



PROFESSIONAL EDUCATOR  
LICENSING AND STANDARDS BOARD



**Collaborative Urban and  
Greater Minnesota  
Educators of Color  
(CUGMEC)**

**Fiscal Year 2022 Report to  
the Legislature**

As required by Minnesota Statutes §122A.635, Subdivision 4

August 1, 2022

Grant Period: July 1, 2021 – June 30, 2022



## Purpose

**Minnesota State Statute §122A.635** requires the Professional Educator Licensing and Standards Board (PELSB) to summarize the activities and outcomes of CUGMEC grant recipients in an effort to share effective practices for increasing teacher diversity. In addition to summarizing each grantee's work, this report provides a comparative picture of recruitment, preparation, licensure, and employment rates for teacher candidates of color and Indigenous teacher candidates across grantee programs.

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# Introduction



## Grant Overview

### History

The Collaborative Urban Educators (CUE) Grant was established in 1997 to increase the number of teacher candidates of color or who are American Indian and meet the requirements for a teaching license. The grant was distributed by the Minnesota Department of Education (MDE). Between 1998 and 2013, Concordia University-St. Paul, the University of St. Thomas, and Hamline University were the only three institutions to receive this funding. From 2014 to 2017, Augsburg also received funding. In 2018 and 2019, \$220,000 was set aside as competitive funding. This meant that, in addition to the four universities who had historically received this grant, new grantees were selected. Finally, in fiscal year 2020 the grant was renamed and made fully competitive.



## Transition to PELSB

In 2019, the CUE Grant became the Collaborative Urban and Greater Minnesota Educators of Color (CUGMEC) Grant and PELSB was authorized to administer the grant. Per Minn. Stat. §122A.635, the purpose of this grant funding is “to increase the number of teacher candidates of color or who are American Indian, and meet the requirements for a Tier 3 license under section 122A.183.”

As a fully competitive grant, applicants are evaluated based on the following criteria:

- (1) the number of teacher candidates being supported in the program who are of color or who are American Indian;
- (2) program outcomes, including graduation or program completion rates, licensure rates, and placement rates and, for each outcome measure, the number of those teacher candidates of color or who are American Indian; and
- (3) the percentage of racially and ethnically diverse teacher candidates enrolled in the institution compared to:
  - (i) the total percentage of students of color and American Indian students enrolled at the institution, regardless of major; and
  - (ii) the percentage of underrepresented racially and ethnically diverse teachers in the economic development region of the state where the institution is located and where a shortage of diverse teachers exists, as reported under section 127A.05, subdivision 6, or 122A.091, subdivision 5.

Priority must be given to institutions that previously received grants and have demonstrated continuing success at recruiting, retaining, graduating, and inducting teacher candidates who are of color or who are American Indian. Award amounts for maintenance and expansion of programs must be determined based on the number of candidates supported by an applicant program, sustaining support for those candidates, and funds available.



## Grant Awards

In fiscal year 2021, 12 teacher education providers applied for CUGMEC funds, requesting over \$2.7 million dollars. PELSB had \$970,000 to award and these funds were granted to the following 8 institutions:

Augsburg University	\$120,000
Concordia University, St. Paul	\$100,000
Hamline University	\$125,000
Metropolitan State University	\$288,000
Minnesota State University, Mankato	\$140,000
St. Mary's University	\$85,000
University of St Thomas	\$56,000
University of MN, Twin Cities	\$56,000

In fiscal year 2022, 10 teacher education providers applied for CUGMEC funds, requesting over \$2.2 million dollars. PELSB had \$970,000 to award and these funds were granted to the following 10 institutions:

Augsburg University	\$80,000
Concordia University, St. Paul	\$60,000
Hamline University	\$100,000
Minnesota State University, Mankato	\$55,000
Metropolitan State University	\$290,000
St Cloud State University	\$160,000
St. Mary's University	\$85,000
Southwest Minnesota State University	\$10,000
University of MN, Twin Cities	\$35,000
University of St Thomas	\$95,000



## Summary of Grantee Work

### **Metro State University – Awarded \$290,000**

During FY22, Metropolitan State University was awarded \$290,000 to support efforts to recruit, retain, and induct teacher candidates who are of color or who are American Indian. With the grant support, Metropolitan State University's School of Urban Education (UED) provided full tuition scholarships for any of its teacher candidates of color and American Indian teacher candidates who did not receive an OHE Underrepresented Student Teacher grant. In the fall of 2021, CUGMEC funds provided scholarships to 126 teacher candidates of color and American Indian teacher (TOCAIT) candidates at approximately 25% of full-time undergraduate tuition cost. In the spring of 2022, 108 TOCAIT candidates were provided scholarships to cover approximately 30% of tuition costs. Grant funds were also used to purchase teacher licensure exam vouchers to defray the cost of the licensure exams for teacher candidates of color and American Indian teacher candidates.

The ongoing Covid-19 pandemic has continued to affect grant work: interrupting student teaching, the completion of edTPA portfolios, tutoring programs, exams, and increasing inequality. Other areas of impact included enrollment uncertainty and enrollment outreach related to campus closures.

Their number of teachers of color or American Indian teacher (TOCAIT) candidates slightly increased from 195 in FY19 to 203 in FY20, but declined to 172 in FY21. During the 2021-2022 academic year, 198 students of color or American Indian candidates took required coursework ranging from content and methods classes to student teaching, representing 52% of all students admitted and enrolled in UED.

Of the 78 teacher candidates who graduated in FY22, 40 were TOCAIT candidates, and all of them graduated after successfully registering for their student teaching. Importantly, of the 38 teacher candidates who successfully completed their program in FY22, 38 (55%) were TOCAIT candidates.

The completion rate for teachers of color and American Indian teacher (TOCAIT) candidates at Metro State University increased from 75 percent to 90 percent between academic years 2016-17 and 2020-21, in large part due to CUMEC funding.



Figure 1: Top 15 Largest MN Teacher Prep Institutions and Their Enrollment of TOCAIT Candidates<sup>1</sup>

Program	Total	White	American Indian	Asian	Black	Hispanic	Pacific Islander	Multi-Racial	Unknown	Total TOCAIT Enrollment	% TOCAIT Enrollment
St Cloud State University	1,234	1,027	Low n	38	52	53	Low n	51	11	207	17%
MN State Mankato University	1,132	972	Low n	27	29	63	Low n	31	Low n	160	14%
Winona State University	740	681	Low n	Low n	Low n	13	Low n	13	Low n	59	8%
U of M – Twin Cities	711	577	Low n	49	16	36	Low n	21	11	134	19%
U of M Duluth	647	599	Low n	Low n	13	12	Low n	Low n	Low n	48	7%
Bemidji State University	602	568	Low n	Low n	Low n	Low n	Low n	Low n	Low n	34	6%
MN State University Moorhead	596	561	Low n	Low n	Low n	Low n	Low n	11	Low n	35	6%
Bethel University	492	437	Low n	17	Low n	Low n	Low n	Low n	Low n	55	11%
Luther College	480	441	Low n	12	11	13	Low n	Low n	Low n	39	8%
Southwest State University	416	394	Low n	Low n	Low n	Low n	Low n	Low n	Low n	22	5%
Hamline University	394	274	Low n	34	21	17	Low n	20	22	120	30%
Augsburg College	390	237	Low n	18	49	16	Low n	20	48	153	39%
Metropolitan State University	389	389	Low n	49	107	34	Low n	25	Low n	218	56%
University of St Thomas	382	262	Low n	17	30	10	Low n	18	44	120	31%
Concordia University St Paul	287	219	Low n	25	17	Low n	Low n	12	Low n	68	24%
Sub Total Top 15	8,892	7,420	38	316	374	299		248	184	1,472	17%
Total State	10,576	8,876	39	372	403	357	13	269	227	1,700	16%

Source: 2022 CUGMEC Grantee Report from Metro State University

<sup>1</sup> Data compiled above from publicly reported data in the 2020 Federal Title II Report, in AY2018-19. For this reporting year, there were 1,700 teachers of color and American Indian teacher candidates enrolled across 30 Minnesota teacher preparation programs -- they represented just 16 percent of 10,576 total enrolled candidates in the state yet K-12 students of color and American Indian students represented 38 percent of all students. During FY21, the top 15 teacher preparation programs listed above enrolled 1,700 TOCAIT candidates, about 87 percent of all TOCAIT candidates in the state.



## **Minnesota State University, Mankato – Awarded \$55,000**

During the 2021-2022 academic year, Minnesota State University, Mankato awarded scholarships and provided MTLE test vouchers to teacher candidates of color and American Indian teacher candidates, with students applying to College of Education specific scholarships through their university platform. 40 students received scholarships and vouchers. Of the 40, 15 received a scholarship, 7 received MTLE vouchers, and 18 received a scholarship and vouchers. Of those students, 14 (35%) graduated and 24 (60%) were enrolled as of Spring 2022. Of the students awarded scholarships or vouchers, 95% successfully completed or were continuing their degrees.

The MTLE test vouchers are managed by the college advising office. Students submit requests via an online form and the office coordinator provides the vouchers to the students, with the goal of fully funding all voucher requests for teacher candidates of color and American Indian teacher candidates. Additionally, their Teachers of Tomorrow program provides group advising, professional development, networking, study sessions and priority registration for teacher candidates of color and American Indian teaching candidates.

Mankato State University has reported that all aspects of the teacher preparation program at have been impacted by the ongoing pandemic. Uncertainty about mode of delivery and its effect on student circumstances, which underscores the urgent need for antiracist educational policy and practice in all schools and teacher education programs, have affected the utilization of CUGMEC funding.

In spite of these challenges, funding has helped sustain enrollment and program completion for their teacher candidates of color and Indigenous teacher candidates. Since the funding is limited, students have also been encouraged to apply for grants and scholarships from the Governor's Emergency Educational Relief Fund. With funding from the Intervention for College Attendance Program (ICAP) grant, the college has been able to hire a liaison for targeted outreach and recruitment of high schools of students of color and Indigenous student for teaching career preparation.

## **Augsburg University – Awarded \$80,000**

Augsburg University has expanded its East African Student to Teacher (EAST) Program to recruit, retain, and license students all teacher candidates of color and American Indian teacher candidates by providing tuition assistance, academic advising, personalized support, and professional development. The EAST Program has supported individual students across several legislative biennia because most students cannot complete their licensure within a single legislative budget cycle. Most of the students served take a full course load and work part- or full-time in an educational setting. The most important measure of success for the EAST Program is the number of individuals who obtain a Minnesota teaching



license and a teaching position. During Fall 2021 there were 12 enrolled EAST Scholars, including student teachers. Augsburg distributed \$27,000 in scholarship support to EAST Scholars, awarding students approximately \$2,400. 10 teaching students enrolled in coursework, 2 student teachers enrolled in coursework, and 2 students were inactive due to family commitments. In the spring, there were 10 enrolled teacher candidates, including 2 student teachers. There will be 6 teacher candidates enrolled during the May term and 2 EAST scholars will apply for their teaching license by June.

Recruitment challenges for Augsburg include uncertainty in funding levels for this grant program, which has changed to a competitive format, creating an identified difficulty in setting targets for the number of students or amounts of scholarship support provided. The university noted that past Collaborative Urban Educator (CUE) and current 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 and an additional 22 students who received one-time cost of living stipends during their student teaching. In the 7 years of EAST, only 7 accepted students have withdrawn from the program, a retention rate of 87.72%. In the Fall 2020, EAST scholars successfully completed over 114 credits with a collective average GPA of 3.5. In Spring 2021, they successfully completed over 110 credits with a collective average GPA of 3.6.

The university notes its strong reputation as a community college transfer partner. Admissions staff routinely visit with area community college students to share information about EAST and other scholarship opportunities. Their transfer program focuses on providing a clear, attainable path to a four-year degree for students enrolled in either Elementary or Special Education at Normandale Community College, a future source of students for this program. CUGMEC programs have provided 65 East African teacher candidates with tuition scholarships in coursework leading to licensure and additional 22 students have received one-time cost of living stipends during their student teaching. In the nine years of EAST, only nine accepted students have withdrawn from our program, a retention rate of 85.2%.

In the Fall of 2021, face-to-face and virtual seminar meetings, led by program manager Hana Salad, were held. Students become acclimated to campus life and to teacher education. Time was provided for networking, shared COVID-19 challenges, skills development, and conversation as students joined together to problem solve, share resources, and study. Scholars were required to meet virtually with the program manager 2 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, discussing registration, reviewing course assignments, and conducting frequent social/emotional check-ins that encourage open dialogue and fellowship between scholars navigating their respective degree programs.

The completion and licensure rate for Cohort 1 (2013-15) is 89% and 94%, respectively. The completion rate for Cohort 2 (2015-17) is currently 89%, and the licensure rate for those who completed the program is ~ 75%, which is expected to increase since 2 of the scholars have recently completed the program. For Cohort 3 (2017-19), 12 out of 13 recently completed the program and 5 of these scholars have already received Tier 3 licensure. Cohort 3 licensure rates are expected to surpass 80% by next year. Many of these scholars are in the early stages of their job search and in the process of applying for



their teaching licensure. In Cohort 4 (2019-21), only 3 out of 14 scholars completed the program and 1 of the 3 received their teaching licensure. They report that it's too early to predict cohort 4's completion or licensure rate, which were impacted by decreased CUGMEC funding and increased family obligations due to the pandemic, which amplified social and economic disparities for EAST students.

As stated by the Minnesota Department of Health, COVID-19 has hit communities of color disproportionately hard, causing these families both direct and indirect strains. A majority of EAST scholars reported that a family member, close relative or friend was affected by COVID-19 and in some cases, died from the virus. Remote learning in urban areas and multigenerational households has been a challenge for students, along with increased family responsibilities. Some of the students who completed the program during or right before the pandemic decided to withhold from applying for jobs or taking the NES Basic Skills exam rather than complicate the first year of teaching with the additional daunting responsibility of remote teaching.

