

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 saba.teshome@state.mn.us.

You must also mail two printed copies of the report to:

Attn: Chris Steller
Acquisitions Specialist
Minnesota Legislative Reference Library
645 State Office Bldg.
100 Rev. Dr. MLK Jr. Blvd.
St. Paul, Minnesota 55155.

Report components:

- I. Coversheet
- II. CUGMEC Program Narrative – Please describe your teacher preparation program’s efforts to recruit, retain and induct teacher candidates who are of color or who are Indigenous. Describe the specific ways CUGMEC funding will support this work.
- III. Program Data – Please provide data from the past 3 years, as well as the year funded by the grant. Please also describe how grant funding has impacted the data from the most recent reporting year. You are welcome to include graphs.
- IV. CUGMEC Grant Funds Expenditure – Please list all awarded funds, differentiating between funds spent and funds yet to be spent this fiscal year. Fill in the “method of progress monitoring” and “data” columns based on the information in sections v. and vi. of your proposal.

Collaborative Urban and Greater Minnesota Educators of Color Grant Report

Grantee Information

Legal Name of Applicant Organization	Augsburg University
Total Grant Amount	\$120,000

Identified Official with Authority

Name of official with authority to sign	Carole Kampf
Title	Accounting Manager
Address	2211 Riverside Ave
City, State and Zip code + 4	Minneapolis, MN, 55454
Phone Number and Email	612 330-1260

Primary Program Contact

Name of program contact	Dr. Audrey Lensmire
Title	Director, EAST Program
Address	2211 Riverside Ave
City, State and Zip code + 4	Minneapolis, MN 55454
Phone Number and Email	612 330-1397

Collaborative Urban and Greater Minnesota Educators of Color Grant 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.

What is the main goal of EAST? How is the goal met? How long do we support students?

The goal of Augsburg University's East African Student to Teacher (EAST) Program is to recruit, retain, and license students of East African origin to become teachers by providing tuition aid, academic advising, personalized support, and professional development. The EAST Program has supported individual students across several legislative biennium because most students cannot complete their licensure within a single legislative budget cycle. Most scholars take a full course load and work part- or full-time in an educational setting. Our most important measure of success is the number of individuals who obtain a Minnesota teaching license and a teaching position.

COVID-19 and Disproportionate Impact on Communities of Color

The carpet has been pulled from underneath the East African communities in Minnesota as the impact of this sinister virus has been felt both here and around the globe. The CDC reported that while 12% of the US population is non-Hispanic Black people, that group accounts for 34% of deaths from COVID-19. The majority of our scholars have reported that family members, close relatives and friends are getting COVID-19 and unfortunately, in some cases, dying from the virus.

Also, EAST scholars are reporting more mental health challenges as a result of economic, educational, and health disparities that have been aggravated by COVID-19 pandemic. Many of our students face additional disadvantages in remote learning because they live in urban areas and multigenerational homes which limits their time and space for attending to challenging academic work. There is a link between rapid and widespread transmission of the virus with cultural practices in the East African community, such as large gatherings in mosques and intergenerational groups living in small homes, making social distancing nearly impossible.

Current Status Snapshot (2020-2021 Academic Year)

During Fall 2020 there were 17 EAST Scholars:

Augsburg distributed \$36,759.90 in scholarship support to our EAST Scholars. On average a student was awarded approximately \$2,827--funds which are also paired with other forms of federal, state, and institutional aid. Sustaining financial support for these scholars is crucial to efforts across our state to increase the diversity of our teaching workforce.

- 11 students were enrolled in coursework
- 4 completed student teaching

- 2 students were on leave due to COVID-19, but did participate in our seminars

[Note: One of the 4 who was student teaching has been unreachable. While she successfully completed student teaching but had not filed her FAFSA. We are working with Academic Affairs and Financial Aid to figure out solutions to pay her fall tuition bill.]

Spring 2021 there are 18 EAST Scholars:

- 16 students enrolled in coursework (we've added 5 new Scholars)
- 2 are student teaching

We have done our best in this document to report on activities during the most recent grant period (October 15 through December 31, 2020). We have also included descriptions of recruitment, retention, and induction efforts from the recent past.

Recruitment

The admissions office continues to send out marketing materials to recruit students to our Education Department. Uncertainty in the funding levels for this grant program makes recruitment difficult as we are unable to set targets for numbers of students or amounts of scholarship support. However, we continue with our outreach and there is still high demand for EAST scholarship. Our program manager, Hana Salad responds to numerous prospective students who express interest in our program. Enrollment numbers are hard to predict without a sense of near future funding. For the sake of goal setting, we plan to enroll the same number of students we supported in the last CUGMEC grant cycle. We hope to enroll 10 new scholars during the summer semester of 2021 if the CUGMEC grant is approved.

Retention

Our data shows that state funds from the Collaborative Urban Educator (CUE) and Collaborative Urban and Greater Minnesota Educators of Color (CUGMEC) programs have provided 57 East African teacher candidates with tuition scholarships in coursework leading to licensure. In the seven years of EAST only seven accepted students have withdrawn from our program, a retention rate of 87.72%. Our Scholars remain in the program because they are committed to becoming teachers and excel academically. In the Fall 2020, EAST scholars successfully completed over 114 credits with a collective average GPA of 3.5.

We retain students by research driven programming. Students stay because they are motivated to become teachers and we provide a collaborative supportive environment. We have tutoring, cohort seminars, professional development, networking opportunities, and quiet and welcoming office space to help our students achieve their academic goals.

