

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. 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.
- III. 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	Concordia University, St. Paul
Total Grant Amount	\$152,300 for 2019/20 and following; \$195,644 was carried over from the Collaborative Urban Educator (CUE) grant awarded to Concordia University in 2017

Identified Official with Authority

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Primary Program Contact

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Collaborative Urban and Greater Minnesota Educators of Color Grant Program Narrative

The Southeast Asian Teacher Licensure program (SEAT) at Concordia University, Saint Paul, is designed to recruit, prepare, graduate, and support candidates who are of color or are American Indian for the purpose of developing a teaching corps for Minnesota that more closely reflects student demographics in the state. The program is focused on helping candidates earn initial teaching licenses as undergraduates, as post-baccalaureate licensure-only students, or as Master of Arts in Teaching students. The program has been in place for over 20 years, includes 100% students of color or American Indian, and historically has used funding from the Collaborative Urban Education (CUE) grants from the Minnesota Legislature to operate. In the past, the program has focused on individuals who are employed in schools as an indicator that they are committed to the education and growth of Minnesota students. Our focus has been on growing individuals from paraprofessionals, non-licensed teachers, home school liaisons, and translators to committed teachers modeling success for all students. Thus, working in a school was a requirement for admission to the program. The scope of the program was broadened with the 2019 Collaborative Urban and Greater Minnesota Educators of Color Grant (CUGMEC) application as we are now accepting all students of color or American Indian who wish to become teachers and are academically qualified – not just those currently working in schools.

The SEAT program was originally designed for just Hmong students and later Southeast Asian students. Over time, candidates were accepted from Myanmar, the Philippines, China, Latin American and Africa (Nigeria, Liberia, and Somalia). Hmong candidates comprise at least 65% of the SEAT students at any given time. To date 182 candidates have been enrolled in the SEAT program. Our students are recruited from and often come to the program from other countries and, often with advanced degrees, recruited by former SEAT students and seeking licensure in Minnesota. We are focused on recruiting persons who have a heart for teaching and the capacity to be effective teachers to reduce the disparity for students who are currently in Minnesota schools. Our university students are seeking 15 different licenses and five endorsements across the PK-12 spectrum including early childhood (Birth through Grade 3), elementary (K-6), middle school, and content dependent licenses such as – among others – Secondary Social Studies, Secondary Mathematics, Secondary Life Science, K-12 English as a Second Language, K-12 Physical Education, K-12 Visual Arts. Candidates are recruited from Twin Cities community colleges, school districts, traditional public schools, and public charter schools in the seven county metropolitan area and from the Concordia University Hmong Culture and Language Program (HCLP). This will continue to be the

focus of recruiting efforts. Recruiting is accomplished by the following: Admissions staff focused on Hmong and other Southeast Asian students, the Program Associate in the HCLP program, current students, program alumni, and the Program Director of the SEAT program. There were fewer new students in FY 2018-2019 as fewer applications came from those working in schools so the decision was made to include any candidate of color or American Indian as the criteria with the 2019 CUGMEC application. Broadening the recruiting funnel seems to have worked as five new students started in fall semester 2019 and five more are starting in January 2020 bringing the total number of candidates in the program to 19.

Nearly all candidates in the SEAT program remain in the program until completion but are not necessarily enrolled in coursework every semester. Students are in the program sometimes for more than four years, because on-time graduation is an anomaly. Most candidates come from immigrant or refugee families and face difficult financial situations so they often need to stop out of classes for a semester or a year. They usually return to the program and complete their program, however, and earn a Minnesota teaching license. Because they often are not proficient in English, speaking, reading and writing is a challenge and high stakes testing is a barrier. In fact, this barrier has been the most difficult for candidates to overcome over the last 20 years. Of the 18 students in the 2017-2018 cohort, seven completed the program and nine of the other 11 returned for the 2018-2019 academic year for a retention rate of 82%.

Most of the candidates are balancing 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, English as a second language, mathematics, art, and communication arts licenses. Interestingly, we do have students who stop out 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. During the 2017-2018 and 2018-2019, eight candidates completed their academic program and six have earned teaching licenses and have been inducted into the teaching profession.

Since funding for the 2019-2020 CUGMEC grant was unknown in spring 2019 and awarded dollars would not be available until at least October 2019, Concordia University leaders put \$195,644 of previous CUE grant dollars into “escrow” if you will, to be used during the 2019-2020 academic year. This allowed us to be able to make scholarship “promises” to our current SEAT students and the students we were recruiting. Thus, we are using CUE funds to recruit, support, graduate, and support candidates this year

and are deferring awarded CUGMEC funds to the same purpose in the 2020-2021 academic year.