### **Hamline University – Awarded \$100,000**

During the 2021-2022 academic year, Hamline University awarded tuition scholarships and student teacher candidate stipends, provided mentoring and affinity group gatherings, and reimbursed students for licensing fees, testing preparation materials, and textbooks. Tuition scholarships were based on financial need. All initial license-seeking BIPOC students intending to teach in Minnesota were eligible. 12 students received student teaching stipends ranging from \$500 to \$6,425 for 26 tuition awards. 42 students received CUGMEC scholarships ranging from \$250 to \$5,000, based on semester in program and financial need. Priority was given to undergraduate initial license seeking students. All students received access to the MTLE Online Course and Practice Tests. Additional efforts to increase licensure rates and retain students included reimbursement for textbooks, preparation materials, and licensing fees. An online portal was created for students to request reimbursement. Students received a total of \$2000 in aid near the end of FY22. Students were also offered the opportunity to engage in online or in person affinity group mentoring gatherings.

Mentoring BIPOC students who are aspiring teachers is an important aspect of the CUGMEC-funded teacher preparation program at Hamline University. They reported that, according to student surveys, having BIPOC student affinity groups was an essential part of student programming. Students were provided with monthly opportunities to meet as a group and ongoing opportunities to meet one to one with BIPOC mentors. In addition, students were given the opportunity to develop, plan, and organize an end of the year BIPOC Educator Leadership Summit.

Hamline University established outreach pertaining to recruitment and induction of potential teacher candidates who are people of color or Indigenous with community agencies and non-profit organizations, Hopkins School District, and Mounds View schools to help recruit students of color into the teacher preparation programs. Additional outreach efforts include collaborating with local districts to continue enrollment in teacher licensure programs such as para-pathway and the new creation of a



special education licensure program. Similarly, the Para-Pathway will allow adults already working successfully with youth in schools to earn a B.A. and teaching license. The Para-Pathway has the potential to increase the percentage of BIPOC teachers in K-12 schools, while providing a new stream of students into initial licensure programs.

Due to pandemic-related complications, an information panel discussion and Teacher Leadership Fellows Program was rescheduled for the following school year.

Hamline University reports that grant work has been impacted by COVID-19 pandemic-related challenges, including adapting services for virtual outlets, which requires increased costs for students to access. 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 few courses while working full-time. Many students cannot pay their tuition and have less time available to participate in mentoring programs. Students also reported it was a challenge to submit reimbursement requests. Because of COVID protocols, many professionals were unable to continue working with our students and those services are now provided by BIPOC Hamline faculty.

### **Concordia University, St Paul – Awarded \$60,000**

Concordia University uses CUGMEC funds to resource its Southeast Asian Teacher (SEAT) Licensure Program, which began in 1998. The SEAT Program provides financial assistance and services for teacher education candidates of color and/or Indigenous candidates who aspire to be educators. Teacher education candidates receive financial aid for tuition expenses (up to 50% of actual), reimbursement for fees for state-required tests (100%), assistance with textbooks and reading materials (100%), and support services, such as academic tutoring and activities through the weekly SEAT Seminar.

Because students in the SEAT program are typically enrolled at the university for several years due to focus on initial licensure, some funds each year are reserved – or escrowed – for use the following year. This practice allows the university to promise students at least two years of funding. For example, in the 2019/20 fiscal year, funds escrowed from the 2017/18 CUGMEC granting process were used. In fiscal year 2020/21, \$152,300 escrowed from the 2019/20 granting process and some funds from the 2020/21 granting process were used. Funds remaining from the 2020/21 granting process – approximately \$73,706 – will be used for the 2021/22 fiscal year. \$152,300 came from the grant awarded in 2019. Another \$26,294 came from the grant awarded in 2020.

To date 194 candidates have been enrolled in the SEAT program at Concordia University and there were 23 candidates in the program who received funding in fall 2021.



Academic Year	Enrolled	Completers	Licensed	Employed in Licensure Field
<b>2017/18</b>	19	Low n	Low n	Low n
<b>2018/19</b>	Low n	Low n	Low n	Low n
<b>2019/20</b>	16	Low n	Low n	Low n
<b>2020/21</b>	19	Low n	Low n	Low n
<b>2020/22</b>	25	Expect Low n in May 2022	Expect Low n in May 2022	Expect Low n in August 2022

In fiscal year 2022, CUGMEC funds provided SEAT Program financial aid for tuition expenses, fees for state-required testing, textbooks and reading materials, and academic tutoring expenses. The primary use of CUGMEC funds in the SEAT program was for financial aid for teacher education candidates. A total of 22 candidates received services in fiscal year 2022. Financial aid was provided for 14 candidates for both the fall 2021 and spring 2022 semesters. Another 6 candidates received assistance for only the fall semester 2021 and another 7 for only the spring semester 2022. Of the 29 candidates enrolled in the SEAT program in fiscal year 2022, 9 self-identified as Asian (10.1%), 6 as Black or African American (6.7%), 12 as Hispanic (13.5%), and 0 as American Indian or Alaskan.

The total amount of financial aid awarded for fall 2021 was \$93,875 and for spring 2022 the total was \$90,955. Funding totals for individuals for the academic year ranged from \$1,260 to \$12,235.

Total Activity Spending in FY 2022

Financial Aid for Tuition Expenses for Candidates \$122,663.72

Testing Fees Paid on Behalf of Candidates \$482.95

Textbooks and Study Materials \$3,033.14

TOTAL \$126,179.81

SEAT program candidates and activities were impacted significantly by the pandemic during the spring 2020 semester and the entire 2020/21 academic year, and on throughout the fall and spring of 2021-2022.



## **Saint Mary's University of Minnesota, St Paul – Awarded \$85,000**

In fiscal year 2021, Saint Mary's University of Minnesota (SMUMN) started a new cohort of teacher candidates in English as a Second Language (ESL) and Emotional Behavioral Disorder (EBD) licensure areas, receiving CUGMEC grant funding to support their tuition costs and required textbooks. In the fall semester, there were 11 candidates of color in the licensure areas of ESL (9 candidates) and EBD (2 candidates). Candidates received an average tuition scholarship award of \$7,600.00. All required textbooks were funded by the grant.

A mentorship program, including monthly professional development sessions on mentorship and cognitive coaching, was developed specifically for this CUGMEC cohort. These sessions were attended by the mentor cooperating teachers, university supervisors for the CUGMEC mentees, and CUGMEC students. Additional recruitment efforts in the form of virtual and in-person (prior to March 2020) informational sessions were provided through funding from the university, held jointly with a community partner.

Recruitment continued through both a partnership with a local non-profit organization, The Sanneh Foundation, as well as direct recruitment efforts through the Field Specialist office and Saint Mary's marketing team. The Sanneh Foundation's coaching initiative provides in-class and after school support to K-12 learners who have been identified as needing additional support to be successful in the classroom. Focusing on Dreamline coaches who are interested in pursuing teacher licensure, they have co-created a teacher licensure pathway for teacher candidates to complete a teaching license at Saint Mary's University while simultaneously getting (paid) hands-on classroom experiences.

CUGMEC funds have provided partial tuition scholarships and some of the required textbooks needed for teacher preparation coursework. Strong induction and mentorship programs were also created to continue to support teachers beyond licensure, adapted into a virtual online program related to the pandemic. The ongoing pandemic has impacted the timeline of the program, the spending of CUGMEC funds, as well as the model of delivery of the courses, which have been adjusted accordingly.

During the 2020-21 program year, SMUMN initially enrolled 13 CUGMEC recipients into the English as a Second Language (ESL) initial teacher licensure program. Two of those students left the program, resulting in 11 new CUGMEC recipients successfully completing their first year in the program in 2020-21. SMUMN is in the process of opening up the CUGMEC program to all teaching candidates in the initial teaching licensure programs, beyond the English as a Second Language and Special Education Director pathways, anticipating that this will help SMUMN reach more teacher candidates for the CUGMEC program during the 2022-23 year.



## **University of St. Thomas – Awarded \$95,000**

The University of St. Thomas used 2021-2022 CUGMEC funds to attract quality future teachers of color, leveraging the funds by continuing to invest in the CUGMEC students throughout their academic journey to ensure they are successful beyond licensure and induction. Using 100% of the funds received from the CUGMEC grant for direct support of students, the University of St. Thomas has layered programming to maximize the impact of the funds with supplemental programming providing a “multiplier” effect that leverages the initial investment. By expanding district partnerships during the pandemic, the University of St. Thomas has innovated non-conventional pathways toward licensure, providing mentorship and MTLE test support to students, who have been successful despite the effects of COVID-19.

According to the 2020 Teacher Preparation Provider Data Summary Report, St. Thomas alumni have passing rates of 98% for the Minnesota Teacher Licensure Examinations (MTLE) pedagogy exam and passing rates of 95% for the MTLE content exams. Combined, BIPOC students have an MTLE passing rate of 93%.

As noted in the 2021 Minnesota supply and demand report, BIPOC teachers constitute only 7.3% of Minnesota’s teaching force, while BIPOC students account for 38% of the student population. As such, the primary goal of the University of St. Thomas Collaborative Urban Educators (CUE) program, now the Collaborative Urban and Greater Minnesota Educators of Color (CUGMEC) program, has been to add more BIPOC teachers to the profession. With renewed state funding for FY22 through the grant opportunity, their programming continues to effectively identify, recruit, prepare, support, graduate, and license BIPOC educators to teach in public school districts in Minnesota.

With FY22 CUGMEC funds in the amount of \$95,000, they have been able to award 18 qualified students \$4,918 for scholarships, books, and test fees. With the support of additional external grant funding, they continue to employ 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, circle-keeping, and test support, and other best practices to ensure that the scholarship recipients complete the program.

While St. Thomas has maintained success despite the pandemic, there have been wide-ranging effects as a result. For instance, they report that recruiting efforts have been demonstrably impacted as events were either canceled or moved to virtual settings. When the pandemic eased up these began to adjust, the next wave brought more confusion and a loss of ability to reach viable candidates. Further, virtual meeting fatigue has impacted recruiting efforts as many organizations curtailed additional meetings to conserve energies to focus on necessary work. In addition, the change in the economy has candidates looking for more ways to fund their future educational goals. They note that while the current award has been reported as being helpful for the students that received it, more candidates reported it was not large enough to entice a move, given the uncertain future of the pandemic and the economy.



## **University of Minnesota, Twin Cities – Awarded \$35,000**

The University of Minnesota, Twin Cities utilized the CUGMEC grant in 2021-2022 to expand efforts to provide financial support to teacher candidates within the Multiple Pathways to Teaching programs in the College of Education and Human Development (CEHD). All grant funds were used to provide direct support to students, who received partial tuition scholarships in order to improve retention of teacher candidates and reduce the financial burden of participation, targeting current teacher candidates of color and American Indian teacher candidates enrolled in the Minnesota Grow Your Own Teachers (MNGOT) program.

In partnering with districts and recruiting from the significantly more diverse pool of non-licensed staff and bilingual candidates, the MNGOT program works to increase the number of teachers of color in Minnesota. The program provides a pathway to a Tier 3 license and Master's degree in Education that is designed to meet the needs of individuals who have previously not participated in traditional teacher education programs due to structural barriers. The coursework and programmatic structure is designed to support individuals who show a deep interest in entering the field of teaching and provide layered, integrated instruction and support over two years. Both MNGOT and DLI-L have full-time coordinators and an academic advisor.

Who are the teacher candidates?

- Educational assistants or paraprofessionals
- Substitute/reserve teachers who hold only a substitute teaching license
- Tier 1 or Tier 2 teachers who do not have another US teaching license
- Career changers and community members
- DLI-L teacher candidates must also meet specific language proficiency requirements
- Teacher candidates must hold a bachelor's degree

What are the program features?

- District-based recruitment
- Post-baccalaureate (graduate level) initial licensure and master's degree
- Partnerships with school districts and schools
- Cohort-based
- In-person and online courses (36 credits) over two years



- Innovative, equity-driven curriculum
- Mentoring throughout the program

The MNGOT program offers licensure in K-6 Elementary Education, K-12 ESL, 5-12 Mathematics, 5-8 General Science, 9-12 Chemistry, 9-12 Life Science, 9-12 Physics, and 9-12 Earth and Space Science. These programs leverage the complementary strengths of CEHD and district partners in an innovative program that includes the active recruitment and careful selection of teacher candidates, rigorous content and pedagogical development paired with supervised clinical practice, and frequent and ongoing mentoring throughout the program.

Direct support to teacher candidates of color and American Indian teacher candidates was provided in the Spring of 2022, following the finalization of the grant contract agreement in December 2021.

Awards were made based on need and merit, including satisfactory academic progress; protected group status was a plus-factor in decision-making. 100% of the grant funds went directly to teacher candidates to improve retention of teacher candidates and reduce the financial burden of participation. Seven students in the post-baccalaureate Minnesota Grow Your Own Teachers program (MNGOT) received tuition scholarships in the spring of 2022, and a new cohort of DLI-L teacher candidates starts in early June of 2022.

Note about COVID-19 and recruitment efforts:

COVID-19 did not negatively impact recruitment efforts for 2020 cohorts in the Multiple Pathways to Teaching department, however our numbers of incoming students into the cohort that started fall semester 2021 was half the size of our average cohort (n=12). Many modifications for fall 2021 and spring 2022 were made due to the pandemic, including holding virtual information sessions and conducting web-based interviews. Beginning in 2021, a greater Minnesota pilot of their MNGOT program, in partnership with the Minnesota Reading Corps, expanded their offerings throughout the state. Although challenging in the era of a pandemic, they are confident that the model will open up opportunities for the people of Minnesota to become well-prepared teachers.

