.

Evaluation: Each student will receive an electronic voucher and textbooks and will have received one-half of the tuition for his or her 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 students through individual meetings.

Evaluation: Students will complete a satisfaction feedback/evaluation form and will have reported scores of 3.5 or higher (on a scale of 1-5, with 5 representing the highest score).

Activity 4.2: The Program Director will initiate support from other services at the university on behalf of the SEAT students.

Evaluation: SEAT students will report the use of support services. Students using the services will complete a satisfaction feedback/evaluation form and will have reported scores of 3.5 or higher (on a scale of 1-5 with 5 representing the highest score).

Goal 5 – Provide preparation, mentoring, and support for students transitioning from paraprofessionals or unlicensed teachers to teachers.

Activity 5.1: Speakers will attend the SEAT Seminar and present to the SEAT students on topics related to the transition from being a paraprofessional/unlicensed teacher to a licensed teacher.

Evaluation: Work samples, discussions, and written reflections from SEAT students will indicate satisfaction with the presentations.

Activity 5.2: Students will receive assistance in preparing for the Minnesota Teacher Licensure Examinations (MTLE) basic skills test.

Evaluation: Students will successfully pass two of the three basic skills tests this year.

Goal 6 – Provide e-mentoring and in-person mentoring services for SEAT graduates in their first and second years of teaching.

Activity 6.1: SEAT Program Director will do e-mentoring once each quarter with students who have graduated from the SEAT Program for their first two years of teaching.

Evaluation: Reflections from students mentored (anecdotal data). Graduates will also complete a satisfaction feedback/evaluation form and report scores of 3.5 or higher (on a scale of 1-5, with 5 representing the highest score).

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

Activity 7.1: SEAT Director will work with Minnesota school districts to recruit students to the program, meeting a minimum of twice per year with Saint Paul Public Schools (District 625), Minneapolis Public Schools (Special School District 1), other districts in the seven-county metro area, and greater Minnesota.

Evaluation: SEAT Director will provide meeting attendance records and summaries.

Goal 8 – Recruit and enroll six new students from a current waiting list of 15 potential students.

Activity 8.1: SEAT Director will work to enroll five new students in the fall semester and potentially five more during the spring semester.

Evaluation: Success of recruitment and attendance in classes.

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 seminars for School of Education faculty on cross-cultural working/teaching within the context of the university setting.

Evaluation: Faculty will complete a satisfaction feedback/evaluation form with a score of 3.5 or higher (on a scale of 1-5, with 5 representing the highest score).

Activity 9.2: SEAT Director will provide a seminar on the *Howard Glasser Nurtured Heart Approach*® to assist faculty with strategies for building social and emotional skills in their students, including SEAT students.

Evaluation: Faculty will complete a satisfaction feedback/evaluation form with a score of 3.5 or higher (on a scale of 1-5, with 5 representing the highest score).

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 & Building 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.

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

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, 2014-December 31, 2015.

- Use of Funds

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

The first is attracting, preparing and retaining teachers of color. The second is in 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 professional 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. We believe this effort could be used as a national model for initial licensure, induction into the teaching profession, and support through the first three years of teaching.

Hamline continues exploration of the potential for fostering certification in conjunction with the National Board for Professional Teaching Standards. The goal would be 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.

- 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 has focused not just on the preparation of new teachers of color but also on the support

and additional professional development that is needed during the first three years of their professional practice.

Hamline's concern is with the retention of teachers of color. Though the number below of "teachers prepared" reflects newly licensed teachers, many of the reported activities are designed to support new teachers during their first three years in the field.

The support of teachers of color during their first three years is accomplished through the new Teaching Fellows Program, as well as through the Certificate in Urban Teaching initiative. From its inception in 2000, Certificate in Urban Teaching, which incorporates the urban learner framework, has served as a mechanism for supporting the more than 900 new and non-traditional teachers who participated. Through these two initiatives, during the period July 1, 2014, through December 31, 2015, 65 teachers of color have been supported in applying the urban learner framework in their teaching.

- Diversity of Each Cohort of Teachers Produced

Table 1 displays the diversity of candidates for licensure in 2015.

