

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	Saint Mary's University of Minnesota
Total Grant Amount	2020-2021: \$85,000 (Also includes information on 2019-2020 funds: \$187,926)

Identified Official with Authority

Name of official with authority to sign	Lynn Albee, Ed.D.
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Primary Program Contact

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Collaborative Urban and Greater Minnesota Educators of Color Grant Program Narrative

Saint Mary's University of Minnesota has been utilizing CUGMEC grant funds to recruit and retain teacher candidates who are of color or who are Indigenous in the ESL and Special Education teacher licensure programs. CUGMEC funding has been valuable in the recruitment processes, as many of the students who are enrolling in the CUGMEC-supported Teacher Pathway Program are able to do so because of the financial support, specifically tuition and scholarships, that are provided by the CUGMEC funding. In the following section, Saint Mary's University's efforts to recruit, retain and induct teacher candidates who are of color or who are Indigenous are described, and the specific ways CUGMEC funds have supported these initiatives are detailed.

Recruitment: Recruitment efforts have been focused in three main areas. One strategy was a joint recruitment campaign which was conducted in collaboration with The Sanneh Foundation (TSF), a St. Paul based non-profit organization dedicated to facilitating positive change in local classrooms and communities. Through partnering with TSF's Dreamline coaching corps, an initiative designed to address classroom inequities and provide targeted classroom support, we have been able to coordinate efforts and jointly identify and promote the Teacher Pathway Program as a dual purpose pathway that simultaneously offers the Dreamline coach/teacher candidates full-time employment as a classroom coach in the school system as well as providing a teacher licensure program, partially supported by scholarships and textbooks. Several joint recruiting and information sessions, both in person and virtually were held in the spring of 2020. The second recruiting strategy has been to promote the Teacher Pathway Program to interested individuals already in the education field, but who are not licensed teachers. This was done through targeted promotions with area school districts and charter schools. The third strategy involved a social media marketing campaign.

While CUGMEC funding is not spent directly on the recruiting efforts, the CUGMEC funding is beneficial in the recruitment efforts because being able to offer the tuition scholarships and textbook support attracts potential teacher candidates who may not otherwise be able to participate in the teacher licensure program. The immediate and direct support provided through tuition scholarships and textbooks is helping to alleviate this burden and reducing this barrier in recruiting strong teacher candidates who are of color and/or who are Indigenous.

Retention: In order to retain the high-quality candidates that we have recruited to and enrolled in this program, there are several strategies being utilized to promote retention. Recognizing the financial burdens associated with going back to school to obtain a teaching license, the CUGMEC funds have been valuable to alleviating some of the financial burden by providing scholarships to teacher candidates who are of color or who are Indigenous teacher candidates. This tuition support, as well as providing some of their required textbooks helps the teacher candidates be able to focus on their teacher education coursework. Additionally, in order to create a classroom atmosphere conducive to culturally responsive teaching and addressing the inequities associated with the disparities in teacher-student demographics in the state, intentional efforts are being made to provide coursework that integrates a social-justice focused culturally responsive teaching lens into all courses. All education courses have had this theme back mapped into the course curriculum. During the first class, all students are given IDI assessments and individual and whole class debriefings are facilitated. Modelling the

results we endeavor to achieve, in the ESL program, the majority of the teacher educators who teach the content courses (6 out of 9) identify as a person of color.

Induction: In addition to the CUGMEC funding which goes directly toward supporting the student, having this Teacher Pathway Program in place also has encouraged the development of additional initiatives which are funded by Saint Mary’s University of Minnesota in order to support the program and candidates. An induction program focused on mentorship professional development, including focuses on cognitive coaching and utilizing Clifton’s StrengthsFinder to support candidates’ unique assets, was developed and implemented to provide year long training for cooperating teachers and university supervisors of the CUGMEC candidates while the teacher candidates embarked in their year long student teaching placements. This induction program continues into their first year of teaching as cooperating teachers continue to provide first-year support and mentorship for the student teaching candidates who student-taught with them.

