



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.*

Rebecca A. Neal  
Associate Professor of Education and Director CEUT  
Hamline University

**Collaborative Urban and Greater MN Educators of Color Program  
Final Completed Report**

**Hamline University - School of Education - Center for Excellence in Urban Teaching  
January 2019**

This report details the work and outcomes of the Collaborative Urban Educator Grant Program at Hamline University. To date, through the support of the Collaborative Urban and Greater MN Educators of Color Program, the Center for Excellence in Urban Teaching at Hamline has prepared approximately 350 students of color for the field of teaching in Minnesota.

**1 – 2. Number of candidates enrolled in the Collaborative Urban and Greater MN Educators of Color Program? (2) Number and percentage of participants of color and American Indian—disaggregated by race or ethnicity? How many are newly enrolled to the licensure program?**

There were 437 students enrolled in initial licensure at any time during the year, of whom 93 (21.3%) were students of color.

<b>Initial Licensure Enrollment</b>			
	Undergraduate	Graduate	Total
American Indian or Alaska Native	0	0	0
Asian	8	33	41
Black or African-American	6	10	16
Hispanic or Latino/a	5	10	15
Native Hawaiian or Pacific Islander	0	0	0
Two or more races	11	10	21
<b>Total</b>	<b>30</b>	<b>63</b>	<b>93</b>

There were 130 newly enrolled students, of whom 36 (27.7%) were students of color.

<b>Newly Enrolled Students into Initial Licensure</b>			
	Undergraduate	Graduate	Total
American Indian or Alaska Native	0	0	0
Asian	5	7	12
Black or African-American	3	5	8
Hispanic or Latino/a	3	4	7
Native Hawaiian or Pacific Islander	0	0	0
Two or more races	5	4	9
<b>Total</b>	<b>16</b>	<b>20</b>	<b>36</b>

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

For the 2017-18 academic year, 129 candidates completed student teaching, of whom 15 (11.6%) were students of color. During the 2018 Fall Semester, eight students of color student taught. In the Spring 2019, 10 students of color will complete student teaching in the corresponding licensure areas: Elementary K-6: (6); ESL K-6: (1); ESL 7-12: (1); Communication Arts/Literature 5-12: (1); and Math 5-12: (1).

<b>Student Teaching Completion by Licensure Area</b>							
2017-2018 Academic Year	American Indian or Alaska Native	Asian	Black or African-American	Hispanic or Latino/a	Native Hawaiian or Pacific Islander	Two or more races	Total Number of Students of Color and American Indian
Elementary K-6		4	4			1	
License Not Specified							
ESL K-12		1		2			
Communication Arts/Lit 5-12			1			1	
Social Studies 5-12							
Math 5-12							
Dance and Theatre K-12				1			
World Languages and Cultures							
Life Science 9-12, Science 5-8							
Total	0	5	5	3	0	2	15

**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?**

Retention rate was 100% with 11 newly-employed teachers of color.

**5. How many participants dropped out of the program? Dropout rate? Reason for dropping out of the program?**

No students have dropped out from the program. Students may have lapses in attendance by not enrolling in consecutive semesters. The completion rate for students of color is 100%.

**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.**

Since 2011-12, 78.6% of all students have completed student teaching. Eighty-three percent of students enrolled during fall 2012 completed student teaching last year. In that same cohort, students of color had a 100% student teaching completion rate. The overall retention rate from 2015 through 2018 for all students, including White and International students was 88.9%. The retention rate for students who are of color surpassed the average having a 100% completion rate. A distinct feature of students is that a large percentage of graduate students work full time and complete licensure requirements one course at a time. Because our program has a seven-year window in which students can complete initial licensure, graduation rates are skewed. Calendar year admissions trends for students who are of Color or American Indian entering our program since 2011-12 are as follows:

2012: 16.2%	2013: 15.4%	2014: 19.9%	2015: 23.8%
2016: 23.0%	2017: 18.7%	2018: 19.8%	