Table 1

ETHNICITY	Amount (%)
American Indian or Alaska Native	1 (0.7%)
Asian	18 (13.3%)
Black or African American, non-Hispanic	4 (3.0%)
Native Hawaiian or other Pacific Islander	0 (0.0%)
Hispanic or Latino	3 (2.2%)
White, non-Hispanic	104 (77%)
Two or more races	5 (3.7%)
Other	0 (0.0%)
Race/ethnicity unknown	0 (0.0%)
Total	(100)

Supporting Information

Hamline University and its School of Education have, since 1995, focused intensely on the retention of teachers of color. More recently, the initiatives have been expanded to link recruitment and retention activities. These initiatives emphasize careful support of candidates through their initial preparation and first licensure, followed by systematic professional

development and support in their first years of teaching. This has resulted in the development of a mentoring model intended to support teachers of color during the critical first years of their professional practice. This goal is, and continues to be, at the heart of several initiatives that are positioning Hamline's entire School of Education to a focus on both the preparation of teachers of color, and the development of strategies that will assure their success and retention during the critical first years of practice. This parallels the purposes 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 some or all of the following life conditions and personality traits:

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

Source: Hamline University School of Education

Narrowing the 12 environmental and personality factors listed above into a framework for urban learners, four salient attributes emerge that teachers can use as a starting point. Urban learners:

- Can be – and are – resilient despite tough conditions
- Are capable even if viewed as underachievers
- Are culturally diverse and different, not deficient
- 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 master's 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.

Goal 1 – Recruit and support the retention of a diverse cadre of teachers

Activity 1.1: Hamline has identified diverse communities for targeted recruitment efforts. Additionally, HSE faculty and staff continue outreach to on-campus groups serving significant numbers of students of color to promote the licensure program and teaching as a career. These groups include the campus veterans' organization, future teacher clubs on campus (and in local high schools), and undergraduate freshman seminar classes. 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, HSE has increased the proportion of diverse students in initial teacher preparation from 15.9% in 2013 to 23.9% in 2014. For 2016, the percentage of students of color remains at 23%.

Data: Maintained recent increases in initial licensure students identifying as students of color.

Activity 1.2: Continue to solicit 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 publicity materials, media productions, social media, and in face-to-face presentations with persons interested in teaching.

Data: Testimonials used in these activities used six new spokespersons in 2015.

Activity 1.3: HSE Director of Enrollment Management implemented suggestions of a student focus group to guide development of monitoring and mentoring practices supporting students of color as they progress through the licensure program.

Data: Academic evaluations and personal follow-up was made with approximately 25 students each term.

Goal 2 - 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.

Activity 2.1: Inaugurated the Teaching Fellows Initiative in 2014-15 to support teachers of color at the end of their preparation to ensure that they are fully licensed and supported as they move into their first three years of teaching. The initiative involves intense coaching that starts during the student teaching experience and continues through the job search, classroom preparation through a teacher's first year, and ongoing mentoring through their tenure. Fellowships cover 100% of tuition for the student teaching semester and a stipend for ongoing participation in mentoring meetings during teaching.

Data: Nine Fellows in first year of teaching (fall '15); four Fellows completed licensure (end of fall '15); nine Fellows entering student teaching (spring '16).

Activity 2.2: Two HSE mentors hold monthly formal group meetings with Teaching Fellows during student teaching. To provide ongoing professional development and support toward the retention of teachers of color beyond the first year of teaching, HSE mentors assist Fellows with the job search process during the summer months and continue formal, bi-monthly meetings during the first year of teaching. Mentors are available to the Fellows for individual consultation, classroom visits, and problem solving efforts.

Data: Twelve formal mentoring sessions held in 2015 with first two cohorts of Teaching Fellows.

Activity 2.3: New scholarship program for teachers of color entering licensure programs introduced in 2015. Scholarships cover 50% of program tuition.

Data: Nine scholarships awarded.

Goal 3 - 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.