Pandemic impact: Due to the pandemic, we have made several changes to the planned program. The initial plan was to start a new cohort in summer 2020 and another in summer 2021. The original plan was to begin with a fully face-to-face intensive summer when participants would take coursework that would cover the majority of their foundational education courses in an intensive cohort-based environment (as was done with the first cohort). However, in the spring of 2020 as coronavirus spread and it became apparent that we would not be able to have this intensive summer start face-to-face, we opted to delay the start of the program to a Fall 2020 start instead, beginning with a less intensive model of online courses in fall and spring and then transitioning into face-to-face courses when we are able to safely do so. Due to these changes we are developing alternative ways to create a sense of camaraderie and community among the CUGMEC recipients since we are not in a face-to-face environment. As a result of the delay, we have also spent less of the grant money than planned and are now on track to continue spending the grant money during FY21.

Collaborative Urban and Greater Minnesota Educators of Color Grant Program Data

Table 1a
Previously reported data: CUE-Supported Candidates 2017-2018

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
Total	6	0	0	0	0	0	0

Table 1b
Previously reported data: CUE-Supported Candidates 2018-2019

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
CUGMEC – Supported Candidates 2019-2020

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	0	0	0	0	0	0	0
Asian	0	0	2	2	2	2	2
Black, not of Hispanic Origin	2	2	3	2	2	2	0
Hawaiian or Pacific Islander	0	0	0	0	0	0	0
Hispanic	1	1	1	0	0	0	0
Multiple Categories	0	0	0	0	0	0	0
White, not of Hispanic Origin	0	0	0	0	0	0	0
No Race/Ethnicity Provided	0	0	0	0	0	0	0
Total	3	3	6	4	4	4	2

Table 1d
CUGMEC – Supported Candidates 2020 – 2021 [as of January 2021]

Total number of teacher candidates of color, disaggregated by race or ethnic group	Recruited to the institution	Newly admitted to the	Enrolled in the		Graduated	Licensed	Newly employed as Minnesota teachers in

		licensure program	licensure program	Completed student teaching			their licensure field
American Indian or Alaskan Native	0	0	0	0	0	0	not yet reported
Asian	2	2	2	0	0	0	not yet reported
Black, not of Hispanic Origin	6	6	8	1*	0	1*	not yet reported
Hawaiian or Pacific Islander	0	0	0	0	0	0	not yet reported
Hispanic	1	1	3	1	1	0	not yet reported
Multiple Categories	2	2	2	0	0	0	not yet reported
White, not of Hispanic Origin	0	0	0	0	0	0	not yet reported
No Race/Ethnicity Provided	3	0	0	0	0	0	not yet reported
Total	14	11	15	2*	1	2*	not yet reported

*Numbers are projected thru FY 2021

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: Previously reported data, Twin Cities License Programs 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: Previously reported data, Twin Cities License Programs 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	18	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	18	0	0
Total	17.3	17.1	19.3	3.6	9	6.8	4.3

Table 2c: Twin Cities License Programs 2019 -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	0	0	no data available
Asian	2.5	2.5	4.1	4.3	3.8	3.8	no data available
Black, not of Hispanic Origin	4	3.6	3.6	5.4	5.0	1.9	no data available
Hawaiian or Pacific Islander	0	0	0	0	0	0	no data available
Hispanic	7.5	7.5	5.8	6.5	3.8	5.7	no data available
Multiple Categories	0	0	0.7	0	0	0	no data available
White, not of Hispanic Origin	72	72.4	72.0	69.9	70.0	77.4	no data available
No Race/Ethnicity Provided	14.0	14.0	13.8	14.0	17.5	11.3	no data available

Total	100	100	100	100	100	100	no data available
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*Data for this field is collected through the Transition to Teaching survey. The response rate was quite low, and therefore did not provide data on the number of newly employed teachers in their licensure field.

