

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.



January 15, 2021

Senator Roger C. Chamberlain
Assistant Majority Leader
Chair, Education Finance and Policy Committee
95 University Avenue W.
Minnesota Senate Building, Room 3225
Saint Paul, MN 55155

Representative Jim Davnie
Chair, Education Finance Committee
443 State Office Building
100 Rev. Dr. Martin Luther King Jr. Blvd.
Saint Paul, MN 55155

Dear Senator Chamberlain and Representative Davnie:

We are pleased to submit our program's report in accordance with the requirement of 2020 Minnesota Statute, 122A.635 COLLABORATIVE URBAN AND GREATER MINNESOTA EDUCATORS OF COLOR GRANT PROGRAM, Subdivision 4:

By January 15 of each year, an institution awarded a grant under this section must prepare for the legislature and the board a detailed report regarding the expenditure of grant funds, including the amounts used to recruit, retain, and induct teacher candidates of color or who are American Indian. The report must include the total number of teacher candidates of color, disaggregated by race or ethnic group, who are recruited to the institution, are newly admitted to the licensure program, are enrolled in the licensure program, have completed student teaching, have graduated, are licensed, and are newly employed as Minnesota teachers in their licensure field. A grant recipient must report the total number of teacher candidates of color or who are American Indian at each stage from recruitment to licensed teaching as a percentage of total candidates seeking the same licensure at the institution.

Rebecca Neal, PhD.
Associate Professor, Education
Director, Center for Excellence in Urban Teaching
Hamline University



Collaborative Urban and Greater Minnesota Educators of Color Grant Report

Grantee Information

Legal Name of Applicant Organization	Trustees of the Hamline University of Minnesota
Total Grant Amount	\$125,000

Identified Official with Authority

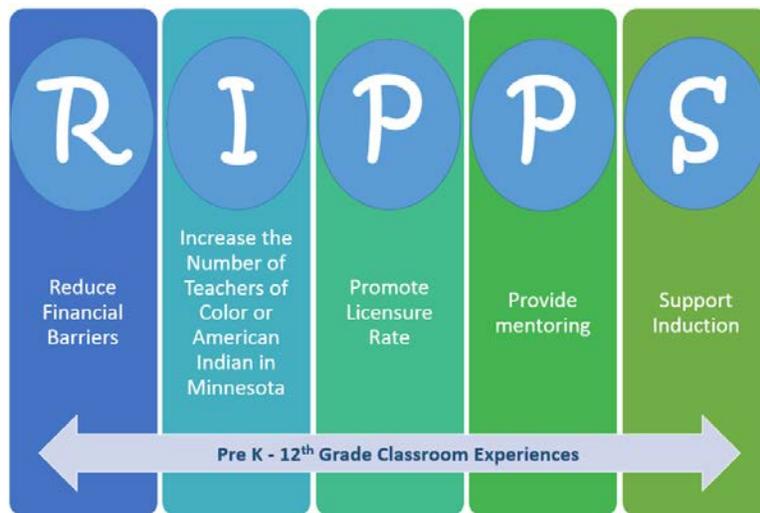
Name of official with authority to sign	Jill Bryant
Title	Associate Provost
Address	1536 Hewitt Ave MS-A1775
City, State and Zip code + 4	St. Paul, MN 55104-1284
Phone Number and Email	651-523-2171 / zbarclift@hamline.edu

Primary Program Contact

Name of program contact	Marcela Kostihova
Title	Dean, College of Liberal Arts
Address	1536 Hewitt Ave, MS-C1913
City, State and Zip code + 4	Saint Paul, MN 55104-1284
Phone Number and Email	651-523-2206 / mkostihova01@hamline.edu

Collaborative Urban and Greater Minnesota Educators of Color Grant Program Narrative

The Collaborative Urban and Greater Minnesota Educators of Color Grant Program at Hamline University seek to recruit, retain, maintain, and expand efforts for aspiring teachers who are American Indian or People of Color. The program also supports early career educators who are American Indian or People of Color. The scope of work spans five areas: (1) Reduce financial barriers, (2) Increase the number of teachers of color or American Indian in Minnesota, (3) Promote licensure rate, (4) Provide mentoring, and (5) Support induction efforts.



