

Collaborative Urban and Greater Minnesota Educators of Color Grant Report Form

Instructions:

Please send an electronic copy of the Collaborative Urban and Greater MN Educators of Color Program final completed report by January 15, 2020 to reports@lrl.leg.mn and copy to saba.teshome@state.mn.us.

You must also mail two printed copies of the report to:

Attn: Chris Steller
Acquisitions Specialist
Minnesota Legislative Reference Library
645 State Office Bldg.
100 Rev. Dr. MLK Jr. Blvd.
St. Paul, Minnesota 55155.

Report components:

- I. Coversheet
- II. CUGMEC Program Narrative – Please describe your teacher preparation program’s efforts to recruit, retain and induct teacher candidates who are of color or who are Indigenous. Describe the specific ways CUGMEC funding will support this work.
- III. Program Data – Please provide data from the past 3 years, as well as the year funded by the grant. Please also describe how grant funding has impacted the data from the most recent reporting year. You are welcome to include graphs.
- IV. CUGMEC Grant Funds Expenditure – Please list all awarded funds, differentiating between funds spent and funds yet to be spent this fiscal year. Fill in the “method of progress monitoring” and “data” columns based on the information in sections v. and vi. of your proposal.

Collaborative Urban and Greater Minnesota Educators of Color Grant Report

Grantee Information

Legal Name of Applicant Organization	Augsburg University
Total Grant Amount	\$118,788

Identified Official with Authority

Name of official with authority to sign	Carole Kampf
Title	Accounting Manager
Address	2211 Riverside Ave
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Phone Number and Email	612 330-1260

Primary Program Contact

Name of program contact	Audrey Lensmire
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Collaborative Urban and Greater Minnesota Educators of Color Grant Program Narrative

Please describe your teacher preparation program's efforts to recruit, retain and induct teacher candidates who are of color or who are Indigenous. Describe the specific ways CUGMEC funding will support this work.

The goal of Augsburg University's East African Student to Teacher (EAST) Program is to recruit, retain, and license students of East African origin to become teachers by providing tuition aid, academic advising, personalized support, and professional development. The EAST Program's most important measure of success is the number of individuals who obtain a Minnesota teaching license and a teaching position.

It's important to note that the EAST Program has supported students across several legislative biennium. Most scholars are taking a full course load while also working part or full time in an educational setting. Thirteen out of 19 scholars from the 2017-2019 funding cycle successfully completed the program and three more scholars, including one "new" scholar, are expected to complete student teaching spring 2020, while three more remain enrolled in coursework.

During the fall 2019 semester, we supported 27 students:

- 17 students were enrolled in coursework
- 6 were engaged in student teaching
- 22 students received financial assistance (1 award was issued after the reporting period)
- 4 students took a leave during fall semester for personal reasons but participated in group sessions

At the time of this report (January 2020), there are 19 students in the program - 16 students enrolled in coursework and three student teaching. All students are of East African origin.

There are 425 total students enrolled in our Education degree programs. Of these 123 (29%) are students of color or are American Indian. In addition, 25 (6%) are multi-racial, and 33 (8%) students chose not to report their race on their financial aid forms.

We have done our best in this document to report on activities during the most recent grant period (October 15 through December 31, 2019). We have also included descriptions of recruitment, retention, and induction efforts from the recent past.

Recruitment:

During fall 2019, Augsburg distributed \$78,941.62 in scholarship support to 22 teacher candidates of color, all of East African origin. One award was issued after the reporting period. The average student was awarded approximately \$3,500, which is paired with other forms of federal, state, and institutional

aid. Sustaining financial support for these scholars is crucial to efforts across our state to increase the diversity of our teaching workforce.

During the 2018-19 academic year, the EAST Program collaborated with Augsburg's admissions office to host four information sessions for prospective students, three in the Twin Cities and one in Rochester. We also worked with partners such as Somali radio and television, the Oromo Student Association, leaders in the Oromo community, Normandale Community College, Minneapolis College, Neighborhood Bridges, local schools, and various school district employees. We distributed more than 150 brochures and flyers. More than 80 prospective students attended the sessions. Twenty-three individuals successfully completed our extensive application process. We enrolled three new scholars during the spring semester of 2019 and fourteen new scholars during the summer semester of 2019 as a result of this outreach.

