



January 15, 2018

The Honorable Carla J. Nelson
Chair, Senate E-12 Finance Committee
Minnesota Senate Building, Room 3231
95 University Ave. W.
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 Nelson and Representative Loon:

We are pleased to submit our programs' reports in accordance with the requirement of 2017 Session Laws – First Special Session, Chapter 5, Article 1, Section 57, Subdivision 27:

Each institution shall prepare for the legislature a detailed report regarding the funds used to recruit, retain, and induct teacher candidates who are of color or who are American Indian. The report must include the total number of teacher candidates of color, disaggregated by race or ethnic group, who are recruited to the institution, are newly admitted to the licensure program, are enrolled in the licensure program, have completed student teaching, have graduated, and are licensed and newly employed as Minnesota teachers in their licensure field. The total number of teacher candidates who are of color or who are American Indian at each stage from recruitment to licensed teaching must be reported as a percentage of total candidates seeking the same licensure at the institution. The report must include the graduation rate for each cohort of teacher candidates, the placement rate for each graduating cohort of teacher candidates, and the retention rate for each graduating cohort of teacher candidates, among other program outcomes.

For more than 20 years, Concordia University-Saint Paul's Southeast Asian Teacher (SEAT) program, Hamline University's Center for Excellence in Urban Teaching (CEUT), and the University of St. Thomas' Collaborative Urban Educator (CUE) program have been the State of Minnesota's only continuous partners working intentionally to recruit, train and retain teachers of color. In 2013, our institutions were joined by Augsburg University's East African Student to Teacher (EAST) program.

During the 2017 legislative session, there was much discussion in your committees about the regrettable fact that Minnesota's teacher workforce has not diversified at a rate that matches

the growth of its diverse student population. Today, 30 percent of Minnesota's students are of color and American Indians, while only 4.2 percent of all teachers are of color or American Indian.

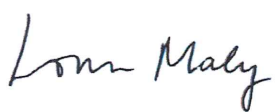
Without the State of Minnesota's investment in our programs through the Collaborative Urban and Greater Minnesota Educators of Color grant program, this disparity would be even worse. Our universities are Minnesota's leaders in preparing new teachers of color and American Indian teachers to join Minnesota classrooms and providing them ongoing professional support to keep them there. In addition, we also strive to share our work and the lessons we've learned with other programs specifically focused on recruiting, training and retaining teachers of color and American Indian teachers.

We are deeply grateful for the State of Minnesota's continuing trust and investment in our programs. In addition to the state grant dollars – which primarily help subsidize our students' tuition – we also leverage significant amounts of our own resources, as well as philanthropic gifts, to ensure that our programs are adaptable to the needs of our state's future educators and provide them with the support and resources they need to enter and stay in the noble teaching profession.

Together, our programs have recruited and trained 25 percent of the state's existing workforce of more than 2,500 teachers of color and American Indian teachers. We are exceptionally proud of our high retention rates, which prove that our programs are effective and that our students feel supported in their work as teachers all across our state. We are proud of our work, and committed to working with you to continue to diversify Minnesota's teacher workforce.

Thank you for your ongoing support of our programs. We know you receive many requests for funding, and are grateful that you have continued to fund our programs.

Sincerely,



Lon Maly
Dean, College of Education
Concordia University-Saint Paul



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



Marcela Kostihova
Dean, College of Liberal Arts
Hamline University



Concordia
UNIVERSITY SAINT PAUL



Southeast Asian Teacher Program
January 15, 2018

Concordia University, St. Paul

2017 Collaborative Urban Educator grant program

Legislative Report - Southeast Asian Teacher Program

1. Total number of teachers of color (inclusive of those recruited, newly admitted, currently enrolled, completed student teaching, graduated, and licensed and employed):
 - a. Disaggregation by race:

Ethnicity	
American Indian (Cherokee) or Alaska Native	1
Asian (Hmong, Japanese, Chinese, Cambodian)	153
Black or African American, non-Hispanic (African-Cameroon, Liberia, Nigeria, Somalia) African American	43
Native Hawaiian or Other Pacific Islander	0
Hispanic (Peru, Colombia, Paraguay)	8
White, non-Hispanic	0
Two or more races	0
Other	0
Race / Ethnicity Unknown	0
Total	205

2. Total number of teacher candidates of color or who are American Indian at each stage from recruitment to licensed teaching (as a percentage of total candidates seeking licensure at your institution):

We have one Cherokee Indian who is student teaching Spring 2018 semester. He is the only one who has self-identified as Native American whom we have had in the Southeast Asian Teacher Program.

3. Graduation rate for each cohort: 93%
4. Placement rate for each graduating cohort: Over all placement rate in positions is 93%

5. Retention rate for each graduating cohort: The overall retention in the program rate for each graduating cohort has been 93%

6. Other notable program outcomes:

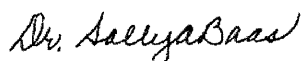
Our students have always been 100% students of color placed in schools at a rate of 93%, and are currently teaching in St. Paul School District (Jackson, Central, Arlington, Harding, Maxfield, Adams, Como, Minneapolis School District, Osseo, Brooklyn Park, Hopkins, North St. Paul, Maplewood, Oakdale 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 7-county metro area.