Activity 3.1: The updated Certificate in Urban Teaching offers five courses that are designed to provide practical support for novice teachers during the years of urban teaching. Courses are designed to prepare new urban teachers to deal with the intercultural and interpersonal dynamics of the urban classroom and to learn how to design instruction that is culturally responsive while making active links with the external community. The program continues to enroll approximately between 35-60 early career teachers each year.

Data: Forty-three early career teachers enrolled in 2015-16.

Activity 3.2: Thirty-four scholarships were awarded to novice teachers who practice in HSE'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 offered speakers and individual sessions that were designed to address the unique needs of urban teachers and their students.

Data: Thirty-four novice teachers from urban sites.

Goal 4 - Mobilize broad support for practicing teachers through joint research between faculty and partnering schools, and through work with educational leaders including school administrators, school boards, and policymakers.

Activity 4.1: During 2015, a second cohort of new school leaders serving in diverse school settings participated in the New Urban Principal Mentoring Initiative, which has been focused on helping them understand the role they play in supporting new teachers of color.

Data: Eight new school leaders participated in 2014, six participated in 2015.

Activity 4.2: A joint research effort has tracked the impact of the New Urban Principal Mentoring initiative as it moves forward. Currently, two districts (Fridley and Mounds View) are supplying candidates for the project. The developers have prepared two manuscripts for publication and have been invited to participate in the Wallace Foundation's initiative on partnership redesign of principal preparation.

Data: Developers of the initiative have been invited to participate in a Wallace Foundation redesign of principal preparation; two manuscripts describing the program have been submitted.

Activity 4.3: Plans for follow-up community gathering on the achievement gap in discussion, under the direction of Hamline President Faynese Miller.

Data: In progress.



UNIVERSITY of ST. THOMAS

College of Education, Leadership & Counseling
School of Education
Department of Teacher Education

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January 15, 2016

The Honorable Charles W. Wiger
Chair, Senate E-12 Budget Division
3219 Minnesota Senate Building
95 University Avenue West
Saint Paul, MN 55155

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

Dear Senator Wiger and Representative Loon:

I am pleased to present this report detailing the implementation of the Collaborative Urban Educator (CUE) program funded by the Minnesota Legislature in 2015.

The CUE program at the University of St. Thomas is designed to license fully qualified persons for a career in education at the graduate level whose racial, cultural, linguistic, and/or experiential background helps them to be effective 21st century educators for an increasingly diverse student population. Since 1992, 437 CUE participants earned 424 teaching licenses through the CUE program at the University of St. Thomas.

Please feel free to contact me at 651-962-4659 or nmissaghi@stthomas.edu if you have any questions. Thank you.

Sincerely,

Nanette Missaghi
Director
Collaborative Urban Educator Program
University of St. Thomas
1000 LaSalle Ave, MPH 217
Minneapolis, MN 55403

UNIVERSITY OF ST. THOMAS
REPORT TO THE MINNESOTA LEGISLATURE
Collaborative Urban Educator Program
January 2016

Submitted by

Nanette Missaghi, Program Director
Collaborative Urban Educator Program

For additional information, please contact Nanette Missaghi
651-962-4659
nmissaghi@stthomas.edu

This report details the Collaborative Urban Educator Program as funded by Minnesota legislative action in 2015. The report has also been submitted to the Minnesota Department of Education in compliance with the department grant contract from July 2015-June 30, 2017.

Introduction

The Collaborative Urban Educator (CUE) program at the University of St. Thomas is intended to prepare graduate-level students for the teaching profession whose racial, ethnic, cultural, linguistic, and/or experiential background would help make them effective 21st century educators for a diverse student population.

Since 1992, 437 CUE participants have earned 424 teaching licenses through the CUE program at the University of St. Thomas. CUE's alumni will grow to 458 in 2016.

In summer 2015, 34 people completed a graduate program to earn a teaching license in Special Education (SPED) and English as a Second Language (ESL). Of those 34 people, 10 are African American.

In September 2015, 39 people started their graduate program to earn a teaching license in either SPED or ESL. Of those 39 people, 74% are persons of color.