Table 2d: Twin Cities License Programs 2020 - Present

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	5.4	5.4	4.3	3.3	0	0	not yet reported
Black, not of Hispanic Origin	4.5	4.5	3.6	0	2.3	9.5	not yet reported
Hawaiian or Pacific Islander	0	0	0	0	0	0	not yet reported
Hispanic	5.4	5.4	6.3	3.3	11.4	4.8	not yet reported
Multiple Categories	2.7	2.7	1.4	6.7	2.3	0	not yet reported
White, not of Hispanic Origin	68.5	68.5	70.9	63.3	72.7	61.9	not yet reported
No Race/Ethnicity Provided	13.5	13.5	13.5	13.3	11.4	23.8	not yet reported
Total	100	100	100	100	100	100	not yet reported

Table 2e: Previously reported data, 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 (specifically the ESL Program 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	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 2f: Previously Reported data, ESL Program 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	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 2g: ESL Program FY 2019 – 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	0	0	no data available
Asian	9.1	11.8	6.3	5.9	10.0	11.1	no data available
Black, not of Hispanic Origin	4.6	5.9	12.5	17.6	30.0	11.1	no data available
Hawaiian or Pacific Islander	0	0	0	0	0	0	no data available
Hispanic	9.1	11.8	12.5	5.9	0	11.1	no data available
Multiple Categories	0	0	2.1	0	0	0	no data available
White, not of Hispanic Origin	63.2	60.5	58.3	58.8	40.0	55.6	no data available
No Race/Ethnicity Provided	14.0	10	8.3	11.8	20.0	11.1	no data available
Total	100	100	100	100	100	100	no data available

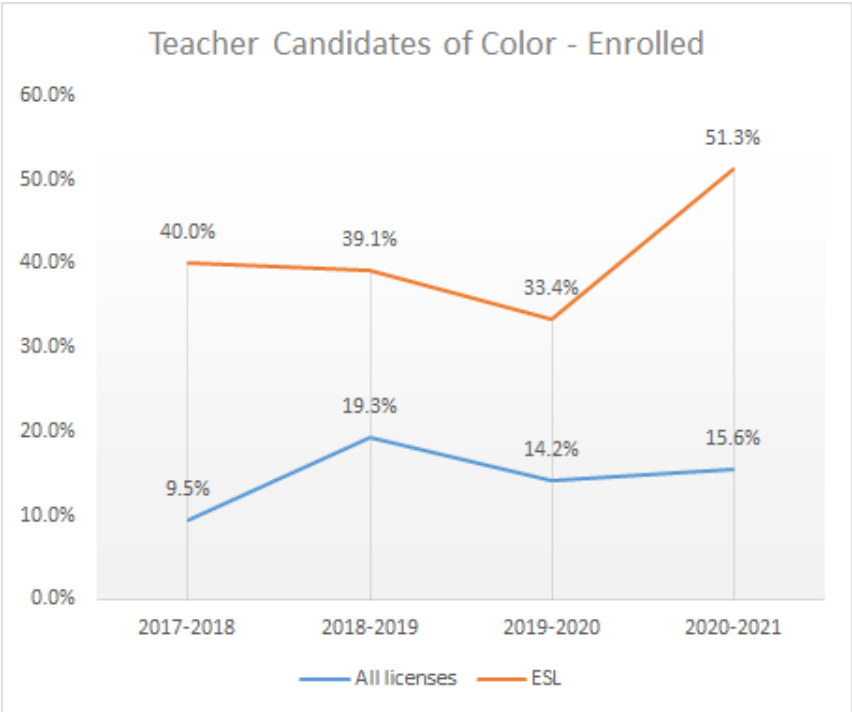
*Data for this field is collected through the Transition to Teaching survey. The response rate was quite low, and therefore did not provide data on the number of newly employed teachers in their licensure field.

