

Collaborative Urban and Greater Minnesota Educators of Color Grant Report

University of St. Thomas

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	University of St. Thomas
Total Grant Amount	\$101,016.00

Identified Official with Authority

Name of official with authority to sign	Richard Plumb
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Primary Program Contact

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Collaborative Urban and Greater Minnesota Educators of Color Grant Program Narrative

Grant funds will be used to support recruitment, retention, and induction efforts across PELSB-approved licensure programs. As noted in the 2019 Minnesota Supply and Demand report, teachers of color and American Indians constitute only 4.3 percent of Minnesota's teaching force. For 28 years, the primary goal of the University of St. Thomas Collaborative Urban Educators (CUE) program has been to add more teachers of color and American Indians to the teaching profession. With renewed state funding for FY20 through the Collaborative Urban and Greater Minnesota Educator of Color (CUGMEC) grant opportunity, our programming will continue to effectively identify, recruit, prepare, support, graduate, and license educators of color and American Indians to teach in public school districts in Minnesota. The University of St. Thomas CUE program recognizes the urgency of this effort and is dedicated to developing highly effective and diverse teacher candidates to serve all students in the state of Minnesota.

With a 28-year history of results, St. Thomas has demonstrated the ability to increase the number of persons from underrepresented populations inducted into the teaching profession and, as a result, expand the number of educators of color who are prepared for Tier 3 – Tier 4 teaching licenses in Minnesota. The University of St. Thomas plans to continue its longstanding commitment to addressing the recruitment and retention of educators of color and American Indians in the education profession. With the current grant award for FY20 in the amount of \$101,016, we will be able to award 18 scholarships in the amount of \$5,612 to qualified candidates for initial teacher licensure programs.

With the support of additional external grant funding, we have hired a CUGMEC Program Manager, who is responsible for leading our recruitment efforts, developing affinity groups, and tracking the individual progress of teacher candidates. This Program Manager oversees intensive advising, mentoring, and test support, and other best practices to ensure that the scholarship recipients complete the program.

The School of Education's extensive initiatives in the area of Diversity, Equity, and Inclusion (DEI) provide rich resources that can be utilized by this Program Manager, and all our faculty and staff, as we seek to attract and retain diverse teacher candidates and prepare them for 21st-century classrooms. Under the leadership of Dean Campbell, our DEI programming has become substantially more robust and our 28-year program for students of color and American Indians has become even stronger. Since November 2018, the School of Education has hosted nine Dean's Forums, covering a wide array of diversity, equity, and inclusion topics that engage our community, staff, faculty, and students and encourage conversation. St. Thomas will also be cohosting the National Urban Alliance (NUA) Summer Institute to support community-based, culturally sustaining pedagogy.

However, without scholarship money we cannot match these rich resources with the students who most need them. The funding provided through the CUGMEC grants is vitally important (and as explained later in this report, we are seeking additional sources to underwrite scholarships).

The grant funds awarded to the University of St. Thomas will be used exclusively for direct student scholarships.

**Collaborative Urban and Greater Minnesota Educators of Color Grant
Program Data**

- We do not have any data to report for recipients of CUE grant funds for AY2017-18 due to the delayed distribution and staff transitions at the University. All funds for the 2017-19 grant cycle were awarded in AY2018-19. We have reported Institutional level data for 2017-18.

TABLES 1A and 2B reflect Institutional level data.

Table 1A: Number of candidates of color and American Indian candidates AY2017-18

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	3	2	2	1	1	1	1
Asian or Pacific Islander	16	8	10	6	6	6	6
Hispanic	14	8	12	2	2	2	2
Black	33	16	22	20	18	18	18
Total	56	34	45	29	27	27	27

*This data is disaggregated from our started application numbers. That is the first stage at which a potential candidate is asked to provide information on race/ethnicity/nationality. At all stages that information is voluntary and not required.

**The employment data is taken from the Transition to Teaching survey. We had a 60 percent overall response rate, with a 100 percent response rate for CUE scholarship recipients.

