

2020 COLLABORATIVE URBAN AND GREATER MINNESOTA EDUCATORS OF COLOR GRANT REPORT

DATE

August 1, 2020

TOPIC

The Collaborative Urban and Greater Minnesota Educators of Color Grant (CUGMEC) Program

OF INTEREST TO

Minnesota Teachers &
Administrators

State Legislators

Teacher Preparation
Providers

PURPOSE

[Minnesota State Statute 122A.635](#) requires the Professional Educator Licensing and Standards Board (PELSB) to summarize the activities and outcomes of CUGMEC grant recipients in an effort to share effective practices for increasing teacher diversity. In addition to summarizing each grantee's work, this report provides a comparative picture of recruitment, preparation, licensure, and employment rates for teacher candidates of color and Indigenous teacher candidates across grantee programs.

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GRANT PERIOD

July 1, 2019-June 30, 2020

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1. GRANT OVERVIEW

1.1 HISTORY

The Collaborative Urban Educators Grant was established in 1997 “to increase the number of teacher candidates of color or who are American Indian, and meet the requirements for a Tier 3 license under section.”¹ Between 1998 and 2013, Concordia University-St. Paul, the University of St. Thomas, and Hamline University were the only three institutions to receive this funding. From 2014 to 2017, Augsburg also received funding. In 2018 and 2019, \$220,000 was set aside as competitive funding. This meant that (in addition to the four universities who had historically received this grant) new grantees were selected. Finally, in fiscal year 2020 the grant was renamed and made fully competitive.

1.2 TRANSITION TO PELSB

When the CUE Grant became the Collaborative Urban and Greater Minnesota Educators of Color (CUGMEC) Grant and the Professional Educator Licensing and Standards Board (PELSB) was granted the authority to administer the grant. Applicants were evaluated based on the following criteria:

- (1) the number of teacher candidates being supported in the program who are of color or who are American Indian;
- (2) program outcomes, including graduation or program completion rates, licensure rates, and placement rates and, for each outcome measure, the number of those teacher candidates of color or who are American Indian; and
- (3) the percent of racially and ethnically diverse teacher candidates enrolled in the institution compared to:
 - (i) the total percent of students of color and American Indian students enrolled at the institution, regardless of major; and
 - (ii) the percent of underrepresented racially and ethnically diverse teachers in the economic development region of the state where the institution is located and where a shortage of diverse teachers exists, as reported under section 127A.05, subdivision 6, or 122A.091, subdivision 5.

Priority must be given to institutions that previously received grants and have demonstrated continuing success at recruiting, retaining, graduating, and inducting teacher candidates who are of color or who are American Indian. Award amounts for maintenance and expansion of programs must be determined based on the number of candidates supported by an applicant program, sustaining support for those candidates, and funds available.

Per [Minn. Stat. § 122A.635](#), PELSB entered an interagency agreement with the Office of Higher Education (OHE) to help administer the CUGMEC Grant. With their guidance, PELSB put together a team of reviewers by reaching out to various stakeholders. The reviewers were comprised of current and/or former teachers, as well as one to two state employees from other agencies. Reviewers hailed from both the metro area and Greater Minnesota. Many of the reviewers had worked with or for teacher preparation providers in the past. Additionally, the majority of reviewers were educators of color.

¹ [Minn. Stat. § 122A.635](#)

2. SUMMARY OF GRANTEE'S WORK

2.1 OVERVIEW

Nine applications requesting just under \$2.3 million dollars were submitted to PELSB in fiscal year 2020. Using the criteria outlined in section 1.2, six institutions were selected to receive the \$1,066,030 of available grant funding. Through this funding, these institutions were able to support over 337 teacher candidates of color and Indigenous teacher candidates. Below is a summary of each grantee's funded work.

2.2 AUGSBURG UNIVERSITY, SAINT PAUL - AWARDED \$118,788

Teacher candidates in Augsburg's EAST program will receive financial support to cover tuition and related fees. Scholarships will be awarded at the outset of each new term based on the number of courses each teacher candidate registers for. This grant funding will also reduce the financial burden of exam fees for teacher candidates of color. Finally, this grant funding helps support community building, problem solving, and educational seminars.

2.3 CONCORDIA UNIVERSITY, SAINT PAUL - AWARDED \$152,300

Concordia University will use CUGMEC grant funds to provide direct financial support to teacher candidates of color in an effort to increase recruitment, retention, and licensure rates. Grant funds will be used to cover tuition (\$125,000), textbooks (\$9,000), student teaching stipends (\$15,000), and testing fees for the EAS, edTPA and MTLE (\$3300).

2.4 HAMLIN UNIVERSITY, SAINT PAUL - AWARDED \$100,000

Hamline University will provide direct support in the form of scholarships to undergraduate and graduate teacher candidates who are of color and/or Indigenous. The outcomes of this support (which will be measured and reported) are recruitment, retention, licensure, and induction rates of teacher candidates who are of color or who are American Indian.

2.5 METROPOLITAN STATE UNIVERSITY, MINNEAPOLIS - AWARDED \$406,000

Metropolitan State University will provide direct support in the form of tuition scholarships for teacher candidates of color and Indigenous teacher candidates enrolled in the School of Urban Education (\$390,000). In addition, grant funds will partially subsidize the cost of MTLE, NTS, and edTPA exams (\$16,000).