## **St. Cloud State University – Awarded \$160,000**

In FY22, St Cloud State University's College of Education and Learning Design (CoELD) received CUGMEC funding and utilized it to award scholarships to teacher candidates of color and American Indian student teachers and students in field placement. During the Fall 2022 semester, a total of \$17,500 was awarded (6 student teachers received a \$1,000 scholarship and 23 students received a \$500 scholarship during the field placement semester). During the Spring 2022 semester, \$32,000 were awarded to 47 students (18 student teachers received a \$1,000 scholarship and 29 students completing a field placement received a \$500 scholarship). The CoELD noted that the financial need among BIPOC and American



Indian future educators was evident with the increase in scholarship funds between Fall 2021 and Spring 2022 semesters and crucially needed.

Funds also supported a bilingual Education and Student Success Advisor, who is a person of color, and a cultural liaison, serve as additional support for the teacher candidates. This support includes regular meetings to build community, support navigating higher education systems, and individual one-on-one tailored assistance/advising. The CoELD team understands the importance of building relationships with the teacher candidates and therefore provides many one-on-one or group opportunities via virtual meetings, classroom visits and community events.

Through this comprehensive and collaborative approach, and with the help of MDE's Grow Your Own grant, 8 FTA Somali students enrolled at SCSU in the Fall of 2021. Two FTA Somali students are enrolled in St. Cloud Technical & Community College (SCTCC), and these students are planning to transfer to SCSU once they complete ESOL language courses at SCTCC. Two additional FTA Somali scholars are planning to complete their Associates Degree at SCTCC and transfer to SCSU. Additionally, 2 FTA students are working at 742 School District as paraprofessionals while completing their college degree. Currently, the FTA team is supporting FTA scholars who are now high school seniors with their college admission processes.

The CoELD team also utilized the funding to design a College Writing Course for Multilingual Students, collaborating with multiple stakeholders including St. Cloud Technical and Community College, SCSU's Academic Collegiate Excellence (ACE) and St. Cloud Area School District. The course uses WIDA training for EL standards, effective methods and curriculum for EL students, and the expertise of professionals who work with EL students. During the July 2022 summer program, the course will be offered to St. Cloud Area School District students. Currently there are 22 students enrolled. The CoELD will work to offer the course as part of their recruiting program.

For Fall 2021 semester, 10 high school students enrolled. For Spring 2022 semester, 24 students were enrolled. For Fall 2022 semester, there are 36 students enrolled. Fall of 2022 semester was the first semester where 2 sections of the course was offered.

St Cloud State University operates a teacher induction program with workshops held annually and available to all teacher licensure program completers in any district, and to new teachers in districts who contract with SCSU for this service. The CoELD hopes to utilize CUGMEC funding to focus on supporting new teachers of color in the future.

The COVID pandemic has affected our recruitment processes significantly, as we have not been able to have in-person classroom visits or attend in-person recruitment events. We were unable to host our popular Day of an Educator in the Fall 2021 semester due to school district staff shortages and concerns over COVID numbers. We hope to be able to host this event in the Spring of 2022. Additionally, some of our school partners have not been able to offer the Huskies in the High School courses due to staff shortages, finances, and other COVID-related issues.



## **Southwest Minnesota State University – Awarded \$10,000**

In FY22, Southwest Minnesota State University received CUGMEC funding and utilized it to off-set wages lost by teaching candidates of color and American Indian teaching candidates and to provide support for Worthington Public Schools to hire substitute teachers for BIPOC paraprofessionals completing required field experiences to become teachers.

Southwest Minnesota State University's Southwest Teacher Preparation Partnership (SWTPP) is a collaboration of the SMSU Teacher Education Program, Minnesota West Community College, and the Worthington Public Schools (ISD 518). The partnership was created after a need was identified by the Worthington Public Schools for more teachers, and particularly for more teachers of color, to better reflect the students in the Worthington district, which is one of the most diverse districts in the state of Minnesota. In the Worthington district, 21.3% of the students identify as white; 59.4% as Hispanic or Latino; 0.2% as American Indian or Alaska Native; 9.4% as Asian; 6.8% as Black or African American; 0.2% as Native Hawaiian or other Pacific Islander; and 2.6% as Two or more races (current data from MDE's Minnesota Report Card). SWTPP was created to look for ways to increase the numbers of teachers of color and to provide pathways/remove barriers towards the teaching profession.

SWTPP also received grants from the McKnight Foundation and the Southwest Initiative Foundation to conduct surveys of district stakeholders; this information was used to develop the partnership and its goals. Stakeholders also noted the need for more teachers of color, along with the need for more training on culturally responsive teaching strategies. Stakeholders also noted that it would be helpful if teachers had more training in working with English Learners and in teaching reading. In response, the SWTPP worked to develop a program that would remove the barriers of distance and time, since the nearest teacher preparation programs were over 60 miles away. Minnesota West Community College (MnWest) worked to receive unit approval as a Transfer Pathways two-year program. SMSU received approval from PELSB for a non-conventional elementary education program that utilized foundation coursework in education from MnWest and provided the remaining coursework through SMSU in Worthington on the MnWest campus. SMSU and MnWest both offer concurrent-enrollment courses to area high school students to encourage them to consider teaching as a future profession as a way to recruit candidates to all teaching licensure programs.

Receiving the CUGMEC grant has alleviated the reluctance of teacher candidates to join their program because they could not afford to take time off to complete field experiences and allowed the school district to hire substitute teachers while the paraprofessionals completed their field experience to become teachers.

\$1,182.48 and \$1,290.75 supported the lost wages of 2 of the 4 current candidates in their program able to have lost wages reimbursed with funds from the CUGMEC grant for their work as paraprofessionals. The other two candidates were not paraprofessionals; 1 was working as a Tier 2 teacher in a private school, and the final candidate had been working as a substitute teacher. The two candidates who were eligible for the CUGMEC funding each commented that it was essential for them when doing their 10



days of pre-student teaching; they could not have completed this requirement without the reimbursement for lost wages on the days they needed to take time off from work to complete these field experiences.

ISD518 used the CUGMEC funding to hire substitute paraprofessionals for 2 teacher candidates listed during their 10 days of pre-student teaching. Substitutes were available for all 10 days for Candidate 1 (\$1,249.02), but due to the shortage of substitutes, they were only able to hire a substitute for 6 days for Candidate 2 (\$863.52). The funding enabled the district to continue the essential services provided by the paraprofessionals for the students that they serve during our candidates' absences for field experiences, alleviating potential hardship for both the district and for the students they serve.

The pandemic has affected their grant work by delaying the entry of teacher candidates and candidates dealing with the long-term illness of family members. The transition to virtual coursework was especially difficult for teaching candidates who were English learners and presented additional access barriers, affecting the GPA of those candidates. Others faced financial difficulties when they lost work due to the pandemic. Southwest Minnesota State University is working to assist those candidates find a way forward into the program.



## Grantee Reported Data

### Overview and Statewide Patterns

CUGMEC grantees were required to submit a report to the legislative library on January 15, 2022. The report includes:

CUGMEC Program Narrative – A description of the grantee’s efforts to recruit, retain, and induct teacher candidates who are of color and who are Indigenous, as well as how CUGMEC funding supports these efforts.

Program Data – Data from the past 3 years, as well as the year funded by the grant, detailing the demographic makeup of teacher candidates from recruitment to induction.

CUGMEC Grant Funds Expenditure – A list of all awarded funds and progress monitoring method.

In addition to this data, each grantee submitted public data on recruitment, program completion, and induction rates as part of their fiscal year 2022 applications. This section synthesizes all of this data for the purpose of answering the following questions:

How many teacher candidates of color and Indigenous teacher candidates are enrolled in funded programs?

How effective have grant recipients been at recruiting, preparing, and inducting teacher candidates who are of color or who are Indigenous in to the Minnesota teaching profession?



How many teacher candidates of color and Indigenous teacher candidates received support (direct or indirect) through the grant program?

## Grantee Teacher Candidate Demographics

CUGMEC grantees are required by statute to report the following information by January 15<sup>th</sup> of each year they are awarded funding. Because program structures vary, fall 2021 data does not allow for the most accurate comparative analysis. As such, **the data in Section 3 is from the 2020-2021 academic year.**

It is also important to note that the data reported here reflects reported teacher candidates of color and Indigenous teacher candidates in each program that received grant funding. This data does not necessarily include all teacher candidates of color and Indigenous teacher candidates in the grantee's licensure programs. Programs like EAST at Augsburg and SEAT at Concordia University, St. Paul, for example, are funded programs for specific teacher candidates of color within the institution's broader licensure programs. As a result, these grantee institutions may be preparing greater numbers of teacher candidates who are of color and/or Indigenous than what is reflected here. The data in these sections has been selected as a representation of the teacher candidates supported by grant funds.

Note: Some grantee institutions count multi-racial and/or multi-ethnic teacher candidates in multiple categories, while others only count them as multi-racial. As a result, the numbers listed in this section do not necessarily reflect individual headcount. Additionally, the total number of candidates of color may be larger than the sum of disaggregated groups if it includes a separate group of multi-racial/multi-ethnic candidates.



## Recruitment Data

American Indian or Alaskan Native	Number of teacher candidates recruited to grantee institution (unit)	Percentage of all candidates recruited to licensure programs
Metro State University	Low n	0.7%
Minnesota State University, Mankato	Low n	0.7%
Augsburg University	Low n	1%
Hamline University	Low n	1.1
Concordia University, St Paul	Low n	0.0%
Saint Mary's University of Minnesota	27	13.5%
University of St Thomas	Low n	.49%
University of MN, Twin Cities	Low n	N<10
St Cloud State University	Low n	2%
Southwest Minnesota State University	Low n	0.0%

Source: 2022 CUGMEC Grantee Reports

Asian	Number of teacher candidates recruited to grantee institution (unit)	Percentage of all candidates recruited to licensure programs
Metro State University	Low n	6.5%



<b>Minnesota State University, Mankato</b>	23	3.8%
<b>Augsburg University</b>	10	10.6%
<b>Hamline University</b>	11	13%
<b>Concordia University, St Paul</b>	13	10.9%
<b>Saint Mary's University of Minnesota</b>	Low n	3%
<b>University of St Thomas</b>	22	5.43%
<b>University of MN, Twin Cities</b>	31	5.7%
<b>St Cloud State University</b>	37	29%
<b>Southwest Minnesota State University</b>	Low n	2%

Source: 2022 CUGMEC Grantee Reports

<b>Black</b>	<b>Number of teacher candidates recruited to grantee institution (unit)</b>	<b>Percentage of all candidates recruited to licensure programs</b>
<b>Metro State University</b>	30	21.7%
<b>Minnesota State University, Mankato</b>	24	3.9%
<b>Augsburg University</b>	Low n	9.6%
<b>Hamline University</b>	Low n	1.2%
<b>Concordia University, St Paul</b>	Low n	4.2%



<b>Saint Mary's University of Minnesota</b>	Low n	4%
<b>University of St Thomas</b>	55	13.58%
<b>University of MN, Twin Cities</b>	12	2.2%
<b>St Cloud State University</b>	31	25%
<b>Southwest Minnesota State University</b>	Low n	1%

Source: 2022 CUGMEC Grantee Reports

<b>Hawaiian or Pacific Islander</b>	<b>Number of teacher candidates recruited to grantee institution (unit)</b>	<b>Percentage of all candidates recruited to licensure programs</b>
<b>Metro State University</b>	Low n	0.0%
<b>Minnesota State University, Mankato</b>	Low n	0.2%
<b>Augsburg University</b>	Low n	0.0%
<b>Hamline University</b>	Low n	0.0%
<b>Concordia University, St Paul</b>	Low n	0.0%
<b>Saint Mary's University of Minnesota</b>	Low n	0.0%
<b>University of St Thomas</b>	Low n	0.0%
<b>University of MN, Twin Cities</b>	Low n	0.0%
<b>St Cloud State University</b>	Low n	0.0%
<b>Southwest Minnesota State University</b>	Low n	0.0%



Source: 2022 CUGMEC Grantee Reports

Hispanic	Number of teacher candidates recruited to grantee institution (unit)	Percentage of all candidates recruited to licensure programs
Metro State University	19	13.8%
Minnesota State University, Mankato	12	2.0%
Augsburg University	Low n	4.3%
Hamline University	Low n	0.0%
Concordia University, St Paul	9	7.6%
Saint Mary's University of Minnesota	Low n	2%
University of St Thomas	31	7.65%
University of MN, Twin Cities	20	3.7%
St Cloud State University	36	29%
Southwest Minnesota State University	Low n	1%

Source: 2022 CUGMEC Grantee Reports

Multiple Categories	Number of teacher candidates recruited to grantee institution (unit)	Percentage of all candidates recruited to licensure programs
Metro State University	Low n	6.5%



<b>Minnesota State University, Mankato</b>	Low n	0%
<b>Augsburg University</b>	Low n	3.2%
<b>Hamline University</b>	Low n	0%
<b>Concordia University, St Paul</b>	Low n	2.5%
<b>Saint Mary's University of Minnesota</b>	14	7%
<b>University of St Thomas</b>	Low n	.99%
<b>University of MN, Twin Cities</b>	14	3.3%
<b>St Cloud State University</b>	20	16%
<b>Southwest Minnesota State University</b>	Low n	1%

Source: 2022 CUGMEC Grantee Reports

<b>Total Candidates who are of color or who are Indigenous</b>	<b>Number of teacher candidates recruited to grantee institution (unit)</b>	<b>Percentage of all candidates recruited to licensure programs</b>
<b>Metro State University</b>	138	100%
<b>Minnesota State University, Mankato</b>	64	10.5%
<b>Augsburg University</b>	27	28.7%
<b>Hamline University</b>	13	15.5%
<b>Concordia University, St Paul</b>	27	23.48%