Table 2A: Percentage of teacher candidates who are of color or who are American Indian of the total number of teacher candidates seeking the same licensure at the institution AY2017-18

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	1%	.05%	.04%	.07%	.08%	.08%	1.4%
Asian or Pacific Islander	5%	1.5%	2.5%	4%	4.8%	5%	8.5%
Hispanic	4.5%	2%	3%	1.4%	1.6%	1.7%	2.8%
Black	11%	2%	5.5%	15%	14.5%	15%	25.7%
Total	18%	6%	11%	21%	22%	22.5%	38.6%

*This data is disaggregated from our started application numbers. That is the first stage at which a potential candidate is asked to provide information on race/ethnicity/nationality. At all stages that information is voluntary and not required.

**The employment data is taken from the Transition to Teaching survey. We had a 60 percent overall response rate, with a 100 percent response rate for CUE scholarship recipients.

TABLES 1B and 2B reflect Institutional level data.

Table 1B: Number of candidates of color and American Indian candidates AY2018-19

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	3	0	1	1	1	1	1
Asian or Pacific Islander	27	4	18	9	8	8	8
Hispanic	31	4	16	2	2	2	2
Black	70	22	44	10	9	9	9
Total	131	34	79	22	20	18	18

*This data is disaggregated from our started application numbers. That is the first stage at which a potential candidate is asked to provide information on race/ethnicity/nationality. At all stages that information is voluntary and not required.

**The employment data is taken from the Transition to Teaching survey. We had a 60 percent overall response rate, with a 100 percent response rate for CUE scholarship recipients.

Table 2B: Percentage of teacher candidates who are of color or who are American Indian of the total number of teacher candidates seeking the same licensure at the institution AY2018-19

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	.08%	0%	.02%	.07%	.08%	.008%	.15%
Asian or Pacific Islander	7.5%	4%	5%	7%	7%	7%	12%
Hispanic	8.5%	4%	4.5%	1.5%	1.7%	1.7%	3%
Black	19.5%	21%	12%	8%	7.5%	7.5%	14%
Total	36.5%	33%	21.5%	17%	17%	15.2%	27.6%

*This data is disaggregated from our started application numbers. That is the first stage at which a potential candidate is asked to provide information on race/ethnicity/nationality. At all stages that information is voluntary and not required.

**The employment data is taken from the Transition to Teaching survey. We had a 60 percent overall response rate, with a 100 percent response rate for CUE Scholarship recipients.

TABLES 3B and 4B reflect data specific to CUGMEC grant funds recipients.

Table 3B: Number of candidates of color and American Indian candidates receiving CUGMEC funds AY2018-19

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	1	1	1	0	0	0	0
Asian or Pacific Islander	14	9	9	2	2	2	2
Hispanic	13	4	4	1	1	1	1
Black	84	17	17	6	6	6	6
Total	112	31	31	9	9	9	9

*This data is compiled from a survey to gauge interest in the scholarship and is voluntary.

**Most students receiving CUE funds in AY2018-19 are still progressing toward completion, graduation, and licensure.

Table 4B: Percentage of teacher candidates receiving CUGMEC funds who are of color or who are American Indian of the total number of teacher candidates seeking the same licensure at the institution AY2018-19

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	.02%	.09%	.03%	0	0	0	0
Asian or Pacific Islander	4%	8.5%	2.6%	1.5%	1.7%	1.7%	3%
Hispanic	3.6%	3.8%	1%	.07%	.08%	.08%	1.5%
Black	23.5%	16.3%	5%	4.5%	4.5%	5%	9.2%
Total	31%	30%	9%	7%	7.5%	7.6%	14%

*This data is compiled from a survey to gauge interest in the scholarship and is voluntary.

**Most students receiving CUE funds in AY2018-19 are still progressing toward completion, graduation, and licensure.

TABLES 1C and 2C reflect Institutional level data.

Table 1C: Number of candidates of color and American Indian candidates AY2019-20

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	11	0	1	0			
Asian or Pacific Islander	30	11	23	6			
Hispanic	19	5	15	6			
Black	42	12	42	7			
Total	102	38	81	19			

*This data is disaggregated from our started application numbers. That is the first stage at which a potential candidate is asked to provide information on race/ethnicity/nationality. At all stages that information is voluntary and not required.

***We do not have final graduation, licensure, and employment data for this period yet.

Table 2C: Percentage of teacher candidates who are of color or who are American Indian of the total number of teacher candidates seeking the same licensure at the institution AY2019-20

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	2.6%	0%	.002%	0%			
Asian or Pacific Islander	7%	8.5%	5.5%	8.7%			
Hispanic	4.5%	3.8%	3.6%	8.7%			
Black	10%	9.3%	10%	10%			
Total	24.5%	29.4%	19.4%	27.5%			

*This data is disaggregated from our started application numbers. That is the first stage at which a potential candidate is asked to provide information on race/ethnicity/nationality. At all stages that information is voluntary and not required.