We held 2 face-to-face and 4 virtual seminar meetings during the Spring and Fall semesters of 2020. These group seminars are led by program manager Hana Salad and are the cornerstone of our work (Salad's salary is funded by the University). During these sessions, students become acclimated to

campus life and to teacher education. We made time for networking, shared COVID-19 challenges, prayer, skills development, and conversation. Students join together to problem solve, share resources, and study. Scholars are also required to meet virtually with the program manager two times per semester to monitor their academic progress and address any issues that may have come up. EAST continued to support current students to retake their Essential Basic Skills exam and we discussed registration, reviewed course assignments, and conducted frequent social/emotional check-ins. As always, we encourage open dialogue and fellowship between our scholars as they navigate their respective degree programs.

Highlights of this year’s seminars were:

- A discussion with Isuroon, an East African organization that is dedicated to building equitable educational outcomes;
- A workshop with the Talent Recruiter Director from Hiawatha Academies, a K-12 charter network to improve our scholars’ resumes and develop their interview skills;
- A panel discussion with Professor Terrance Kwame-Ross, Education Department Chair and Professor Sally Durand Director of Teacher Educations Programs in Rochester to discuss race in the education system and how to reduce teacher turnover

While we continue to pursue private, individual, and institutional funds for these efforts, we hope that PELSB and the Department of Education will consider funding student support services in future grant cycles.

Licensing and Induction:

Of those who have completed our program 90% have received their license. Grant funds have not supported any direct licensing and induction efforts during the most recent grant period, but induction remains a priority for our program.

Collaborative Urban and Greater Minnesota Educators of Color Grant Program Data

***See detail below each table for additional analysis and explanation.**

Table 1a: Number of candidates of color and American Indian candidates (Academic Year 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
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American Indian or Alaskan Native	0	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0
Black	10	5	17	4	6	8	4
Total	10	5	17	4	6	8	4

Data in Table 1a is from the EAST Program only, for students who received financial support and other services through CUGMEC during fall 2020 semester.

The following information represents ALL teacher candidates enrolled in the Education Department during the 2020-21 academic year, in both graduate, undergraduate, and adult degree-completion programs. Our percentage of POCI students includes those who identify as multi-racial.

Enrolled: 452 (POCI: 30% + 3% unreported)

Student Teaching: 88 (POCI: 27% + <1% unreported)

Graduated: 24 (POCI: 37%)

Licensed: 39 including Summer Licensees (26% POCI + 23% unreported)

Newly Employed: This data will be gathered through our Transition to Teaching Survey, administered June 30 2021

Table 1b: Number of candidates of color and American Indian candidates (Academic Year 2019-20)

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	0	0	0	0	0	0

Hispanic	0	0	0	0	0	0	0
Black	5	15	17	6	6	9	8
Total	5	15	17	6	6	9	8

Data in Table 1b is from the EAST Program only, for students who received financial support and other services through CUGMEC during the 2019-20 academic year.

The following information represents ALL teacher candidates enrolled in the Education Department during the 2019-20 academic year, in both graduate, undergraduate, and adult degree-completion programs. Our percentage of POCI students includes those who identify as multi-racial.

Enrolled: 425 (POCI: 29% + 8% unreported)

Student Teaching: 104 (POCI: 29% + 14% unreported)

Graduated: 24 (POCI: 37%)

Licensed: 85 (21% POCI + 15% unreported)

Newly Employed: 32 of 34 employed in teaching positions based on a survey with a 40% response rate

Table 1c: Number of candidates of color and American Indian candidates (Academic Year 2018-19)

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	0	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0
Black	116	9	30	19	15	6	7

Total	116	9	30	19	15	6	7
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Data in Table 1c is from the EAST Program only, for students who received financial support and other services through CUGMEC during the 2018-19 academic year. In addition to EAST Scholars, the program provided one-time financial support to 5 additional teacher candidates of color.

The following information represents ALL teacher candidates enrolled in the Education Department during the 2018-19 academic year, in both graduate, undergraduate, and adult degree-completion programs. Our percentage of POCI students includes those who identify as multi-racial.

Enrolled: 526(POCI: 25% + 13% unreported)

Student Teaching: 100 (POCI: 19% + 27% unreported)

Graduated: 132 (POCI: 22% + 19% unreported)

Licensed: 73 (POCI: 18% + 22% unreported)

Newly Employed: We do not have a reliable method for gathering this data point.

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 (2020-21)

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	1.1%	0	1.1%	1.1%	0	6.6%	N/A
Asian or Pacific Islander	5.3%	7%	5.5%	4.5%	5%	0	N/A
Hispanic	7.1%	12%	7.3%	8.0%	10.5%	6.6%	N/A
Multi-racial	4.2%	1%	4.4%	3.4%	5%	6.6%	N/A
Black	10.4%	13%	11.5%	11.3%	21%	10.5%	N/A

Total	28.1%	32%	29.8%	28.3	41.5%	30.3%	N/A
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Data in Table 2 represents the percentage of teacher candidates of color or who are American Indian enrolled in the Education Department, in both graduate, undergraduate, and adult degree-completion programs. The EAST Program contains a subset of that total.

**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
\$ 36,759.90	Tuition support	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Reporting from Student Financial Services office	13 students
\$ 924.90	Food for scholar seminars; Reference materials	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Reporting from Administrative Accounting Office	17 students, 1 faculty director, 1 program manager
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
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