

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, 2021 to reports@lrl.leg.mn and copy to 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	University of St. Thomas
Total Grant Amount	56,000

Identified Official with Authority

Name of official with authority to sign	Richard Plumb
Title	Executive Vice President and Provost
Address	2115 Summit Ave.
City, State and Zip code + 4	St. Paul, MN 55105
Phone Number and Email	651-962-6720 / plum0019@stthomas.edu

Primary Program Contact

Name of program contact	Kirk Smith
Title	Program Manager
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Collaborative Urban and Greater Minnesota Educators of Color Grant Program Narrative

Grant funds will be used to support recruitment, retention, and induction efforts across PELS-approved licensure programs. As noted in the 2019 Minnesota supply and demand report, teachers of color and American Indians constitute only 4.3% of Minnesota's teaching force. For 29 years, the primary goal of the University of St. Thomas Collaborative Urban Educators (CUE) program has been to add more individuals from Black, Indigenous, and People of Color (BIPOC) communities to the teaching profession. With renewed state funding for FY21 through the Collaborative Urban and Greater Minnesota Educators of Color (CUGMEC) grant opportunity, our programming will continue to effectively identify, recruit, prepare, support, graduate, and license educators of color and American Indians to teach in public school districts in Minnesota. The University of St. Thomas CUE program recognizes the urgency of this effort and is dedicated to developing highly effective and diverse teacher candidates to serve all students in the state of Minnesota.

With a 29-year history of results, St. Thomas has demonstrated the ability to increase the number of persons from underrepresented populations inducted into the teaching profession and, as a result, expand the number of educators of color who are prepared for a tier 3 – tier 4 teaching license in Minnesota. The University of St. Thomas plans to continue its long-standing commitment to addressing the recruitment and retention of educators of color and American Indians in the education profession. With the current grant awards for the FY21 in the Amount of \$56,000, we have been able to award 11 scholarships \$5,091 to qualified candidates for initial teacher licensure programs. Due to COVID-19 impacts we were delayed in our efforts to award all FY20 grant awards but have made all awards at this time.

With the support of additional external grant funding, we have hired a CUGMEC Program Manager, who is responsible for leading recruitment efforts, developing affinity groups, and tracking the individual progress of teacher candidates. This program manager oversees intensive advising, mentoring, and test support, and other best practices to ensure that the scholarship recipients complete the program.

The School of Education's extensive initiatives in Diversity, Equity, and Inclusion (DEI) provide rich resources that can be utilized by this Program Manager, and all our faculty and staff, as we seek to attract and retain diverse teacher candidates and prepare them for 21st century classrooms. In the last couple of years, under the leadership of Dean Campbell, our DEI programming has become substantially more robust and our 29-year program for students of color and American Indians has become even stronger. In addition, the current Program Manager has completed graduate work in Restorative Practices (RP), which directly supports DEI. Since November 2018, the School of Education has hosted twelve Dean's forms that have covered a wide array of diversity, equity, and inclusion topics that engage our community, staff, faculty, and students and encourage conversation. St. Thomas also cohosted the National Urban Alliance (NUA) Summer Institute to support community-based, culturally sustaining pedagogy.

However, without scholarship money we cannot match these rich resources with the students who most need them. The funding provided through the CUGMEC grant is vitally important (and is explained later in this report, we are seeking additional sources to underwrite scholarships). We have a wealth of resources in DEI for students of color, resources that will aid in attracting and retaining students as well as preparing them for Minnesota

classrooms in the 21st century, but without the CUGMEC grants we would be unable to make the resources available to students who need them.

The grant funds awarded to the University of St. Thomas are used exclusively for direct student scholarships. St. Thomas students demonstrate success annually. As noted in the 2020 Teacher Preparation Provider Data Summary Report, St. Thomas alumni have passing rates of 98% for the MTLE pedagogy exam and passing rates of 95% for the MTLE content exams.

Collaborative Urban and Greater Minnesota Educators of Color Grant Program Data

Table 1: Number of candidates of color and American Indian candidates
***Please provide an unduplicated headcount of teacher candidates**

Table 1A: AY2017-18

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	3	2	2	1	1	1	1
Asian or Pacific Islander	16	8	10	6	6	6	6
Hispanic	14	8	12	2	2	2	2
Black	33	16	22	20	18	18	18
Total	56	34	45	29	27	27	27

*This data is disaggregated from our started application numbers. That is the first stage at which a potential candidate is asked to provide information on race/ethnicity/nationality. At all stages that information is voluntary and not required.

**The employment data is taken from the Transition to Teaching survey. We had a 60 percent overall response rate, with a 100 percent response rate for our teacher candidates of color.

