

# 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](mailto:reports@lrl.leg.mn) and copy to [saba.teshome@state.mn.us](mailto: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	Saint Mary's University of Minnesota
Total Grant Amount	\$187,926

### Identified Official with Authority

Name of official with authority to sign	Brian Schmisek, Ph.D.
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### Primary Program Contact

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## Collaborative Urban and Greater Minnesota Educators of Color Grant Program Narrative

The funding received from the Collaborative Urban and Greater Minnesota Educators of Color (CUGMEC) grant program has been instrumental in facilitating a direct increase in the number of teacher candidates of color in the ESL teacher preparation program at Saint Mary's University of Minnesota. In 2018, with support from the CUE grant, the inaugural cohort of teacher candidates began, with two licensure pathway options--English as a Second Language (ESL) and Special Education, Emotional and Behavioral Disorders (EBD) focus. All six of the teacher candidates of color in the cohort opted to enroll in the ESL licensure pathway.

Through funding support from the CUGMEC grant, a new teacher pathway program has been created. This initiative seeks to recruit, retain, and induct teacher candidates of color and American Indian candidates to become licensed to work as teachers in the classroom. To support this initiative, Saint Mary's University partners with The Sanneh Foundation, a St. Paul-based non-profit community organization committed to promoting educational equity and relationship-building in Minnesota schools. Specifically, the program collaborates with The Sanneh Foundation's Dreamline coaching corps, a program designed to address the achievement gap by providing academic support and mentoring for students in local middle and high schools. The partnership has created a career pathway for Dreamline coaches to complete a licensure program and become credentialed teachers while gaining valuable classroom experience. Furthermore, Dreamline coaches are paid a salary for their Dreamline coaching duties, reducing the financial burden of going to school with no income.

Grant support has benefitted those who began the pathway program in the initial cohort as well as a new cohort of 20 teacher candidates, beginning in June 2020.

**Recruitment:** This cohort is being intentionally recruited, selecting dedicated teacher candidates of color who have demonstrated a strong desire to facilitate positive change in today's classrooms and communities. The partnership with The Sanneh Foundation's Dreamline coaching program is valuable in co-recruiting high-quality teacher candidates with a passion for education. Sharing a common goal of diversifying student/teacher demographics, approximately seventy percent of the Dreamline coaches identify as people of color. The districts the Dreamline coaching program is implemented in are intentionally targeted in districts that are actively working to reduce the achievement gap. Collaborative recruiting efforts between the two organizations include open information sessions offered at the Conway Community Center in St. Paul, Saint Mary's University in Minneapolis and connecting with various local school districts, providing accessibility to people in a variety of settings. The collaboration focuses on recruiting young adults who desire to work in classrooms as mentors and classroom coaches, and then become licensed teachers. The partnership benefits the candidates in many ways--in addition to receiving support and training opportunities from both organizations, they are paid a salary and receive partial tuition scholarships, allowing them to work and go to school at the same time.

**Retention:** Coursework and program models have been adapted to include a tailor-made program that aligns with their Dreamline coaching roles, and focusing on integrating elements of community engagement, culturally responsiveness, and social justice

oriented teaching throughout the program. The licensure pathway includes a two-year licensure track and Master's degree pathway that is completed while candidates are employed, and working with youth in schools. The teacher candidates began with a summer of intensive coursework, taking 6 courses (15 credits) of foundational initial teacher licensure courses over an intensive 9-week period in the summer. During the school year, while working in the schools Monday through Thursday, teacher candidates participated in face-to-face coursework sessions every other Friday. Over the course of the school year, candidates complete 5 3-credit ESL courses. Each course is offered one at a time for an 8-week period, and after one course ends, another immediately begins. A second semi-intensive summer (4-5 weeks of full-day classes) leads to completion of the ESL coursework. To better support this cohort, a year-long half-day student teaching program allows the teacher candidates to continue to be employed in schools, work in a classroom mentorship role and support youth in middle and high schools. In the fall semester of Year 2, candidates complete their edTPA portfolios, and in the spring semester Master's completion coursework, including a critical literature review and thesis proposal.

Several components of this program, including the yearlong half-day student teaching model, the intensive summer sessions, alternating Friday courses, as well as MTLE study sessions and re-designing courses have been done specifically to increase retention rates in this new intensive program model. In order to better meet the vision of this model and increase retention rates, faculty have been specifically selected who are role models of the core visions of this program, specifically who are community engaged, culturally responsive and social justice oriented educators. Modelling the need to increase the number of educators of color, throughout the coursework, two-thirds of the faculty members in the program identify as people of color.