<b>Saint Mary's University of Minnesota</b>	200	100%
<b>University of St Thomas</b>	114	28.15%
<b>University of MN, Twin Cities</b>	77	15.0%
<b>St Cloud State University</b>	126	100%
<b>Southwest Minnesota State University</b>	100	5%

Source: 2022 CUGMEC Grantee Reports

## Admission Data

<b>American Indian or Alaskan Native</b>	<b>Number of teacher candidates admitted to education department</b>	<b>Percentage of all candidates admitted to education department</b>
<b>Metro State University</b>	Low n	0.0%
<b>Minnesota State University, Mankato</b>	Low n	0.7%
<b>Augsburg University</b>	Low n	1.1%
<b>Hamline University</b>	Low n	1.1%
<b>Concordia University, St Paul</b>	Low n	0.0%
<b>Saint Mary's University of Minnesota</b>	Low n	0.0%
<b>University of St Thomas</b>	Low n	.64%



<b>University of MN, Twin Cities</b>	Low n	N<10
<b>St Cloud State University</b>	Low n	1%
<b>Southwest Minnesota State University</b>	Low n	0.0%

Source: 2022 CUGMEC Grantee Reports

<b>Asian</b>	<b>Number of teacher candidates admitted to education department</b>	<b>Percentage of all candidates admitted to education department</b>
<b>Metro State University</b>	17	11.8%
<b>Minnesota State University, Mankato</b>	23	3.8%
<b>Augsburg University</b>	10	10.6%
<b>Hamline University</b>	11	13%
<b>Concordia University, St Paul</b>	13	10.9%
<b>Saint Mary's University of Minnesota</b>	6	4.3%
<b>University of St Thomas</b>	19	6.09%
<b>University of MN, Twin Cities</b>	28	8.5%
<b>St Cloud State University</b>	37	30%
<b>Southwest Minnesota State University</b>	Low n	2%

Source: 2022 CUGMEC Grantee Reports



<b>Black</b>	<b>Number of teacher candidates admitted to education department</b>	<b>Percentage of all candidates admitted to education department</b>
<b>Metro State University</b>	47	321.6%
<b>Minnesota State University, Mankato</b>	24	3.9%
<b>Augsburg University</b>	Low n	9.6%
<b>Hamline University</b>	Low n	1.2%
<b>Concordia University, St Paul</b>	Low n	4.2%
<b>Saint Mary's University of Minnesota</b>	Low n	3.5%
<b>University of St Thomas</b>	25	8.01%
<b>University of MN, Twin Cities</b>	Low n	N<10
<b>St Cloud State University</b>	31	25%
<b>Southwest Minnesota State University</b>	Low n	1%

Source: 2022 CUGMEC Grantee Reports

<b>Hawaiian or Pacific Islander</b>	<b>Number of teacher candidates admitted to education department</b>	<b>Percentage of all candidates admitted to education department</b>
<b>Metro State University</b>	Low n	0.0%
<b>Minnesota State University, Mankato</b>	Low n	0.2%



<b>Augsburg University</b>	Low n	0.0%
<b>Hamline University</b>	Low n	0.0%
<b>Concordia University, St Paul</b>	Low n	0.0%
<b>Saint Mary's University of Minnesota</b>	Low n	0.0%
<b>University of St Thomas</b>	Low n	0.0%
<b>University of MN, Twin Cities</b>	Low n	0.0%
<b>St Cloud State University</b>	Low n	0.0%
<b>Southwest Minnesota State University</b>	Low n	0.0%

Source: 2022 CUGMEC Grantee Reports

<b>Hispanic</b>	<b>Number of teacher candidates admitted to education department</b>	<b>Percentage of all candidates admitted to education department</b>
<b>Metro State University</b>	15	10.4%
<b>Minnesota State University, Mankato</b>	12	2.0%
<b>Augsburg University</b>	Low n	4.3%
<b>Hamline University</b>	Low n	0.0%
<b>Concordia University, St Paul</b>	Low n	7.6%
<b>Saint Mary's University of Minnesota</b>	12	8.5%
<b>University of St Thomas</b>	14	4.49%
<b>University of MN, Twin Cities</b>	22	6.7%



<b>St Cloud State University</b>	35	28%
<b>Southwest Minnesota State University</b>	Low n	1%

Source: 2022 CUGMEC Grantee Reports

<b>Multiple Categories</b>	<b>Number of teacher candidates admitted to education department</b>	<b>Percentage of all candidates admitted to education department</b>
<b>Metro State University</b>	Low n	6.3%
<b>Minnesota State University, Mankato</b>	Low n	0%
<b>Augsburg University</b>	Low n	3.2%
<b>Hamline University</b>	Low n	0%
<b>Concordia University, St Paul</b>	Low n	2.5%
<b>Saint Mary's University of Minnesota</b>	Low n	0%
<b>University of St Thomas</b>	Low n	1.28%
<b>University of MN, Twin Cities</b>	10	3%
<b>St Cloud State University</b>	20	16%
<b>Southwest Minnesota State University</b>	Low n	1%

Source: 2022 CUGMEC Grantee Reports



<b>Total Candidates who are of color or who are Indigenous</b>	<b>Number of teacher candidates admitted to education department</b>	<b>Percentage of all candidates admitted to education department</b>
<b>Metro State University</b>	144	100%
<b>Minnesota State University, Mankato</b>	64	10.5%
<b>Augsburg University</b>	27	28.7%
<b>Hamline University</b>	13	15.5%
<b>Concordia University, St Paul</b>	27	23.48%
<b>Saint Mary's University of Minnesota</b>	141	100%
<b>University of St Thomas</b>	64	20.51%
<b>University of MN, Twin Cities</b>	70	22.2%
<b>St Cloud State University</b>	124	100%
<b>Southwest Minnesota State University</b>	100	5%

Source: 2022 CUGMEC Grantee Reports



## Enrollment Data

American Indian or Alaskan Native	Number of teacher candidates enrolled in education programs	Percentage of all candidates enrolled in education programs
<b>Metro State University</b>	Low n	0.3%
<b>Minnesota State University, Mankato</b>	Low n	0.4%
<b>Augsburg University</b>	Low n	1.3%
<b>Hamline University</b>	Low n	0.3%
<b>Concordia University, St Paul</b>	Low n	0.0%
<b>Saint Mary's University of Minnesota</b>	Low n	0.0%
<b>University of St Thomas</b>	Low n	.83%
<b>University of MN, Twin Cities</b>	Low n	N<10
<b>St Cloud State University</b>	Low n	0.0%
<b>Southwest Minnesota State University</b>	Low n	1.5%

Source: 2022 CUGMEC Grantee Reports



<b>Asian</b>	<b>Number of teacher candidates enrolled in education programs</b>	<b>Percentage of all candidates enrolled in education programs</b>
<b>Metro State University</b>	43	11.8%
<b>Minnesota State University, Mankato</b>	63	3.3%
<b>Augsburg University</b>	20	5.4%
<b>Hamline University</b>	33	8.6%
<b>Concordia University, St Paul</b>	35	10.3%
<b>Saint Mary's University of Minnesota</b>	24	4.4%
<b>University of St Thomas</b>	16	6.67%
<b>University of MN, Twin Cities</b>	42	7.8%
<b>St Cloud State University</b>	Low n	24%
<b>Southwest Minnesota State University</b>	12	2.5%

Source: 2022 CUGMEC Grantee Reports

<b>Black</b>	<b>Number of teacher candidates enrolled in education programs</b>	<b>Percentage of all candidates enrolled in education programs</b>
<b>Metro State University</b>	96	26.3%
<b>Minnesota State University, Mankato</b>	75	3.7%
<b>Augsburg University</b>	51	13.7%
<b>Hamline University</b>	12	3.1%



<b>Concordia University, St Paul</b>	15	4.4%
<b>Saint Mary's University of Minnesota</b>	18	3.3%
<b>University of St Thomas</b>	22	9.17%
<b>University of MN, Twin Cities</b>	18	3.3%
<b>St Cloud State University</b>	10	30%
<b>Southwest Minnesota State University</b>	Low n	1.7%

Source: 2022 CUGMEC Grantee Reports

<b>Hawaiian or Pacific Islander</b>	<b>Number of teacher candidates enrolled in education programs</b>	<b>Percentage of all candidates enrolled in education programs</b>
<b>Metro State University</b>	Low n	0.0%
<b>Minnesota State University, Mankato</b>	Low n	0.1%
<b>Augsburg University</b>	Low n	0.3%
<b>Hamline University</b>	Low n	0.0%
<b>Concordia University, St Paul</b>	Low n	0.3%
<b>Saint Mary's University of Minnesota</b>	Low n	0.0%
<b>University of St Thomas</b>	Low n	0.0%
<b>University of MN, Twin Cities</b>	Low n	0.0%
<b>St Cloud State University</b>	Low n	0.0%
<b>Southwest Minnesota State University</b>	Low n	0.2%



Source: 2022 CUGMEC Grantee Reports

Hispanic	Number of teacher candidates enrolled in education programs	Percentage of all candidates enrolled in education programs
<b>Metro State University</b>	43	11.8%
<b>Minnesota State University, Mankato</b>	42	2.1%
<b>Augsburg University</b>	19	5.1%
<b>Hamline University</b>	Low n	0.3%
<b>Concordia University, St Paul</b>	19	5.6%
<b>Saint Mary's University of Minnesota</b>	37	6.8%
<b>University of St Thomas</b>	14	5.83%
<b>University of MN, Twin Cities</b>	26	5.6%
<b>St Cloud State University</b>	11	33%
<b>Southwest Minnesota State University</b>	Low n	1.3%

Source: 2022 CUGMEC Grantee Reports

Multiple Categories	Number of teacher candidates enrolled in education programs	Percentage of all candidates enrolled in education programs
<b>Metro State University</b>	23	6.3%



<b>Minnesota State University, Mankato</b>	Low n	0%
<b>Augsburg University</b>	16	4.3%
<b>Hamline University</b>	14	3.6%
<b>Concordia University, St Paul</b>	10	2.9%
<b>Saint Mary's University of Minnesota</b>	Low n	0.9%
<b>University of St Thomas</b>	Low n	1.67%
<b>University of MN, Twin Cities</b>	11	2%
<b>St Cloud State University</b>	Low n	12%
<b>Southwest Minnesota State University</b>	Low n	0.2%

Source: 2022 CUGMEC Grantee Reports

<b>Total Candidates who are of color or who are Indigenous</b>	<b>Number of teacher candidates enrolled in education programs</b>	<b>Percentage of all candidates enrolled in education programs</b>
<b>Metro State University</b>	365	100%
<b>Minnesota State University, Mankato</b>	197	9.6
<b>Augsburg University</b>	112	30%
<b>Hamline University</b>	61	15.8%
<b>Concordia University, St Paul</b>	76	22.97%
<b>Saint Mary's University of Minnesota</b>	542	100%
<b>University of St Thomas</b>	58	24.17%



<b>University of MN, Twin Cities</b>	87	18.7%
<b>St Cloud State University</b>	33	100%
<b>Southwest Minnesota State University</b>	478	5.9%

Source: 2022 CUGMEC Grantee Reports

## Student Teaching Data

<b>American Indian or Alaskan Native</b>	<b>Number of teacher candidates who completed student teaching</b>	<b>Percentage out of all candidates who completed student teaching</b>
<b>Metro State University</b>	Low n	1.5%
<b>Minnesota State University, Mankato</b>	Low n	0.0%
<b>Augsburg University</b>	Low n	1.1%
<b>Hamline University</b>	Low n	0.0%
<b>Concordia University, St Paul</b>	Low n	0.0%
<b>Saint Mary's University of Minnesota</b>	Low n	0.0%
<b>University of St Thomas</b>	Low n	0.0%
<b>University of MN, Twin Cities</b>	Low n	N<10
<b>St Cloud State University</b>	Low n	0.41%
<b>Southwest Minnesota State University</b>	Low n	1.1%



Source: 2022 CUGMEC Grantee Reports

Asian	Number of teacher candidates who completed student teaching	Percentage out of all candidates who completed student teaching
<b>Metro State University</b>	Low n	13.6%
<b>Minnesota State University, Mankato</b>	10	3.5%
<b>Augsburg University</b>	Low n	5.3%
<b>Hamline University</b>	Low n	10.1%
<b>Concordia University, St Paul</b>	Low n	5.8%
<b>Saint Mary's University of Minnesota</b>	Low n	3.8%
<b>University of St Thomas</b>	Low n	3.34%
<b>University of MN, Twin Cities</b>	24	7.6%
<b>St Cloud State University</b>	Low n	2.48%
<b>Southwest Minnesota State University</b>	Low n	3.2%

Source: 2022 CUGMEC Grantee Reports



<b>Black</b>	<b>Number of teacher candidates who completed student teaching</b>	<b>Percentage out of all candidates who completed student teaching</b>
<b>Metro State University</b>	17	25.8%
<b>Minnesota State University, Mankato</b>	Low n	3.1%
<b>Augsburg University</b>	12	12.8%
<b>Hamline University</b>	Low n	2.9%
<b>Concordia University, St Paul</b>	Low n	2.9%
<b>Saint Mary's University of Minnesota</b>	Low n	1.9%
<b>University of St Thomas</b>	15	3.83%
<b>University of MN, Twin Cities</b>	12	3.8%
<b>St Cloud State University</b>	Low n	3.31%
<b>Southwest Minnesota State University</b>	Low n	0.0%

Source: 2022 CUGMEC Grantee Reports

<b>Hawaiian or Pacific Islander</b>	<b>Number of teacher candidates who completed student teaching</b>	<b>Percentage out of all candidates who completed student teaching</b>
<b>Metro State University</b>	Low n	0.0%
<b>Minnesota State University, Mankato</b>	Low n	0.0%
<b>Augsburg University</b>	Low n	0.0%
<b>Hamline University</b>	Low n	0.0%



