

# Collaborative Urban and Greater Minnesota Educators of Color Grant Report Form - University of Minnesota, Twin Cities

## Instructions:

Please send an electronic copy of the Collaborative Urban and Greater MN Educators of Color Program final completed report by January 15, 2021 to [reports@lrl.leg.mn](mailto:reports@lrl.leg.mn) and copy to [yelena.bailey@state.mn.us](mailto:yelena.bailey@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. Also, please note how this work has been impacted by the pandemic.
- 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 4 and 5 of your application.

## Collaborative Urban and Greater Minnesota Educators of Color Grant Report

### Grantee Information

Legal Name of Applicant Organization	Regents of the University of Minnesota
Total Grant Amount	\$56,000

### Identified Official with Authority

Name of official with authority to sign	Nicolas Allyn
Title	Principal Grants/Contracts Admin
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### Primary Program Contact

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

The CUGMEC grant has allowed us to expand efforts to provide financial support to teacher candidates within the Multiple Pathways to Teaching programs in the College of Education and Human Development (CEHD) at the University of Minnesota, Twin Cities. We provided direct student support through scholarships from the CUGMEC grant. 22 students received partial tuition scholarships. 100% of the grant funds went directly to our students. The purpose of this financial support is to improve retention of teacher candidates and reduce the financial burden of participation. The grant targets support to our current teacher candidates of color and American Indian teacher candidates who are enrolled in the Minnesota Grow Your Own Teachers (MNGOT) program. Also eligible and included in the FY21 grant application are teacher candidates in the Dual Language and Immersion Licensure (DLI-L) program, however in this fiscal year many of the DLI-L students were supported by a separate grant.

The programs offered in the Multiple Pathways to Teaching office in CEHD are two of a number of pathways in the College working to create more opportunities for future teachers of color and American Indian teachers to enter the teaching profession. In partnering with districts and recruiting from the significantly more diverse pool of non-licensed staff and bilingual candidates, the MNGOT program works to increase the number of teachers of color in Minnesota. The program provides a pathway to a Tier 3 license and Master's degree in Education that is designed to meet the needs of individuals who have previously not participated in traditional teacher education programs due to structural barriers. The coursework and programmatic structure is designed to support individuals who show a deep interest in entering the field of teaching. It is designed to provide layered, integrated instruction and support over two years. Both MNGOT and DLI-L have full-time coordinators and an academic advisor.

Who are our teacher candidates?

- Educational assistants or paraprofessionals
- Substitute/reserve teachers who hold only a substitute teaching license
- Tier 1 or Tier 2 teachers who do not have another US teaching license
- Career changers and community members
- DLI-L teacher candidates must also meet specific language proficiency requirements
- Teacher candidates must hold a bachelor's degree

What are the program features?

- District-based recruitment
- Post-baccalaureate (graduate level) initial licensure and master's degree
- Partnerships with school districts and schools
- Cohort-based
- In-person and online courses (36 credits) over two years
- Innovative, equity-driven curriculum
- Mentoring throughout the program

The MNGOT program offers licensure in K-6 Elementary Education, K-12 ESL, 5-12 Mathematics, 5-8 General Science, 9-12 Chemistry, 9-12 Life Science, 9-12 Physics, and 9-12 Earth and Space Science. These programs leverage the complementary strengths of CEHD and our district partners in an innovative program that includes the active recruitment and careful selection of teacher candidates, rigorous content and pedagogical development paired with supervised clinical practice, and frequent and ongoing mentoring throughout the program.

*Note about COVID-19:*

COVID-19 did not negatively impact recruitment efforts for the incoming 2020 cohorts of students. Our target for each cohort was 25 students. DLI-L has a new cohort of 24 students. MNGOT has a new cohort of 30 students. The continuing 2019 MNGOT cohort has retained all 23 of our students from year one to year two. Many modifications were made to our recruitment and selection process due to the pandemic, including holding virtual information sessions and conducting web-based interviews. In the spring of 2020, we had to abruptly change our modality of course delivery and this was a challenge, of course. Student teaching and field experience was also interrupted and modifications had to be made to ensure the success of our students. All of our students who were expected to graduate in the spring of 2020 were able to do so. For the MNGOT students in their second year and for the incoming cohort of MNGOT and DLI-L students, all courses are currently online, using both synchronous and asynchronous technologies. Field experience and student teaching experiences have been adapted and modified. The pandemic has been very stressful for our teacher candidates, specifically those working in schools. The CUGMEC scholarships have been very appreciated during this time to offset additional financial stress for our teacher candidates. Additional impacts of the pandemic are described below in the update on project goals and activities.