Lessons Learned

As CUE begins a new cohort in 2015, we are aware of the significant role it plays as a model for bringing experienced urban and diverse persons into the teaching profession. This past cohort added 19 teachers of color to the total number of teachers of color in Minnesota. (In 2015, teachers of color comprised 4% of the total teaching population in Minnesota.) The new 2015-17 cohort will add 39 teacher candidates to the Minnesota teachers-of-color pool.

The following is a brief summary of lessons learned since the introduction of the CUE program at the University of St. Thomas.

- CUE alumni are the program's best source for recruiting new participants, bringing hundreds of inquiries from paraprofessionals in 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 (26 in our current cohorts), more special education teachers who are aware of the over-identification of black males in special education and who 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.

Program Background

The Collaborative Urban Educator Program was designed in response to a 1990 Minnesota legislative initiative, 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 Saint Paul and Minneapolis Public Schools and the University of St. Thomas, was one of two programs in Minnesota selected by the Board of Teaching to receive state grant money in 1991. The intention of the legislation was to increase the number of teachers from underrepresented populations.

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 urban school districts. During several months of joint planning, the 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 and Saint Paul elementary school settings. Participants seeking this alternative route to licensure completed a combination of graduate coursework, seminars, and a 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 12 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. The first 10 program graduates, after being recommended on each of the program outcomes, received a Minnesota grades 1-6 teaching license. The 11th and 12th completers earned Minnesota kindergarten through 6th grade (elementary) with a specialty license for grades 5 through 8. Most completing CUE participants were offered positions in urban school districts.

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 then-Representative Matt Entenza sponsored a bill to fund CUE and the CUE expansion. The proposal was fully funded for the 1997-1999 biennium. The CUE program then 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 Alice Seagren, Harry Mares, and Leroy Stumpf successfully sponsored a bill that combined the efforts of the University of St. Thomas, Hamline University, and Concordia University, Saint Paul 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, select suburban districts were invited 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 in program implementation, a fit with the legislative intent to pilot a CUE format beyond the Twin Cities, and a shared philosophic grounding.

However, in the difficult economic environment, many districts were forced to reduce their teaching staff. This 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. As more metro-area and rural school districts had an increasingly diverse mix of students and a subsequent, compelling need to increase the numbers of educators who could relate positively to the student population, the CUE Expansion Project offered the potential opportunity for increasing the pace of change toward staff diversification. 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 diverse persons into the teaching profession.

Goals and Outcomes.

Goal 1 – Project Director supports the CUE Special Education and English as a Second Language (ESL) Licensure preparation programs to license two cohorts of 27 and 25 participants respectively.

Recruit and prepare up to 52 people from area schools and metro communities who are persons from underrepresented populations with ethnically, culturally, racially, and linguistically diverse backgrounds or have experiential backgrounds to help them relate to the particular needs of urban and urban-like learners. Known as CUE SPED 9 and ESL 2, the cohort participants began licensure coursework in the fall semester of 2015 and will conclude coursework in the spring semester of 2017.

Activity 1.1: Hire a CUE director to supervise the program and a full-time faculty and adjunct to teach the SPED and ESL courses. Year 1 (\$175,810) and Year 2 (\$158,108).

Outcome: The program is efficiently and effectively supervised by the director and faculty with 52 candidates attending the program and receiving licensure by the spring semester of 2017.

Timeline: July 1, 2015

Activity 1.2: CUE Program Recruitment: Information on Special Education and ESL licensure offerings and application on website.

Outcome: Website application materials and information.

Timeline: January-April 2015

Activity 1.3: Recruit Cohort SPED 9 and ESL 2 participants via inquiry email lists, CUE alumni, and community members and organizations.

Outcome: Emails and phone calls.

Timeline: January-April 2015

Activity 1.4: Partnership between St. Thomas Special Education and Teacher Education departments to interview and select participants for a license in Special Education and ESL.

Outcome: CUE and St. Thomas departments of Special Education and Teacher Education identify up to 52 participants from pool of applicants.

Timeline: May 2015

Activity 1.5: Offer Special Education and ESL coursework beginning in the fall of 2015 to CUE SPED 9 and ESL 2 cohort members. (Supervision of field experiences and clinical practice - Year 1: \$1,300; Year 2: \$47,450; and travel \$5,300.)