**7. 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?**

In 2015, as a result of the Collaborative Urban Educator Grant Program at Hamline University, there was an increase of 8% in candidates who were teachers of color or American Indian. According to baseline data, over time, it has been determined that enrollment increases in initial licensure over 16% represents an increase in the number of students who are of color prepared through grant funds. Based on 2018 enrollment, 21.3% indicated the Collaborative Urban Educator Grant Program at Hamline University has a sustainable increased rate of enrollment. Specifically, 437 students enrolled for 2018 resulting in approximately a 5% increase that also represents approximately 22.

**8. What feedback was provided by the participants about the teacher preparation program? What areas (if any) needs improvement?**

Students shared that Hamline University has great teaching programs and they are pleased with the Collaborative Urban Educator Grant Program at Hamline. Broad feedback themes were: student teaching support, career development support, curricular support, and positive experiences. Student also stated the need for: ongoing continuation of mentoring into the first year of teaching, child care support, highlighting the voices and experiences of students in K-12 more, increased networking and relationship building with other professional educators who are of color and American Indian, offering increased supports during student teaching, having greater racial diversity among University Faculty and University Student Teacher Supervisors, stronger use of self-evaluation in areas of pedagogy, cultural awareness and sensitivity, and increased utilization of technological tools.

**FURTHER LEGISLATION REQUEST AND REPORT OF PROGRAM ACTIVITIES**

The completion, placement, and retention rates for each cohort indicated that students are successful in the program. There is room for improvement in student placement and in student recruitment. The retention rate however was 100%.

<b>Retention Rate by Cohort and Newly Employed Teachers</b>							
	Completed student teaching, 2015-16	Teaching in K-12 setting, 2016-17	Teaching in K-12 setting, 2017-18	Placement rate (as of 2016-17)	Placement rate (as of 2017-18)	Retention Rate	Newly Employed K-12 Setting for 2018
American Indian or Alaska Native							0
Asian	5	2	5	40.0%	80.0%	100.0%	1
Black or African-American	1		5	0.0%	0.0%		1
Hispanic or Latino/a	2		3	0.0%	50.0%		4
Native Hawaiian or Pacific Islander							0
Two or more races	2	1	2	50.0%	100.0%	100.0%	2
Students of Color	10	3	15	30.0%	70.0%	100.0%	11

### **Mentoring and Scholarships**

**Scholarships.** As of December 2017, there were 42 students who were the recipients of the Aspiring Teachers of Color and American Indian Scholarship (ATOCAI). The breakdown of scholarships is as follow:

- Spring 2018, 33 students received the ATOCAI scholarship
- Summer 2018, 24 students received the ATOCAI scholarship.
- Fall 2018, 47 students (22 undergraduate and 25 graduate students) received the ATOCAI scholarship.

**Mentoring.** 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. Mentoring is a critical component of the program. Currently there are three cohort models with each gathering at different day of the week to allow for maximum student support, participation and outreach. Mentoring cohorts meet weekday evenings, weekends, and virtually. Individual goals of each mentor gathering vary, but broadly encompass removing barriers, creating access, and sustainable success. Selected mentor gathering topics relate to developing strategies for dealing with complex topics in the classroom, immigration, racism, how do we advocate for students of color and their unique experiences and concerns, how do we advocate for teachers of color and their unique experiences in education, how to navigate the workplace and spaces within higher education, and utilization of instructional technology. Key results indicate positive academic and personal outcomes, increased connectedness to teacher peer

group comprised of people of color, persistence in program completion, positive self-validation, retention, job placement, increased level of educational related expertise, and teacher induction. Unique to the Collaborative Urban Educator Grant Program at Hamline University is the opportunity for students to become an Urban Educator and Leadership Fellow allowing students to enter the field of education with a well-developed understanding of the K-12 educational enterprise.

Sincerely,

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