2.6 SAINT MARY'S UNIVERSITY MINNESOTA, SAINT PAUL - AWARDED \$187,926

Grant funds will be used to provide direct financial support in the form of scholarships for teacher candidates of color and Indigenous teacher candidates (\$180,600). St Mary's University will also use grant funds to provide textbooks for teacher candidates of color and Indigenous teacher candidates (\$7,326).

2.7 THE UNIVERSITY OF SAINT THOMAS, SAINT PAUL - \$101,016

Grant funds will be used by the University of St. Thomas to provide direct support in the form of 18 scholarships (\$5,612 each) for graduate teacher candidates of color/Indigenous teacher candidates.

3. GRANTEE REPORTED DATA

3.1 OVERVIEW AND STATEWIDE PATTERNS

CUGMEC grantees were required to submit a report to the [legislative library](#) on January 15, 2020. The report includes:

- CUGMEC Program Narrative – A description of the grantee’s efforts to recruit, retain, and induct teacher candidates who are of color or who are Indigenous, as well as how CUGMEC funding supports these efforts.
- Program Data – Data from the past 3 years, as well as the year funded by the grant, detailing the demographic makeup of teacher candidates from recruitment to induction.
- CUGMEC Grant Funds Expenditure – A list of all awarded funds and progress monitoring method.

In addition to this data, each grantee submitted public data on recruitment, program completion, and induction rates as a part of their fiscal year 2021 applications. This section synthesizes all of this data for the purpose of answering the following questions:

- How many teacher candidates of color and Indigenous teacher candidates are enrolled in funded programs?
- How effective have grant recipients been at recruiting, preparing, and inducting teacher candidates who are of color or who are Indigenous into the Minnesota teaching profession?
- How many teacher candidates of color and Indigenous teacher candidates received support (direct or indirect) through the grant program?

3.2 GRANTEE TEACHER CANDIDATE DEMOGRAPHICS

CUGMEC grantees are required by statute to report the following information by January 15th of each year they are awarded funding. Because program structures vary, fall 2019 data does not allow for the most accurate comparative analysis. As such, the data in Section 3 is from the 2018-2019 academic year.

It is also important to note that the data reported here reflects reported teacher candidates of color and Indigenous teacher candidates in each program that received grant funding. Newer funded programs, such as that of Saint Mary’s University of Minnesota, did not have completion, licensure, and employment data for the 2018-2019 academic year. St. Mary’s did report this data for the 2019-2020 academic year, however.

This data does not necessarily include all teacher candidates of color and Indigenous teacher candidates in the grantee’s licensure programs. Programs like EAST at Augsburg and SEAT at Concordia University, Saint Paul, for example, are funded programs for specific teacher candidates of color within the institutions’ broader licensure programs. As a result, these grantee institutions may be preparing greater numbers of teacher candidates who are of color and/or Indigenous than what is reflected here. The data in these sections has been selected as a representation of the teacher candidates supported by grant funds.

CUGMEC Grantee	Number of teacher candidates recruited to grantee program	Percentage teacher candidates out of all candidates recruited to licensure programs
<i>American Indian or Alaskan Native</i>		
Augsburg University	0	0%
Concordia Univ., St. Paul	1	0.8%
Hamline University	0	0%
Metro State University	0	0%
St. Mary's, MN	0	0%
University of St. Thomas	3	0.1%
Total	4	
<i>Asian or Pacific Islander</i>		
Augsburg University	0	0%
Concordia Univ., St. Paul	11	8.9%
Hamline University	7	5%
Metro State University	22	20.8%
St. Mary's, MN	0	0%
University of St. Thomas	27	7.5%
Total	67	
<i>Hispanic</i>		
Augsburg University	0	0%
Concordia Univ., St. Paul	4	3.2%
Hamline University	7	5%
Metro State University	15	14.2%
St. Mary's, MN	0	0%
University of St. Thomas	31	8.5%
Total	57	
<i>Black</i>		
Augsburg University	116	Not reported
Concordia Univ., St. Paul	9	7.2%
Hamline University	9	6.4%
Metro State University	57	53.8%
St. Mary's, MN	0	0%
University of St. Thomas	70	19.5%
Total	261	
<i>Total candidates who are of color or who are Indigenous</i>		
Augsburg University	116	Not reported
Concordia Univ., St. Paul	25	20.2%
Hamline University	23	16.4%
Metro State University	94	88.8%
St. Mary's, MN	0	0%
University of St. Thomas	131	36.5%
Total	389	

Source: 2020 CUGMEC Grantee Reports

CUGMEC Grantee	Newly admitted teacher candidates	Percentage out of all newly admitted teacher candidates
<i>American Indian or Alaskan Native</i>		
Augsburg University	0	0%
Concordia Univ., St. Paul	1	0.8%
Hamline University	0	0%
Metro State University	2	1.9%
St. Mary's, MN	0	0%
University of St. Thomas	0	0%
Total	3	
<i>Asian or Pacific Islander</i>		
Augsburg University	0	0%
Concordia Univ., St. Paul	11	8.9%
Hamline University	7	5.1%
Metro State University	21	20%
St. Mary's, MN	2	N/A
University of St. Thomas	4	4%
Total	45	
<i>Hispanic</i>		
Augsburg University	0	0%
Concordia Univ., St. Paul	4	3.2%
Hamline University	7	5.1%
Metro State University	15	14.3%
St. Mary's, MN	1	N/A
University of St. Thomas	4	4%
Total	31	
<i>Black</i>		
Augsburg University	9	Not reported
Concordia Univ., St. Paul	9	7.2%
Hamline University	8	5.8%
Metro State University	54	51.4%
St. Mary's, MN	3	N/A
University of St. Thomas	22	21%
Total	105	
<i>Total candidates who are of color or who are Indigenous</i>		
Augsburg University	9	Not reported
Concordia Univ., St. Paul	25	20.2%
Hamline University	22	16%
Metro State University	92	87.6%
St. Mary's, MN	6	N/A
University of St. Thomas	30	33%
Total	184	

