

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	Minnesota State University, Mankato
Total Grant Amount	\$140,000

Identified Official with Authority

Name of official with authority to sign	Richard Straka
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Primary Program Contact

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Collaborative Urban and Greater Minnesota Educators of Color Grant Program Narrative

With the funding from this Collaborative Urban and Greater Minnesota Educators of Color grant, we have prioritized direct financial support to students, in the form of scholarships and MTLE test vouchers. The goal of the direct financial support is to relieve some of the financial burden of program completion, and to make connections with students of color to ensure their progress through their licensure program is not inhibited by institutional barriers. By asking students what they need to be successful in their programs, we have learned what most hinders progress: lack of financial aid, unexpected financial expenses outside of tuition (licensure fees), lack of mentoring and support in student teaching experiences. In addition to these program-related barriers, lack of transportation and lack of paid employment are significant barriers to program completion. The direct funding in the form of scholarships and vouchers is intended to reduce the financial barriers to students of color. The funding used for MTLE test prep and for books and materials has benefitted students by ensuring they are as prepared as they can be to be successful in their courses and on required exams.

As a result of the work of this grant, and based on feedback from students of color, the college has modified how student teaching placements are made to better ensure students of color are paired with mentor teachers and supervisors who can provide support and advocacy. Additionally, faculty and staff continue to have conversations about the program requirements that discourage or bar entry to students of color. Although there is ongoing debate around requirements, it is encouraging to know that PELSB staff are seeking changes to the standardized test requirements for licensure. Universities, Mankato included, must also carefully examine policies and procedures and understand how current practices keep students of color out of teacher preparation programs.

The work of the grant has been impacted by the pandemic because the pandemic has impacted students and schools. The grant proposal included funds to provide a meal or two for students of color during meetings, and those plans were revised because of social distancing protocols. However, our faculty and advisors have worked hard to provide support and outreach to students to ensure they are progressing through their programs. Generally, much attention has been diverted from non-essential projects to the essential tasks of placing students in schools with mentor teachers and students who are learning virtually, in-person, or a combination of those. The pandemic is also undoubtedly affecting students' financial stability and may contribute to a dip in enrollment and completion as students leave school for paid employment or because they are unable to pay tuition. These circumstances reaffirm the need for the grant funding, especially the financial support for students.

Collaborative Urban and Greater Minnesota Educators of Color Grant Program Data

Table 1: Number of candidates of color and American Indian candidates 2017-2020

Total number of teacher candidates of color, disaggregated by race or ethnic group	Recruited to the institution (n = 227 ¹)	Newly admitted to the licensure program (n = 900 ²)	Enrolled in the licensure program (n = 7,370 ³)	Completed student teaching (n = 965 ⁴)	Graduated (n = 919 ⁵)	Licensed (Recommendations) (n = 870 ⁶)	Newly employed as Minnesota teachers in their licensure field ⁷
American Indian or Alaskan Native	3	6	16	7	7	8	unknown
Asian or Pacific Islander	6	34	129	33	37	22	unknown
Hispanic	4	26	88	27	18	28	unknown
Black	15	29	142	38	41	34	unknown
Total	28	95	375*	105	103	92	unknown

¹ Number of newly enrolled students with majors declared in a teacher preparation licensure program.

² Number of students admitted to the professional education program.

³ Number of students enrolled in courses in teacher preparation programs. This is the number of students taking courses at any point from pre-program admission to student teaching.

*Includes all students with a declared major in education and enrolled in any elementary education, secondary education, or special education course and includes both new and returning students from pre-program admission to student teaching.

⁴ Number of students enrolled in student teaching courses.

⁵ Number of students with academic awards in license-eligible programs.

⁶ Number of students who have completed teacher preparation requirements for a Tier II or higher license.

⁷ Number of Mankato alumni with licenses and assignments as reported in the Educator Employment Report.

Collaborative Urban and Greater Minnesota Educators of Color Grant Program Data

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 2017-2020

Percentage of teacher candidates of color, disaggregated by race or ethnic group	Recruited to the institution (n = 227)	Newly admitted to the licensure program (n = 900)	Enrolled in the licensure program (n = 7,370)	Completed student teaching (n = 965)	Graduated (n = 919)	Licensed (Recommendations) (n = 870)	Newly employed as Minnesota teachers in their licensure field
American Indian or Alaskan Native	1.3%	0.6%	0.2%	0.7%	0.7%	0.9%	unknown
Asian or Pacific Islander	2.6%	3.7%	1.7%	3.4%	4.0%	2.5%	unknown
Hispanic	1.7%	2.8%	1.1%	2.7%	1.9%	3.2%	unknown
Black	6.6%	3.2%	1.9%	3.9%	4.4%	3.9%	unknown
Total	12.2%	10.3%	4.9%	10.7%	11%	10.5%	unknown

Analysis of Data

The data in the tables 1 and 2 comes from several sources including institutional enrollment data, College of Education advising data, institutional academic award data, and license and employment data provided by school districts via PELSB. All numbers reported above are unduplicated counts of individual students aggregated across four academic years, 2016-17, 2017-18, 2018-19, and 2019-20. The 2019-20 is the most current, complete data available at the time of this report.