Financial support has also been helpful in reducing the financial burden of completing the licensure program. Through the 2019-2020 CUGMEC grant, current teacher candidates are each able to receive tuition scholarships totaling \$5,850 for the 2019-2020 school year. The 20 students in the new cohort beginning in June 2020 will receive tuition scholarships (amounting to 20 scholarships of \$7,275, the cost of the 15 credits of initial teacher licensure courses in intensive summer 1). Both groups have also been provided with support by having some of their textbooks purchased through the grant funds. Cohort 1 received approximately \$140 worth of textbooks covering the textbooks required in the final year of the program, and Cohort 2 will receive approximately \$300 worth of textbooks, including all of the required textbooks for their initial licensure courses.

Current retention rates are strong, with all six of the teacher candidates of color who began in the initial cohort making steady progress in the program. All are on track to graduate in summer or fall 2020 with both their ESL teaching license as well as a Master's degree in ESL.

**Induction:** To provide high-quality mentorship to each of the teacher candidates, Saint Mary's has designed and implemented a collaborative mentorship program, supporting student teacher candidates and their mentors in the yearlong half-day student teaching experience. This program provides mentorship training to each cooperating mentor teacher and university supervisor connected with each teacher candidate, focusing on developing cognitive coaching skills and strengths-based approaches to teaching. This group meets monthly and is provided

interactive training on how to better support the needs of the teacher candidates. This mentorship model continues to provide mentorship throughout the candidates' first year of teaching, providing support to the candidates' induction into the teaching profession.

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

**Table 1a: Number of candidates of color and American Indian candidates (2017-2018)**  
**[Supported by CUE grant funding--first year of funding]**

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	2	0	0	0	0	0	0
Hispanic	1	0	0	0	0	0	0
Black	3	0	0	0	0	0	0
<b>Total</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Table 1b: Number of candidates of color and American Indian candidates (2018-2019)**  
**[Students supported by CUE funding--second year of funding]**

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	2	2	0	0	0	0
Hispanic	0	1	1	0	0	0	0
Black	0	3	3	0	0	0	0
Total	0	6	6	0	0	0	0

**Table 1c: Number of candidates of color and American Indian candidates (2019-2020)\*  
[Students supported by first year of CUGMEC funding—(third year of support, including CUE grant funding)]**

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	2019-2020 cohort recruitment is currently in progress			0	0	0	0
Asian or Pacific Islander				2*	2*	2*	0
Hispanic				0	0	0	0
Black				2*	2*	2*	0
Total		20*	20*	4*	4*	4*	0*

\*Recruitment is currently active for this year, but due to the reporting deadline, none of these numbers on Table 1c. are confirmed, but rather are a projection, based on current progress and for the planned upcoming new start.

**Table 2a: 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 (2017-2018)**

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%	0%	0%	0%	0%	0%	0%
Asian or Pacific Islander	3.3%	3.4%	2.9%	6.7%	5.6%	6%	0%
Hispanic	4.1%	4.2%	4.3%	10%	0%	3%	3.7%
Black	2.6%	2.3%	2.4%	0%	0%	0%	3.7%
Total	10%	9.8%	9.5%	16.7%	5.6%	9%	7.4%

**Table 2b: 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 (2018-2019)**

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%	0%	0.5%	0%	0%	0%	0%
Asian or Pacific Islander	3.5%	3.5%	3.1%	0%	1.8%	0%	4.3%

Hispanic	6.5%	6.6%	7.8%	1.8%	5.5%	6.8%	0%
Black	7.3%	7%	7.8%	1.8%	1.8%	0%	0%
Total	17.3%	17.1%	19.3%	3.6%	9%	6.8%	4.3%

**Table 2c: 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 (2019-2020) [data current as of January 15, 2020]**

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%	0%	0%	0%	2.5%	3.7%	not yet reported
Asian or Pacific Islander	2.5%	2.5%	2%	6.3%	0%	3.7%	not yet reported
Hispanic	7.5%	7.6%	5.3%	0%	0%	0%	not yet reported
Black	4%	3.6%	2%	6.3%	5%	3.7%	not yet reported
Total	13.9%	13.7%	9.3%	12.5%	7.5%	11.1%	not yet reported