Source: 2020 CUGMEC Grantee Reports

CUGMEC Grantee	Enrolled teacher candidates	Percentage out of all enrolled teacher candidates
<i>American Indian or Alaskan Native</i>		
Augsburg University	0	0%
Concordia Univ., St. Paul	3	0.7%
Hamline University	0	0%
Metro State University	3	1.3%
St. Mary's, MN	0	0%
University of St. Thomas	1	0%
Total	7	
<i>Asian or Pacific Islander</i>		
Augsburg University	0	0%
Concordia Univ., St. Paul	35	8.4%
Hamline University	34	8.6%
Metro State University	68	27.8%
St. Mary's, MN	2	N/A
University of St. Thomas	18	5%
Total	157	
<i>Hispanic</i>		
Augsburg University	0	0%
Concordia Univ., St. Paul	11	2.6%
Hamline University	17	4.3%
Metro State University	35	14.3%
St. Mary's, MN	1	N/A
University of St. Thomas	16	4.5%
Total	80	
<i>Black</i>		
Augsburg University	30	6%
Concordia Univ., St. Paul	26	6.2%
Hamline University	21	5.3%
Metro State University	119	48.6%
St. Mary's, MN	3	N/A
University of St. Thomas	44	12%
Total	243	
<i>Total candidates who are of color or who are Indigenous</i>		
Augsburg University	30	6% in program (25% in Ed. Dept.)
Concordia Univ., St. Paul	75	18%
Hamline University	72	18.2%
Metro State University	225	92%
St. Mary's, MN	6	N/A
University of St. Thomas	79	21.5%
Total	487	

Source: 2020 CUGMEC Grantee Reports

CUGMEC Grantee	Candidates who completed student teaching	Percentage out of all candidates who completed student teaching
<i>American Indian or Alaskan Native</i>		
Augsburg University	0	0%
Concordia Univ., St. Paul	1	0.9%
Hamline University	0	0%
Metro State University	0	0%
St. Mary's, MN	0	0%
University of St. Thomas	1	0.1%
Total	2	
<i>Asian or Pacific Islander</i>		
Augsburg University	0	0%
Concordia Univ., St. Paul	10	9.3%
Hamline University	10	9.8%
Metro State University	9	28.1%
St. Mary's, MN	0	0%
University of St. Thomas	9	7%
Total	38	
<i>Hispanic</i>		
Augsburg University	0	0%
Concordia Univ., St. Paul	5	4.7%
Hamline University	3	2.9%
Metro State University	4	12.5%
St. Mary's, MN	0	0%
University of St. Thomas	2	1.5%
Total	14	
<i>Black</i>		
Augsburg University	19	19%
Concordia Univ., St. Paul	7	6.5%
Hamline University	3	2.9%
Metro State University	18	56.3%
St. Mary's, MN	0	0%
University of St. Thomas	10	8%
Total	57	
<i>Total candidates who are of color or who are Indigenous</i>		
Augsburg University	19	19%
Concordia Univ., St. Paul	23	21.5%
Hamline University	16	15.6%
Metro State University	31	96.9%
St. Mary's, MN	0	0%
University of St. Thomas	22	17%
Total	111	

Source: 2020 CUGMEC Grantee Reports

CUGMEC Grantee	Program completers	Percentage out of all program completers
<i>American Indian or Alaskan Native</i>		
Augsburg University	0	0%
Concordia Univ., St. Paul	1	0.6%
Hamline University	0	0%
Metro State University	2	5.1%
St. Mary's, MN	0	0%
University of St. Thomas	1	0.1%
Total	4	
<i>Asian or Pacific Islander</i>		
Augsburg University	0	0%
Concordia Univ., St. Paul	11	6.5%
Hamline University	10	9.8%
Metro State University	4	10.3%
St. Mary's, MN	0	0%
University of St. Thomas	8	7%
Total	33	
<i>Hispanic</i>		
Augsburg University	0	0%
Concordia Univ., St. Paul	9	5.3%
Hamline University	3	2.9%
Metro State University	6	15.4%
St. Mary's, MN	0	0%
University of St. Thomas	2	1.7%
Total	20	
<i>Black</i>		
Augsburg University	15	11%
Concordia Univ., St. Paul	7	4.1%
Hamline University	3	2.9%
Metro State University	21	53.8%
St. Mary's, MN	0	0%
University of St. Thomas	9	7.5%
Total	55	
<i>Total candidates who are of color or who are Indigenous</i>		
Augsburg University	15	11% in program (22% in Ed. Dept.)
Concordia Univ., St. Paul	28	16.5%
Hamline University	16	15.6%
Metro State University	33	84.6%
St. Mary's, MN	0	0%
University of St. Thomas	20	17%
Total	112	