- The data on recruitment to the institution includes newly enrolled students with declared majors in teacher preparation programs.
- The data on newly admitted students in the licensure program comes from an application to the professional education programs. These numbers represent students at the beginning of their licensure program.
- The data on students enrolled includes unduplicated enrollment in courses in teacher preparation programs. This number includes all students with a declared major in education and enrolled in any elementary education, secondary education, or special education course and includes both new and returning students from pre-program admission to student teaching.
- The data on student teaching includes unduplicated enrollment in student teaching courses in all teacher preparation licensure programs.
- The data on graduates comes from institutional academic award data and includes students who completed an academic award in a program that can lead to a teaching license.
- The licensure data comes from a College of Education database that documents each licensure recommendation made by Minnesota State, Mankato. The numbers are for recommendations for initial licenses.
- The newly employed data come from the Minnesota Educator Employment Report. Based on the parameters for reporting and the available data, no newly employed teachers of color from Minnesota State University, Mankato were identified in the data. According to the data, only three white teachers were newly employed during the reporting period. For reference, for the four years across which the data was aggregated, there were 102 unduplicated teachers reported in all employment status categories (new and returning), and of those 102, 8 were teachers of color.

The institutional data needed to prepare this report are limited in a number of ways. Not all students included in course enrollment data will be in newly admitted student data, for example. Although the institutional data is absolutely necessary for reporting, it does not currently allow distinction among individual licensure programs. Individual programs collect this data, but it is not maintained centrally with other institutional data. This points to the need to collect data beyond what is collected at the institution so that we can better distinguish among students in various programs.

The limited employment data also makes clear the need to systematically collect alumni employment data as a college. Anecdotally, program faculty know graduates who are employed as teachers in Minnesota, yet the reports of district assignment data do not necessarily reflect that. We must take our lead from other institutions that have developed and maintain custom databases of alumni employment.

Our grant objectives have focused on retention of students of color in licensure programs, and the grant funding has impacted outcomes for students of color in several ways. We have used the funding primarily to provide scholarships to keep students continuously enrolled and to reduce debt for students of color. As a result of the scholarships, we are maintaining enrollment of students of color and seeing steady numbers of students

graduating. The numbers of students applying for admission to teacher preparation programs, completing student teaching, and graduating has remained relatively stable. Five-year averages for enrollment and awards show the college maintaining approximately 10% students and graduates of color. In comparison, across the university, approximately 17% of new, first-time undergraduates are students of color.

In addition to maintaining student of color enrollment and completion of licensure programs, the grant funding has increased our focus on the multiple barriers that inhibit students of color from considering teaching as a profession and that negatively affect the progress of students of color through teacher preparation programs. Admission to and success in teacher preparation programs requires passing a series of standardized tests and successful completion of courses with a minimum GPA. These competitive admission standards are just a few of the barriers to students of color. We have also learned that it takes a network of support---a village---to help each student of color not only to have the financial means to complete a program (including all of the additional expenses that teacher preparation students have) but also to have white supervisors, mentor teachers, and university instructors and advisors who can support and advocate for students of color navigating predominately white space of the U.S. education system.

Collaborative Urban and Greater Minnesota Educators of Color Grant Funds Expenditure

Table 3: 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.

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$12,000 (spent) \$92,400 (remaining)	Scholarships	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Outreach to students; surveys; monitoring reenrollment	Institutional enrollment and completion data; surveys
\$4234.90 (spent) \$4,265.10 (remaining)	Test Vouchers	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Outreach to students; surveys; monitoring reenrollment	Institutional enrollment and completion data; surveys
\$1,300 (spent) \$3,100 (remaining)	MTLE Test prep	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Outreach to students; surveys; monitoring reenrollment	Institutional enrollment and completion data; surveys
\$934.20 (spent) \$3,865.80 (remaining)	Grant Personnel Salary	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Grant team meetings and reports	Faculty Workload Management
\$0 (spent) \$2,902 (remaining)	Materials and Books for Students	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Outreach to students; surveys; monitoring reenrollment	Institutional enrollment and completion data; surveys