

Collaborative Urban and Greater Minnesota Educators of Color Grant Report Form

Instructions:

Please send an electronic copy of the Collaborative Urban and Greater MN Educators of Color (CUGMEC) Program final completed report by January 15, 2022 to reports@lrl.leg.mn and copy to Laura.Dyer@state.mn.us.

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

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

Report components:

- I. Coversheet
- II. CUGMEC Program Narrative – Please describe your teacher preparation program’s efforts to recruit, retain and induct teacher candidates who are of color or who are Indigenous. Describe the specific ways CUGMEC funding will support this work. Also, please note how this work has been impacted by the pandemic.
- III. Program Data – Please provide data from the past 3 years, as well as the year funded by the grant. Please also describe how grant funding has impacted the data from the most recent reporting year. You are welcome to include graphs.
- IV. CUGMEC Grant Funds Expenditure – Please list all awarded funds, differentiating between funds spent and funds yet to be spent this fiscal year. Fill in the “method of progress monitoring” and “data” columns based on the information in sections 4 and 5 of your application.

Collaborative Urban and Greater Minnesota Educators of Color Grant Report

Grantee Information

Legal Name of Applicant Organization	Saint Mary's University of Minnesota
Total Grant Amount	2019-2020 \$187,926
	2020-2021 \$85,000
	2021-2022 \$85,000

Identified Official with Authority

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Primary Program Contact

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Collaborative Urban and Greater Minnesota Educators of Color Grant Program Narrative

The funds received through the CUGMEC grant have been beneficial to the recruitment, retention, and induction of teacher candidates at Saint Mary's University of Minnesota who identify as a person of color or who are Indigenous. Details on specific efforts of these recruitment, retention and induction processes are detailed below with descriptions of the specific ways CUGMEC funding supports this work, and how this work has been impacted by the pandemic.

Recruitment: Recruitment has 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. Through the partnership, we have been collaborating specifically with the Dreamline coaching corps program in The Sanneh Foundation, an initiative to provide 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, we 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 through their Dreamline coaching experiences. The Saint Mary's marketing team is also recruiting new potential candidates through a social media marketing campaign. The field specialist office plays an active role in connecting with local schools as well as interested individuals.

CUGMEC funding does not directly support these recruitment efforts, but it is very beneficial in the recruitment stage because candidates are more likely to pursue a teacher licensure program knowing that they will receive some financial support through tuition scholarships provided through the CUGMEC funds.

Retention: Retention is a critical component of the program, as we strive to have all students who start the program continue on and attain a teaching license. The CUGMEC funds are valuable in helping to ease the financial burden associated with completing coursework in a teacher preparation program. The CUGMEC funds provide partial tuition scholarships as well as some of the required textbooks needed for their teacher preparation coursework. This support is critical because it allows the teacher candidates to focus their efforts and energy on studying and successfully completing the courses alleviating some of the financial stresses.

Induction: Recognizing the high burnout rates of teachers who are leaving the field, we have been working to create strong induction programs to continue to support our teachers beyond licensure and to continue to stay connected with our alumni as they progress in their teaching careers. We initially created a yearlong mentorship program for the university supervisors and cooperating teachers who supported CUGMEC grantees. They worked closely with the teacher candidates during student teaching and in their first year of teaching. As the pandemic hit, this program has been modified and adapted into an online program. This year, an online module-based cognitive coaching training program was developed for the university supervisors and cooperating teachers to complete prior to and while supporting a student teacher. This training program provides opportunities for those who are mentoring the teacher candidates to become stronger mentors and to incorporate cognitive coaching strategies into their observation sessions. This offers continued benefits because rather than simply receiving feedback, the candidates are coached to actively lead their own reflective processes, something that can continue to utilize throughout their teaching career.

Additionally we regularly invite CUGMEC alumni to visit and connect with current CUGMEC recipients, demonstrating the teaching and leadership roles they now serve in. Examples of this include each semester inviting recent CUGMEC alumni to join a job panel where they share their experience and advice on preparing for a new teaching job, including their personal experiences and perspectives on the hiring and induction process. This job panel is open to those who are student teaching, and will likely be applying for jobs in the near future. We also invite CUGMEC alumni to facilitate MTLE study sessions to help prepare candidates for these exams. While some of these induction efforts are funded through the university, the MTLE study sessions with CUGMEC alumni are paid for with CUGMEC funds.