Source: 2020 CUGMEC Grantee Reports

CUGMEC Grantee	Program completers licensed in their field	Percentage out of all program completers licensed in their field
<i>American Indian or Alaskan Native</i>		
Augsburg University	0	0%
Concordia Univ., St. Paul	1	Not reported
Hamline University	0	0%
Metro State University	1	5.3%
St. Mary's, MN	0	0%
University of St. Thomas	1	0%
Total	3	
<i>Asian or Pacific Islander</i>		
Augsburg University	0	0%
Concordia Univ., St. Paul	8	Not reported
Hamline University	5	4.1%
Metro State University	7	36.8%
St. Mary's, MN	0	0%
University of St. Thomas	8	7%
Total	28	
<i>Hispanic</i>		
Augsburg University	0	0%
Concordia Univ., St. Paul	5	Not reported
Hamline University	3	2.5%
Metro State University	2	10.5%
St. Mary's, MN	0	0%
University of St. Thomas	2	1.7%
Total	12	
<i>Black</i>		
Augsburg University	6	8%
Concordia Univ., St. Paul	7	Not reported
Hamline University	4	3.3%
Metro State University	9	47.4%
St. Mary's, MN	0	0%
University of St. Thomas	9	7.5%
Total	35	
<i>Total candidates who are of color or who are Indigenous</i>		
Augsburg University	6	8% in program (18% in Ed. Dept.)
Concordia Univ., St. Paul	21	Not reported
Hamline University	12	9.9%
Metro State University	19	100%
St. Mary's, MN	0	0%
University of St. Thomas	20	15.2%
Total	78	

Source: 2020 CUGMEC Grantee Reports

CUGMEC Grantee	Newly employed as MN teachers in their field	Percentage out of all completers newly employed MN teachers in their field
<i>American Indian or Alaskan Native</i>		
Augsburg University	0	0%
Concordia Univ., St. Paul	1	Not reported
Hamline University	0	0%
Metro State University	0	0%
St. Mary's, MN	0	0%
University of St. Thomas	1	0.2%
Total	2	
<i>Asian or Pacific Islander</i>		
Augsburg University	0	0%
Concordia Univ., St. Paul	9	Not reported
Hamline University	4	4.3%
Metro State University	8	57.1%
St. Mary's, MN	0	0%
University of St. Thomas	8	12%
Total	29	
<i>Hispanic</i>		
Augsburg University	0	0%
Concordia Univ., St. Paul	5	Not reported
Hamline University	3	3.3%
Metro State University	1	7.1%
St. Mary's, MN	0	0%
University of St. Thomas	2	3%
Total	11	
<i>Black</i>		
Augsburg University	7	Not reported
Concordia Univ., St. Paul	6	Not reported
Hamline University	4	4.3%
Metro State University	5	35.7%
St. Mary's, MN	0	0%
University of St. Thomas	9	14%
Total	31	
<i>Total candidates who are of color or who are Indigenous</i>		
Augsburg University	7	Not reported
Concordia Univ., St. Paul	21	Not reported
Hamline University	11	11.9%
Metro State University	14	99.9%
St. Mary's, MN	0	0%
University of St. Thomas	20	27.6%
Total	73	

Source: 2020 CUGMEC Grantee Reports

3.3 TEACHER CANDIDATE SUPPORT

The data in this section reflects the work 2020 grantees proposed to do in 2021. Due to the limited availability of grant funds, some grantees may be unable to support all of these candidates. This section reflects each recipient's intention and capacity for supporting larger numbers of teacher candidates who are of color and/or who are Indigenous.

CUGMEC Grantee	Number of teacher candidates who are of color or who are Indigenous in the grantee's teacher preparation program as of spring 2020
Augsburg University	97
Concordia Univ., St. Paul	62
Hamline University	60
Metro State University	154
St. Mary's, MN	31
University of St. Thomas	78
Total	482

CUGMEC Grantee	Number of teacher candidates who are of color or who are Indigenous in the grantee's teacher preparation program as of spring 2020
Augsburg University	35
Concordia Univ., St. Paul	25
Hamline University	60
Metro State University	180
St. Mary's, MN	40
University of St. Thomas	31
Total	371

CUGMEC Grantee	Number of teacher candidates who are of color or who are Indigenous in the grantee's teacher preparation program as of spring 2020
Augsburg University	150
Concordia Univ., St. Paul	25
Hamline University	60
Metro State University	180
St. Mary's, MN	71
University of St. Thomas	31
Total	517

Source: 2021 CUGMEC Grant Proposals

4. PROGRESS MONITORING & OUTCOMES

4.1 OVERVIEW AND STATEWIDE PATTERNS

While all grant-funded programs meet the statutory requirement of working to increase the number of teacher candidates of color or who are Indigenous and meet the requirements for a Tier 3 license, the methods used by grantees vary. As such, in addition to the outcomes measured in Section 3, grantees are asked to develop their own indicators of the success and effectiveness of the funded program. Additionally, grantees were asked to measure and evaluate the success and effectiveness of each of the goals, activities, and outcomes funded by the grant. The following subsections report each grantee’s self-designed progress monitoring methods, as well as their reported outcomes.

Many of the grantees noted that their initial goals were impacted by COVID-19-related closures. For example, the limited availability of testing dates/centers has prevented candidates from completing licensure exam requirements. Likewise, campus closures resulted in fewer test preparation sessions and recruitment events. Despite these challenges, grantees report significant progress toward their goals.

4.2 AUGSBURG UNIVERSITY

Reported Means of Progress Monitoring: Augsburg’s primary measure is the number of students who complete the program and accept positions in Minnesota schools. When applying for grant funding, Augsburg anticipated that 12 of 28 EAST Scholars (all of whom are of East African origin) would obtain their teaching license by May, 2021. They also anticipated that 16 candidates would continue to be enrolled in coursework or student teaching. They set a retention rate goal of 92%. In addition to these methods, Augsburg tracks course completion, GPA, and tuition spending. Finally, Augsburg monitors registration for test preparation sessions, as well as pass-fail rates.

