



Concordia
UNIVERSITY • SAINT PAUL

January 15, 2019

The Honorable Carla J. Nelson
Chair, Senate E-12 Committee
Minnesota Senate Building, Room 3231
95 University Ave. W.
Saint Paul, MN 55155

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

Dear Senator Carla J. Nelson and Representative Jim Davnie:

We are pleased to submit our program's report 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.

Sally A. Baas
Professor of Teacher Education, Director of SEAT Program
Concordia University – St. Paul

Collaborative Urban and Greater MN Educators of Color Program Grants Report Form

Please send an electronic copy of the Collaborative Urban and Greater MN Educators of Color Program final completed report to Elia Bruggeman by January 15, 2019 at elia.bruggeman@state.mn.us Phone: 651-582-8440.

IDENTIFICATION INFORMATION

DATE:

<p style="text-align: center;">University Name and Address</p> <p style="text-align: center;">Concordia University, St. Paul, 1282 Concordia Avenue St. Paul, MN 55104</p>	<p style="text-align: center;">Website for CUE grant if any</p> <p style="text-align: center;">https://www.csp.edu/academic-programs/teacher-education/seat/</p>
<p style="text-align: center;">Name of CUE Grant Supervisor</p> <p style="text-align: center;">Dr. Sally A. Baas</p>	<p style="text-align: center;">E-mail Address and Phone Number</p> <p style="text-align: center;">baas@csp.edu 651-603-6188</p>
<p style="text-align: center;">Name of Person Completing Report /Title Dr. Sally A. Baas, Professor and Program Director</p>	<p style="text-align: center;">E-mail Address and Phone Number</p> <p style="text-align: center;">baas@csp.edu 651-603-6188</p>
<p style="text-align: center;">Business Manager Rev. Dr. Michael Dorner, VP, Finance</p>	<p style="text-align: center;">E-mail Address and Phone Number</p> <p style="text-align: center;">dorner@csp.edu 651-641-8811</p>
<p>Grant: <input type="checkbox"/> Competitive Funds for Teacher Residency Program</p> <p> <input type="checkbox"/> Named in Legislation Teacher Residency Program</p>	
<p>Amount of funds awarded to recruit, retain, and induct teacher Candidates who are of color of American Indian:</p> <p>Funds awarded are \$195,000 for each year 2018 and 2019.</p>	

CUE AND GREATER MINNESOTA TEACHER RESIDENCY PROGRAM

1. **Number of candidates enrolled in the Collaborative Urban and Greater MN Educators of Color Program?** Currently on January 9, 2019 there are nine candidates with five finishing paperwork for admission. The five candidates finishing paperwork are Hmong (1) and Somali (4).
2. **Number and percentage of participants of color and American Indian—disaggregated by race or ethnicity? How many are new to the licensure program?**

100% students of color: Hmong, Karen, Nigerian, Columbian, Somali, and African American. None are new to the program (those who are finishing paperwork are Somali, South American, and Karen).

Diversity of Students 2018

Ethnicity 2018	
American Indian (Cherokee) or Alaska Native	0 (0%)
Asian (Hmong and Karen)	5 (52%)
Black or African American, non-Hispanic (African=Cameroon, Liberia, Nigeria, Somalia) (9), African American (1)	3 (33%)
Native Hawaiian or Other Pacific Islander	0 (0%)
Hispanic (Peru, Columbia)	1 (15%)
White, non-Hispanic	0 (0%)
Two or more races	0 (0%)
Other	0 (0%)
Race / Ethnicity Unknown	0 (0%)
Total 9 students	100%

3. **How many of the candidates enrolled in the program have completed student teaching? What teaching licensure field?**

Of the candidates who are currently enrolled in the program, one just finished student teaching (ESL), and one finished last spring 5(K-6) license.

4. **Number and percentage of participants graduated and are licensed teachers? Retention rate for the graduating cohort? How many are newly employed as Minnesota teachers in their licensure field?**

There were seven who graduated in 2018. Of those graduates, five have licenses to teach in Minnesota (71.4%).

- 5. **How many participants dropped out of the program?** Zero persons dropped out of the SEAT Program. **Reason for dropping out of the program?** NA
- 6. **Percentage of total number of teacher candidates who are of color or American Indian recruited to licensed teaching vs total percentage of candidates who completed program and obtained licensure.**

For 2018, five of the seven who finished the program were recruited to licensed teaching (71.4%).