The Learning Policy Institute reports that financial burden is a key factor in students' failure to complete college (Carver-Thomas & Darling-Hammond, 2017). It is further noted that student loan debt is much greater for students of color than for White students because of increased borrowing at both the undergraduate and graduate level. For example, if 60 aspiring teachers who are People of Color or American Indian at Hamline University received direct financial assistance using CUGMEC grant funds; even after the University provides \$1,200,000 in aid over four years to those students, there is still a \$1,460,000 shortfall among them. After subtracting \$100,000 in CUGMEC grant funds received, collectively, the students still owe \$1,360,000 in tuition. As such, the reduction of direct scholarship assistance and reduced financial assistance to currently enrolled students is a challenge. For students having to shoulder so much educational financial debt, having to work full time, attending school full time begins to take a toll on students. The obligation to find the means to finance one's own education, often leads students to experience mental health crises, emotional breakdowns or poor grades in school (Madaskill, 2018). Further, the uncertainty of funding from year to year leads some students to withdraw from school as way to manage their mental health well-being and others are

hospitalized due to stress, alcohol related issues, and mental exhaustion (Carney, McNeish, & McColl, 2005); Richardson, Elliot & Roberts, 2015). Slewa-Younan, et al., (2015) describes this situation as psychological trauma.

The educational crisis in Minnesota schools drives the need for the CUGMEC program. It is necessary to rapidly increase the number of teachers who are People of Color or American Indian as well as to continue providing financial support for diverse students who attend smaller universities such as Hamline. Hamline University's record of continued success in recruiting, retaining, graduating, and inducting teacher candidates who are People of Color or American Indian dates back over three decades.

Historically, Hamline is unique among the four private colleges that received legislative support through the CUE program. Beginning in the 2000/2001 biennium through 2015, grant funding for Hamline's work primarily focused on retention of teachers of color once they entered the classroom. However, in 2015-19 the focus expanded to include mentoring to all undergraduate and graduate level aspiring teachers who are of color or American Indian and seeking an initial licensure, as well as newly hired teachers of color or American Indian within their first 3 years of teaching. With the reduction of funding, induction of new teachers was inhibited along with the discontinuance of mentoring support for undergraduate and graduate aspiring teachers of color or American Indian. Using grant funds since 1995, Hamline has focused on attracting aspiring teachers of color or American Indian through scholarship and intentional mentoring support through their initial preparation, first licensure and providing follow-up professional development during their first years of teaching. In years past, this resulted in a successful model to support teachers of color during their critical first three years of teaching. This continuum of support was an integral part of our program and critical to students in promoting their persistence in the field as aspiring teachers and the heart of their support and retention during the critical first three years of their practice. This model of post first licensure support formed one of Hamline's key foundational programmatic elements in how to support beginning teachers. Since the program's inception, Hamline has prepared well over 300 teachers of color or American Indian for the Minnesota teacher workforce.

Currently, CUGMEC grant funds are used to maintain recruitment and retention of aspiring teachers who are People of Color or American Indian and are obtaining their initial teaching license by: i). providing direct financial assistance toward tuition, ii). purchasing textbooks for students, iii). offering student teaching stipends, iv). providing grants for testing fees such as edTPA, MTLE, NTS exams, and v). mentoring college students through their first years of teaching.

A distinct feature of our students is that nearly every one works. Many undergraduate students work part time off campus, hold a 10-20 hour a week work-study position, and are enrolled full time at school, all the while maintaining at least a 3.0 grade point average. In contrast, the profile of graduate students tend to be older, work full time, have family responsibilities, and complete program requirements taking one class at a time. In spite of the longer completion rate for graduate students,



all of Hamline teacher licensure candidates persist in the field well beyond three years. Notable, in the past few years, three of Minnesota's Teacher of Year recipients are graduates from Hamline University.

Outreach pertaining to recruitment and induction of potential teacher candidates who are of color and/or American Indian was established with Hopkins School District, and Mounds View Public Schools. We started an innovative pipeline partnership with Mounds View to help recruit students of color into teacher preparation programs at Hamline who would ultimately return back to Mounds View to teach within the district. Faculty from Hamline have work with staff and teachers from Mounds View to hold campus events where Mounds View students of color experience the campus and speak with other students in the teaching programs. The first student to graduate and return to Mounds View as a result of this partnership completed the program in May 2018 and began her teaching career fall 2018. In addition, the Center for Excellence in Urban Teaching at Hamline University collaborates with community agencies, such as the MN Educational Equity Partnership (MNEEP) to provide community education regarding disproportionality, special education placement, critical race theory, Minnesota school climate, and the like.