Outcomes:

- Augsburg admitted 16 new candidates to the EAST program in the spring and summer of 2019. 2 new scholars dropped out due to CUGMEC budget cuts.
- Augsburg provided scholarships to 26 students during fall 2019 and spring 2020.
- 93% of EAST program teacher candidates successfully completed their course work and plan to continue with the program in fall 2020. Additionally, the program recruited a former candidate to return in fall 2020.
- The NES scores of 2019-2020 academic year are as follows:

NES Exam	Passed	Not Passed
Math	18	10
Reading	20	8
Writing	17	11

4.3 CONCORDIA UNIVERSITY, SAINT PAUL

Reported Means of Progress Monitoring: Concordia University, St. Paul measures candidate attendance at the weekly SEAT Seminar and training sessions. Additionally, the university uses data from several surveys and evaluation forms. These forms include a final evaluation form for clinical experiences, the Transition to Teaching Survey (one year out), and the Supervisor Survey (one year out). Finally, the Vice President for Finance tracks financial data such as number of scholarships.

Outcomes:

- During the 2019-2020 academic year, SEAT students averaged attending 90% of the SEAT Seminar Friday evening sessions. These times together, in addition to building community and support for each other, included training on passing the Minnesota Teacher Licensure Examinations (MTLEs) in Math and Writing taught by Math Professor, Athena Novak and English Professor, Matthew Ryan. During the COVID-19 pandemic, Ryan taught online. Attendance was gathered weekly by Nao Thao.
- There was one SEAT teacher candidate in a practicum and they completed the experience successfully.
- Two other teacher candidates successfully completed student teaching.
- Due to the pandemic, candidates were unable to complete all the required testing for licensure so both were granted variances by PELSB and are now applying for one-year conditional licenses.
- The Transition to Teaching and Supervisor surveys will be completed in 2020-2021 if both candidates are teaching at that time.
- Recruitment for fall 2020 has continued and there are 5 new teacher candidates of color who plan to join the SEAT Program.

4.4 HAMLIN UNIVERSITY

Reported Means of Progress Monitoring: The Center for Excellence in Urban Teaching at Hamline University measures progress through quantitative data, such as completion and licensure rates, as well as qualitative data, such as surveys and reflection logs.

Outcomes:

- Hamline awarded 60 scholarships to teacher candidates of color and Indigenous teacher candidates during the 2019-2020 academic year.
- Over the past 2 years, approximately 40 teacher candidates at Hamline who are of color or who are Indigenous were licensed. Hamline has an 83% licensure rate for these candidates.
- Of the 2020 program completers, 32 are working in their licensure field in Minnesota.
- Survey data shows that candidates would like more networking opportunities and increased mentoring. Graduate students express feeling isolated and suggest more mentoring, stronger advising, and increased scholarship aid.

4.5 METROPOLITAN STATE UNIVERSITY

Reported Means of Progress Monitoring: The School of Urban Education at Metropolitan State University measures progress based on the number of teacher candidates of color who are recruited, admitted, and enrolled in a licensure program. The grantee also measures program completion, licensure, and employment rates. Qualitative data is also collected via surveys to improve program offerings.

Outcomes:

- During the 2019-2020 academic year, Metropolitan State University awarded scholarships to 198 teacher candidates of color and Indigenous teacher candidates.
- Because of the grant, the number of candidates who are of color or Indigenous slightly increased from 195 in 2019 to 203 in 2020, accounting for about 4% increase.
- During the academic year, there were 203 candidates of color and/or Indigenous candidates taking the required coursework ranging from content and methods classes to student teaching. These candidates represent 58% of all candidates admitted and enrolled in the School of Urban Education.
- During spring 2020, 18 teacher candidates who are of color and/or Indigenous who did not receive the Minnesota Teacher Candidate Grant or other scholarships were awarded tuition scholarships for all student teaching credits.
- Of the 62 teacher candidates who successfully completed their program in fiscal year 2020, 34 (55%) were people of color and/or Indigenous.

4.6 SAINT MARY'S UNIVERSITY MINNESOTA

Reported Means of Progress Monitoring: St. Mary's University of Minnesota measures progress through quantitative data, such as the Intercultural Development Inventory pre and post assessment results, MTLE test pass rate comparison, licensure and graduation completion data, edTPA teaching portfolio scores, and internal surveys. Surveys also provide qualitative feedback on which program aspects candidates value and why.

Outcomes:

- The first cohort of candidates completed their teacher pathway program at Saint Mary's in spring 2020.
- 100% of the teacher candidates of color awarded CUGMEC grant scholarships are on track to complete both licensure and a master's degree.
- 67% percent of the cohort is graduating on time in July 2020. These candidates all have either submitted or are in the process of submitting their licensure applications. The remaining 33% of the cohort have delayed graduation by one semester and will complete student teaching and graduating in fall 2020.
- At the time of reporting, the edTPA pass rate is 50%. This is due to the fact that just two edTPA scores have been received. One candidate passed all task cut scores with a score of 51 and the other candidate did not attain the Minnesota cut score.