<b>Concordia University, St Paul</b>	Low n	0.0%
<b>Saint Mary's University of Minnesota</b>	Low n	0.0%
<b>University of St Thomas</b>	Low n	0.0%
<b>University of MN, Twin Cities</b>	Low n	0.0%
<b>St Cloud State University</b>	Low n	0.0%
<b>Southwest Minnesota State University</b>	Low n	0.0%

Source: 2022 CUGMEC Grantee Reports

<b>Hispanic</b>	<b>Number of teacher candidates who completed student teaching</b>	<b>Percentage out of all candidates who completed student teaching</b>
<b>Metro State University</b>	Low n	10.6%
<b>Minnesota State University, Mankato</b>	Low n	1.4%
<b>Augsburg University</b>	Low n	7.4%
<b>Hamline University</b>	Low n	1.4%
<b>Concordia University, St Paul</b>	Low n	4.3%
<b>Saint Mary's University of Minnesota</b>	10	9.4%
<b>University of St Thomas</b>	Low n	1.47%
<b>University of MN, Twin Cities</b>	13	4.1%
<b>St Cloud State University</b>	Low n	0.41%
<b>Southwest Minnesota State University</b>	Low n	1.1%



Source: 2022 CUGMEC Grantee Reports

Multiple Categories	Number of teacher candidates who completed student teaching	Percentage out of all candidates who completed student teaching
<b>Metro State University</b>	Low n	4.5%
<b>Minnesota State University, Mankato</b>	Low n	0%
<b>Augsburg University</b>	Low n	2.1%
<b>Hamline University</b>	Low n	4.3%
<b>Concordia University, St Paul</b>	Low n	5.8%
<b>Saint Mary's University of Minnesota</b>	Low n	1.9%
<b>University of St Thomas</b>	Low n	.25%
<b>University of MN, Twin Cities</b>	Low n	N<10%
<b>St Cloud State University</b>	Low n	0%
<b>Southwest Minnesota State University</b>	Low n	1.1%

Source: 2022 CUGMEC Grantee Reports



<b>Total Candidates who are of color or who are Indigenous</b>	<b>Number of teacher candidates who completed student teaching</b>	<b>Percentage out of all candidates who completed student teaching</b>
<b>Metro State University</b>	66	100%
<b>Minnesota State University, Mankato</b>	24	8.4%
<b>Augsburg University</b>	27	28.7%
<b>Hamline University</b>	13	18.8%
<b>Concordia University, St Paul</b>	Low n	16.28%
<b>Saint Mary's University of Minnesota</b>	106	100%
<b>University of St Thomas</b>	30	10.23%
<b>University of MN, Twin Cities</b>	56	17.8%
<b>St Cloud State University</b>	16	6.61%
<b>Southwest Minnesota State University</b>	93	6.5%

Source: 2022 CUGMEC Grantee Reports



## Program Completion Data

American Indian or Alaskan Native	Number of program completers	Percentage out of all program completers
<b>Metro State University</b>	Low n	1.5%
<b>Minnesota State University, Mankato</b>	Low n	0.4%
<b>Augsburg University</b>	Low n	1%
<b>Hamline University</b>	Low n	0.0%
<b>Concordia University, St Paul</b>	Low n	0.0%
<b>Saint Mary's University of Minnesota</b>	Low n	0.0%
<b>University of St Thomas</b>	Low n	0.0%
<b>University of MN, Twin Cities</b>	Low n	N<10
<b>St Cloud State University</b>	Low n	0.41%
<b>Southwest Minnesota State University</b>	Low n	1.1%

Source: 2022 CUGMEC Grantee Reports

Asian	Number of program completers	Percentage out of all program completers
<b>Metro State University</b>	Low n	13.6%
<b>Minnesota State University, Mankato</b>	10	3.5%
<b>Augsburg University</b>	Low n	8.2%



<b>Hamline University</b>	Low n	9.2%
<b>Concordia University, St Paul</b>	Low n	5.8%
<b>Saint Mary's University of Minnesota</b>	Low n	2.6%
<b>University of St Thomas</b>	12	6.78%
<b>University of MN, Twin Cities</b>	24	7.6%
<b>St Cloud State University</b>	Low n	2.48%
<b>Southwest Minnesota State University</b>	Low n	3.2%

Source: 2022 CUGMEC Grantee Reports

<b>Black</b>	<b>Number of program completers</b>	<b>Percentage out of all program completers</b>
<b>Metro State University</b>	17	25.8
<b>Minnesota State University, Mankato</b>	Low n	2.3%
<b>Augsburg University</b>	18	18.6%
<b>Hamline University</b>	Low n	1.5%
<b>Concordia University, St Paul</b>	Low n	2.7%
<b>Saint Mary's University of Minnesota</b>	Low n	2.6%
<b>University of St Thomas</b>	27	15.25%
<b>University of MN, Twin Cities</b>	12	3.8%
<b>St Cloud State University</b>	Low n	3.31%
<b>Southwest Minnesota State University</b>	Low n	0.0%



Source: 2022 CUGMEC Grantee Reports

Hawaiian or Pacific Islander	Number of program completers	Percentage out of all program completers
Metro State University	Low n	0.0%
Minnesota State University, Mankato	Low n	0.0%
Augsburg University	Low n	0.0%
Hamline University	Low n	0.0%
Concordia University, St Paul	Low n	0.0%
Saint Mary's University of Minnesota	Low n	0.0%
University of St Thomas	Low n	0.0%
University of MN, Twin Cities	Low n	0.0%
St Cloud State University	Low n	0.0%
Southwest Minnesota State University	Low n	0.0%

Source: 2022 CUGMEC Grantee Reports

Hispanic	Number of program completers	Percentage out of all program completers
Metro State University	Low n	10.6%



<b>Minnesota State University, Mankato</b>	10	3.9%
<b>Augsburg University</b>	Low n	8.2%
<b>Hamline University</b>	Low n	1.5%
<b>Concordia University, St Paul</b>	Low n	2.7%
<b>Saint Mary's University of Minnesota</b>	13	8.4%
<b>University of St Thomas</b>	13	7.34%
<b>University of MN, Twin Cities</b>	13	4.1%
<b>St Cloud State University</b>	Low n	0.41%
<b>Southwest Minnesota State University</b>	Low n	1.1%

Source: 2022 CUGMEC Grantee Reports

<b>Multiple Categories</b>	<b>Number of program completers</b>	<b>Percentage out of all program completers</b>
<b>Metro State University</b>	Low n	4.5%
<b>Minnesota State University, Mankato</b>	Low n	0%
<b>Augsburg University</b>	Low n	4.1%
<b>Hamline University</b>	Low n	3.1%
<b>Concordia University, St Paul</b>	Low n	5.8%
<b>Saint Mary's University of Minnesota</b>	Low n	1.3%
<b>University of St Thomas</b>	15	8.47%
<b>University of MN, Twin Cities</b>	Low n	N<10



<b>St Cloud State University</b>	Low n	0%
<b>Southwest Minnesota State University</b>	Low n	1.1%

Source: 2022 CUGMEC Grantee Reports

<b>Total Candidates who are of color or who are Indigenous</b>	<b>Number of program completers</b>	<b>Percentage out of all program completers</b>
<b>Metro State University</b>	66	100%
<b>Minnesota State University, Mankato</b>	29	11.3%
<b>Augsburg University</b>	39	40.2%
<b>Hamline University</b>	10	15.4%
<b>Concordia University, St Paul</b>	12	16.2%
<b>Saint Mary's University of Minnesota</b>	154	100%
<b>University of St Thomas</b>	67	37.9%
<b>University of MN, Twin Cities</b>	56	17.8%
<b>St Cloud State University</b>	16	6.61%
<b>Southwest Minnesota State University</b>	Low n	6.5%

Source: 2022 CUGMEC Grantee Reports



## Induction Data

American Indian or Alaskan Native	Number of program completers licensed in their field(s)	Percentage out of all program completers licensed in their field(s)
Metro State University	Low n	3.1%
Minnesota State University, Mankato	Low n	0.3%
Augsburg University	Low n	0.0%
Hamline University	Low n	0.0%
Concordia University, St Paul	Low n	0.0%
Saint Mary's University of Minnesota	Low n	0.0%
University of St Thomas	Low n	0.0%
University of MN, Twin Cities	Low n	0.0%
St Cloud State University	Low n	N<10
Southwest Minnesota State University	Low n	0.0%

Source: 2022 CUGMEC Grantee Reports

Asian	Number of program completers licensed in their field(s)	Percentage out of all program completers licensed in their field(s)
Metro State University	19	19.8%



<b>Minnesota State University, Mankato</b>	Low n	2.3%
<b>Augsburg University</b>	Low n	4.2%
<b>Hamline University</b>	Low n	8.6%
<b>Concordia University, St Paul</b>	Low n	3.7%
<b>Saint Mary's University of Minnesota</b>	Low n	0%
<b>University of St Thomas</b>	12	6.78%
<b>University of MN, Twin Cities</b>	24	7.8%
<b>St Cloud State University</b>	Low n	2.03%
<b>Southwest Minnesota State University</b>	Low n	3.2%

Source: 2022 CUGMEC Grantee Reports

<b>Black</b>	<b>Number of program completers licensed in their field(s)</b>	<b>Percentage out of all program completers licensed in their field(s)</b>
<b>Metro State University</b>	16	16.7%
<b>Minnesota State University, Mankato</b>	Low n	1.0%
<b>Augsburg University</b>	10	13.9%
<b>Hamline University</b>	Low n	0.0%
<b>Concordia University, St Paul</b>	Low n	1.8%
<b>Saint Mary's University of Minnesota</b>	Low n	0.0%
<b>University of St Thomas</b>	27	6.78%



<b>University of MN, Twin Cities</b>	10	3.3%
<b>St Cloud State University</b>	Low n	3.55%
<b>Southwest Minnesota State University</b>	Low n	0.0%

Source: 2022 CUGMEC Grantee Reports

<b>Hawaiian or Pacific Islander</b>	<b>Number of program completers licensed in their field(s)</b>	<b>Percentage out of all program completers licensed in their field(s)</b>
<b>Metro State University</b>	Low n	0.0%
<b>Minnesota State University, Mankato</b>	Low n	0.0%
<b>Augsburg University</b>	Low n	0.0%
<b>Hamline University</b>	Low n	0.0%
<b>Concordia University, St Paul</b>	Low n	0.0%
<b>Saint Mary's University of Minnesota</b>	Low n	0.0%
<b>University of St Thomas</b>	Low n	0.0%
<b>University of MN, Twin Cities</b>	Low n	0.0%
<b>St Cloud State University</b>	Low n	0.0%
<b>Southwest Minnesota State University</b>	Low n	0.0%

Source: 2022 CUGMEC Grantee Reports



Hispanic	Number of program completers licensed in their field(s)	Percentage out of all program completers licensed in their field(s)
<b>Metro State University</b>	Low n	5.2%
<b>Minnesota State University, Mankato</b>	Low n	2.7%
<b>Augsburg University</b>	Low n	5.6%
<b>Hamline University</b>	Low n	1.8%
<b>Concordia University, St Paul</b>	Low n	1.8%
<b>Saint Mary's University of Minnesota</b>	Low n	8.9%
<b>University of St Thomas</b>	13	7.34%
<b>University of MN, Twin Cities</b>	10	3.3%
<b>St Cloud State University</b>	Low n	0.0%
<b>Southwest Minnesota State University</b>	Low n	1.1%

Source: 2022 CUGMEC Grantee Reports

Multiple Categories	Number of program completers licensed in their field(s)	Percentage out of all program completers licensed in their field(s)
<b>Metro State University</b>	8	8.3%
<b>Minnesota State University, Mankato</b>	Low n	2.3%
<b>Augsburg University</b>	Low n	5.6%
<b>Hamline University</b>	Low n	1.8%



<b>Concordia University, St Paul</b>	Low n	5.6%
<b>Saint Mary's University of Minnesota</b>	Low n	0%
<b>University of St Thomas</b>	15	8.47%
<b>University of MN, Twin Cities</b>	Low n	N<10
<b>St Cloud State University</b>	Low n	0%
<b>Southwest Minnesota State University</b>	Low n	1.1%

Source: 2022 CUGMEC Grantee Reports

<b>Total Candidates who are of color or who are Indigenous</b>	<b>Number of program completers licensed in their field(s)</b>	<b>Percentage out of all program completers licensed in their field(s)</b>
<b>Metro State University</b>	96	100%
<b>Minnesota State University, Mankato</b>	22	7.3%
<b>Augsburg University</b>	21	29.2%
<b>Hamline University</b>	Low n	12.2%
<b>Concordia University, St Paul</b>	Low n	13%
<b>Saint Mary's University of Minnesota</b>	90	100%
<b>University of St Thomas</b>	67	37.9%
<b>University of MN, Twin Cities</b>	50	16.3%
<b>St Cloud State University</b>	11	5.58%
<b>Southwest Minnesota State University</b>	Low n	6.5%



Source: 2022 CUGMEC Grantee Reports

## Employment Data

American Indian or Alaskan Native	Number of program completers employed as MN teachers in their field(s)	Percentage out of all program completers employed as MN teachers in their field(s)
<b>Metro State University</b>	Low n	5.6%
<b>Minnesota State University, Mankato</b>	unknown	unknown
<b>Augsburg University</b>	Low n	0.0%
<b>Hamline University</b>	Low n	0.0%
<b>Concordia University, St Paul</b>	Low n	0.0%
<b>Saint Mary's University of Minnesota</b>	Low n	0.0%
<b>University of St Thomas</b>	Low n	0.0%
<b>University of MN, Twin Cities</b>	Low n	N<10
<b>St Cloud State University</b>	Low n	0.0%
<b>Southwest Minnesota State University</b>	Low n	1.1%