Table 2h: ESL Program FY 2020 - Present

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	11.1	11.1	5.8	0	0	0	not yet reported
Black, not of Hispanic Origin	11.1	11.1	9.6	0	7.7	33.3	not yet reported
Hawaiian or Pacific Islander	0	0	0	0	0	0	not yet reported
Hispanic	11.1	11.1	15.4	16.7	23.1	0	not yet reported
Multiple Categories	5.6	5.6	3.8	16.7	7.7	0	not yet reported
White, not of Hispanic Origin	50.0	50.0	57.7	66.7	61.5	50.0	not yet reported
No Race/Ethnicity Provided	11.1	11.1	7.7	0	0	16.7	not yet reported
Total	100	100	100	100	100	100	not yet reported

Analysis of Data

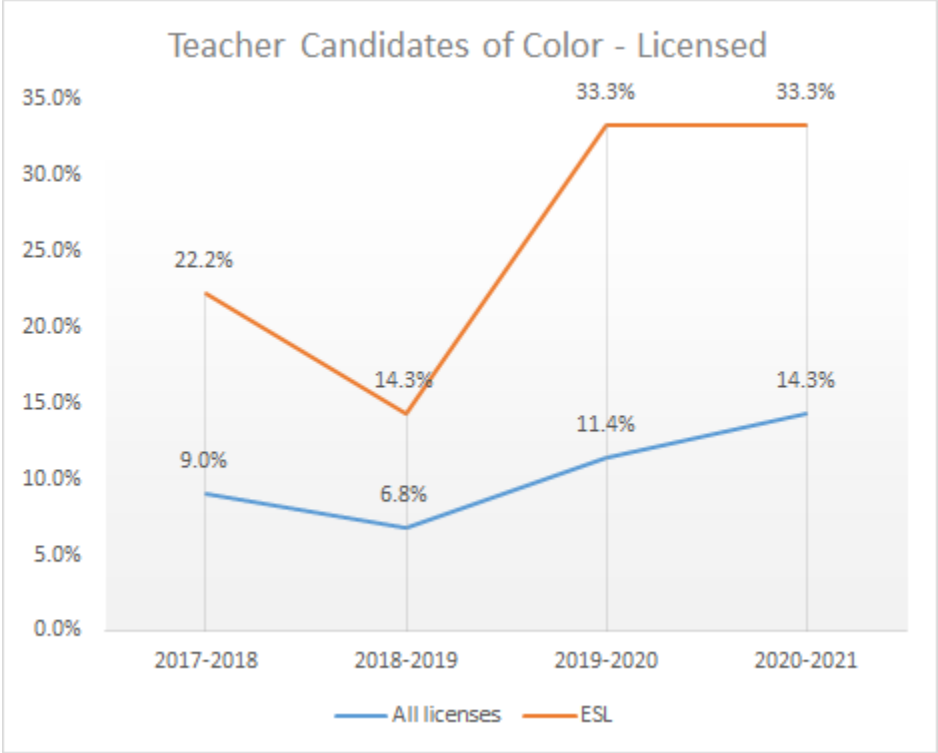
The series of tables in part 1 include data focused on CUGMEC recipients specifically, while part 2 shows these recipients in comparison to the overall numbers of teacher candidates in the Twin Cities licensure programs (Tables 2a-2d) and specifically in the ESL program (Tables 2e-2h), where the majority of the CUGMEC recipients are enrolled. This data shows that the number of students enrolling in and completing the licensure programs who are of color and/or Indigenous are rising, and this increase can be seen most significantly in the ESL program, which is where the majority of the students benefitting from CUGMEC funding have enrolled. As Graph 1 indicates, the number of students who are of color and/or Indigenous who have enrolled has risen significantly in no small part due to the available CUGMEC funding. As students are financially supported by CUGMEC funding, the number of students enrolling and becoming licensed is increasing. In 2020-2021, when an additional new cohort of students benefitting from CUGMEC support were recruited to and began the program, the number of teacher candidates who identify as a person of color and/or Indigenous rose to more than 50% of the total ESL teacher candidate population (51.3%). As can be seen in the Graph 1, these numbers are significantly higher than the number of teacher candidates who are of color and/or Indigenous in the teacher licensure programs as a whole, and are also contributing to a trend of increased numbers in the overall license program as well.