**Table 2d: 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 (2017-2018) [Specifically in the ESL licensure area]**



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%	0%	0%	0%	0%	0%	0%
Asian or Pacific Islander	15.8%	20%	26.7%	50%	7.1%	22.2%	16.7%
Hispanic	5.3%	6.7%	6.7%	0%	0%	0%	0%
Black	5.3%	6.7%	6.7%	0%	0%	0%	0%
Total	26.3%	33.3%	40%	50%	7.1%	22.2%	16.7%

**Table 2e: 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 (2018-2019) [Specifically in the ESL licensure area]**

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%	0%	0%	0%	0%	0%	0%
Asian or Pacific Islander	7.1%	8%	8.7%	0%	13.3%	14.3%	14.3%
Hispanic	3.6%	4%	4.3%	0%	0%	0%	0%

Black	21.4%	24%	26.1%	0%	6.7%	0%	0%
Total	32.1%	36%	39.1%	0%	20%	14.3%	14.3%

**Table 2f: 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 (2019-2020) [Specifically in the ESL licensure area]**

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%	0%	0%	0%	0%	0%	not yet reported
Asian or Pacific Islander	9.1%	11.8%	0%	0%	0%	0%	not yet reported
Hispanic	9.1%	11.8%	7.1%	0%	0%	0%	not yet reported
Black	4.6%	5.9%	7.1%	33.3%	18.2%	0%	not yet reported
Total	22.7%	29.4%	14.3%	33.3%	18.2%	0%	not yet reported

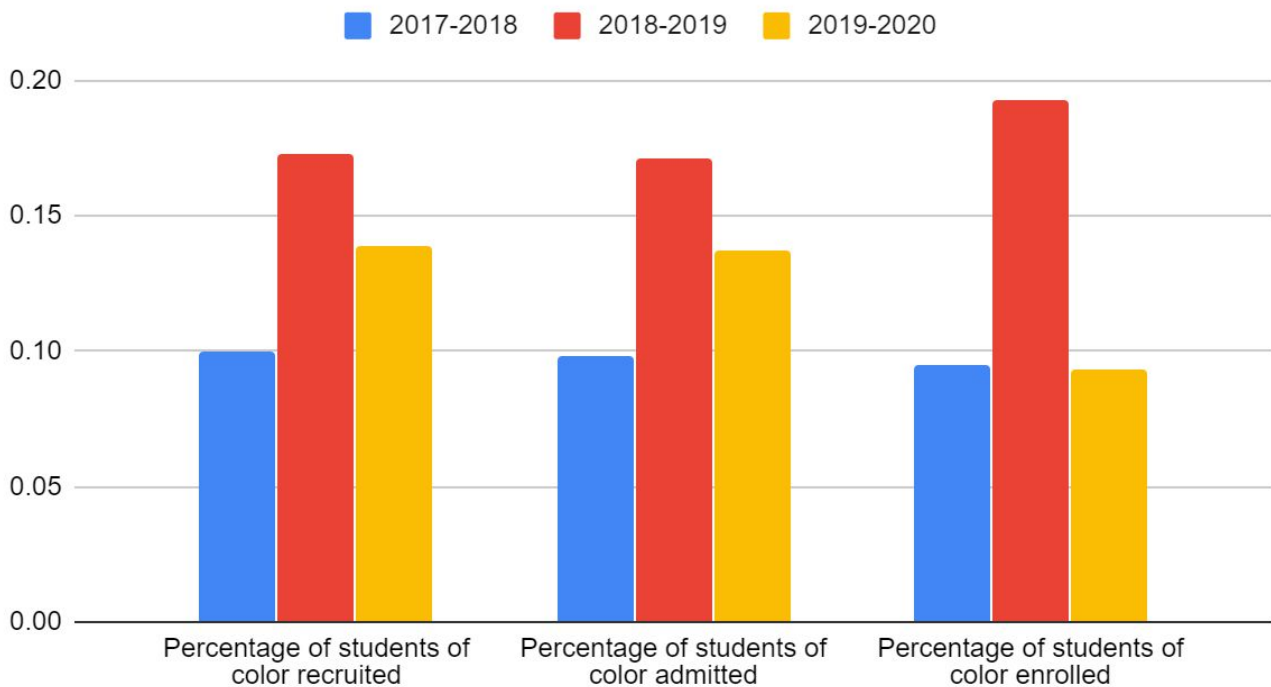
**Analysis of Data**

Tables 1a-c reflect numbers of the cohort that was specifically funded through the CUE/CUGMEC grant funding. Tables 2a-c include percentages of teacher candidates who are of color or who are American Indian out of the total number of teacher candidates seeking licensure at Saint Mary’s University of Minnesota (including ESL, Special Education, and all elementary and secondary licensure programs). Tables 2d-f include percentages of teacher candidates who are of color or who are

American Indian out of the total number of teacher candidates seeking ESL licensure only at Saint Mary's University of Minnesota.