- An internal survey showed that 75% of students felt the intensive cohort model was significantly more engaging than their previous undergraduate experiences, and 25% reported it slightly more engaging. Specific reasons were attributed to the intensive everyday coursework, moving at a brisk pace, and the need to be fully engaged to complete the coursework.
- In terms of content mastery, 25% reported a similar level of mastery to previous coursework, while 75% reported significantly higher level of mastery of standards. Reasons identified for this were significant time spent with faculty in classes, intensive nature helped to commit information to memory, students were committed, and the intimate class size contributed to absorbing course material.
- Regarding overall qualitative data analysis, data has been collected and transcribed and is currently being analyzed. Preliminary results indicate the following themes emerging: (1) intensive cohort model was beneficial, (2) “Teacher Pathway participant” became part of their identity, (3) value of hands-on community-based practicum, (4) grant funds and employment opportunities helped to reduce financial barriers.

4.7 THE UNIVERSITY OF SAINT THOMAS

Reported Means of Progress Monitoring: The University of St. Thomas monitors progress toward goals through interest surveys, application data, and admission data that measures the effectiveness of our recruitment strategies, activities, and practices. Upon enrollment, student academic progress is tracked on a per term basis - supported by faculty and staff advising when necessary. A student satisfaction survey is administered at three check points in each academic year to allow for continuous improvement. The CUGMEC program uses Qualtrics surveys, teacher disposition check-ins, and focus groups to evaluate culturally responsive mindsets and attitudes as teacher candidates move through the licensure program. Additionally, attendance at Dean’s Forums and related diversity, equity, and inclusion events is tracked through required sign-ins. The quantitative data on enrollment, academic progress, and eligibility for Tier 3 licensure will be gathered using the university’s student data systems and MTLE/NES exam results.

Outcomes:

- Using the CUGMEC interest survey, the University of St. Thomas recruited 90 potential candidates based on the grant award, which was finalized in fall 2020.
- The university offered twelve scholarships to teacher candidates who are of color and/or Indigenous for the spring/summer of 2020.
- One additional scholarship was offered and accepted for the summer/fall of 2020.

5. BEYOND THE NUMBERS: SITE VISITS & PROGRAM NARRATIVES

5.1 OVERVIEW OF GRANT PROGRAM ACTIVITIES

As a part of the 2020 CUGMEC grant program, grantees participated in two cohort meetings designed to help grantees share effective practices, as well as inform public stakeholders of the work being done by grantees. The first cohort meeting was held December 2, 2019. At this meeting, grantees discussed the history of their work to help recruit and prepare teacher candidates of color and Indigenous teacher candidates, as well as ways to support these candidates through the licensure and induction process. In addition to sharing strategies, grantees discussed the need for a way to foster and track more collaborative work across institutions.

On February 13, 2020, the cohort was invited to present to PELSB's Subcommittee to Increase Teachers of Color and Indigenous Teachers. Members of the public were invited to ask grantees questions about their efforts to recruit, prepare, induct, and retain teachers of color and Indigenous teachers. This meeting highlighted the multitude of strategies grantees are using to diversify the profession beyond the work funded by this grant.

PELSB recognizes that the support funded by the CUGMEC Grant is just one piece of the puzzle. To get a better sense of the work being done by grantee institutions, PELSB staff conducted site visits in the spring of 2020. These visits provided much needed context to the quantitative data reported by grantees.

5.2 AUGSBURG UNIVERSITY

The Augsburg East African Student to Teacher (EAST) program is specifically designed to provide support (financial and otherwise) to teacher candidates of East African descent. Teacher candidates in the program have pursued diverse licensure fields, including English as a second language, special education, math, and science. EAST scholars include undergraduate students as well as graduate students. While candidates do not necessarily take the same courses, they participate in regular cohort meetings designed to foster community and provide academic and cultural support. PELSB staff were invited to one of these meetings for the site visit and had the opportunity to meet with teacher candidates and alumni.

In addition to observing on of the cohort gatherings, the Augsburg site visit provided an opportunity to hear from current teacher candidates and early career teachers of color. Specifically, candidates and alumni shared the challenges teachers of color face in Minnesota, such as being tokenized and having one's authority questioned. Despite these challenges, candidates and alumni shared their desire to bridge the gap between the increasing number of students of color and teachers of color. To do so, however, they emphasized the need for mentorship, affinity groups, and respectful teaching environments. The presence of these elements in the EAST program is a key reason they persist in the program.

Teacher candidates and alumni of the EAST program also shared the vital role program manager, Hana Salad, plays. Hana supports candidates from recruitment to induction (and in many cases long after induction). This support ranges from the formal organization of tutoring and test preparation, to the informal work of offering encouragement or answering questions via text message. The fact that Hana shares East African heritage with teacher candidates in the program means that she can often relate to and support these candidates in unique ways.

5.3 CONCORDIA UNIVERSITY, SAINT PAUL

The Southeast Asian Teacher Licensure (SEAT) program at Concordia, St. Paul has historically served teacher candidates of Southeast Asian descent. Today, while the majority of candidates are Southeast Asian, the program includes teacher candidates of color from a number of ethnic backgrounds. SEAT has existed for over twenty years and provides direct financial support to teacher candidates of color in undergraduate and graduate licensure programs ranging from elementary education to English as a second language. Additionally, the program supports candidates through tutoring, test preparation, and cohort meetings.

Cohort meetings serve multiple purposes, fostering community and cultural understanding, as well as providing test preparation. PELS staff observed one of these meetings during the spring site visit. Teacher candidates shared a meal while presenting an item representative of their cultural identity to their peers. This exchange highlighted the shared experiences, as well as the nuanced differences, between enrolled candidates. The second half of the meeting was a participatory test preparation session. These sessions, which last the course of a semester, help candidates prepare for the basic skills exam.