Source: 2022 CUGMEC Grantee Reports



<b>Asian</b>	<b>Number of program completers employed as MN teachers in their field(s)</b>	<b>Percentage out of all program completers employed as MN teachers in their field(s)</b>
<b>Metro State University</b>	Low n	22.2%
<b>Minnesota State University, Mankato</b>	unknown	unknown
<b>Augsburg University</b>	Low n	14.3%
<b>Hamline University</b>	Low n	8.8%
<b>Concordia University, St Paul</b>	Low n	0%
<b>Saint Mary's University of Minnesota</b>	Low n	5.3%
<b>University of St Thomas</b>	10	5.65%
<b>University of MN, Twin Cities</b>	17	8.9%
<b>St Cloud State University</b>	Low n	4%
<b>Southwest Minnesota State University</b>	Low n	3.2%

Source: 2022 CUGMEC Grantee Reports

<b>Black</b>	<b>Number of program completers employed as MN teachers in their field(s)</b>	<b>Percentage out of all program completers employed as MN teachers in their field(s)</b>
<b>Metro State University</b>	Low n	16.7%
<b>Minnesota State University, Mankato</b>	unknown	unknown



<b>Augsburg University</b>	Low n	28.6%
<b>Hamline University</b>	Low n	2.9%
<b>Concordia University, St Paul</b>	Low n	0.0%
<b>Saint Mary's University of Minnesota</b>	Low n	0.0%
<b>University of St Thomas</b>	26	14.69%
<b>University of MN, Twin Cities</b>	Low n	N<10
<b>St Cloud State University</b>	Low n	4.00%
<b>Southwest Minnesota State University</b>	Low n	0.0%

Source: 2022 CUGMEC Grantee Reports

<b>Hawaiian or Pacific Islander</b>	<b>Number of program completers employed as MN teachers in their field(s)</b>	<b>Percentage out of all program completers employed as MN teachers in their field(s)</b>
<b>Metro State University</b>	Low n	0.0%
<b>Minnesota State University, Mankato</b>	unknown	unknown
<b>Augsburg University</b>	Low n	0.0%
<b>Hamline University</b>	Low n	0.0%
<b>Concordia University, St Paul</b>	Low n	0.0%
<b>Saint Mary's University of Minnesota</b>	Low n	0.0%
<b>University of St Thomas</b>	Low n	0.0%
<b>University of MN, Twin Cities</b>	Low n	0.0%



<b>St Cloud State University</b>	Low n	0.0%
<b>Southwest Minnesota State University</b>	Low n	0.0%

Source: 2022 CUGMEC Grantee Reports

<b>Hispanic</b>	<b>Number of program completers employed as MN teachers in their field(s)</b>	<b>Percentage out of all program completers employed as MN teachers in their field(s)</b>
<b>Metro State University</b>	Low n	13.9%
<b>Minnesota State University, Mankato</b>	unknown	unknown
<b>Augsburg University</b>	Low n	0.0%
<b>Hamline University</b>	Low n	2.9%
<b>Concordia University, St Paul</b>	Low n	0.0%
<b>Saint Mary's University of Minnesota</b>	Low n	0.0%
<b>University of St Thomas</b>	11	6.21%
<b>University of MN, Twin Cities</b>	Low n	N<10
<b>St Cloud State University</b>	Low n	0.0%
<b>Southwest Minnesota State University</b>	Low n	1.1%

Source: 2022 CUGMEC Grantee Reports



Multiple Categories	Number of program completers employed as MN teachers in their field(s)	Percentage out of all program completers employed as MN teachers in their field(s)
<b>Metro State University</b>	Low n	13.9%
<b>Minnesota State University, Mankato</b>	unknown	Unknown
<b>Augsburg University</b>	Low n	14.3%
<b>Hamline University</b>	Low n	0%
<b>Concordia University, St Paul</b>	Low n	0%
<b>Saint Mary's University of Minnesota</b>	Low n	0%
<b>University of St Thomas</b>	14	7.91%
<b>University of MN, Twin Cities</b>	Low n	N<10
<b>St Cloud State University</b>	Low n	0%
<b>Southwest Minnesota State University</b>	Low n	1.1%

Source: 2022 CUGMEC Grantee Reports

Total Candidates who are of color or who are Indigenous	Number of program completers employed as MN teachers in their field(s)	Percentage out of all program completers employed as MN teachers in their field(s)
<b>Metro State University</b>	36	100%



<b>Minnesota State University, Mankato</b>	unknown	unknown
<b>Augsburg University</b>	Low n	0.0%
<b>Hamline University</b>	Low n	14.7%
<b>Concordia University, St Paul</b>	Low n	0.0%
<b>Saint Mary's University of Minnesota</b>	19	100%
<b>University of St Thomas</b>	61	34.5%
<b>University of MN, Twin Cities</b>	36	18.9%
<b>St Cloud State University</b>	Low n	8%
<b>Southwest Minnesota State University</b>	Low n	6.5%

Source: 2022 CUGMEC Grantee Reports



### Projected Teacher Candidate Support

The data in this section reflects each grantee institution's current enrollment and capacity for supporting a larger number of teacher candidates who are of color and/or who are Indigenous.

CUGMEC Grantee	Number of teacher candidates who are of color or who are Indigenous in the grantee's teacher preparation program as of spring 2021
Metro State University	125
Minnesota State University, Mankato	60
Augsburg University	130
Hamline University	50
Concordia University, St Paul	89
Saint Mary's University of Minnesota	71
University of St Thomas	86
University of MN, Twin Cities	86
St Cloud State University	148
Southwest Minnesota State University	23
<b>Total</b>	<b>868</b>

Source: 2022 CUGMEC Grant Proposals



# Progress Monitoring & Outcomes

## Overview and Statewide Patterns

While all grant-funded programs meet the statutory requirement of working to increase the number of teacher candidates of color or who are Indigenous and meet the requirements for a Tier 3 license, the methods used by grantees vary. As such, in addition to the outcomes measured in Section 3, grantees are asked to develop their own indicators of the success and effectiveness of the funded program. Additionally, grantees were asked to measure and evaluate the success and effectiveness of each of the goals, activities, and outcomes funded by the grant. The following subsections report each grantee's self-designated progress monitoring methods, as well as their reported outcomes.

Many of the grantees noted that their goals were impacted by ongoing changes related to the COVID-19 pandemic. For example, campus closures interrupted student teaching related to in-person practicum requirements and the completion of teaching portfolios. Likewise, the implementation of tutoring and testing was impacted, as well as teacher candidate enrollment.

### **Metro State University**

#### Goals/Outcomes

Goal 1: Increase program completion rates above 90% by providing all TOCAIT candidates with scholarships during and prior to student teaching.

#### OUTCOMES:



All BIPOC student teachers received full tuition scholarships if they did not receive an OHE Underrepresented Student Teacher grant. Such CUGMEC funding for the past few years has been critical factor in our successfully closing achievement gaps in program completion between BIPOC candidates and white candidates.

Fall 2021 provided scholarships to 126 BIPOC teacher candidates totaling \$139,090 (averaging \$1,100 which is approximately 25% of full-time undergrad tuition cost for the semester)

Spring 2022 provided scholarships to 108 BIPOC teacher candidates totaling \$142,946 (averaging \$1,323 which is approximately 30% of full-time undergrad tuition cost for the semester)

Goal 2: Towards eventually increasing licensure rates above 70%, support TOCAIT candidates to complete licensing exams.

#### OUTCOMES:

With remaining grant funds, we purchased approximately 80 licensure exam test vouchers from Pearson to help subsidize the cost to teacher candidates of taking the exams which is a barrier to them earning Tier 3 licensure and we're hiring an adjunct faculty to provide testing support



**Figure 2: Metro State University Fiscal Year 2022 (July 1, 2021-June 30, 2022) Grant Funds Expenditure**

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$22,069.93	Tuition scholarships for student teaching credits	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Completion of student teaching	Number of students who passed student teaching Fall 2020
3,575.00	edTPA vouchers	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Completion of student teaching	Number of students who passed student teaching Spring 2021
\$110,403.50	Tuition scholarships	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Number of candidates enrolled	Number of credits enrolled/retained in the program
3,562.50	MTLE support (NES Math and Reading vouchers & tutor support)	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Number attending exam preparation support	Number of candidates passing the licensure exams



## **Minnesota State University, Mankato**

Goal 1: Provide direct financial support to 60 teacher candidates of color and Indigenous teacher candidates.

Outcome: Success of students who receive direct financial support.

Enrollment and Awards for CUGMEC Recipients in 2021-2022

Using institutional enrollment and award data, we gathered information on 40 students who received scholarships and vouchers. Of the 40, 15 received a scholarship, 7 received MTLE vouchers, and 18 received a scholarship and vouchers). Of those students, 14 (35%) graduated and 24 (60%) were enrolled as of Spring 2022. Of the students awarded scholarships or vouchers, 95% successfully completed or were continuing their degrees.

Enrollment and Award Trends in Teacher Preparation

Over the past four years, enrollment in undergraduate teacher preparation programs by teacher candidates of color and Indigenous teacher candidates has been consistent. Between 2018 and 2022, an average of 11 percent (114 students) of enrolled students were identified as students of color each year. Looking back 10 years, trends in degree completion in Mankato teacher preparation licensure programs has been positive. In 2011, 14 teacher candidates of color and Indigenous teacher candidates completed degrees in teacher preparation and in 2021, 34 teacher candidates of color and Indigenous teacher candidates completed teaching degrees. Between 2011 and 2017, an average of 14 teacher candidates of color and Indigenous teacher candidates completed teacher preparation programs each year. Between 2018 and 2021, years in which Minnesota State Mankato has received CUGMEC funding, an average of 35 teacher candidates of color and Indigenous teacher candidates completed teacher preparation programs each year. As a percentage, teacher candidates of color and Indigenous teacher candidates represent between 7 and 11 percent of those completing teaching degrees at Minnesota State, Mankato annually.

At the time of this report, the grant team did not have complete data on the MTLE status of CUGMEC scholarship and voucher recipients. That data project is scheduled to start on July 5 and be completed by July 22. The college also continues to administer surveys to all students to collect data and information on students' experiences and sense of preparation gained in their teacher preparation programs. Results of the surveys show that there is no discernable pattern indicating that teacher candidates of color and Indigenous teacher candidates have more positive or more negative experiences or feel more or less prepared than white students at the end of their programs. Although survey data is helpful in some respects, especially if respondents leave comments that help program faculty make program improvements, there are several limitations to using survey data including low response rates. The grant team and program faculty across the college continue to seek ways beyond surveys to gather information on students' experiences to support retention and completion.

Goal 2: Increase efforts to recruit teacher candidates of color and Indigenous teacher candidates.



Outcome: Success in developing targeted recruitment materials by December 2021.

Outcome: Success in disseminating information about teacher prep programs to at least 5 school partners by May 2022.

The grant team was supported in its efforts to increase recruitment of teacher candidates of color and Indigenous teacher candidates by the hiring of a liaison funded by an Intervention for College Attendance Program (ICAP) grant to facilitate outreach and recruitment events for middle and high school students. The goals of the program funded by the ICAP grant include engaging in outreach that raises awareness about the College of Education's vision and commitment to social justice and racial equity as well as the need for more teachers of color.

The ICAP liaison works closely with the Director of Recruitment and Retention and other to support students of color who elect to pursue a teaching career path. In addition to conducting successful outreach to districts and schools, the liaison created recruitment materials including presentations for students and families. The purpose of the recruitment materials is to disseminate information about teacher preparation programs and the college's mission and vision to various audiences. Beyond recruitment materials, the liaison has been successful in building relationships and maintaining contact with K-12 partners to disseminate information about teaching as a career to students of color and Indigenous students.

The Director of Recruitment and Retention, the ICAP liaison, and/or the Director for Concurrent Enrollment facilitated 56 outreach and recruitment events between November 2021 and mid-May 2022. These recruitment events included 15 different school districts and 569 students ranging from grade 6 to post-secondary. Based on students' self-reported demographic information, 20 percent were students of color or Indigenous students. The largest single event was conducted on May 11, 2022 with a College of Education Future Educators campus visit, tour, presentations, and relationship building. Evaluations from students in attendance were positive and suggested that they wished the day would have been longer. In addition, the college is building an informal partnership with Black Men Teach Twin Cities to aid in recruiting black men into Minnesota State, Mankato teacher preparation programs.

Goal 3: Continue to collaborate with PreK-12 partner districts on hiring and induction of teacher candidates of color and Indigenous teacher candidates by meeting with at least 5 school partners.

Outcome: Success in hosting meetings and facilitating a focus group with at least 5 school partners by May 2022.

Because the college received the ICAP grant and hired a liaison to work with K-12 stakeholders, the CUGMEC grant team did not conduct focus groups. Instead, the ICAP liaison and the Director of Recruitment and Retention engaged in a series of meetings with stakeholders. The Director of Recruitment and Retention, the ICAP liaison, and/or the Director for Concurrent Enrollment had meetings with district and building staff in eight districts to discuss recruiting teachers of color and Indigenous teachers into their districts. During these meetings, the grant staff discussed opportunities to connect with students including through panels and presentations as well as other collaboration opportunities to encourage students to explore teaching as a career. These meetings have been integral to developing relationships and connections with districts who are themselves invested in hiring more teachers of color and Indigenous teachers.



In reflecting on the success of the grant team in meeting the goals of the project for the 2021-22 year, the Mankato CUGMEC grant team was aided tremendously by the College of Education Director of Recruitment and Retention, the ICAP liaison, and the Director for Concurrent Enrollment. Their efforts ensured the success of the recruitment goals for this grant. This grant project was dually focused on retaining current students of color and Indigenous students through program completion through financial support and on expanding recruitment efforts to more districts and into middle-school grades. Without the support from the ICAP grant, our recruitment efforts would have been much more humble. It is clear that when combined with other revenue resources, the CUGMEC grant provides necessary financial support for teacher candidates of color and Indigenous candidates to be successful in completing their teacher preparation program.