The admissions office continues to send out marketing materials to recruit students to our Education Department. Uncertainty in the funding levels for this grant program makes recruitment difficult as we are unable to set targets for numbers of students or amounts of scholarship support.

Retention: Our data shows that, since inception, state funds from the Collaborative Urban Educator (CUE) and Collaborative Urban and Greater Minnesota Educators of Color (CUGMEC) programs have provided 57 East African teacher candidates with tuition scholarships in coursework leading to licensure. In the past six years, only seven accepted students have withdrawn from our program, a retention rate of 87.72%. Our Scholars remain in the program because they are committed to becoming teachers and excel academically. EAST scholars successfully completed 218 credits with an average GPA of 3.5 during the fall 2019 semester.

We provide tutoring, cohort seminars, professional development, and networking opportunities, and quiet and welcoming office space to help our students achieve their academic goals. We hosted eight scholar seminars during the fall 2019 semester, using grant funds to purchase food and beverages. These group seminars are led by program manager Hana Salad and are the cornerstone of our work. Salad's salary is funded by the University. During these sessions, students become acclimated to campus life and to teacher education. We make time for networking, food sharing, prayer, skills development, and conversation. Students join together to problem solve, share resources, and study. Scholars are also required to meet with the program manager two times per semester to monitor their academic progress and address any issues that may have come up.

While we continue to pursue private, individual, and institutional funds for these efforts, we hope that PELSB and the Department of Education will consider funding student support services in future grant cycles.

Licensing and Induction:

Of those who have completed our program since inception, 83% have received their license. Grant funds have not supported any direct licensing and induction efforts during the most recent grant period, but induction remains a priority for our program.

It is well known that future teachers of color, as well as in-service teachers of color, are subjected to a variety of stresses associated with living and working in white supremacist systems. Many struggle to: 1) pass the high stakes licensure exams; 2) withstand the high financial costs of tuition and student teaching; 3) maintain their identities in schools with primarily white colleagues. Such struggles and isolation can be lessened by culturally-specific affinity groups and other opportunities to discuss problems and collaborate around solutions.

Using a combination of private philanthropy and state grant funds, we have collaborated with Metro State University to offer free NES prep courses to more than 90 future educators of color and future American Indian educators (out of 140 total participants) to date. We offer two sessions of NES Basic Skills test prep per year. A recent pilot study by Metro State showed that 80% of those who attended our test prep sessions passed the exam on their first attempt. This far exceeds the 41% pass rate of those who attempted the exam without participating in a prep session. We provide the NES learning materials, prep session tutor fees, and the exam costs for EAST scholars.

In the future we hope to: continue providing NES exam preparation courses in collaboration with Metropolitan State; provide professional career skill-building seminars for EAST Scholars and other teacher candidates of color; launch a mentorship program for EAST graduates currently in teaching positions, with hopes of expanding to serve other early-career educators of color.

Collaborative Urban and Greater Minnesota Educators of Color Grant Program Data

Table 1a: Number of candidates of color and American Indian candidates (Academic Year 2019-20)

Total number of teacher candidates of color, disaggregated by race or ethnic group	Recruited to the institution	Newly admitted to the licensure program	Enrolled in the licensure program	Completed student teaching	Graduated	Licensed	Newly employed as Minnesota teachers in their licensure field
American Indian or Alaskan Native	0	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0
Black	5	15	17	6	0	2	3
Total	5	15	17	6	0	2	3

Data in Table 1a is from the EAST Program only, for students who received financial support and other services through CUGMEC during the fall 2019-20 semester.

The following information represents ALL teacher candidates enrolled in the Education Department during the 2019-20 academic year, in both graduate, undergraduate, and adult degree-completion programs. Our percentage of POCI students includes those who identify as multi-racial.

- Enrolled: 425 (POCI: 29% + 8% unreported)
- Student Teaching: 104 (POCI: 29% + 14% unreported)
- Graduated: 24 (POCI: 37%)
- Licensed: None yet in Acad Yr
- Newly Employed: We do not have a reliable method for gathering this data point.