***We do not have final graduation, licensure, and employment data for this period yet.

TABLES 3C and 4C reflect data specific to CUGMEC grant funds recipients AY2019-20.

Table 3C: Number of candidates of color and American Indian candidates receiving CUGMEC funds AY2019-20

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	2	1	2				
Asian or Pacific Islander	11	6	13				
Hispanic	8	0	3				
Black	56	5	15				
Total	77	12	33				

*This data is compiled from a survey to gauge interest in the scholarship and is voluntary.

**All students receiving CUE funds in AY2019-20 are still progressing toward completion, graduation, and licensure.

Table 4C: Percentage of teacher candidates receiving CUGMEC funds who are of color or who are American Indian of the total number of teacher candidates seeking the same licensure at the institution AY2019-20

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	.04%	.07%	.05%				
Asian or Pacific Islander	2.6%	4.5%	3%				
Hispanic	2%	0	.07%				
Black	13.5%	4%	3.5%				
Total	18%	9%	8%				

*This data is compiled from a survey to gauge interest in the scholarship and is voluntary.

**All students receiving CUE funds in AY2019-20 are still progressing toward completion, graduation, and licensure.

Analysis of Data

The data from the three years included in this report supports research that indicates that the number one barrier to entering the teaching profession is cost. The Learning Policy Institute Report, *Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color* (Carver-Thomas, April 2018) discusses the increasing debt burden for students of color and concludes that “Rising tuition and the high cost of student loans can dissuade students of color from pursuing careers in education” (Carver-Thomas, p. 11, 2018).

In the current grant cycle, the scholarship amount of \$5,612 is, on average, 40 percent lower than we awarded in the 2017-19 grant cycle. We will also be limited to awarding 18 students a scholarship, compared to 42 in the previous grant cycle. The combination of a one-year grant cycle, as well as a grant award of only 55 percent of our proposal, has negatively impacted the number of students of color we have been able to recruit as potential teacher candidates.

In 2018-19, as a result of multiple funding streams including monies from CUE, Grow Your Own, and OSEP (the Office of Special Education Programs), we were able to increase the number of, and percentage of, students of color across all stages of recruitment, retention and induction in our teacher preparation programs. The multiple funding streams allowed us to provide substantial scholarship support to offset the high cost of educating and preparing highly effective teachers. Scholarships are an important, but not singular, support for successful recruitment, retention, and induction of diverse teacher candidates. The University of St. Thomas has been proactive in applying for and securing additional funds to develop and sustain our programs so they support our teacher candidates of color and American Indians.

- With a grant from the National Center for Teacher Residencies, the Black Educator Initiative (BEI) provides training for mentor teachers and instructors on culturally sustaining pedagogy. BEI has also provided funding for a program called “navigating pairs”. Navigating pairs couples an alumnus or alumna of our residency program with a current resident for mentoring and support.
- Grant dollars from the McKnight Foundation have supported the hiring of a CUGMEC Program Manager who will be responsible for developing and overseeing affinity groups and supporting students who are receiving CUGMEC scholarship funds.
- The McKnight Foundation has provided support for our Diverse Teachers Initiative to identify a new pathway to teacher licensure for students in our two-year college to the School of Education.
- The School of Education has secured private donor funds for scholarships to support students of color who want to become teachers but would otherwise not be able to afford the cost of licensure.
- St. Thomas covers the cost of all EdTPA exams required for program completers (\$300 per student).
- St. Thomas created online test preparation modules to help prepare teacher candidates to successfully pass the NES Basic Skills Exams.

**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
12 @ \$5,612=\$67,344	Scholarships	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	TBD	TBD
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		

Due to the timing of the disbursement of the grant funds, no funds have been paid out for FY20. We have awarded 12 teacher candidates a \$5,612 scholarship to be paid out during spring and summer 2020 terms. We will continue to award scholarships for spring and summer 2020 new admits to the programs. Our spring term begins February 3, 2020, and scholarships are awarded to students after the 10th day of the term. We will invoice for the committed scholarships at that time.