- 7. **How many participants were hired in the school or district as teachers after completing their student teaching?** All of them were hired in the school district where they student taught. **How many teacher candidates were hired by other school or districts?** None.
- 8. **As a result of the program: What number and percentage in increase of teachers of color or American Indian teachers resulted because of the CUE program at the university? If known, in the school or district?** All of them.
- 9. **What feedback was provided by the participants about the teacher preparation program? What areas (if any) needs improvement?**

Participants Feedback about the Teacher Preparation Program	
Students positively reported on the year end 2018 evaluation: <ul style="list-style-type: none">• The design and implementation of the course reflects the mission of Concordia University, St. Paul, by respecting and caring for the students, not only intellectually, but as humans. It guides us on how to respect and help others.• Going through NES practices was so helpful.• Instructors were humble and gracious individuals, caring for students to ensure they are supported.• It's really helpful to be together learning from one another.• The commitment of the professors and their communication with the students is outstanding.• Professors were responsive to communication and well prepared.• In class activities furthered our understanding and helped us learn and grow.	Students Major Concern: <ul style="list-style-type: none">• Funding for tuition, etc. during student teaching

FURTHER LEGISLATION REQUEST FOR THE REPORT

1. Please include the graduation rate for each cohort of teacher candidates.

93%; the placement rate for each graduating cohort of teacher candidates is between 93% and 100% depending on the year, and the retention rate for each graduating cohort of teacher candidates is 93%, among other program outcomes. What seems to impact these numbers is the rate of passage on the MTLE/NES tests and funding during student teaching.

2. Please describe program benchmarks, including licensure rates, participation rates, and on-time graduation rates.

The program's major benchmark is to recruit, prepare and support 100% students of color who are currently working in Minnesota schools. Our program focuses on individuals who are already employed in schools as an indicator that they are already committed to the education and growth of students. We are focused on persons who have a heart for teaching and the capacity to be effective teachers to reduce disparities for students who are currently in Minnesota schools. Our focus growing individuals from paraprofessionals, home school liaisons, and translators to committed teachers modeling success for all students in schools has been our goal for over 20 years, and remains so through the Collaborative Urban Education grant program. Our university students are seeking licenses across the PK-12 spectrum from K-6 to content-dependent licenses. Recently, we have had fewer applicants and a change from Hmong candidates to those from Latin American and African backgrounds (Nigeria, Liberia, and Somalia). Our students typically come to the program from education in other countries, often with advanced degrees, but seeking licensure in Minnesota. On-time graduation is an anomaly because these individuals are balancing already working in schools, balancing family responsibilities, often with ailing parents who have joined them in the United States, creating difficulties in taking several classes at a time and being successful in that balance. Our students participate fully to their ability and typically student teach in their third year when they come in for licensure only. Most are focused on PK-3, K-6, social studies, math, art, and communication arts licenses. Interestingly, we do have students who stop at times due to their family circumstances, and after a year or so, return to complete their license. This speaks to the relationships that are developed among the program participants and the program director who stays in contact with them.

Program Activities report

Major Activities	Purpose or Goal	Who Was Involved?	Key Results
Concordia University faculty was provided with personal assessment with the IES Inventory as part of the university-wide focus on building cultural 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, Columbian, and Peruvian, African American and Native American).	Provide a culturally responsive environment and preparation for the SEAT students' as they study to become classroom teachers.	University faculty and students including those in the SEAT Program.	Faculty and students participated in the inventory and further had opportunities to meet, converse and explore ways to become inclusive, equitable teachers.
SEAT Students will participate in seminar activities to develop their cultural competence in alignment with CAEP Standards.	The SEAT seminar addressed both of the above categories and it provided opportunity to share about their ethnic identity, with a focus on how their experiences have both been positive and negative both in schools where they work and in classes at Concordia.	SEAT Seminar students.	Students took the IES Inventory as part of the university-wide focus on building cultural 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. The students read excerpts from the book <i>A Good Time for the Truth: Race in Minnesota</i> [Sun Yung Shin] and took turns leading directed discussions about personal experience.
In students' program of study to reach completion of licensure program plans were created with each student during their advising time each semester	Provide an average of 10 credits a semester for the students currently enrolled in the program.	The student's academic advisor Karla Hansen worked with each student and the Program Director Dr. Baas mentored each	SEAT students took an average of 11 credits each semester for 2017- & 2018, and received mentoring from Dr. Baas and Nao Thao, Program Associate.