Since its inception, the SEAT Program has had a majority of students being Hmong. Our program has broadened its impact across several ethnicities. Our SEAT students now are from the following countries/ethnicities: Cameroon, Colombia, Thailand/Laos (Hmong), Liberia, Nigeria, Paraguay, Peru, Somalia, United States (African American and Native American- Cherokee). The chart below shows the diversity of our currently enrolled students. It is exciting to see the SEAT Program reflects the faces of the students in the current school populations.

Diversity of Students 2017

Ethnicity 2017	
American Indian (Cherokee) or Alaska Native	1 (5%)
Asian (Hmong)	7 (32%)
Black or African American, non-Hispanic (African=Cameroon, Liberia, Nigeria, Somalia) (9), African American (1)	10 (45%)
Native Hawaiian or Other Pacific Islander	0 (0%)
Hispanic (Peru, Colombia)	4 (18%)
White, non-Hispanic	0 (0%)
Two or more races	0 (0%)
Other	0 (0%)
Race / Ethnicity Unknown	0 (0%)
Total 22 students	100%

Sincerely,



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

Hamline University - School of Education
Collaborative Urban Educator Grant Program (CUE)
Legislative Report

This report details the work and outcomes of the Collaborative Urban Educator Program at Hamline through the calendar year 2017.¹

Introduction

Since 1995, Hamline University and its School of Education have been developing and evaluating explicit methods to improve the long-term professional support for and development of educators of color. Our institutional focus has continued to evolve since inception, shifting from an initial focus on training and ongoing professional development for licensed teachers to a greater emphasis on alignment with recruitment and teacher preparation, in order to expand and retain the ranks of teachers of color in the state of Minnesota.

In the last few years of CUE funding, the University has intentionally engaged with new teachers of color, carefully supporting them through initial preparation, and providing them with follow-up professional development and mentoring experience in their first year of teaching. Hamline continues to align our ongoing institutional success with retention and professional development programs, through leadership in our Center for Excellence in Urban Teaching (CEUT) and its ongoing initiatives to improve the long-term success of teachers of color in the profession. But the direct and central impact of the Grant is to provide resources through a scholarship program that supports the successful progress of teachers of color toward licensure and into employment. This is, and continues to be, the heart and focus of the CUE work at Hamline.

Narrative overview:

SCHOLARSHIPS: Hamline University's work plan for the grant is centrally engaged in providing direct student support, through scholarship and mentoring, to pre-service teachers in initial licensure.

These scholarships have provided resources to 62 distinct candidates since inception in fall 2015, most of whom are still actively in progress toward student teaching or degree completion. In sum, 42 remain active students as of December 2017; 9 of those not active are licensed and are employed in Minnesota districts, 5 are licensed but we do not have current employment records, and 4 just completed student teaching in fall '17. 19 new students began receiving funding from this scholarship in this calendar year.

¹ It has been prepared by Michael Reynolds, Associate Dean of Graduate Programs in the College of Liberal Arts, as the institutional authority at point of transition in our administration of the grant; Professor Rebecca Neal will be our primary authority in calendar year 2018.

OTHER NOTABLE ACHIEVEMENTS:

Hamline's School of Education has moved through a comprehensive program review which has incorporated the ongoing assessment of the Urban Teaching Certificate and our Center for Excellence in Urban Teaching. In October of 2017, a new director for the Center was named (Professor Rebecca Neal), and she will be continuing work to evaluate curricular and co-curricular programming while also serving in the coming academic year as the primary administrator for the CUE-funded scholarships and the workplan submitted for the grant.

The University has also continued work to develop its innovative partnership with partner school districts to expand the ranks (and retention) of teachers of color locally. This work began with efforts collaborating to serve paraprofessionals in a district, and the CEUT continues to work with interested partner districts on coordinated pathways into licensure. We have, through these partnerships, also found an emergent interest in defining and developing clear pathways for interested high school students into the profession, and have established with one district a formal model to recruit future educators. The University partners with the district on programming (in district as well as events at Hamline) to define the potential impact of becoming a teacher, provides a substantial scholarship to the University for undergraduates willing to major in Education, and has focused first-year programming and subsequent mentoring for these future educators. Students on this pathway have scaffolded programming and advising all along the way, to complement the additional resources, and can emerge with both an undergraduate degree and their initial license -- and are guaranteed a job back in their home district upon completion. The strength (and attractiveness) of this model with our first partner has helped us define a good working foundation for further partnerships, and we are in conversation with other districts to create similar accelerated pathway programs for aspiring teachers of color.

Finally, the University calls back to its early successful programming through the CEUT with a pilot model for School Leadership Induction. The founding of the Center came out of a belief that the retention and success of teachers of color requires both a strengthening of professional development opportunities for those teachers *and* professional development to reshape a more inclusive structure and culture in our schools. The SLI program will work with educators of color enrolled in administrative licensure in a cohort mentored for greater professional success, to diversify the ranks of school leadership. The program has been researched and developed, and is slated to begin in spring 2018.

