

January 15, 2020

The Honorable Carla J. Nelson
Chair, Senate E-12 Finance Committee
Minnesota Senate Building, Room 3231
95 University Avenue 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:

Dear Senator Carla J. Nelson and Representative Jim Davnie:

We are pleased to submit our program's report in accordance with the requirement of 2019 Session Laws – First Special Session, Chapter 11, Article 3, Section 15, Subdivision 4:

By January 15 of each year, an institution awarded a grant under this section must prepare for the legislature and the board a detailed report regarding the expenditure of grant funds, including the amounts used to recruit, retain, and induct teacher candidates 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, are licensed, and are newly employed as Minnesota teachers in their licensure field. A grant recipient must report the total number of teacher candidates of color or who are American Indian at each stage from recruitment to licensed teaching as a percentage of total candidates seeking the same licensure at the institution.

Rebecca Neal,
Hamline University

Collaborative Urban and Greater Minnesota Educators of Color Grant Report

Grantee Information

Legal Name of Applicant Organization	Trustees of the Hamline University of Minnesota
Total Grant Amount	100,000

Identified Official with Authority

Name of official with authority to sign	John R. Matachek
Title	Provost
Address	1536 Hewitt Ave MS-A1775
City, State and Zip code + 4	Saint Paul, MN 55104-1284
Phone Number and Email	6515232252/provost@hamline.edu

Primary Program Contact

Name of program contact	Marcela Kostihova
Title	Dean, College of Liberal Arts
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Collaborative Urban and Greater Minnesota Educators of Color Grant Program Narrative

Educational cost is considered a significant barrier to diversifying the teacher pipeline. In an effort to recruit and retain students, grant funds are used to reduce financial burden often experienced by students. Specifically, grant funds are used to provide scholarships for undergraduate and graduate students who are of color or American Indian during their initial teaching licensure program. During the 18-19 academic year, CUGMEC grant funding supported 58 undergraduate and graduate students of color pursuing teacher licensure with scholarship amounts ranging from \$500 to \$5,000 for the year. As of August 2019, there are approximately 64 teacher candidates of color enrolled who are pursuing initial licensure. Provisions of the award only allow for scholarships of which are used to recruit and retain students of color and American Indian candidates.

Collaborative Urban and Greater Minnesota Educators of Color Grant Program Data

In this section, we provide program data from the past 3 years, as well as the funded year. Included is how grant funding has impacted the data from the most recent reporting year. Reported in Table 1 is the number of candidates of color and American Indian 2016-2017 and Table 2 includes the 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. The following notes apply to the data provided in both tables:

- Years are defined as the academic year (e.g., “2016-17” encompasses terms from Fall 2016 through Summer 2017)
- Admissions data reflects graduate students applying (newly recruited) and admitted to an initial licensure program in a term during the given academic year.
- Enrollment data reflects all students (undergraduate and graduate, new and continuing) enrolled in an initial licensure program at any time during the given academic year.
- Student teaching and graduation data reflects students completing their initial licensure program in the given academic year.
- Licensure and employment data reflects completers from the prior academic year (e.g., in 2016-17, completers from 2015-16 are reviewed) who obtained their license and were teaching in Minnesota in their licensure field by the end of the given academic year.

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

Table 1 - 2016-17 Data							
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				
Asian or Pacific Islander	19	16	31	5	5	5	4
Hispanic	3	3	16	5	5	7	7
Black	14	9	23	2	2	3	3
Two or more races	2	2	12	6	6	4	4
Total	38	30	83	18	18	19	18

Table 1 - 2017-18 Data

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							
Asian or Pacific Islander	19	13	40	8	8	5	4
Hispanic	5	4	13	3	3	5	5
Black	4	2	17	5	5	2	1
Two or more races	6	6	19	2	2	4	4
Total	34	25	89	18	18	16	14

Table 1 - 2018-19 Data

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							
Asian or Pacific Islander	7	7	34	10	10	5	4
Hispanic	7	7	17	3	3	3	3
Black	9	8	21	3	3	4	4
Two or more races	3	3	20	2	2	2	2
Total	26	25	92	18	18	14	13

Table 1 - 2019-20 Data*

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				*	*	*	*
Asian or Pacific Islander	6	6	25	*	*	*	*
Hispanic	6	6	13	*	*	*	*
Black	6	6	12	*	*	*	*
Two or more races	3	3	14	*	*	*	*
Total	21	21	64	*	*	*	*

**Data reflects Fall 2019 admissions and enrollment only.
 Completions and employment information are not available as of the report date.*