and monitored through the use of Degree Works, in collaboration with Karla Hansen, academic advisor and mentored by Dr. Baas.		student.	
After registering for classes, under the advisement of the SEAT Program Director and/ or content advisor, students will receive an electronic voucher to purchase their textbooks from the Concordia University Bookstore or other book provider.	Provide half of student's tuition and an electronic voucher to purchase textbooks from the Concordia University, St. Paul Bookstore or through other book providers.	Students in SEAT were registration first with their advisor Karla Hanson.	When their registering was completed online, the Concordia bookstore (now operated by Barnes and Noble) would see online how much book money the students were eligible to receive, and students purchased their books there, or from a book provider, if necessary.
Provided tools for preparation, mentoring and support for the students in making the shift from paraprofessional or unlicensed teacher to teacher.	Provide preparation, mentoring and support for the students in making the shift from paraprofessional or unlicensed teacher to teacher.	Speakers included licensed teachers, principals and Human Resources personnel attended the SEAT Seminar and presented to the SEAT students on topics related to the move from paraprofessional/unlicensed teacher to licensed teacher.	Students had opportunities to engage with professionals who visited SEAT Seminar across the year.
Providing instruction on mathematics, grammar, and essay writing, and also to strengthen their content knowledge in math, reading and writing in order to increase their MTLE/NES test scores.	Students received assistance from a Mathematics professor, an English professor and a retired school teacher in the preparation of the NES tests in Basic Skills, primarily in Mathematics which is of particular need as reflected in scores on the NES/MTLE.	Dr. Jim Brooks, Professor Matt Ryan, and retired teacher Mrs. Merryn Flavell provided required for qualifying for recommendation for their teaching license.	For the students who took the NES tests, 80% of them received a passing score.
SEAT Program Director will e-	Provide e-mentoring and	Dr. Baas participated in a	Now faculty reach out to keep in touch with

<p>mentor with students who have graduated from the SEAT Program for their first two years of teaching and beyond once each quarter of the year.</p>	<p>face to face mentoring for SEAT graduates who are in their first and second year of teaching through the efforts to create a circle of support from recruitment through induction and support in the school districts.</p>	<p>monthly Circle of Support with SEAT students which is part of the Department of Undergraduate Teaching.</p>	<p>all students who graduate from Concordia in the teacher education program. This program started in the SEAT Program and has spread across the whole teacher education program.</p>
<p>Director will work Minnesota school districts in recruiting students to the program, meeting a minimum of twice a year with St. Paul School District, Minneapolis School District, charter schools, and other district personnel in the 7-County Metro area and Greater Minnesota to recruit and enroll six new students from a current waiting list of 10 potential students.</p>	<p>Work to establish Grow Your Own Programs with the Minnesota school district personnel (current teachers, SEAT grads, principals, human resources personnel) to recruit students, and to assist in the hiring and placement of SEAT graduates as classroom etc. SEAT Director will enroll five new students in the Fall Semester and potentially five more during the Spring Semester.</p>	<p>Dr. Baas attended events across the metro area to connect with others to push forward the “grow our own programs.”</p>	<p>There were a variety of discussions at AACTE, a meeting at Metro State University, and several others that carried this focus. Dr. Baas also attended some meetings of the Coalition to Increase Teachers of Color and American Indians.</p>
<p>Director presented information for the Department of Undergraduate Education students on cross cultural working/teaching within the</p>	<p>Provide opportunities for the University community to improve the multicultural environment and teaching through events focused on cross-</p>	<p>Dr. Baas met with the author Sun Yung Shin to discuss topics to work with students and staff at Concordia on topics of cross-cultural humility.</p>	<p>Dr. Baas worked with team across the university with the Book of the Year “A Good Time for the Truth: Race in Minnesota” [Sun Yung Shin]. We had several convocation ceremonies, created conversations across campus, as well as</p>