Pandemic Impact: The pandemic has impacted the timeline of the program, as well as the model of delivery of the courses. As the pandemic continues, we have adjusted both the model and number/timing of starts so that we can continue to maintain a high-quality program for all involved. We see a lot of value in creating a strong community within the cohort and initially planned for intensive face-to-face summer starts, but due to the pandemic, we have adjusted the model, delaying the starts to fall starts in 2020 and 2022, and changing to both online and hybrid programs at different points in the pandemic. Because we could not hold the intensive face-to-face summer sessions, we instead offered two options to candidates—continuing in a traditional model, or taking a semi-intensive hybrid summer program. The spreading of the courses out into the hybrid courses has resulted in a modified timeline, and has delayed the new start. This delay has also resulted in spending the funds at a slower pace than originally planned. We are continuing to listen to the experiences of the teacher candidates to determine the best models for this program moving forward.

Collaborative Urban and Greater Minnesota Educators of Color Grant Program Data

Instructions: Please provide the following data for the **2018-2019, 2019-2020, 2020-2021** academic years. Additionally, provide data for **fall 2022**.

The data reported should be for your unit, not an individual program or your entire college or university. Please note, where a percentage is asked for, this should be the percentage of candidates/completers of color out of all candidates/completers.

For the purpose of this report, **program completer** means a candidate who complete all coursework and clinical experience at the level necessary to be recommended for licensure, even if they have not yet passed pedagogy and/or content exams. **Enrolled candidates** include program completers.

If a candidate is counted in more than one racial/ethnic category, please make note of that.

Table 1a: 2018-2019 Data

	# of candidates recruited to grantee unit	% of candidates recruited to grantee unit	# of candidates newly admitted to the unit	% of candidates newly admitted to the unit	# of candidates enrolled at the unit	% of all candidates enrolled	# of candidates who completed student teaching	% out of all candidates who completed student teaching
American Indian or Alaskan Native	8	3.1%	6	2.5%	7	1.0%	0	0.0%
Asian	8	3.1%	12	5.0%	24	3.5%	2	3.0%
Black	11	4.2%	11	4.6%	31	4.6%	5	7.6%
Hawaiian/Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Hispanic	18	6.9%	18	7.5%	46	6.8%	2	3.0%
Multiple Categories	0	0.0%	2	0.8%	4	0.6%	0	0.0%
Total (above categories)	45	17.2%	49	20.4%	112	16.5%	9	13.6%
Total in Unit	261	100.0%	240	100.0%	678	100.0%	66	100.0%

Table 1b: 2018-2019 Data

	# of program completers	% out of all program completers	# of program completers licensed in their field(s)	% out of all program completers licensed in their field(s)	# of program completers employed as MN teachers in their field(s)	% out of all program completers employed as MN teachers in their field(s)	# of program completers employed as MN administrators	# of program completers employed as MN educators in other areas
American Indian or Alaskan Native	0	0.0%	0	0.0%	0	0.0%	no data	0
Asian	4	3.7%	2	2.7%	1	6.7%	no data	0
Black	5	4.6%	3	4.0%	0	0.0%	no data	1
Hawaiian/Pacific Islander	0	0.0%	0	0.0%	0	0.0%	no data	0
Hispanic	3	2.8%	2	2.7%	0	0.0%	no data	1
Multiple Categories	0	0.0%	0	0.0%	0	0.0%	no data	0
Total (above categories)	12	11.1%	7	9.3%	1	6.7%	no data	2
Total in Unit	108	100.0%	75	100.0%	15	100.0%	no data	10

Table 2a: 2019-2020 Data

	# of candidates recruited to grantee unit	% of candidates recruited to grantee unit	# of candidates newly admitted to the unit	% of candidates newly admitted to the unit	# of candidates enrolled at the unit	% of all candidates enrolled	# of candidates who completed student teaching	% out of all candidates who completed student teaching
American Indian or Alaskan Native	17	7.2%	0	0.0%	4	0.7%	0	0.0%
Asian	8	3.4%	6	4.1%	24	4.0%	5	5.3%
Black	11	4.7%	3	2.0%	17	2.8%	6	6.4%
Hawaiian/Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Hispanic	18	7.6%	11	7.4%	44	7.3%	7	7.4%
Multiple Categories	4	1.7%	0	0.0%	3	0.5%	0	0.0%
Total (above categories)	58	24.6%	20	13.5%	92	15.3%	18	19.1%
Total in Unit	236	100.0%	148	100.0%	601	100.0%	94	100.0%