## **Augsburg University**

### **RECRUITMENT**

#### **Goal/Outcome**

#### **COHORT 2**

To identify all qualified “finish line” students and invite their application to Pilot Cohort 2.

HIGH Identify finish line students; call and email students with information; hold information sessions or one to one meetings. Invite applications. Announce awards.

EAST CUGMEG fund award for FY22 did not award sufficient funding to begin building a Cohort 2. We did not accomplish the above recruitment goal.

### **ENROLLMENT**

#### **Goal/Outcome**

COHORT 1 HIGH All students will meet with their academic advisor to confirm a pathway to student teaching. All students will register for necessary coursework. CUGMEC program staff will monitor enrollment, work with financial aid to award scholarships, and monitor progress at the end of semester.

The Cohort 1 enrollment goal was met at 100%. In other words, all EAST scholars who wanted to enroll in classes did and were awarded various amounts of money. All scholars met and communicated with program staff at regular intervals.

Fall 2021 = 12 enrolled scholars—including 2 student teachers

Spring 2022 = 10 enrolled scholars—including 2 student teachers

Summer 2022 (we have a May term so still are able to award \$) = 6 enrolled scholars



COHORT 2 HIGH All students will meet with their academic advisor to confirm a pathway to student teaching. All students will register for necessary coursework. CUGMEC program staff will monitor enrollment, work with financial aid to award scholarships, and monitor progress at the end of semester.

The Cohort 2 enrollment goal was not met. As stated above, there was no funding to address this goal.

## RETENTION

### Goal/Outcome

COHORT 1 90% of EAST scholars will regularly attend monthly meetings; participate in tutoring; testing as needed; attend leadership opportunities

High Monthly seminar Professional career building workshops One-on-one mentoring twice per semester Frequent text messages, phone calls and other reminders about deadlines and opportunities Tutoring Testing prep fees Testing application support; letters for more time; provide NES study materials Leadership opportunities as available

Cohort 1 All scholars met and communicated with program staff at regular intervals. Covid's impacts were still being felt—so most of our programming happened online.

## LICENSURE and PLACEMENT

### Goal/Outcome

#### COHORT 1

Of the 11 EAST scholars 2 plan to student teach in Fall 2021 and 2 (possibly) in Spring 2022—these students will apply for their Tier 3 license and begin a job search. Medium Support students Pass content, pedagogy, NES, and edTPA.

Apply for licensure.

It can take up to one year for graduates to secure a job. We will monitor and support our EAST scholars through the licensure and job processes.

2 EAST scholars will have their license by June 30, 2022.

2 EAST scholars possibly will apply for license by June 30, 2022.

Of the 4 student teachers during FY22, none have attained Tier 3 licensure. 3/4 have Tier 1 or 2 license and are teachers of record in schools, but have not passed their exams. 1/4 has started the application process but has not taken the exams either.

Again 3/4 of the program completers are teachers in Minnesota, working toward the Tier 3.



## **Hamline University**

Goal 1. Award Tuition

Goal 2. Provide mentoring/support to empower students and build a sense of belonging

Goal 3. Provide stipends to student teachers

Goal 4. Provide financial support for licensing fees, testing preparation materials, and textbooks to increase licensure rates and retain students

Outcomes:

During the 2021-2022 academic year, Hamline University, awarded tuition scholarships and student teacher candidate stipends, provided mentoring and affinity group gatherings, and reimbursed students for licensing fees, testing preparation materials, and textbooks. Tuition scholarships were based on financial need and all initial license seeking BIPOC students who intend to teach in Minnesota are all eligible.

Twelve students received student teaching stipends ranging from \$500 to \$6,425. 26 tuition awards.

Forty-two students received CUGMEC scholarships ranging from \$250 to \$5,000 based on semester in program and financial need. Priority was given to undergraduate initial license seeking students.

All students have access to the MTLE Online Course and Practice Tests. Additional efforts to increase licensure rates and retain students included reimbursement for textbooks, preparation materials, and licensing fees. An online portal was created for students to request reimbursement. To date students have received \$2000 in aid.

Students were also offered the opportunity to engage in online or in person affinity group mentoring gatherings. Due to related pandemic complications, the information panel discussion and Teacher Leadership Fellows Program was rescheduled for next school year.

## **Concordia University, St. Paul**

Goal 1. Recruit and enroll 10 new candidates

This goal was articulated during the CUGMEC grant process in spring 2021. Our application asked for \$168,000 to continue preparing the 18 candidates we had rolling forward in our Southeast Asian Teacher Licensure Program (SEAT) and for adding 10 new candidates. However, we were only awarded \$60,000 for FY 2022. Thus, we had funds available to only add four new candidates. We did indeed add four new candidates for the fall 2021 semester so there were 22 enrolled in the SEAT program during FY 2022.



Goal 2. Five fully licensed completers

Six candidates completed all university graduation / certification requirements during FY 2022. None of them have yet to be fully licensed by the state of Minnesota. We believe this is due to the fact that we are only about six weeks from commencement. We believe that all six will be licensed in the coming six to eight weeks.

Two completers from FY 2021 earned full Minnesota licensure late last summer and were not included in the report as they were licensed later in the summer than the due date of the report.

Goal 3. Completers demonstrate competence in teaching

All six completers demonstrated better than average knowledge, skills, and dispositions during the Student Teacher semester according to the final evaluation of the experience completed jointly by the Cooperating Teachers and the University Supervisors.

Goal 4. All fully licensed completers find employment as an educator within one year of completion

All completers from last year and this year have pending job placements. These offers are contingent on the completion of the licensing process. All have been guaranteed jobs at the schools until the licensing officially occurs.

Goal 5. Completers are mentored in their first year of teaching and demonstrate competence.

All completers in the CUGMEC funded SEAT program are invited to attend the monthly Saturdays at Concordia online mentoring sessions. The sessions are held one Saturday each month and are hosted by fulltime faculty from the Department of Undergraduate Teacher Education. Topics during FY 22 for previous completers includes culturally competent pedagogy, classroom management, teaching children considered English learners, and other topics of interest requested by participants.

## **Saint Mary's University of Minnesota**

Goal 1: 20 new candidates enrolled

During the 2020-21 program year, Saint Mary's University of Minnesota (SMUMN) initially enrolled 13 CUGMEC recipients into the English as a Second Language (ESL) initial teacher licensure program. Two of those students stopped out of the program, resulting in 11 new CUGMEC recipients successfully completing their first year in the program in 2020-21. We did not meet our goal to enroll 20 new candidates, but we continue to incorporate program enhancements to improve our outreach and connection to potential CUGMEC candidates for the current program year. For the 2020-21 program year, Saint Mary's had planned to launch the cohort during the summer, but had to delay that start to



the fall due to complications stemming from the COVID-19 pandemic and the uncertainty it caused. This delayed start, as well as the many unforeseen life events that potential candidates experienced prior to the cohort start, ultimately reduced the number of teacher candidates who enrolled in our ESL program and the CUGMEC cohort.

#### Goal 2: Develop an expansion plan

Saint Mary's University of Minnesota has identified key strategies that we are currently implementing in order to expand the reach and impact of this important program. This expansion plan relies on two key strategies - continuing to strengthen our collaboration with the Sanneh Foundation and opening up CUGMEC opportunities to all licensure areas within our available initial teacher licensure pathways.

The partnership with the Sanneh Foundation has always been a cornerstone of SMUMN's CUGMEC project. However, since the 2020-21 program year, we have taken steps to deepen our relationship with the Foundation. This includes more directly integrating Tony Sanneh, CEO of the Foundation, into Saint Mary's. Mr. Sanneh was a featured honoree and speaker at the 2022 Hendrickson Forum on the university's Minneapolis campus. Through this deepening partnership, we hope to identify additional ways to ensure more teacher candidates from the Sanneh Foundation's Dreamline program enroll in our initial teaching licensure programs and are eligible to receive CUGMEC support over the next program year.

SMUMN is also in the process of opening up the CUGMEC program to all teaching candidates in the initial teaching licensure programs, beyond the English as a Second Language and Special Education Director pathways. We anticipate that this will help SMUMN reach more teacher candidates for the CUGMEC program during the 2022-23 year.

#### Goal 3: Provide scholarships and textbooks

This goal was met during the 2020-21 program year. Saint Mary's University of Minnesota successfully provided scholarships and textbooks to all 11 of the new teaching candidates enrolled in the CUGMEC program during 2020-21. This includes the following expenditures, all submitted to PELSB through the reimbursement process, listed below.

Fall 2020: \$37,830 in tuition support and \$1,730.30 for textbooks

Spring 2021: \$46,075 in tuition support and \$6,364.28 for textbooks

Summer 2021: \$44,945 in tuition support and \$419.85 for textbooks

#### Goal 4: Provide advising and check-ins

This goal was met during the 2020-21 program year. All of the CUGMEC recipients during 2020-21 participated in a robust advising and check-in schedule that includes four key touch points.

Initial interview - teacher candidates review their program pathway and course progression with their faculty adviser, including a discussion of their first semester course schedule.



First semester check in - candidates meet with their adviser several weeks into the program to discuss how things are going, including their work/study balance and their study habits. The adviser reviews available university resources, such as the Writing Center. This check-in also includes a guided discussion on the candidate's short-term (i.e. this academic year) and long-term, career-oriented goals.

Program year midpoint check in - midway through the program year, candidates meet with their adviser to check in on academic progress, social & emotional health and stress reduction strategies. This meeting includes revisiting the articulated goals from the previous meeting, as well as reviewing field placements to ensure candidates' placement plans meet all state licensure requirements.

Final course group discussion - during their final class, the Program Director leads a reflective conversation and provides professional resources and information candidates may find valuable. These include: information on conferences (including the MN English Learner Conference and the Student of Limited or Interrupted Learner Conference) as well as licensure renewal schedules and processes.

While not included as a formal check in, each teaching candidate delivers a presentation on they're learning and growth to their peers following their student teaching assignment. This helps to stimulate additional group reflection and sharing.

Goal 5: 100% pass rate on MTLE licensure exams

All 35 teacher candidates (35) in the 2020-2021 program year at SMUMN passed ESL subtest 1 & subtest 2, and all 69 teacher candidates in the 2020-2021 program year at SMUMN passed the Special Ed Core Skills subtest 1 & subtest 2. This includes all of the CUGMEC recipients for the 2020-21 program year.

Goal 6: Cognitive coaching program for mentoring teachers and university supervisors

Currently, all mentoring teachers and university supervisors at Saint Mary's are required to take the robust Coaching Strategies for Adult Learners online course, a series of weekly modules that center around critical coaching and thinking skills, as well as how to deploy them to enhance reflection and practice for adult learners.

During the 2019-20 program year, Saint Mary's offered limited cognitive coaching to university supervisors. The university had planned to fully integrate this training during the 2020-21 program year, but due to consistent disruptions and ongoing complications stemming from the COVID-19 pandemic, this integration was delayed. During that program year, the fully online, asynchronous Coaching Strategies for Adult Learners curriculum and modules were developed and have since been fully integrated across the university's initial teaching licensure pathway programs. More information about the Coaching Strategies for Adult Learners curriculum is available upon request.



## **University of St. Thomas**

Goal 1. Increase Tier 3 licensure rate for BIPOC students to 90% - met with 93%.

Goal 2. Increase completion percentage for BIPOC students to 90% - currently at 88% (we have a large group of residency students who will graduate in August and I anticipate us meeting the goal)

Goal 3. Successfully complete 11 current graduate students and recruit and enroll 14 new graduate students for initial teaching licensure - met

Goal 4. Provide Restorative Practices Professional Development opportunity to 25 graduate students – unable to complete due to staff turnover

## **University of Minnesota, Twin Cities**

Goal 1. Recruit teacher candidates of color or Indigenous teacher candidates for the DLI-L 2022 cohort

June 13, 2022 update: 14 BIPOC teacher candidates are enrolled in the DLI-L 2022 cohort and are receiving FY22 and FY23 CUGMEC scholarships.

Goal 2. Retain at least 85% of our teacher candidates from entry to completion of license and degree

As requested, the percent reported is data from the 2020-2021 academic year. At the end of the 2020-2021 academic year, 92% of our teacher candidates who received CUGMEC scholarships completed their license and degree.

Goal 3. 100% of teacher candidates pass required MTLE content and pedagogy tests

As requested, the percent reported is data from the 2020-2021 academic year. At the end of the 2020-2021 academic year, 73% of our teacher candidates who completed program requirements and received CUGMEC scholarships passed the required MTLE content and pedagogy tests.

## **St. Cloud State University**

Goal 1. Increase the incoming teacher candidate of color pool

Our comprehensive, student-centered approach starts before potential teacher candidates (TC) graduate from high school, continues while TCs are enrolled at College of Education and Learning Design (CoELD), and follows the educators as they start their teaching careers. The CoELD Coordinator of Recruitment and Retention of Diverse Teacher Candidates recruits BIPOC and American Indian future educators through tailored strategies including community engagement events, high school recruitment/ classroom presentations and our Future Teacher Academy (FTA). CoELD offers an online “Introduction to Education - Huskies in the High School” course with the Sourcewell Service Cooperative, located in Staples, MN. The online course was designed specifically to support smaller rural and diverse districts while still offering comprehensive student



and teacher support. CoELD has seen an increase in student enrollment in this course since the inception of this modality option. For Fall 2021 semester, 10 high school students enrolled. For Spring 2022 semester, 24 students were enrolled. For Fall 2022 semester, there are 36 students enrolled. Fall of 2022 semester will be the first semester where 2 sections of the course will be offered.