Table 1b: Number of candidates of color and American Indian candidates (Academic Year 2018-19)

Total number of teacher candidates of color, disaggregated by race or ethnic group	Recruited to the institution	Newly admitted to the licensure program	Enrolled in the licensure program	Completed student teaching	Graduated	Licensed	Newly employed as Minnesota teachers in their licensure field
American Indian or Alaskan Native	0	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0
Black	116	9	30	19	15	6	7
Total	116	9	30	19	15	6	7

Data in Table 1b is from the EAST Program only, for students who received financial support and other services through CUGMEC during the 2018-19 academic year. In addition to EAST Scholars, the program provided one-time financial support to 5 additional teacher candidates of color. The four students who completed student teaching but did not graduate are expected to graduate in academic year 2019-20.

The following information represents ALL teacher candidates enrolled in the Education Department during the 2018-19 academic year, in both graduate, undergraduate, and adult degree-completion programs. Our percentage of POCI students includes those who identify as multi-racial.

Enrolled: 526(POCI: 25% + 13% unreported)
 Student Teaching: 100 (POCI: 19% + 27% unreported)
 Graduated: 132 (POCI: 22% + 19% unreported)
 Licensed: 73 (POCI: 18% + 22% unreported)
 Newly Employed: We do not have a reliable method for gathering this data point.

Table 1c: Number of candidates of color and American Indian candidates (Academic Year 2017-18)

Total number of teacher candidates of color, disaggregated by race or ethnic group	Recruited to the institution	Newly admitted to the licensure program	Enrolled in the licensure program	Completed student teaching	Graduated	Licensed	Newly employed as Minnesota teachers in their licensure field
American Indian or Alaskan Native	0	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0
Black	74	13	20	6	7	111	6
Total	74	13	20	6	7	11	6

Data in Table 1c is from the EAST Program only, for students who received financial support and other services through CUGMEC during the 2017-18 academic year.

The following information represents ALL teacher candidates enrolled in the Education Department during the 2017-18 academic year, in both graduate, undergraduate, and adult degree-completion programs. Our percentage of POCI students includes those who identify as multi-racial.

Enrolled: 490 (POCI: 24% + 14% unreported)
 Student Teaching: 116 (POCI: 22% + 16% unreported)
 Graduated: 109 (POCI: 19% + 11% unreported)
 Licensed: 93 (POCI: 15% + 18% unreported)
 Newly Employed: We do not have a reliable method for gathering this data point.

Table 2: Percentage of teacher candidates who are of color or who are American Indian out of the total number of teacher candidates seeking the same licensure at the institution (2019-20)

Percentage of teacher candidates of color, disaggregated by race or ethnic group	Recruited to the institution	Newly admitted to the licensure program	Enrolled in the licensure program	Completed student teaching	Graduated	Licensed	Newly employed as Minnesota teachers in their licensure field
American Indian or Alaskan Native	5.3	0	0	0	4	0	N/A
Asian or Pacific Islander	15.4	7	5	7	4	0	N/A
Hispanic	0	12	5	7	8	0	N/A
Black	17.3	13	12	9	21	0	N/A
Total	38	32	22	29	37	0	N/A

Data in Table 2 represents the percentage of teacher candidates of color or who are American Indian enrolled in the Education Department, in both graduate, undergraduate, and adult degree-completion programs. The EAST Program contains a subset of that total.

Fall enrollment across programs was 425 students. The total number of teacher candidates who are of color or who are American Indian at the beginning of fall semester 2019-20 is 123, which includes 25 (6%) multi-racial students. In addition, 33 (8%) students chose not to report their race and / or ethnicity.

Analysis of Data

See detail below each table for additional analysis and explanation.

**Collaborative Urban and Greater Minnesota Educators of Color Grant Funds
Expenditure**

Table 3: Grant Funds Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$ 78,941.62	Tuition support	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Reporting from Student Financial Services office	22 students
\$ 157.33	Food for scholar seminars; Reference materials	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Reporting from Administrative Accounting Office	27 students, 1 faculty director, 1 program manager
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
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