Outcome: Schedule of coursework for fall, J-term, and spring semesters for 2015-2016 academic year, and summer, fall, J-term, and spring semesters for 2016-2017.

Timeline: September 2015-May 2017

Activity 1.6: Printing supplies to support the CUE program. Year 1 (\$800) and Year 2 (\$700).

Outcome: The program is fully supported with the necessary printed documents.

Timeline: Fall 2015 to summer 2017

Goal 2 – Continued Support of Retention Efforts

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

Activity 2.1: The CUE director will support the retention efforts through the grant period.

Outcome: The alumni list will be current and create new ways to stay in contact.

Timeline: Ongoing throughout grant period July 2015 – May 2017

Activity 2.2: Identify CUE alumni in metro area school districts for their current teaching or leadership positions.

Outcome: Updated CUE alumni list by district, position, and email address.

Timeline: Ongoing throughout grant period July 2015 – May 2017

Activity 2.3: Network electronically with ongoing news and information to updated CUE alumni distribution list.

Outcome: Email communication on relevant information to CUE alumni, program fliers about licensure opportunities and Special Education and Teacher Education Department sponsored events.

Timeline: ongoing throughout grant period July 2015 – May 2017

Goal 3 – 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.

Activity 3.1: The CUE director will conduct research and write reports regarding feedback and future development of the program.

Outcome: The program is fully supported by current research and results are disseminated to key stakeholders.

Timeline: Summer 2015 to summer 2017

Activity 3.2: Feedback from outgoing CUE cohort members and from CUE alumni.

Outcome: Exit interview reports and CUE alumni emails.

Timeline: Ongoing throughout grant period July 2015-May 2017

Evaluation of Outcomes

The CUE program has granted 424 elementary, middle, special education, and ESL licenses since 1992. As CUE prepares for two new cohorts during the 2015-2017 timeframe, program leaders are aware of CUE's significant role as a model for bringing urban, experienced and diverse persons into the teaching profession.

CUE alumni are our best source of new participants, bringing hundreds of inquiries each year. Information is easily accessed on the CUE website during our recruitment periods. The Special Education and ESL licenses are high-need license areas in metro school districts and of particular significance for the high number of children of color served in Special Education and ESL. The approximate 20-22 months of Special Education and ESL coursework is completed within the two-year grant period.

Using the "grow your own" philosophy, the CUE program seeks people who live in and intend to stay in the metro area and the state of 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 surveys and interviews identify ways in which CUE participants are well-prepared for leadership in teaching and administration. CUE alumni are now in more than 115 schools in the metro area, serving as teacher leaders, principals, assistant principals, and district-level administrators.

Program Demographics

CUE has had 574 total participants from 1991 to the present, including current SPED 9 and ESL 2 cohorts.

83% of the program participants have been persons of color:

- 2% American Indian
- 15% Asian
- 55% Black
- 10% Latino
- 17% White

Current SPED 9 and ESL 2 Cohort Demographics (2015-2017)

45 people are CUE participants for the 2015-2017 funding period:

- 26 are in SPED licensure and 19 in ESL licensure
- 39 are persons of color
- 29 speak a language in addition to English
- 26 are paraprofessionals in educational settings

Special Education (SPED) COHORT 9

Ethnicity	Male	Female	Totals
African American	5	10	15
Asian	2	1	3
Hispanic		2	2
White	3	3	6
Totals	10	16	26

English as a Second Language (ESL) COHORT 2

Ethnicity	Male	Female	Totals
African American	1	7	8
Asian	2	3	5
Hispanic	3	3	6
White		1	1
Totals	6	14	20

ESL 2 Cohort

* Asterisk indicates the student has another teaching license.