Graph 1: Percentage of total number of teacher candidates who are of color or who are Indigenous out of total number of candidates enrolled in licensure programs (SMUMN--Twin Cities)

As the licensure program is a 2-year program, for the initial cohort supported by CUGMEC funding which began in the summer of 2018, spring 2020 is when candidates were scheduled to complete all licensure coursework and to be eligible to become licensed teachers. As Graph 2 indicates, as this cohort is becoming licensed, there is a strong upward movement in the percentages of teacher candidates who identify as a person of color in the ESL program, which also impacts the rates of the licensure programs overall. Of the six candidates of color in the initial cohort which began in summer 2018, five have successfully graduated from the

program, and the final candidate is on track to graduate and be eligible for licensure at the end of this current semester (Spring 2021). Four are now currently licensed ESL teachers and the fifth has completed all licensure requirements and is in the process of preparing his licensure application. Of the four currently licensed, three are newly employed and teaching as teachers of record in a Minnesota school (2 as ESL teachers and 1 as a Reading teacher). In addition to the overall increases in percentages of diverse teacher candidates, these individual examples are shared to showcase the successes of the individual teacher candidates in the program.



Graph 2: Percentage of teacher candidates who are of color or who are Indigenous out of total number of teacher candidates who have become licensed (ESL and total teacher licensure)

Overall, the data demonstrates a clear trend of increased numbers of teacher candidates who identify as a person of color or Indigenous which extends through all stages of teacher education, from enrollment through licensure. Since the initial increases in numbers began with the first round of funding, ongoing CUGMEC support provided to students through tuition scholarships and textbook support has led to a stabilizing impact which continues to sustain and increase the numbers and percentages of teacher candidates who are of color and/or Indigenous in the program.

Moving forward, we endeavor to continue to increase the number of teacher candidates who are of color and/or who are Indigenous through a continued focus on strengthened intentional recruiting, retaining, and induction efforts to better support teacher candidates who are of color and/or who are Indigenous. Further analysis goals which will provide more information and clarity in future reports include developing and implementing an improved tracking of employment outcomes for all students in licensure programs, and more focused analysis of trends specific to initial licensure programs.

Notes on data charts: The data for the “Newly employed as Minnesota teachers in their licensure field” category for the overall teacher education program is collected through a survey sent out to students who have graduated from the program. Response rates for 2019-2020 were quite low, with a 3.8% response rate (3 respondents) so data does not accurately represent the number of newly employed MN teachers in their field. In table 2c (2019-2020), all three respondents did not answer the question regarding their employment status, so no data is available for this category.

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
\$80,000 (not yet spent)	Tuition scholarships for CUGMEC recipient students	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Interview, survey, focus group, assignment analysis, teaching portfolio, retention rates	Survey results, program completion rates, interview transcripts, licensure rates
\$5,000 (not yet spent)	Required textbooks for coursework for CUGMEC recipient students	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Retention rates, interviews, survey, classroom observations	Survey results, retention/program completion rates, course grades, classroom observations
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
(FY19-20 funds) \$3,009 spent in FY20	Required textbooks for coursework for CUGMEC recipient students	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Retention rates, interviews, survey, classroom observations	Survey results, retention/program completion rates, course grades, classroom observations
(FY19-20 funds) \$49,080 spent in FY20	Tuition scholarships for CUGMEC recipient students	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Interview, survey, focus group, assignment analysis, teaching portfolio, retention rates	Survey results, program completion rates, interview transcripts, licensure rates

*Due to the coronavirus pandemic, we delayed beginning the planned intensive summer, which is when a large portion of the money would have been spent. Therefore this expenditure list includes funding from the FY19-20 grant as well, which is being spent first. The FY20-21 funds have not yet been spent yet and will be spent next year.