

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	University of St. Thomas
Total Grant Amount	\$95,000

Identified Official with Authority

Name of official with authority to sign	Michael J. Warnock, Ph.D.
Title	Director of Sponsored Programs
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Primary Program Contact

Name of program contact	Kirk Q. Smith
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Collaborative Urban and Greater Minnesota Educators of Color Grant Program Narrative

The University of St. Thomas teacher preparation program continues to be successful preparing future teachers, and especially Black, Indigenous, and People of Color (BIPOC), for the classroom. 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%.

Yet, we agree that more BIPOC students are needed to eliminate disparities in teachers in Minnesota. 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. For 30 years, 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, our programming will continue to effectively identify, recruit, prepare, support, graduate, and license BIPOC educators to teach in public school districts in Minnesota. The University of St. Thomas CUGMEC program recognizes the urgency of this effort and is dedicated to developing highly effective and diverse teacher candidates to serve all students in the state of Minnesota.

With a 30-year history of results, St. Thomas has demonstrated the ability to increase the number of persons from underrepresented populations inducted into the teaching profession and, as a result, expand the number of BIPOC educators who are prepared for a tier 3 – tier 4 teaching license in Minnesota. The University of St. Thomas plans to continue its long-standing commitment to addressing the recruitment and retention of BIPOC candidates in the education profession. With the current grant awards for FY22 in the amount of \$95,000, we have been able to award 18 qualified students \$4,918 for scholarships, books, and test fees.

With the support of additional external grant funding, we 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.

The School of Education's extensive initiatives in Diversity, Equity, and Inclusion (DEI) provide rich resources that can be utilized by this Program Manager, and all our faculty and staff, as we seek to attract and retain diverse teacher candidates and prepare them for 21st-century classrooms. In the last couple of years, under the leadership of Dean Campbell, our DEI programming has become substantially more robust and our 30-year program for BIPOC students has become even stronger. Since November 2018, the School of Education has hosted regular Dean's forums that have covered a wide array of diversity, equity, and inclusion topics that engage our community, staff, faculty, and students and encourage conversation. In 2021, St. Thomas also cohosted the National Urban Alliance (NUA) Summer Institute to support community-based, culturally sustaining pedagogy.

However, without scholarship money we cannot match these rich resources with the students who most need them. The funding provided through the CUGMEC grant is vitally important. We have a wealth of resources in DEI for BIPOC students, resources that will aid in attracting and retaining students as well as preparing them for

Minnesota classrooms in the 21st century, but without the CUGMEC grants we would be unable to make the resources available to students who need them.

The grant funds awarded to the University of St. Thomas are used to support recruitment, retention, and induction efforts across approved licensure programs. Most of the funds are used for direct student scholarships, with the added support to cover books and licensure fees.

While St. Thomas continues to be successful despite the pandemic, there have been wide-ranging effects as a result. For instance, 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, but the next wave brought more confusion and a loss of ability to reach viable candidates. Further, zoom fatigue has impacted recruiting efforts as many organizations curtailed additional Zoom 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. 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.

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	*	.08%	*	.02%	*	.07%	*	.07%
Asian	27	7.5%	*	4.0%	18	5.0%	*	7%
Black	70	19.5%	22	21%	44	12.0%	10	8%
Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0
Hispanic	31	8.5%	*	4%	16	4.5%	*	1.5%
Multiple Categories	0	0	0	0	0	0	0	0
Total	131	36.5%	34	33%	79	21.5%	22	17%

- When n is less than 10, the number has been removed and replaced with an asterisk to avoid revealing identifying information.

- Disaggregation to this level was not requested for this report at this time.

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
Asian	*	5.15%	*	4.41%	*	3.68%	*	0
Black	11	8.09%	10	7.35%	*	6.62%	*	0
Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0
Hispanic	*	1.47%	*	1.47%	*	1.47%	*	0
Multiple Categories	0	0	0	0	0	0	0	0
Total	20	14.7%	18	13.2%	16	11.76%	*	0

- When n is less than 10, the number has been removed and replaced with an asterisk to avoid revealing identifying information.
- Disaggregation to this level was not requested for this report at this time.

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	11	1%	0	.05%	*	.04%	*	.07%
Asian	30	5%	11	1.5%	23	2.5%	*	4%
Black	42	11%	12	2%	42	5.5%	20	15%
Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0
Hispanic	19	4.5%	*	2%	15	3%	*	1.4%
Multiple Categories	0	0	0	0	0	0	0	0
Total	102	18%	38	6%	81	11%	33	21%

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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	*	1.37%	*	1.37%	0	0	0	0
Asian	*	8.22%	*	8.22%	*	6.85%	0	0
Black	16	21.97%	16	21.97%	14	19.18%	0	0
Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0
Hispanic	*	6.85%	*	6.85%	*	5.48%	0	0
Multiple Categories	*	5.48%	*	5.48%	*	5.48%	0	0
Total	32	43.84%	32	43.84%	27	36.99%	0	0

- When n is less than 10, the number has been removed and replaced with an asterisk to avoid revealing identifying information.

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	*	.49%	*	.64%	*	.83%	0	0
Asian	22	5.43%	19	6.09%	16	6.67%	*	3.34%
Black	55	13.58%	25	8.01%	22	9.17%	15	3.83%
Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0
Hispanic	31	7.65%	14	4.49%	14	5.83%	*	1.47%
Multiple Categories	*	.99%	*	1.28%	*	1.67%	*	.25
Total	114	28.15%	64	20.51%	58	24.17%	30	10.23%

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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
Asian	12	6.78%	12	6.78%	10	5.65%	0	0
Black	27	15.25%	27	6.78%	26	14.69%	0	0
Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0
Hispanic	13	7.34%	13	7.34%	11	6.21%	0	0
Multiple Categories	15	8.47%	15	8.47%	14	7.91	0	0
Total	67	37.9%	67	37.9%	61	34.5%	0	0

- When n is less than 10, the number has been removed and replaced with an asterisk to avoid revealing identifying information.

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	*	0.87%	*	0.72%	*	0.72%	0	0
Asian	*	3.9%	*	2.16%	*	0.72%	0	0
Black	19	8.23%	10	7.19%	10	7.19%	0	0
Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0
Hispanic	16	6.93%	*	5.76%	*	5.76%	*	.7%
Multiple Categories	11	4.76%	*	4.32%	*	4.32%	0	0
Total	57	24.68%	28	20.14%	26	18.71%	*	.7%

- When n is less than 10, the number has been removed and replaced with an asterisk to avoid revealing identifying information.

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	Not available							
Asian								
Black								
Hawaiian/Pacific Islander								
Hispanic								
Multiple Categories								
Total								

- Data for this not available yet.

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
\$63,504	Direct Scholarships	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Application Advising	Accounting
\$16,196	Graduate book costs	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Advising	Accounting
\$8,820	Test Fees	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Test Completion	MTLE Test Results
\$6,480	Program Manager	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Programmatic evaluation	Annual Review
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		