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

***Please base this on an unduplicated headcount of teacher candidates**

Table 2A: AY 2017-18

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	1%	.05%	.04%	.07%	.08%	.08%	1.4%
Asian or Pacific Islander	5%	1.5%	2.5%	4%	4.8%	5%	8.5%
Hispanic	4.5%	2%	3%	1.4%	1.6%	1.7%	2.8%
Black	11%	2%	5.5%	15%	14.5%	15%	25.7%
Total	18%	6%	11%	21%	22%	22.5%	38.6%

*This data is disaggregated from our started application numbers. That is the first stage at which a potential candidate is asked to provide information on race/ethnicity/nationality. At all stages that information is voluntary and not required.

**The employment data is taken from the Transition to Teaching survey. We had a 60 percent overall response rate, with a 100 percent response rate for our teacher candidates of color.

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

***Please provide an unduplicated headcount of teacher candidates**

Table 1B: AY2018-19

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	3	0	1	1	1	1	1
Asian or Pacific Islander	27	4	18	9	8	8	8
Hispanic	31	4	16	2	2	2	2
Black	70	22	44	10	9	9	9
Total	131	34	79	22	20	18	18

*This data is disaggregated from our started application numbers. That is the first stage at which a potential candidate is asked to provide information on race/ethnicity/nationality. At all stages that information is voluntary and not required.

**The employment data is taken from the Transition to Teaching survey. We had a 60 percent overall response rate, with a 100 percent response rate for our teacher candidates of color.

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

***Please base this on an unduplicated headcount of teacher candidates**

Table 2B: AY 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	.08%	0%	.02%	.07%	.08%	.008%	.15%
Asian or Pacific Islander	7.5%	4%	5%	7%	7%	7%	12%
Hispanic	8.5%	4%	4.5%	1.5%	1.7%	1.7%	3%
Black	19.5%	21%	12%	8%	7.5%	7.5%	14%
Total	36.5%	33%	21.5%	17%	17%	15.2%	27.6%

*This data is disaggregated from our started application numbers. That is the first stage at which a potential candidate is asked to provide information on race/ethnicity/nationality. At all stages that information is voluntary and not required.

**The employment data is taken from the Transition to Teaching survey. We had a 60 percent overall response rate, with a 100 percent response rate for our teacher candidates of color.

Table 1: Number of candidates of color and American Indian candidates
***Please provide an unduplicated headcount of teacher candidates**

Table 1C: AY2019-2020

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	11	0	1	1	1	1	1
Asian or Pacific Islander	30	11	23	7	7	7	7
Hispanic	19	5	15	6	6	6	6
Black	42	12	42	17	17	17	17
Total	102	38	81	33	33	33	33

*This data is disaggregated from our started application numbers. That is the first stage at which a potential candidate is asked to provide information on race/ethnicity/nationality. At all stages that information is voluntary and not required.

**The employment data is taken from the Transition to Teaching survey dated August 2020. We had a 23.94 percent overall response rate. We have not yet determined the cause of the low response rate.

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

***Please base this on an unduplicated headcount of teacher candidates**

Table 2C: AY 2019-20

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	1%	.05%	.04%	.07%	.08%	.08%	1.4%
Asian or Pacific Islander	5%	1.5%	2.5%	4%	4.8%	5%	8.5%
Hispanic	4.5%	2%	3%	1.4%	1.6%	1.7%	2.8%
Black	11%	2%	5.5%	15%	14.5%	15%	25.7%
Total	18%	6%	11%	21%	22%	22.5%	38.6%

*This data is disaggregated from our started application numbers. That is the first stage at which a potential candidate is asked to provide information on race/ethnicity/nationality. At all stages that information is voluntary and not required.

**The employment data is taken from the Transition to Teaching survey dated August 2020. We had a 23.94 percent overall response rate. We have not yet determined the cause of the low response rate.

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

***Please provide an unduplicated headcount of teacher candidates**

Table 1D: AY 2020-21

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	2	2	2				
Asian	22	19	16				
Black, not of Hispanic Origin	55	25	22				
Hawaiian or Pacific Islander	0	0	0				
Hispanic	31	14	14				
Multiple Categories	4	4	4				
White, not of Hispanic Origin	191	151	125				
No Race/Ethnicity Provided	100	64	57				
Total	405	312	240				

*This data is disaggregated from our started application numbers. That is the first stage at which a potential candidate is asked to provide information on race/ethnicity/nationality. At all stages that information is voluntary and not required.