Table 2b: 2019-2020 Data

	# of program completers	% out of all program completers	# of program completers licensed in their field(s)	% out of all program completers licensed in their field(s)	# of program completers employed as MN teachers in their field(s)	% out of all program completers employed as MN teachers in their field(s)	# of program completers employed as MN administrators	# of program completers employed as MN educators in other areas
American Indian or Alaskan Native	4	2.4%	0	0.0%	0	0.0%	no data	0
Asian	6	3.7%	3	2.7%	1	2.1%	no data	2
Black	6	3.7%	4	3.5%	3	6.4%	no data	1
Hawaiian/Pacific Islander	0	0.0%	0	0.0%	0	0.0%	no data	0
Hispanic	10	6.1%	6	5.3%	2	4.3%	no data	1
Multiple Categories	0	0.0%	0	0.0%	0	0.0%	no data	0
Total (above categories)	26	15.9%	13	11.5%	5	10.6%	no data	4
Total in Unit	164	100.0%	113	100.0%	47	100.0%	no data	17

Table 3a: 2020-2021 Data

	# of candidates recruited to grantee unit	% of candidates recruited to grantee unit	# of candidates newly admitted to the unit	% of candidates newly admitted to the unit	# of candidates enrolled at the unit	% of all candidates enrolled	# of candidates who completed student teaching	% out of all candidates who completed student teaching
American Indian or Alaskan Native	27	13.5%	0	0.0%	0	0.0%	0	0.0%
Asian	6	3.0%	6	4.3%	24	4.4%	4	3.8%
Black	8	4.0%	5	3.5%	18	3.3%	2	1.9%
Hawaiian/Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Hispanic	4	2.0%	12	8.5%	37	6.8%	10	9.4%
Multiple Categories	14	7.0%	0	0.0%	5	0.9%	2	1.9%
Total (above categories)	59	29.5%	23	16.3%	84	15.5%	18	17.0%
Total in Unit	200	100.0%	141	100.0%	542	100.0%	106	100.0%

Table 3b: 2020-2021 Data

	# of program completers	% out of all program completers	# of program completers licensed in their field(s)	% out of all program completers licensed in their field(s)	# of program completers employed as MN teachers in their field(s)	% out of all program completers employed as MN teachers in their field(s)	# of program completers employed as MN administrators	# of program completers employed as MN educators in other areas
American Indian or Alaskan Native	0	0.0%	0	0.0%	0	0.0%	no data	0
Asian	4	2.6%	0	0.0%	1	5.3%	no data	0
Black	4	2.6%	1	1.1%	0	0.0%	no data	0
Hawaiian/Pacific Islander	0	0.0%	0	0.0%	0	0.0%	no data	0
Hispanic	13	8.4%	8	8.9%	0	0.0%	no data	2
Multiple Categories	2	1.3%	0	0.0%	0	0.0%	no data	1
Total (above categories)	23	14.9%	9	10.0%	1	5.3%	no data	3
Total in Unit	154	100.0%	90	100.0%	19	100.0%	no data	13

Table 4a: Fall 2021 Data

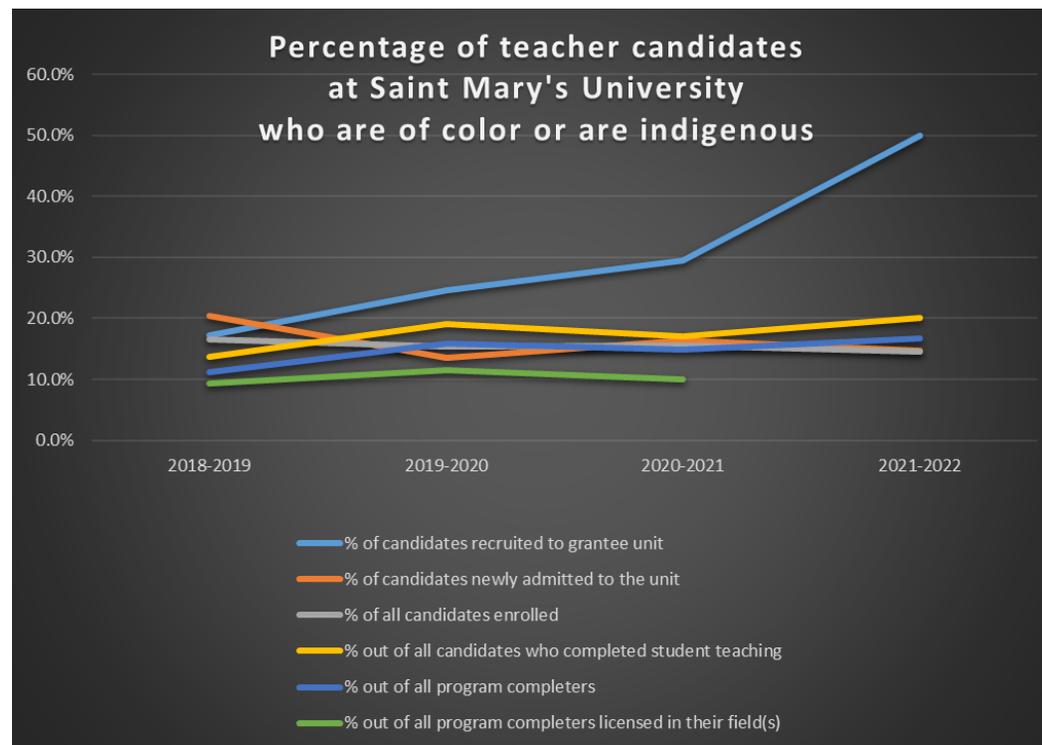
	# of candidates recruited to grantee unit	% of candidates recruited to grantee unit	# of candidates newly admitted to the unit	% of candidates newly admitted to the unit	# of candidates enrolled at the unit	% of all candidates enrolled	# of candidates who completed student teaching	% out of all candidates who completed student teaching
American Indian or Alaskan Native	13	28.3%	0	0.0%	1	0.3%	0	0.0%
Asian	3	6.5%	5	6.1%	14	4.0%	3	10.0%
Black	2	4.3%	4	4.9%	12	3.4%	1	3.3%
Hawaiian/Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Hispanic	2	4.3%	2	2.4%	23	6.6%	2	6.7%
Multiple Categories	3	6.5%	1	1.2%	1	0.3%	0	0.0%
Total (above categories)	23	50.0%	12	14.6%	51	14.6%	6	20.0%
Total in Unit	46	100.0%	82	100.0%	349	100.0%	30	100.0%