<p>context of the university.</p> <p>SEAT Director provided seminars on the Howard Glasser Nurtured Heart Approach ® to assist faculty with strategies for building social emotional learning (SEL) skills in their students who include SEAT students and Horse Powered Reading with Dr. Michele Pickel, Concordia University Professor part of research to help students prepare strategies for teaching.</p>	<p>cultural communication.</p>	<p>Worked with Dr. Pickel, Concordia University, St. Paul, professor to help students prepare literacy strategies for teaching.</p>	<p>using it in department meetings and seminars, plus collaborative groups of faculty studying the concepts outline in the book.</p>
<p>SEAT students attended the Hmong Culture and Language Program a minimum of three times each semester to provide assistance in literacy and ethnic identity lessons.</p>	<p>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, year around and summer camp programs.</p>	<p>Dr. Baas and Nao Thao, Program Associate led the opportunities for the students to participate in the Saturday program.</p>	<p>Students in SEAT Seminar attended the Saturday Hmong Culture and Language Program more frequently than required, as it also provided the human relations hours need for several of their classes. If they spoke Hmong, they assisted with language instruction; otherwise, they taught English literacy or assisted with art activities, recess and games.</p>

What are the Plans for CUE and Greater Minnesota Program Sustainability?

Efforts undertaken to ensure program sustainability	Dollar Amount/In-kind	Areas for Continuous Improvement
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<p>To ensure program sustainability, Concordia University, St. Paul, is committed to preparing teachers for the diversity of students in Minnesota schools by working with other universities in the Metro area to recruit, prepare and support the teaching candidates and young teachers in their first years of teaching</p>	<ul style="list-style-type: none"> • Seeking grant funding from local foundations focused on recruiting, preparing and supporting effective / successful teachers. • Additional state funding would assist our efforts 	<p>One of the areas that is of concern to the university is the need to expand the SEAT Program to expand to giving financial support to students when they are student teaching and to also include Masters of Arts in Teaching students of color in the grant awarding, not just undergraduates.</p>
<p>Follow-up on Retention of teachers— professional support</p>	<p>Community Support</p>	<p>Areas for Continuous Improvement</p>
<ul style="list-style-type: none"> • We have a formal Circle of Support initiative to stay in contact and support early career teachers with online support and the offer of professional development and encouragement. 	<ul style="list-style-type: none"> • Working with local school districts to support early career teachers. 	<ul style="list-style-type: none"> • It is difficult for faculty to add Circle of Support responsibilities to their already full schedules • We have hired a part-time employee to lead this initiative. • We are still analyzing the effectiveness of this plan which was recently initiative.
<p>Lessons learned about program design or implementation</p>		<p>Areas for Continuous Improvement</p>
<ul style="list-style-type: none"> • Building strong relationships with the program students is critical to their success. • Providing students with fiscal resources during their student teaching is critical to their finishing the program. • Providing mentoring and focused help to pass the MTLE/NES tests is critical for students to finish the program, graduate and obtain licensure. • Working with local school districts is a vibrant way to build the bridge from paraprofessionals to students to effective teachers in classrooms with students who need to see individuals who are committed to their success. 	<ul style="list-style-type: none"> • Faculty are mentoring students while the students are working with an advisor for course registrations which takes that responsibility from faculty. • Applying for grant funds to be used to for student fiscal support. 	<ul style="list-style-type: none"> • Secure funding to meet all the needs of the students throughout their career from Pk-12 student to teacher in classrooms. • Especially providing fiscal support while students are trying to balance home, classes, and student teaching. • Developing stronger relationships with local school districts.

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| | <ul style="list-style-type: none">• Having conversations with school district personnel to inform recruitment of paraprofessional and other non-licensed personnel. | |
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How do the Collaborative Urban and Greater MN Educators of Color Program efforts at your university ensures commitment for all students to have equitable access to excellent and diverse teachers?

The efforts of Concordia University, St. Paul ensures commitment for all students in our Minnesota schools to have equitable access to excellent and diverse teachers. Our professors prepare all students, those in the SEAT Program, and those who are not, to be effective teachers through courses that incorporate equity, modeling inclusive practices, challenging topics in the news, enabling teaching practices that encourage the highest degree of appropriate dispositions for working in schools honoring diversity and equity.