One of SEAT's strengths is its connection to local communities. Through summer programs that serve Southeast Asian youth, for example, SEAT recruits potential candidates. Likewise, the program has adapted over the years to respond to community feedback. For instance, most classes are in the evening due to the fact that the majority of SEAT candidates are working full-time. Many of SEAT's teacher candidates are paraprofessionals with years of classroom experience. Adapting to their needs to create a pathway for these teacher candidates is one of the notable ways SEAT is working to increase teacher diversity.

5.4 HAMLIN UNIVERSITY

Hamline University supports teacher candidates of color and Indigenous teacher candidates in undergraduate and graduate teacher licensure programs at the Education Center for Excellence in Urban Teaching (CEUT). Historically, CEUT has used grant funding to support teacher candidates of color through scholarships, tutoring, test preparation, and a robust mentorship program. This past fiscal year, grant funds helped provide direct support in the form of scholarships to candidates. In addition to this financial support, Hamline supports candidates by providing mentorship and flexible class hours to accommodate working professionals.

Mentorship and retention are key focus areas for Hamline when it comes to increasing the number of teachers of color and Indigenous teachers in Minnesota. The university instituted the Urban Educator Leadership Fellows Program in 2018, which supports a cohort through monthly meetings, mentorship, and professional development. The program is designed to foster teacher leadership early on, as well as instill the skills necessary to persist in the profession and increase student achievement.

In addition to the focus on training candidates of color for long-lasting careers in the profession, Hamline is strategic in its recruitment of candidates of color through community outreach. For instance, a partnership with Mounds View Public Schools and outreach events in the Rondo neighborhood are a couple of the ways the university seeks out new teacher candidates for the program.

5.5 METROPOLITAN STATE UNIVERSITY

The School of Urban Education at Metropolitan State University is unique among grantees in that it was created in 2001 with a legislative mandate to meet the needs of the metro area and ensure at least 50% of enrolled candidates are people of color or Indigenous people. Currently, the School of Urban Education offers undergraduate and graduate licensure programs in programs ranging from early childhood education and English as a second language, to special education and secondary math. 52% of enrolled teacher candidates are people of color and/or Indigenous people.

Metro State's licensure programs are designed to remove some of the historical barriers to licensure, such as being unable to work while enrolled in postsecondary school. Many candidates work full-time, so classes take place in the evenings. With grant funding, Metro was able to further support these candidates through scholarships and student teaching stipends, thus removing two key economic barriers to licensure.

At the site visit, PELSB staff heard from faculty members about the key ways the program is designed to support teacher candidates of color and Indigenous teachers. Faculty members emphasize the skills needed to confront and address things like systemic racism and unwelcoming school communities. Preparing candidates for these realities, rather than avoiding them, is one of the ways the program works toward greater retention.

5.6 SAINT MARY'S UNIVERSITY MINNESOTA

Through grant funding and a partnership with the Sanneh Foundation's Dreamline coaching program, Saint Mary's University of Minnesota created a new licensure pathway program focused on English as a second language. The partnership involves recruiting teacher candidates who are currently working as educators and have demonstrated a strong interest in the teaching profession. Dreamline Coaches attend summer intensive courses and during the school year the coaches/candidates work Monday through Thursday and attend licensure classes every other Friday. A year-long program of half-day clinical experiences provides necessary flexibility as well. Overall, this pathway was designed to meet the needs of working paraprofessionals and other educators looking to obtain teacher licensure.

Because over 70% of Dreamline Coaches identify as people of color, this partnership strengthened St. Mary's outreach and preparation of teacher candidates of color and Indigenous teacher candidates. With CUGMEC funding, St. Mary's was able to provide these teacher candidates with direct financial support. Additionally, the partnership with Dreamline ensures that candidates continue to earn a salary while working toward licensure. Together, these economic supports remove a major barrier to teacher licensure for teacher candidates of color and Indigenous teachers.

At the site visit, PELSB staff heard from faculty and a current teacher candidate about how the program prioritizes and meets the needs of working professionals looking to join the teaching profession. From faculty assignments to course schedules, the education programs at St. Mary's are designed around candidate needs. Additionally, the curriculum itself emphasizes culturally responsive pedagogy and the specific experiences candidates bring to the program.

5.7 THE UNIVERSITY OF SAINT THOMAS

Historically, the University of St. Thomas has used CUE/CUGMEC funding to support a cohort of teacher candidates of color seeking initial licensure. Today, St. Thomas continues this work, but the institution has moved away from the strict cohort model of having all funded candidates take coursework together. Instead, teacher candidates of color and Indigenous teacher candidates in various undergraduate and graduate licensure programs are supported by CUGMEC through scholarship funds. St. Thomas actively recruits candidates of color to the school through regular community outreach and a systematic process for touching base with potential candidates at each point along the path from interest to enrollment. This front-end attention is a programmatic strength.

In addition to the direct financial support provided by CUGMEC, St. Thomas supports teacher candidates of color and Indigenous teacher candidates through tutoring, test preparation, affinity groups, and mentorship. The affinity groups and “navigating pairs” mentorship program are examples of initiatives the came directly from teacher candidate feedback. These programs foster community and cultural understanding. They also provide the social and cultural capital necessary for candidates and early career teachers of color to succeed in the teaching profession.