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

We are not able to provide the total number or percentages of teacher candidates of color, disaggregated by race or ethnic group in the tables provided in the template at this time. Data will be updated as it becomes available. See Analysis of Data for demographic information.

Below is data provided in the grant application that shows the percent of racially and ethnically diverse teacher candidates enrolled in the institution compared to the total percent of students of color and American Indian students enrolled at the institution, regardless of major, in the 2019-2020 school year.

Table 1: Grant Application Data 2019-2020

Institution: University of Minnesota, Twin Cities	21.9%
College: College of Education and Human Development	28.3%
PELSB Unit: University of Minnesota, Twin Cities	20.6 %

Table 2: Unit Level Initial Licensure Enrollment and Demographics 2017-2021

	2017-18	2018-19	2019-20	2020-21
Total new enrolled	355	342	335	328
Students of color new enrolled	55** (15.5%)	63** (16.4%)	59 (17.61%)	70 (21.3%)

\*\* Percentage does not include enrolled students who elected to not report ethnicity.

Table 3: MNGOT 2 Year Program and DLI-L 2 Year Program New Enrollment 2017-2021

	2017-18	2018-19	2019-20	2020-21
MNGOT Total # Candidates	program launched 2018	18	23	30
MNGOT Total # Students of color	program launched 2018	4	12	11
MNGOT % Students of color	program launched 2018	22.22%	52.17%	36.67%
DLI-L Total # Candidates	no new candidates enrolled	26	none - candidates admitted every two years	23
DLI-L Total # Students of color	no new candidates enrolled	15	none - candidates admitted every two years	20
DLI-L % Students of color	no new candidates enrolled	57.69%	none - candidates admitted every two years	86.95%

### Analysis of Data

- The University of Minnesota Twin Cities has proactively engaged to recruit and retain prospective K-12 teachers from underrepresented populations, resulting in our candidates of color enrollment growing from 10.7% in 2013 to just less than 23% in 2020-21.

- In the 2019-2020 academic year, 55 students who identified as a person of color were recommended for licensure to PELS after graduating from the College of Education and Human Development.
- For the 2020-2021 academic year, there are 84 candidates of color expected to graduate from CEHD and seek licensure.
- In the 2019-2021 MNGOT cohort, 52.17% (N=12) are aspiring teachers of color. In the 2020-2022 MNGOT cohort, 36.67% (N=11) In the 2020-2022 DLI-L cohort, 86.96% (N=20) are aspiring teachers of color; all are multilingual.
- The student population entering CEHD's various programs is becoming increasingly diverse. For example, 41% percent of CEHD's incoming Fall 2020 class identified as a person of color.
- In future reporting years, as our N grows and we are able to provide disaggregated numbers by race and across years in the categories requested in this report, we will do so.

Future recruitment efforts include the following:

- The DLI-L program recruits a new cohort every two years, with the next cohort beginning June 2022. Securing financial support for the next cohort of bilingual teacher candidates, many of whom are future teachers of color is a high priority.
- The MNGOT program recruits a new cohort annually. For 2021, we are expanding our recruitment efforts to greater Minnesota with a new partnership with the Reading Corps Americorps program. We will focus recruitment efforts exclusively on this new group of teacher candidates for 2021 with a focus on increasing future elementary teachers of color. In 2022, we will focus on recruiting a larger racially and linguistically diverse cohort of future ESL teachers.
- Any future CUGMEC funds awarded would be used for direct scholarships for our students to increase retention and support while enrolled in the programs.