*** We do not have final graduation, licensure, and employment data for this period yet.

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

***Please base this on an unduplicated headcount of teacher candidates**

Table 2D: AY 2020-2021

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	.49%	.64%	.83%				
Asian	5.43%	6.09%	6.67%				
Black, not of Hispanic Origin	13.58%	8.01%	9.17%				
Hawaiian or Pacific Islander	0	0%	0%				
Hispanic	7.65%	4.49%	5.83%				
Multiple Categories	.99%	1.28%	1.67%				
White, not of Hispanic Origin	47.16%	48.39%	52.08%				
No Race/Ethnicity Provided	26.49%	20.19%	23.75%				
Total	28.15%	20.51%	24.17%				

*This data is disaggregated from our started application numbers. That is the first stage at which a potential candidate is asked to provide information on race/ethnicity/nationality. At all stages that information is voluntary and not required.

**The total percent is the percentage of future educators of color in the programs.

*** We do not have final graduation, licensure, and employment data for this period yet.

Analysis of Data

The data from the three years included in this report illustrates that there are no shortages of desire among persons of color to become licensed teachers. Yet, the data also supports research that the number one barrier to entering the teaching profession is cost. The Learning Policy Institute Report, *Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color* (Carver-Thomas, April 2018) discusses the increasing debt burden for students of color and concludes that “Rising tuition and the high cost of student loans can dissuade students of color from pursuing careers in education” (Carver-Thomas, p. 11, 2018). We have yet to determine the effect COVID-19 will have.

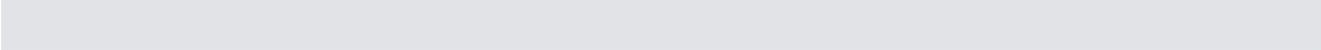
In the current grant cycle, the scholarship amount of \$5,091 is, on average, greater than 40 percent lower than we awarded in the 2017-19 grant cycle and over 10 percent lower than was offered in the 2019-2020 grant award. The reductions have limited the award we can offer to 11 students as scholarships, compared to 18 last year and 42 in the previous grant cycle. The combination of a one-year grant cycle, as well as a diminishing grant award, has had a negative impact on the number of students of color we have been able to recruit as potential teacher candidates, though candidates are available to recruit.

In 2018-20, as a result of multiple funding streams including monies from CUE, Grow Your Own, and OSEP (the Office of Special Education Programs), we were able to increase the number of, and percentage of, students of color across all stages of recruitment, retention and induction in our teacher preparation programs. The multiple funding streams allowed us to provide substantial scholarship support to offset the high cost of educating and preparing highly effective teachers. Scholarships are an important, but not singular, support for successful recruitment, retention, and induction of diverse teacher candidates. The University of St. Thomas has been proactive in applying for and securing additional funds to develop and sustain our programs, so they support our teacher candidates of color.

- With a grant from the National Center for Teacher Residencies, the Black Educator Initiative (BEI) provides training for mentor teachers and instructors on culturally sustaining pedagogy. BEI has also provided funding for a program called “navigating pairs”. Navigating pairs couples an alumnus or alumna of our residency program with a current resident for mentoring and support.
- Grant dollars from the McKnight Foundation have supported the hiring of a CUGMEC Program Manager who will be responsible for developing and overseeing affinity groups and supporting students who are receiving CUGMEC scholarship funds.
- The McKnight Foundation has also provided support for our Diverse Teachers Initiative to identify a new pathway to teacher licensure from students in our two-year college to the School of Education.
- The School of Education has secured private donor funds for scholarships to support students of color who want to become teachers but would otherwise not be able to afford the cost of licensure.
- St. Thomas covers the cost of all edTPA exams required for program completers which equals \$300 per student.
- St. Thomas created online text preparation modules in order to help prepare teacher candidates to take and successfully pass the NES Basic Skills Exams.

- The MTLE passing rates experienced by our alumni illustrates that future teachers of color are well-prepared to receive their Tier 3 license upon graduation. The data indicates that St. Thomas provides a great return on investment of public monies.

Finally, both completion percentages and licensure, our top two goals for the grant, have been met ahead of schedule. In addition, we have exceeded our recruitment goal, recruiting 29 grad students instead of the goal of 27.



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
11 @ \$5,091 = \$56,001	Scholarships	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	2020 Teacher Preparation Provider Data Summary Report	MTLE Passing Rates: 98% Pedagogy, 95% Content
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		

Due to the timing of the disbursement of previous grant funds we were delayed with the award of FY20 grant funds. However, we have awarded 18 teacher candidates a \$5,612 scholarship that will be completed during the spring 2021 term which will completely liquidate the \$101,016 from the FY20 grant.