Lastly, mentoring pre-service teachers is a critical component of the program. In the past there were three cohort models established with each meeting different days of the week to allow for maximum student support, participation and outreach. Mentoring cohorts met weekday evenings, weekends, and virtually. Individual goals of each mentor gathering varied, but broadly encompassed removing barriers, creating access, and sustaining success.

The work of this grant project has been impacted by the pandemic in that services have moved to online, thereby increasing costs for students to access materials and services. In some cases, students have been denied opportunities to work with K-12 populations and have reported feeling less confident in their abilities to cope and teach. Some students have elected to postpone student teaching and enroll in only a few courses while working full time. Many students cannot pay their tuition. Other grant related progress related to mentoring and student testing has also been slowed.

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**

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						
Asian	40	33	121	26	26	22	16
Black, not of Hispanic Origin	22	17	63	8	8	9	8
Hawaiian or Pacific Islander	0						
Hispanic	27	25	63	8	8	11	11
Multiple Categories	33	32	91	15	15	19	17
White, not of Hispanic Origin	430	406	1036	236	236	255	205
No Race/Ethnicity Provided	21	19	102	21	21	28	18
Total	573	532	1476	314	314	344	275

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**

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							
Asian	7.0%	6.2%	8.2%	8.3%	8.3%	6.4%	5.8%
Black, not of Hispanic Origin	3.8%	3.2%	4.3%	2.5%	2.5%	2.6%	2.9%
Hawaiian or Pacific Islander							
Hispanic	4.7%	4.7%	4.3%	2.5%	2.5%	3.2%	4.0%
Multiple Categories	5.8%	6.00%	6.10%	4.70%	4.70%	5.50%	6.10%
White, not of Hispanic Origin	75.0%	76.3%	70.2%	75.2%	75.2%	74.1%	74.5%
No Race/Ethnicity Provided	3.7%	3.6%	6.9%	6.7%	6.7%	8.1%	6.5%
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Analysis of Data

We conclude that Hamline is successfully recruiting and preparing cohorts of teachers who better align with the demographics of students in Minnesota compared to the existing teacher workforce. The 2019 Biennial Minnesota Teacher Supply and Demand report indicated that 7.0% of the 7-county Twin Cities region's teacher workforce were people of color, compared to 44.4% of the region's students (the comparable figures for Minnesota were 4.3% and 33.5%, respectively) (Figure 3, page 5). At every stage from recruitment through induction, the share of Hamline's students who were people of color exceeded these figures. However, the share of Hamline's initial licensure completers and newly employed teachers who are people of color is still only a third the share of the region's students.

Hamline has a stronger-than-average record of preparing diverse pools of teacher candidates due in no small part to its status as a past legislative recipient of the CUE grant. Analysis of Fall 2018 IPEDS enrollment data (most recently available data) indicates that Hamline ranks sixth out of twenty-six Minnesota public and nonprofit institutions in the share of Education enrollment of students of color (19.3%, or 156 out of 809 students). While this figure does not exclusively reflect initial licensure enrollment (it includes, e.g., post-licensure master's and doctorate programs), it does demonstrate that Hamline's Education student body is more diverse than is typical for Minnesota.

Hamline University's representation of aspiring teachers who are People of Color or American Indian is highest among enrolled teacher candidates, and is typically lower among candidates who complete, seek licensure, and move into teaching. These dynamics depend significantly on Hamline's undergraduate student population. Baccalaureate enrollment has significantly diversified at Hamline over the past few years, with 37% of Fall 2029 baccalaureate enrollment identifying as a person of color. At the same time, disparities in graduation rates between white students and students of color have persisted, meaning that students of color are a lower share of baccalaureate completers (and therefore potential teachers) than they are of baccalaureate enrollment. Hamline began to address this issue in its final year of receiving the legislatively awarded CUE grant by reserving a pool of money for grants to undergraduate teacher candidates, and is continuing this practice with the newly awarded CUE grant. We anticipate that the grant funds will reduce barriers to completion, resulting in higher shares of students of color among newly licensed and employed teachers within the next few years.

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
3180.00	Scholarships	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Disperse grant funds to students currently enrolled based on enrollment record	Enrollment into teacher licensure program and identifies as a Person of Color or American Indian
5750.00	Student Teaching Stipends	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Disperse grant funds to students currently enrolled based on enrollment record	Identifies as a Person of Color or American Indian who is a teacher candidate completing student teaching
		<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		