Ali, Ali	1625 Minnehaha Ave W #309 St. Paul 55104 612-707-0619
Carroll, Camila	1332 Kenneth St. St. Paul 55116 651-329-1784
Fjelstad-DeSantiago, Ricardo	1423 Frankson Ave. St. Paul 55108 651-399-2895
Huynh, Mayumi	2925 Raleigh Ave. S. St. Louis Pk. 55416 952-927-6103
Jaque-Pino, Alonso	1881 Lexington Ave. N. Roseville 651-734-5071
Ketter, Kirstan	PO BOX 17370 Lot #1239 St. Paul 55117 612-404-6695
Lawson, Situ	2704 Lake Shore Ave. N. 55117 651-484-2198
Mei, Bai (Bob)	329 Geneva Ave. N. #104 Oakdale 55128 651-242-0188
Melsh, Marly DROPPED	2370 Cty Rd E. West #9 New Brighton 55112 612-965-3625
Mohamed, Deeqa	4480 Park Lawn Ave. #205 Edina 55435 612-298-2284
Mohamed, Hamda	7551 York Ave. S. Edina 55435 612-644-8053
Moua, Houa	7039 Cook Ave. St. Paul 55106 612-819-6475
Omar, Zeinab Ahmed	2000 West Broadway Ave. #316 Mpls. 55411 612-707-9474
Reyes, Juan	3468 70 th Ct E, Inver Grove Heights 55076 651-373-7236
Rizvi, Seyyeda Zehra	6038 Lilac Dr. N. Brooklyn Park 55430 763-202-9286
Saint Juste, Djenane	1660 Bush Ave. St. Paul 55106 415-574-7205
*Salinas, Diana	1397 Albemarle St. St. Paul 55117 651-442-5637
Vallejo, Maria	3124 12 th Ave. South #206 Mpls. 55407 651-343-4459
Xiong, Koua	5345 Irving Ave. N. Brooklyn Center 55430 612-414-9360

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CUE SPED 9 Cohort 2015-2017

Baysah, Anthony	13666 Alabama Ave. So. Savage 55378 612-267-1879
Campanelli, Kayla	800 N. 3 rd St. #112 Mpls. 414-737-0994
Cotton, Tamba	4404 Russell Ave. N. Mpls. 55412 612-719-5379
Dean, Brian	602 Thomas Ave. S. Mpls. 55405 612-374-4292
Dellahousaye, Robyn	11711 So. Throop Chicago IL 60643 773-750-5474
Dowdy, Marguerite	261 Fillmore St. NE Fridley 55421 763-502-1086
Fairrow, Gregory	1002 Concordia Ave. St. Paul 55104 651-785-4464
Fischer, Anita	2315 W. Broadway Ave. Mpls 55411 612-338-9346
Gaston, Kelly	2019 Vincent Ave. N. Mpls. 55411 612-387-5114
Heim, Courtney	3840 Bassett Creek Dr. Golden Valley 55422 763-242-1371
Lee, David	1206 Eldridge Ave. W. Roseville 55113 651-408-3843
*McComas, Thomas	3123 21 st Ave. S. Mpls. 55407 612-735-3925
Morgan, Sean	1990 Nokomis Ave. St. Paul 55119 612-386-8041
Moskop, Nancy	2345 Vale Crest Road Golden Valley 55422 763-513-5971
Ndamagye, Robert	11903 Emery Village Dr. N. Champlin 55316 612-272-5253
Nguyen, Tu	3389 Rolling Hills Dr. Eagan 55121 651-795-8053
Noor, Sudi DROPPED	115 East 54 th St. #206 Mpls. 55419 612-226-0509
Osborne, Tikkia	8408 122 nd Ave. N. Champlin 55316 651-734-8609
Perez, Marissa	3829 25 th Ave. S. Mpls. 55406 612-532-1824
Powell, Broderick DROPPED	11933 Emery Village Dr. N. Champlin 55316 612-205-1525
Quach, Tony	8025 Morgan Circle N. Brooklyn Park 55444 763-227-9621
Rodriguez, Jamis	6570 154 th St. West Apple Valley 55124 612-990-1824
*Serrano, Andrea	6101 Bryant Ave. N. Brooklyn Center 55430 612-600-1522
Western, Rachel	1318 James Ave. N. Mpls. 55411 612.385-2621
Wiley, Monique	5221 Nolan Dr. Minnetonka 55343 763-203-5923
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