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

Table 2 - 2016-17 Data							
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			0.2%				
Asian or Pacific Islander	8.6%	9.1%	6.2%	3.9%	3.9%	3.6%	3.3%
Hispanic	1.4%	1.7%	3.2%	3.9%	3.9%	5.1%	5.7%
Black	6.3%	5.1%	4.6%	1.6%	1.6%	2.2%	2.4%
Two or more races	0.9%	1.1%	2.4%	4.7%	4.7%	2.9%	3.3%
Total	17.1%	17.0%	16.6%	14.1%	14.1%	13.9%	14.6%

Table 2 - 2017-18 Data

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							
Asian or Pacific Islander	11.7%	9.3%	8.8%	6.1%	6.1%	4.1%	3.6%
Hispanic	3.1%	2.9%	2.9%	2.3%	2.3%	4.1%	4.5%
Black	2.5%	1.4%	3.7%	3.8%	3.8%	1.6%	0.9%
Two or more races	3.7%	4.3%	4.2%	1.5%	1.5%	3.3%	3.6%
Total	21.0%	17.9%	19.5%	13.6%	13.6%	13.0%	12.7%

Table 2 - 2018-19 Data

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							
Asian or Pacific Islander	5.0%	5.1%	8.6%	9.8%	9.8%	4.1%	4.3%
Hispanic	5.0%	5.1%	4.3%	2.9%	2.9%	2.5%	3.3%
Black	6.4%	5.8%	5.3%	2.9%	2.9%	3.3%	4.3%
Two or more races	2.1%	2.2%	5.1%	2.0%	2.0%	1.6%	2.2%
Total	18.4%	18.2%	23.3%	17.6%	17.6%	11.5%	14.1%

Table 2 - 2019-20 Data*

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				*	*	*	*
Asian or Pacific Islander	5.2%	5.2%	8.4%	*	*	*	*
Hispanic	5.2%	5.2%	4.4%	*	*	*	*
Black	5.2%	5.2%	4.1%	*	*	*	*
Two or more races	2.6%	2.6%	4.7%	*	*	*	*
Total	18.1%	18.3%	21.6%	*	*	*	*

**Data reflects Fall 2019 admissions and enrollment only. Completions and employment information are not available as of the report date.*

Analysis of Data

We draw two key conclusions from the data above: first, that Hamline is successfully recruiting and preparing cohorts of teachers who better match the demographics of students in Minnesota than the existing teacher workforce; and second, that Hamline, like other institutions, has significant opportunity for growth in this area. The [2019 Biennial Minnesota Teacher Supply and Demand report](#) indicated that 7.0% of the 7-county Twin Cities region’s teacher workforce were people of color, compared to 44.4% of the region’s students (the comparable figures for Minnesota were 4.3% and 33.5%, respectively) (Figure 3, page 5). At every stage from recruitment through induction, the share of Hamline’s students who were people of color exceeded these figures. However,

the share of Hamline's initial licensure completers and newly employed teachers who are people of color is still only a third the share of the region's students. For instance, in 2018-19 (the most recent year for which employment data is available), 14.1% of newly employed teachers prepared by Hamline were people of color, again compared to 44.4% of students in the region.

Recent years do not necessarily show that the share of people of color moving through Hamline's initial licensure programs is increasing. However, this is to be expected; Hamline has a stronger-than-average record of preparing diverse pools of teacher candidates due in no small part to its status as a past legislative recipient of the CUE grant. Analysis of Fall 2018 IPEDS enrollment data indicates that Hamline ranks sixth out of twenty-six Minnesota public and nonprofit institutions in the share of Education enrollment from students of color (19.3%, or 156 out of 809 students). While this figure does not exclusively reflect initial licensure enrollment (it includes, e.g., post-licensure master's and doctorate programs), it does demonstrate that Hamline's Education student body is more diverse than is typical for Minnesota.

Hamline's share of students of color is highest among enrolled teacher candidates, and is typically lower among candidates who complete, seek licensure, and move into teaching. These dynamics depend significantly on Hamline's undergraduate student population. Baccalaureate enrollment has significantly diversified at Hamline over the past few years, with 37% of Fall 2019 baccalaureate enrollment being students of color. At the same time, gaps in graduation rates between white students and students of color have persisted, meaning that students of color are a lower share of baccalaureate completers (and therefore potential teachers) than they are of baccalaureate enrollment. Hamline began to address this issue in its final year of receiving the legislatively awarded CUE grant by reserving a pool of money for grants to undergraduate teacher candidates, and is continuing this practice with the newly awarded CUE grant. We anticipate that the grant funds will reduce barriers to completion, resulting in higher shares of students of color among newly licensed and employed teachers within the next few years.

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
\$96,250	Provide scholarships for undergraduate and graduate students who are of color or American Indian initial teaching licensure and/or graduation	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Disperse grant funds to students currently enrolled based on enrollment record.	December 2019