**Collaborative Urban and Greater Minnesota Educators of Color Grant Funds Expenditure**

Table 4: Grant Funds Expenditure FY21

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$56,000	Scholarships	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Data provided by the College's Office of Teacher Education. Preparation and submission of required reports are the responsibility of Multiple Pathways to Teaching Director. Fiscal oversight by the College of Education and Human Development.	See table below for scholarship distribution

All scholarships were awarded during FY 21. All scholarships were awarded to teacher candidates of color in the MNGOT program for FY 21. Awards were based on meeting grant criteria (future teacher of color) and satisfactory academic progress. The amount of the award was based on need. Students who received smaller CUGMEC awards had additional sources of funding. Scholarships ranged from \$750 to \$5,025 as illustrated in the table below.

Table 5: Scholarship distribution FY 21 (note: all CUGMEC scholarship recipients are future teachers of color)

Number of students receiving scholarship	Amount of CUGMEC scholarship award
11	\$750
1	\$1,500
3	\$4,000
1	\$4,200
4	\$5,000
2	\$5,025
<b>Total number of students: 22</b>	<b>Total amount awarded: \$56,000</b>

Table 5: Project Goals and Activities (Update from Section 4 in Proposal)

<b>Goal</b>	<b>Primary Purpose</b>	<b>Activity Description</b>	<b>January 2021 report</b>
Recruit teacher candidates of color/American Indian for the MNGOT and DLI-L 2020 cohorts	Increase teachers of color/American Indian in Minnesota entering teacher preparation programs	Implement our recruitment plan for incoming 2020 students, including working closely with principals and district multilingual departments and human resources departments to hold recruitment events/meetings and	Outcome: recruitment was successful with 24 newly enrolled DLI-L teacher candidates and 30 newly enrolled MNGOT teacher candidates.

		information sessions with potential candidates. This also includes promotion on social media.	
<b>Goal</b>	<b>Primary Purpose</b>	<b>Activity Description</b>	<b>January 2021 report</b>
Deepen partnerships	Continuous improvement of MPT programs to broaden pipeline for recruitment into licensure programs as well as job placement at completion.	Hold annual district/program advisory meetings with review of data and common goal setting. Individual meetings with partners are held each semester. Work closely with HR and Principals during placement of student teachers.	Due to COVID-19, we did not hold a spring 2020 advisory meeting. Beginning summer of 2020, individual web-based Zoom meetings were held with partners. A larger Spring 2021 advisory meeting is planned.
<b>Goal</b>	<b>Primary Purpose</b>	<b>Activity Description</b>	<b>January 2021 report</b>
Retain at least 85% of our teacher candidates from entry to completion of license and degree.	Increase teachers of color/American Indian in Minnesota completing teacher preparation programs.	Support our candidates, monitor progress, and collect feedback for program improvement. Continue practice of a 'student advisory board' to increase communication and thoughtful response to student challenges. In 2018 we piloted a "teacher well-being and mindfulness" component in the MNGOT clinical seminar and will continue this work. Continue to provide high quality advising and support to our enrolled teacher candidates. Continue to track candidate progress closely. Continue to	All teacher candidates in MNGOT and DLI-L were able to complete their licensure program spring 2020, despite COVID-19. For MNGOT, the retention and coursework/student teaching completion rate was 94%. One student dropped in the first semester. Of the 17 students who completed all of the coursework and student teaching, 16 earned a tier 3 license. One of the teacher candidates has not yet applied for a license. For DLI-L, the retention and coursework/student teaching completion rate was 100%. Of the 26 students who completed all of the coursework and student teaching, 16 earned a tier 3 license. Eight candidates have a

		pursue financial support for enrolled students.	tier 2 license and two moved from Minnesota. See the next goal for our planned intervention for the candidates who did not yet receive a tier 3 license.
<b>Goal</b>	<b>Primary Purpose</b>	<b>Activity Description</b>	<b>January 2021 report</b>
100% of teacher candidates pass required MTLE content and pedagogy tests.	Candidates in the program earn Tier 3 professional license.	Continue to follow up with each person individually to remind them of their outstanding requirements. Offer free tutoring courses for MTLE content and pedagogy test preparation. This will also be offered to the currently enrolled candidates who will be testing Spring 2020. Ongoing support will be provided.	Due to COVID-19, we changed our timeline for this free course. During fall 2020 our DLI-L coordinator and a bilingual elementary education teacher educator have developed a free online course for MTLE elementary content and pedagogy test support, specifically targeting our bilingual teacher candidates and graduates for whom English is not their first language. This course will be offered later in the spring 2021 semester.