Table 4b: Fall 2021 Data

	# of program completers	% out of all program completers	# of program completers licensed in their field(s)	% out of all program completers licensed in their field(s)	# of program completers employed as MN teachers in their field(s)	% out of all program completers employed as MN teachers in their field(s)	# of program completers employed as MN administrators	# of program completers employed as MN educators in other areas
American Indian or Alaskan Native	0	0.0%	No Data	No Data	No Data	No Data	No Data	No Data
Asian	3	7.1%	No Data	No Data	No Data	No Data	No Data	No Data
Black	1	2.4%	No Data	No Data	No Data	No Data	No Data	No Data
Hawaiian/Pacific Islander	0	0.0%	No Data	No Data	No Data	No Data	No Data	No Data
Hispanic	3	7.1%	No Data	No Data	No Data	No Data	No Data	No Data
Multiple Categories	0	0.0%	No Data	No Data	No Data	No Data	No Data	No Data
Total (above categories)	7	16.7%	No Data	No Data	No Data	No Data	No Data	No Data
Total in Unit	42	100.0%	No Data	No Data	No Data	No Data	No Data	No Data

The table and accompanying chart below highlight the candidate metrics at Saint Mary's University for the total number of candidates who reported their race or ethnicity in one of the categories collected in the CUGMEC report guidelines. Changes show growth in the proportion of students recruited over the past four years, reaching 50% this year. We see as well as stability in the other metrics. We are happy to report that 20% of candidates completing student teaching this fall (2021) identified as a teacher candidate of color or as indigenous.

	% of candidates recruited to grantee unit	% of candidates newly admitted to the unit	% of all candidates enrolled	% out of all candidates who completed student teaching	% out of all program completers	% out of all program completers licensed in their field(s)
2018-2019	17.2%	20.4%	16.5%	13.6%	11.1%	9.3%
2019-2020	24.6%	13.5%	15.3%	19.1%	15.9%	11.5%
2020-2021	29.5%	16.3%	15.5%	17.0%	14.9%	10.0%
2021-2022*	50.0%	14.6%	14.6%	20.0%	16.7%	no data



Collaborative Urban and Greater Minnesota Educators of Color Grant Funds Expenditure

Table 3: 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
\$43,364 SU21 tuition	Tuition funding for CUGMEC recipients for tuition payments in Summer 2021	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Recruitment/enrollment rates, financial aid reports, transcripts	Enrollment and registration data, student transcripts
\$33,835 FA21 tuition	Tuition funding for CUGMEC recipients for tuition payments in Fall 2021	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Recruitment/enrollment rates, financial aid reports, transcripts	Enrollment and registration data, student transcripts
Remaining 2021-2022 funds to be spent		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
\$78,600	Tuition funding for CUGMEC recipients	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Recruitment/enrollment rates, financial aid reports, transcripts	Enrollment and registration data, student transcripts
\$6,000	Required textbooks	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Recruitment/enrollment rates, transcripts	Enrollment and registration data, student transcript
\$400	Facilitation of MTLE test preparation sessions	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	MTLE test scores, attendance rates	MTLE test scores, attendance rates

Note: Due to the pandemic, we had delayed the new start, so the funding listed is from past grant, and we are continuing to spend the 2021-22 funds over the next year.