Approximately, \$78,342 of CUE dollars were spent during fall semester 2019:

Salaries, etc.	\$13,688
Scholarships for Students	\$61,585
Books for Students	\$1,223
Program Expenses	\$1,846

We are trying to stay a year beyond the allocations in order to be able to make two-year commitments to candidates in the program. Thus, none of the awarded CUGMEC funds of \$152,300 will be expended in academic year 2019-2020 but the plan is to expend fully those funds in 2020-2021. CUE funds are being used in 2019-2020 for purposes as approved in the 2017-2019 funding cycle: student tuition scholarships (up to 50% of tuition), student textbooks (100%), student testing fees, stipends during student teaching, salaries for a program director, and program expenses. During the 2020-2021 academic year, funds will be restricted to the following: student tuition scholarships (up to 50% of tuition), student textbooks (100%), student testing fees, and stipends for student teaching.

The following include program goals for the near future:

Goals/Activity Description and Purpose	Past Implementation	Current / Continuing Implementation	Future Implementation
	During the 2018-19 year	During the 2019-20 year	In the future
<p>Goal #1: Recruit and enroll 10 new candidates each year into the SEAT program Purpose: recruitment</p>	<p>a. Recruited from the following by way of personal visits and digital communication: community colleges, school districts, traditional public schools, and charter schools in the seven county metropolitan area (Admissions, Program faculty and staff) b. Recruited employees, parents, and students from the CSP HCLP</p>	<p>In addition to what has been done in the past, we plan to do the following: a. no longer require school employment as a criterion for program eligibility b. expand eligibility to include initial licensure master's degree students c. convene a SEAT Alumni Council during FY 2019-2020 to encourage alumni to recruit new students</p>	<p>Based on the results from FY 2019-2020, the strategies will be continued seeking beyond the seven-county metropolitan area where teachers of color and American Indian teachers are underrepresented.</p>
<p>Goal #2: The SEAT program will produce five fully-licensed completers each academic year Purpose: program completion</p>	<p>Candidates were provided with financial support for the following: a. up to half of their tuition b. all textbooks c. all required testing fees Candidates were also provided the following</p>	<p>In addition to what has been done in the past, we plan to do the following: a. provide candidates with a stipend during Student Teaching beginning in fall 2019</p>	<p>Stipends for Student Teaching will be continued into the future and we will explore increasing the amount.</p>

	<p>primarily through participation at the required weekly SEAT Seminar:</p> <ul style="list-style-type: none"> a. academic support b. cultural support c. tutoring and mentoring 		
<p>Goal #3: SEAT program completers demonstrate competence in teaching in urban and multicultural educational settings</p>	<p>Not specifically articulated or measured.</p>	<p>The Student Teaching Final Evaluation will be reviewed for all SEAT students to ensure that completers demonstrate competence in teaching in urban and multicultural educational settings.</p>	<p>Based on the results of the Student Teacher Final Evaluation, the strategies will be continued or modified for greatest success.</p>
<p>Goal #4: Completers demonstrate cultural humility in the context of teaching</p>	<p>Not specifically articulated or measured.</p>	<p>The Student Teaching Final Evaluation form completed by Cooperating Teachers and the University Supervisors will reflect an adequate level of cultural humility. This item will be included in the Student Teaching evaluation process for all SEAT students beginning with the fall 2019.</p>	<p>This process focusing on cultural humility will be extended to all student teachers in the unit.</p>
<p>Goal #5: Candidates find employment as an educator within one year of completion and realize successful induction in the first year of teaching</p>	<p>This goal has been in place for the duration of the SEAT program and completers have been afforded support during their first year of teaching through Circle of Support activities.</p>	<p>Circle of Support activities will be enhanced to include mentoring and face-to-face communication for SEAT completers who are in their first and second years of teaching.</p>	<p>Circle of Support activities will continue into the third year of employment.</p>
<p>Goal #6: Establish a "Circle of Support" network in cooperation with Hamline, St. Thomas, and Augsburg Universities Purpose: support during induction</p>	<p>No cooperative effort has existed</p>	<p>The partnering institutions agree to share best practices for test preparation support and mutually promote opportunities for professional development. The Circle of Support partnership will focus on building and sustaining affinity groups.</p>	<p>The collaboration will continue if found to be mutually beneficial.</p>

Collaborative Urban and Greater Minnesota Educators of Color Grant Program Data

Table 1: Number of candidates of color and American Indian candidates

NOTE: The total number of students is reported on the first line of each of the four tables; the number identified below is the portion of that number for each of the categories. For example, in academic year 2016-2017, 164 new students were recruited to the university who declared teacher as a major and 383 students were enrolled in a teacher licensure program. Of those newly recruited in 2016-2017, 1 was categorized as American Indian or Alaskan Native, 15 were categorized as Asian or Pacific Islander, 7 were categorized as Hispanic, and 6 were categorized as Black.