One of the most unique aspects of St. Thomas’ work is an emphasis on residency programs. St. Thomas has partnered with Saint Paul Public Schools (SPPS) for several years to offer the Saint Paul Schools Urban Teacher Residency (SUTR) program. Because residents co-teach during the program, are paired with a mentor, receive a stipend, and receive hiring preference from SPPS, the program removes many of the obstacles to licensure for teacher candidates of color. At the site visit, PELSB staff had the opportunity to meet with SUTR residents. These teacher candidates, like many of their colleagues, are transitioning to teaching from other professions. As such, the ability to work while pursuing teacher licensure is a key incentive. Additionally, these candidates expressed the importance of gaining experience in a school district where they would likely work one day. Clinical experience in various schools and settings within the same district allows candidates to get a sense of the district culture and administrators. Candidates articulated that this was a way to understand where they would have the most potential to succeed. This aspect of SUTR contributes to local retention efforts and merits further research into the implications of residency programs for statewide retention.

7. CONCLUSIONS & POLICY RECOMMENDATIONS

7.1 STATE GOALS & EFFORTS

Legislation proposed in 2020, and supported by groups such as the Coalition to Increase Teachers of Color, seeks to establish a State goal of increasing the percentage of teachers of color and Indigenous teachers by 2 points per year with the long-term goal of having a teaching workforce that more closely reflects the State's increasingly diverse student population and ensuring all students have equitable access to effective and diverse teachers by 2040. While this legislation has not been passed, PELSB, the Minnesota Department of Education, and the Minnesota Office of Higher Education continue to partner on these issues. Recent events and stakeholder input highlight the ever increasing need implement effective strategies to increase teacher diversity. While PELSB has not conducted research, staff have been engaged in analysis and dialogue with researchers and educators across the country. The next section outlines a few preliminary recommendations.

7.2 RESEARCH-BASED RECOMMENDATIONS

The literature on teacher diversity is vast and this report does not aim to synthesize all of the major studies conducted on the topic. However, the common themes present in this research are worth highlighting. Experts have identified barriers like the cost of teacher preparation and the design of standardized testing as barriers for teacher candidates of color trying to enter the profession.² More recently, researchers have emphasized the issue of retention as a key contributing factor to low percentages of teachers of color nationwide.³

Many of the reports published on this issue include federal, state, and local policy recommendations.⁴ While not exhaustive, common policy recommendations are that the State should:

Preparation

- Provide generous scholarship support to teacher candidates. This support should be tied to the effectiveness of the preparation program and of the teacher candidate, especially those in five-year programs.
- Strengthen educational pathways between two-year and four-year educational institutions, given the number of students of color at two-year schools.
- Ensure teacher preparation providers are offering mentoring, support, and training in culturally-responsive practices.
- Support alternative teacher preparation pathways.

² Goldhaber, D., & Hansen, M. (2010). Race, gender, and teacher testing: How informative a tool is teacher licensure testing? *American Educational Research Journal*, 47(1), 218–251; The Learning Policy Institute, “Solving the Teacher Shortage,” 2016.

³ Achinstein, B., Ogawa, R. T., Sexton, D., & Freitas, C. (2010). “Retaining teachers of color,” *Review of Educational Research*, 80(1), 71–107. <http://doi.org/10.3102/0034654309355994>; Hanushek, E. A., Kain, J. F., & Rivkin, S. G. (2004). Why public schools lose teachers. *Journal of Human Resources*, 39(2), 326–354; Ingersoll, R., & May, H. (2011). *Recruitment, retention and the minority teacher shortage*.

⁴ Ahmad, F. Z., & Boser, U. (2014). America’s leaky pipeline for teachers of color. Center for American Progress; The Albert Shanker Institute, “The State of Teacher Diversity in American Education,” 2015; The Learning Policy Institute, “Solving the Teacher Shortage,” 2016.

- Provide service scholarships and loan forgiveness programs that cover all or a large percentage of tuition. This should be paired with recruiting academically strong and committed teachers.
- Support teacher residency programs that allow candidates to earn an income and gain experience while completing a credential in return for a commitment to teach for several years.
- Support local pathways and “Grow Your Own” programs.
- Invest in the development of high-quality principals who work to include teachers in decision-making and foster positive school cultures.

Induction & Retention

- Invest in induction/mentorship programs using ESSA, Title II funds, and competitive grant funds, such as the Supporting Effective Educator Development program.
- Increase teacher salaries in schools and communities where salaries are not competitive through salary minimums and salary incentives (such as for National Board Certification or taking on additional responsibilities).
- Provide financial incentives to recruit and retain teachers of color and Indigenous teachers.
- Increase teachers’ overall compensation through housing incentives.
- Increase teacher leadership opportunities that include increased compensation, responsibility, and recognition.
- Encourage early hiring notifications and multistep hiring processes that allow the school staff and candidate to assess their fit based on extensive information.
- Increase salaries so teachers of color are paid comparably to other professionals with similar knowledge, skills, and responsibilities.
- Survey teachers to assess the quality of their work environments and recommendations for improvement.
- Incentivize professional development and collaboration. This requires changes in scheduling and resource allocation.

Additional Recommendations

- Ensure the accuracy and integrity of teacher data collected from all public school districts and charters—including data on the race and ethnicity of teachers—and make that data available to the public.
- Review all educational policy and amend or modify it as necessary to promote teacher diversity.

Next Steps

Some of these recommendations have been championed by legislators and public groups, leading to State-funded programs like the Teacher Mentorship and Retention of Effective Teachers grant, which emphasizes the mentorship and retention of teachers of color. Along with these efforts, the research-based recommendations in this section offer concrete ways to continue and improve the movement to increase and retain teachers of color and Indigenous teachers in Minnesota.