Outcomes:

Since 1996, Hamline has prepared more than 300 students of color for the field of teaching in Minnesota. In calendar year 2017, 20 students of color were newly admitted to initial licensure.

Disaggregation by race, January-December 2017:

Applicants

18.88% of our applicants to the program in 2017 were students of color or American Indian.

New admits

18.64% of our new admits in 2017 were students of color or American Indian.

Total active enrolled initial licensure students

17.3% of all actively enrolled in 2017 are students of color or American Indian.

Completed student teaching

10.29% of all who completed student teaching in 2017 are students of color or American Indian.

Licensed

13.6% of all who received licenses in 2017 are students of color or American Indian; note that 34.7% of all who received licenses in 2017 did not report race or ethnicity.

Total number of teacher candidates of color or who are American Indian at each stage from recruitment to licensed teaching (as a percentage of total candidates seeking licensure at your institution):

Calendar year admissions

2012: 16.2% of candidates entering our program were candidates of color or American Indian

2013: 15.4% candidates of color/AI

2014: 19.9% candidates of color/AI

2015: 23.8% candidates of color/AI

2016: 23.0% candidates of color/AI

2017: 18.7% candidates of color/AI

NOTE: in 2017, candidates of color/AI represented a greater percentage of the final new enrollments than were admitted.

Graduation rate for each cohort

Our program has a seven-year window in which students can complete student teaching (and seek initial licensure). We do have relatively open pathways to seek extensions, but based on the general institutional time limit, we focus here on that seven years to define “graduation rate.”

78.6% of all students who entered in fall 2011 have completed student teaching as of fall 2017; in the same cohort, 80% of the students of color have completed student teaching.

83.1% of all students who entered in fall 2012 have completed student teaching as of fall 2017; in the same cohort, 100% of the students of color have completed student teaching. Note, however, that the raw numbers are lower (based on that longer timeline to degree that students in the program have).

Licensure rate for each graduating cohort

2011-2012:	95.4% of all graduates licensed; 80% of all candidates of color or American Indian
2012-2013:	97.5% of all graduates; 87.5% of all candidates of color/AI
2013-2014:	94.0% of all graduates; 80% of all candidates of color/AI
2014-2015:	94.2% of all graduates; 87.5% of all candidates of color/AI
2015-2016:	92.7% of all graduates; 75% of all candidates of color/AI

University of St. Thomas
CUE Legislative Report 2017

The following information is provided in accordance with reporting requirements for the Collaborative Urban and Greater Minnesota Educators of Color program “regarding the funds used to recruit, retain, and induct teacher candidates who are of color or who are American Indian.”

1. Total number of teachers of color (inclusive of those recruited, newly admitted, currently enrolled, completed student teaching, graduated, and licensed and employed):

a. Disaggregation by race (Fall 2017)

Race	Count
American Indian/Alaskan Native	3
Asian	22
Black or African American	55
Declined	8
Latino	0
Two or More Races	18
Total	106

2. Total number of teacher candidates of color or who are American Indian at each stage from recruitment to licensed teaching (as a percentage of total candidates seeking licensure at your institution):

Fall 2017

Recruited	1.69%
Newly Admitted	1.69%
Currently Enrolled	13.42%
Completed Student Teaching	0.30%
Graduated	1.54%
Licensed and employed	NA

3. Graduation rate for each cohort:

The Collaborative Urban Educator (CUE) program, which has existed since 1991, accepted 47 students into its 2015-17 cohort. 85.4% were persons of color. Two students had to drop out for personal reasons just as fall classes began in the fall of 2015. This left 45 students to start the program. Later on in the year three more students had to drop from

the program which left 42 students to begin clinical practice in spring 2017. The eleven students who were not able to complete the program within the 2 year timeframe will complete by May 2018. Following is a breakdown by race and gender. The graduation rate for this cohort is 77.8%.

Race	Graduated		Not Yet Completed	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
American Indian	0	0	0	0
Asian	4 (9.52%)	3 (4.76%)	1 (2.38%)	0
Black or African American	2 (4.76%)	12 (30.95%)	3 (7.14%)	3 (7.14%)
Latino	3 (7.14%)	4 (11.9%)	1 (2.38%)	1 (2.38%)
White	1 (2.38%)	2 (4.76%)	1 (2.38%)	1 (2.38%)

4. Placement rate for each graduating cohort:

The job placement rate for the 2015-17 CUE cohort is 92.85% (39 graduates). This number would be 100%, but one student unfortunately experienced serious health issues and cannot work. Two other students needed to deal with personal family issues outside the country, however one of those is currently a reserve teacher and the other is job hunting. School districts of employment include Minneapolis, St. Paul, Osseo, Robbinsdale, and other metro schools in addition to several charter schools.

5. Retention rate for each graduating cohort:

Retention in the education profession is very high for the St. Thomas CUE alumni – 81.5% since the program began in 1991, which is significantly better than national attrition rates of 50% in urban settings within the first five years of teaching.

CUE alumni are currently working in 125 public, charter and private schools in Minnesota serving as teacher leaders, principals, assistant principals, superintendents, and school board members. The overall retention rate for students of color and American Indians in the last cohort ending in December 2017 was 85.71%.