On some occasions candidates were licensed a semester or two after graduation or newly employed a semester or two after graduation so the number licensed in a given year or newly employed in a given year might exceed the number who graduated.

Year: 2016-2017							
Total number of teacher candidates of color, disaggregated by race or ethnic group	N=164 Recruited to the institution	N=164 Newly admitted to the licensure program	N=383 Enrolled in the licensure program	N=58 Completed student teaching	N=151 Graduated	Licensed	Newly employed as Minnesota teachers in their licensure field
American Indian or Alaskan Native	1	1	2	0	1	0	1
Asian or Pacific Islander	15	15	33	3	8	7	4
Hispanic	7	7	17	4	2	2	2
Black	6	6	27	4	4	4	4
Total	29	29	79	11	15	13	11

Year: 2017-2018							
Total number of teacher candidates of color, disaggregated by race or ethnic group	N= 141 Recruited to the institution	N=141 Newly admitted to the licensure program	N=431 Enrolled in the licensure program	N=85 Completed student teaching	N=148 Graduated	Licensed	Newly employed as Minnesota teachers in their licensure field
American Indian or Alaskan Native	0	0	3	1	1	0	1
Asian or Pacific Islander	11	11	35	6	5	4	5
Hispanic	3	3	14	4	7	6	6
Black	6	6	29	7	3	3	3
Total	20	20	81	18	16	13	15
Year: 2018-2019							
Total number of teacher candidates of color, disaggregated by race or ethnic group	N=124 Recruited to the institution	N=124 Newly admitted to the licensure program	N=417 Enrolled in the licensure program	N=107 Completed student teaching	N=170 Graduated	Licensed	Newly employed as Minnesota teachers in their licensure field
American Indian or Alaskan Native	1	1	3	1	1	1	1
Asian or Pacific Islander	11	11	35	10	11	8	9
Hispanic	4	4	11	5	9	5	5

Black	9	9	26	7	7	7	6
Total	25	25	75	23	28	21	21

**Year: 2019-2020
Fall 2019 and Enrollment for Spring 2020**

Total number of teacher candidates of color, disaggregated by race or ethnic group	N=125 Recruited to the institution	N=125 Newly admitted to the licensure program	N=346 Enrolled in the licensure program	N=67 Completed student teaching	N=45 Graduated ONLY Fall 2019	Licensed	Newly employed as Minnesota teachers in their licensure field
American Indian or Alaskan Native	0	0	2	0	0	-	
Asian or Pacific Islander	14	14	33	4	5	-	1
Hispanic	7	7	13	0	0	-	
Black	8	8	18	2	0	-	
Total	29	29	66	6	5	-	

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

Year: 2016-2017							
Percentage of teacher candidates of color, disaggregated by race or ethnic group	N=164 Recruited to the institution	N=164 Newly admitted to the licensure program	N=383 Enrolled in the licensure program	N=58 Completed student teaching	N=151 Graduated	Licensed	Newly employed as Minnesota teachers in their licensure field
American Indian or Alaskan Native	.6%	.6%	.5%	0%	.7%	0/1 = 0% of completers	1
Asian or Pacific Islander	8.8%	8.8%	8.6%	5.1%	5.3%	7/8 = 88% of completers	4
Hispanic	4.2%	4.2%	4.4%	6.9%	1.3%	2/2 = 100% of completers	2
Black	3.6%	3.6%	7.0%	6.9%	2.6%	4/4 = 100% of completers	4
Total	17.7%	17.7%	20.6%	19%	9.9%	13/15 = 87% of completers	11
Year: 2017-2018							
Percentage of teacher candidates of color, disaggregated by race or ethnic group	N= 141 Recruited to the institution	N=141 Newly admitted to the licensure program	N=431 Enrolled in the licensure program	N=85 Completed student teaching	N=148 Graduated	Licensed	Newly employed as Minnesota teachers in their licensure field
American Indian or Alaskan Native	0	0	.7%	1.2%	.7%	0/1 = 0% of completers	1