The data shows the impact the CUE and CUGMEC funding have had on the demographics of the teacher licensure programs. A significant increase in numbers and percentages is evident in the year the cohort supported by the grant began (shown in Table 1b, 2b, and 2e). During the year that the initial cohort started (FY18-19), the number of students enrolled in the ESL program significantly increased, resulting in rises in both numbers and percentages of students of color in the program. The chart below illustrates the significant increases with the start of the Teacher Pathway Program cohort, which benefited from grant funding. From 2017-2018 to 2018-2019, the percentage of students of color enrolled in teacher licensure program rose from 9.5% to 19.3% of the student population. Although the numbers of the 2019-2020 impacted by the CUGMEC funding are not yet indicated in this chart, the addition and expansion of the new summer 2020 cohort will again significantly impact the chart, with even higher increases in the following year.

### Impact of funding on numbers of students of color



This program pathway is approximately a 2 year program. The candidates of color who enrolled in the initial cohort have all continued in the program. The majority are now completing their final component, the student teaching portion of the program. As they are successfully completing this, although the data does not yet show it, it is expected that increases in licensure, graduation, and employment will also appear in next year's data.

Some explanatory notes on the specific tables:

[Table 1a] The initial cohort included 6 teacher candidates of color pursuing their teaching licensure in the field of K-12 ESL. During the fiscal year 2017-2018 all were recruited into the program.

[Table 1b] In FY18-19, all in the cohort were accepted and enrolled in the program. All 6 of these teacher candidates continue to remain enrolled in the program and are making steady progress toward licensure. Four of the six are on track to become licensed and graduate “on track” (in May 2020). The other two teacher candidates each have one additional semester remaining and are expected to graduate and be eligible for licensure in August 2020.

[Table 1c] The new 2020 cohort, which is currently being recruited will have 20 teacher candidates of color. These students will begin their licensure courses in June 2020. Because they are still being recruited, the table can not be accurately completed. As indicated by asterisk, Table 1c includes projections of our expected numbers, since it is likely these will be correct, or very close to it.

[Tables 2a-c] share percentages of teacher candidates who are of color or who are American Indian out of the total number of teacher candidates seeking teacher licensure at Saint Mary’s University of Minnesota-Twin Cities campus. These tables include year-by-year percentages from the ESL, special education, and all elementary and secondary licensure programs.

[Tables 2d-2f] share percentages of teacher candidates who are of color or who are American Indian out of the total number of teacher candidates seeking ESL licensure at the Saint Mary’s University of Minnesota-Twin Cities campus.

[Note on ‘Newly employed as Minnesota teachers in their licensure field’ category]: Data for this field is based on data collected from the Common Metric survey, with a response rate averaging approximately 18%, so numbers may not reflect all students in the program.

[Note on numbers of graduated/licensed individuals]: The licensure pathways are structured to include both licensure and a Master’s degree. Some students opt to do only one or the other, which decreases the overall percentages in both categories.

**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
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\$21,600 (spent)	Scholarships of \$3,600 were given to 6 teacher candidates of color in the ESL cohort	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Survey, qualitative interviews, program completion rates	Survey results, qualitative interview transcripts, focus groups, program completion rates, licensure rates
\$1,318 (spent)	Required textbooks for current cohort members	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Retention rates, interviews	Retention rates, course grades, classroom observations, individual interviews
\$13,500 (not yet spent)	Scholarships of \$2,250 to be given to ESL cohort in Spring 2020	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Survey, qualitative interviews, program completion rates	Survey results, qualitative interview transcripts, program completion rates, licensure rates
\$6,000 (not yet spent)	Required textbooks for 2020 cohort members	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Retention rates, interviews	Retention rates, course grades, classroom observations, individual interviews
\$145,500 (not yet spent)	Tuition scholarships that will be provided to the newly recruited cohort members (beginning in June 2020)	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Survey, qualitative interviews, program completion rates	Survey results, qualitative interview transcripts, program completion rates, licensure rates