The COVID-19 pandemic directly affected the offering of Huskies in the High School courses to K-12 school districts. This was mainly due to district funding and staffing shortages. CoELD has continued to collaborate and support the K-12 partnerships and is expecting to partner with at least 4 school districts in offering Huskies in the High School courses during the 2022-2023 academic year.

CoELD used CUGMEC funds to design a College Writing Course for Multilingual Students. The CoELD team collaborated with multiple stakeholders including St. Cloud Technical and Community College, SCSU's Academic Collegiate Excellence (ACE) and St. Cloud Area School District. The course uses WIDA training for EL standards, effective methods and curriculum for EL students, and the expertise of professionals who work with EL students. During the July 2022 summer program, the course will be offered to St. Cloud Area School District students.

Currently there are 22 students enrolled. Upon completion of the pilot program, CoELD will work to offer the course as part of our Huskies in the High School Program and/or PSEO.

#### Goal 2. Increase graduation rates

The CoELD team is actively seeking and engaging in community opportunities to support our students of color and American Indian students. The CoELD Coordinator of Recruitment and Retention of Diverse Teacher Candidates serves as an additional support for these students. This support includes regular

meetings to build community, support navigating higher education systems, and individual one-on-one tailored assistance/advising. With the CUGMEC funds, CoELD will be able to hire a Graduate Assistant (GA) for the 2022-2023 academic year. The goal is for this GA to be a person of color and bi/multi-lingual (preferably in Somali). The GA will provide additional support for BIPOC and American Indian students including mentorship and one-on-one tailored academic support.

CUGMEC funds have been used to directly award scholarships to BIPOC and American Indian student teachers and students in field placement semester. During the Fall 2022 semester, a total of \$17,500 was awarded (6 student teachers received a \$1,000 scholarship and 23 students received a \$500 scholarship during the field placement semester). During the Spring 2022 semester, \$32,000 were awarded to 47 students (18 student teachers received a \$1,000 scholarship and 29 students completing a field placement received a \$500 scholarship). The financial need among BIPOC and American Indian future educators is evident with the increase in scholarship funds between Fall 2021 and Spring 2022 semesters. The financial support is key in helping to relieve the financial burdens that many BIPOC and American Indian students face.

#### Goal 3. Career pathway development



The FTA was awarded MDE Grow Your Own funding for the next 5 years, which will allow for comprehensive planning and sustainability of the program. The FTA team has been able to stay in communication with past scholars and support them in their higher education goals. For the past FTA scholars the college attendance rate is 82%.

During the week of June 5-9, 2022, CoELD hosted the 3rd FTA scholars' cohort. We welcomed 19 participants, consisting of 10 females and 9 males. All student participants were of Somali descent. During the residency week, the students enrolled in the Leadership and Advocacy in Education course (ED 195) and earned 3 college-level credits.

Out of the 2022 FTA scholars, 3 will be attending SCSU; 1 student will be attending University of Minnesota and 2 students are enrolled at St. Cloud Community and Technical College for the fall 2022 semester. The remaining FTA scholars will be starting their senior year in high school. The FTA team will support FTA scholars throughout their high school graduation and college transition.

Along with providing the FTA to St. Cloud Area Public schools for the next 4 years, the CoELD team is looking to collaborate with additional diverse districts with the goal of offering multiple FTA camps during the Summer of 2023.

The CoELD coordinator of recruitment and retention serves in the Freshwater Education District Grow Your Own Grant – FY22 – Pathway for Adults advisory committee. Currently, the program has accepted 5 applicants who will be completing their teaching degrees and working in the Freshwater Education district. CoELD is one of the education programs supporting the students from application to graduation of the teacher preparation program.

## **Southwest Minnesota State University**

Goal 1. Support candidates for wages lost during time off to complete field experiences

Goal 2. Provide support to the school district to hire substitute teachers while paraprofessionals are completing their required field experience

Report on Goal 1:

Two of the four current candidates in SWTPP were able to have lost wages reimbursed with funds from the CUGMEC grant for their work as paraprofessionals in ISD518. The other two candidates are not paraprofessionals; one is working as a Tier 2 teacher in a private school, and the final candidate has been doing substitute teaching for ISD518. The two candidates who were able to access the CUGMEC funding each commented that it was essential for them when doing their 10 days of pre-student teaching; they could not have completed this requirement without the reimbursement for lost wages on the days they needed to take time off from work to complete these field experiences.

Candidate 1: \$1,182.48

Candidate 2: \$1,290.75



Report on Goal 2:

ISD518 used the CUGMEC funding to hire substitute paraprofessionals for the two candidates listed above during their 10 days of pre-student teaching. Substitutes were available for all 10 days for Candidate 1, but due to the shortage of substitutes, they were only able to hire a substitute for 6 days for Candidate 2. The funding enables the district to continue the essential services provided by the paraprofessionals for the students that they serve during our candidates' absences for field experiences. This alleviates a potential hardship for both the district and for the students they serve.

Candidate 1: 10 days reimbursement sub - para (to ISD 518)	\$1,249.02
Candidate 2: 6 days reimbursement sub - para (to ISD 518)	\$ 863.52



# Beyond the Numbers: Site Visits & Program Narratives

## Overview of Grant Program Activities

As part of the fiscal year 2022 CUGMEC grant program, grantees participated in a cohort meeting designed to help share effective practices and support ongoing comradery. During the meeting held on March 10, 2022, grantees discussed outreach and recruitment efforts during an ongoing pandemic, as well as the effects and challenges of awarding scholarships for students on a competitive, rather than stable, institutional basis.

PELSB recognizes that the support funded by the CUGMEC Grant is just one aspect of the work being done by each grantee related to increasing teachers of color and Indigenous teachers in Minnesota. To get a better sense of the work in progress at grantee institutions, PELSB staff conducted site visits in the spring and early summer of 2022. These visits provided context to the quantitative data reported by the grantees.

### University of Minnesota, Twin Cities

In the early summer of 2022, PELSB staff checked in with the University of Minnesota, Twin Cities (UMN TC) for an update on the grantee's work to support teacher candidates of color and Indigenous teacher candidates. CUGMEC funding at the UMN TC supports two programs, one through the College of Education and Human Development (CEHD) and the other through the Multiple Pathways to Teaching Office (MPT). The MPT runs a Grow Your Own program (MNGOT) and a Dual Language and Immersion (DLI-L) program. Grant funds are used to support teacher candidates of color and Indigenous candidates completing these various programs, primarily through scholarships that remove economic barriers, often the key factor in determining whether a candidate of color can enroll and complete a program. Many of the candidates in the



programs had been working as educational assistants and were looking for an opportunity to become licensed and work in their current districts. The programs work with districts to support these candidates. In past site visits, candidates expressed the genuine support they felt both in and outside of the classroom. Many articulated the importance of an equity-driven curriculum, which made them feel valued in the program and prepared them for the kind of teaching career they desired.

A visit this June to a teacher preparation classroom provided a sense of the engaged level of instruction that teacher candidates receive, including preparing teachers for dual language immersion instruction. The candidates are encouraged to create an environment where students feel authentically involved in decision-making within a structured, stable, and dependable environment that maximizes learning. Lesson plans consider building a positive culture of being seen and heard, of freedom within form, and building a learning –friendly culture that minimizes potential distractions. It is a pedagogy of “walk the walk” that encourages teachers to model the behavior that they expect to see in their classroom, truly an example of this of itself.

## **New Grantee Visit - St. Cloud State University**

In the spring of 2022, PELSB staff conducted a virtual site visit with St. Cloud State University to learn about the work undertaken by St Cloud State University’s College of Education and Learning Design (CoELD) in supporting teacher candidates of color and Indigenous teacher candidates. CUGMEC funding supports the recruitment and retention of teacher candidates of color and Indigenous teacher candidates, primarily through scholarships. CUGMEC grant funds may also be utilized to cover the cost of test fees, test preparation workshops, and access to practice tests for teacher candidates.

St Cloud State University’s CoELD staff shared the importance of the direct support offered in order to help disrupt existing opportunity gaps and eliminate cultural barriers, including an aversion to taking on loans, without resorting to risking program completion and success by working multiple jobs while training to work as a teacher.

In addition to providing direct support through scholarships, staff provide indirect support in the form of a bilingual, BIPOC Education and Student Success Advisor. The student success advisor is able to provide intensive counsel and mentoring so teacher candidates of color feel a sense of belonging and inclusion at the university, creating confidence and success, leading to both increased recruitment and program completion. The CoELD also gains an understanding of the changing needs of the teacher candidates in order to better support their success, ensuring program completion, licensure, and placement for teacher candidates of color and Indigenous teacher candidates. Other indirect



support includes the development of EL pathways with a Heritage Language curriculum and pilot program. More indirect support is offered through the assistance of a Somali-speaking, multilingual cultural liaison connecting the teacher preparation programs with interested future teacher candidates via their partnership with Independent St. Cloud School District #742, and outreach activities within local communities of color.

Because CUGMEC funds are limited, St. Cloud State University seeks additional funding for its work from MDE's Grown Your Own and Office of Indian Education grants. Due to the limited nature of CUGMEC funding, grant candidates often rely on multiple sources at a time. It is important to note that seeking out, securing, tracking, and reporting these streams of funding requires significant staff support, something that is currently not funded by CUGMEC due to the limited grant amount.



# Conclusions & Policy Recommendations

## State Goals

*The Increase Teachers of Color Act proposes an established State goal of increasing the percentage of teachers of color and Indigenous teachers by 2 points per year. While this legislation has not been passed, PELSB, the Minnesota Department of Education, and the Minnesota Office of Higher Education continue to work in partnership on increasing teacher diversity. However, the establishment of a state goal would solidify the State's commitment to creating a teaching workforce that more closely reflects the State's increasingly diverse student population and ensuring all students have equitable access to effective and diverse teachers by 2040.*

## Research-Based Recommendations

*The literature on teacher diversity is vast and this report does not aim to synthesize all of the major studies conducted on the topic. However, the common themes presented in this research are worth highlighting. Experts have identified barriers like the cost of teacher preparation and the design of standardized testing as barriers for teacher candidates of color trying to enter the profession.<sup>1</sup> More recently, researchers have emphasized the issue of retention as a key contributing factor to low percentages of teachers of color nationwide.<sup>2</sup>*

*1 Goldhaber, D., & Hansen, M. (2010). Race, gender, and teacher testing: How informative a tool is teacher licensure testing? American Educational Research Journal, 47(1), 218–251; The Learning Policy Institute, "Solving the Teacher Shortage," 2016.*

*2 Achinstein, B., Ogawa, R. T., Sexton, D., & Freitas, C. (2010). "Retaining teachers of color," Review of Educational Research, 80(1), 71–107. <http://doi.org/10.3102/0034654309355994>; Hanushek, E. A., Kain, J. F., & Rivkin, S. G. (2004). Why public schools lose teachers. Journal of Human Resources, 39(2), 326–354; Ingersoll, R., & May, H. (2011). Recruitment, retention and the minority teacher shortage.*

*3 Ahmad, F. Z., & Boser, U. (2014). America's leaky pipeline for teachers of color. Center for American Progress; The Albert Shanker Institute, "The State of Teacher Diversity in American Education," 2015; The Learning Policy Institute, "Solving the Teacher Shortage," 2016.*

*Many of the reports published on this issue include federal, state, and local policy recommendations.<sup>3</sup> While not exhaustive, common policy recommendations are that the State should:*



### *Preparation*

- *Provide generous scholarship support to teacher candidates. This support should be tied to the effectiveness of the preparation program and of the teacher candidate, especially those in five-year programs.*
- *Strengthen educational pathways between two-year and four-year educational institutions, given the number of students of color at two-year schools.*
- *Ensure teacher preparation providers are offering mentoring, support, and training in culturally-responsive practices.*
- *Support alternative teacher preparation pathways.*
- *Provide service scholarships and loan forgiveness programs that cover all or a large percentage of tuition. This should be paired with recruiting academically strong and committed teachers.*
- *Support teacher residency programs that allow candidates to earn an income and gain experience while completing a credential in return for a commitment to teach for several years.*
- *Support local pathways and “Grow Your Own” programs.*
- *Invest in the development of high-quality principals who work to include teachers in decision-making and foster positive school cultures.*

### *Induction & Retention*

- *Invest in induction/mentorship programs using ESSA, Title II funds, and competitive grant funds, such as the Supporting Effective Educator Development program.*
- *Increase teacher salaries in schools and communities where salaries are not competitive through salary minimums and salary incentives (such as for National Board Certification or taking on additional responsibilities).*
- *Provide financial incentives to recruit and retain teachers of color and Indigenous teachers.*
- *Increase teachers’ overall compensation through housing incentives.*
- *Increase teacher leadership opportunities that include increased compensation, responsibility, and recognition.*
- *Encourage early hiring notifications and multistep hiring processes that allow the school staff and candidate to assess their fit based on extensive information.*
- *Increase salaries so teachers of color are paid comparably to other professionals with similar knowledge, skills, and responsibilities.*



- *Survey teachers to assess the quality of their work environments and recommendations for improvement.*
- *Incentivize professional development and collaboration. This requires changes in scheduling and resource allocation.*

#### *Additional Recommendations*

- *Ensure the accuracy and integrity of teacher data collected from all public school districts and charters—including data on the race and ethnicity of teachers—and make that data available to the public.*
- *Review all educational policy and amend or modify it as necessary to promote teacher diversity.*

### **Next Steps**

*Some of these recommendations have been championed by legislators and public groups, leading to State-funded programs like the Teacher Mentorship and Retention of Effective Teachers grant, which emphasizes the mentorship and retention of teachers of color. Along with these efforts, the research-based recommendations in this section offer concrete ways to continue and improve the movement to increase and retain teachers of color and Indigenous teachers in Minnesota.*