Asian or Pacific Islander	7.8%	7.8%	8.1%	7%	3.4%	4/5 = 80% of completers	5
Hispanic	2.1%	2.1%	3.2%	4.7%	4.7%	6/7 = 86% of completers	6
Black	4.2%	4.2%	6.7%	8.2%	2%	3/3 = 100% of completers	3
Total	14.2%	14.2%	18.8%	21.2%	10.8%	13/16 = 81% of completers	15

Year: 2018-2019

Percentage of teacher candidates of color, disaggregated by race or ethnic group	N=124 Recruited to the institution	N=124 Newly admitted to the licensure program	N=417 Enrolled in the licensure program	N=107 Completed student teaching	N=170 Graduated	Licensed	Newly employed as Minnesota teachers in their licensure field
American Indian or Alaskan Native	.8%	.8%	.7%	.9%	.6%	1/1 = 100% of completers	1
Asian or Pacific Islander	8.9%	8.9%	8.4%	9.3%	6.5%	8/11 = 73% of completers	9
Hispanic	3.2%	3.2%	2.6%	4.7%	5.3%	5/9 = 56% of completers	5
Black	7.2%	7.2%	6.2%	6.5%	4.1%	7/7 = 100% of completers	6
Total	20.2%	20.2%	18%	21.5%	16.5%	21/28 = 75% of completers	21

**Year: 2019-2020
Fall 2019 and Enrollment for Spring 2020**

NOTE: December graduates are atypical and those who did complete in December 2019 have had no opportunity to become licensed or employed as of January 15, 2020 – the date of this report; thus, these cells are marked as not applicable (NA).

Percentage of teacher candidates of color, disaggregated by race or ethnic group	N=125 Recruited to the institution	N=125 Newly admitted to the licensure program	N=346 Enrolled in the licensure program	N=67 Completed student teaching	N=45 Graduated ONLY Fall 2019	Licensed	Newly employed as Minnesota teachers in their licensure field
American Indian or Alaskan Native	0	0	.6%	0	0	NA	NA
Asian or Pacific Islander	11.2%	11.2%	9.5%	6%	11%	NA	NA
Hispanic	5.6%	5.6%	3.8%	0	0	NA	NA
Black	6.4%	6.4%	5.2%	3%	0	NA	NA
Total	23.2%	23.2%	19%	8.9%	11%	NA	NA

NOTE: Completers who finished in December 2019 have had no opportunity to become licensed or employed as of January 15, 2020 – the date of this report.

Analysis of Data

Approximately 20% of all new students recruited each year to the teacher education programs at Concordia University are considered to be “candidates of color” – that amounts to just over 100 students over the last three and one-half years (fall 2015 through fall 2019) – the focus of this report. At any given point in time, approximately 19% of the students enrolled in a teacher licensure program at the university

are “candidates of color”. This group represents 20% of those who complete students teaching but only 14% of those that graduate. Over the period of this report, 47 “candidates of color” have become successfully licensed through Concordia University. During this period, 80% of those “candidates of color” who graduated have become licensed.

Because SEAT program candidates often are not proficient in English, speaking, reading and writing is a challenge and high stakes testing is a barrier. In fact, this barrier has been the most difficult for candidates to overcome over the last 20 years. Of the 18 students in the 2017-2018 cohort, seven completed the program and nine of the other 11 returned for the 2018-2019 academic year for a retention rate of 82%. Because they often are not proficient in English, speaking, reading and writing is a challenge and high stakes testing is a barrier. In fact, this barrier has been the most difficult for candidates to overcome over the last 20 years. Of the 18 students in the 2017-2018 cohort, seven completed the program and nine of the other 11 returned for the 2018-2019 academic year for a retention rate of 82%.

Collaborative Urban and Greater Minnesota Educators of Color Grant Funds Expenditure

Table 3: Grant Funds Expenditure

As noted in the narrative NO FUNDS from the CUGMEC grant have yet to be expended. Concordia University is using CUE grant money awarded in 2017 to fund the SEAT program in academic year 2019-2020 and will be using CUGMEC money for funding the SEAT program in 2020-2021.

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
125,000	Student Tuition (up to 50% of expenses)	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	NA	
9000	Student Textbooks	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	NA	
3300	Student Testing Fees	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	NA	
15000	Student Teaching Stipends	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	NA	
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction	NA	