

# 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](mailto:reports@lrl.leg.mn) and copy to [Laura.Dyer@state.mn.us](mailto: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.



**CSP** **CONCORDIA ST. PAUL**

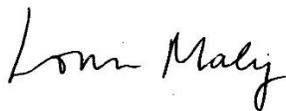
We are pleased to submit this report of the activity at Concordia University, Saint Paul, related to the Collaborative Urban and Greater Minnesota Educators of Color (CUGMEC). Concordia University was approved for a grant in 2020 (\$100,000) and again in 2021 (\$60,000). In the report, we provide a narrative about the program the grant supports at Concordia University – the Southeast Asian Teacher (SEAT) licensure program. We also provide program data from the last three years and articulate how the grant funds have been spent.

For 24 years, Concordia University’s Southeast Asian Teacher (SEAT) program has been working intentionally to recruit, prepare, nurture, and retain candidates who are of color or Indigenous to be teachers. Although approximately 30 percent of Minnesota’s students are of color/Indigenous, only a little more than 4 percent of teachers are of color/Indigenous. Without the State of Minnesota’s investment in our program through the CUGMEC grant, this disparity would be even worse. Our university is one of several in Minnesota that is preparing new teachers of color and teachers who are Indigenous to join Minnesota classrooms. We are also working to provide them ongoing support.

We are deeply grateful for the State of Minnesota’s continuing trust and investment in our program. In addition to the state grant dollars – which primarily subsidize student tuition – we also leverage our own resources, as well as philanthropic gifts and grants to ensure that our programs are adaptable to the needs of our state’s future educators and provide them with the support and resources they need to enter and stay in the noble teaching profession.

We are proud of our work, and we committed to working with you to continue to diversify Minnesota’s teacher workforce. We are proud of our high retention rates and that our students feel supported in their work as teachers all across our state. Thank you for your ongoing support for this important work.

Sincerely,



Lon D. Maly  
Dean, College of Education  
Concordia University, Saint Paul

## Collaborative Urban and Greater Minnesota Educators of Color Grant Report

### Grantee Information

<b>Legal Name of Applicant Organization</b>	Concordia University, St. Paul
<b>Total Grant Amount</b>	\$100,000 for FY 2020-2021 and following \$60,000 for FY 2021-2022 and following

### Identified Official with Authority

<b>Name of official with authority to sign</b>	Dr. Michael Dorner
<b>Title</b>	Vice President for Finance
<b>Address</b>	1282 Concordia Avenue
<b>City, State and Zip code + 4</b>	St. Paul, MN 55104-5479
<b>Phone Number and Email</b>	(651) 641-8811 dorner@csp.edu

### Primary Program Contact

<b>Name of program contact</b>	Lonn Maly
<b>Title</b>	Dean, College of Education
<b>Address</b>	1282 Concordia Avenue
<b>City, State and Zip code + 4</b>	St. Paul, MN 55104-5479
<b>Phone Number and Email</b>	(651) 641-8203 maly@csp.edu

## **Collaborative Urban and Greater Minnesota Educators of Color Grant Program Narrative**

The purpose of the Southeast Asian Teacher Licensure program (SEAT) at Concordia University, Saint Paul, is to recruit, prepare, graduate, and support teacher education candidates who are of color or who are Indigenous in order to develop a teaching corps for Minnesota that more closely reflects student demographics. The program support three pathways to assist candidates in earning an initial teaching license: a Bachelor of Arts undergraduate program, a post-baccalaureate licensure-only program, and a Master of Arts in Teaching program. The SEAT program was started in 1998, includes 100% students of color/Indigenous, and has operated using funding from the Collaborative Urban Education (CUE) grants from the Minnesota Legislature. Until 2019, the program focused on individuals who were employed in schools as an indicator that they were committed to the education and the learning of Minnesota's children. Candidates have come from the ranks of paraprofessionals, non-licensed teachers, home school liaisons, translators, etc. The scope of the program was broadened with the 2019 Collaborative Urban and Greater Minnesota Educators of Color Grant (CUGMEC) application as the requirement that an applicant must be currently working in a school was dropped.

The SEAT program was originally focused on Hmong candidates and later Southeast Asian candidates. Over time, candidates were accepted from Miramar, the Philippines, China, Latin American and several African nations. Candidates from Hmong backgrounds are still the primary focus, however, and comprise at least 65% of the SEAT students at any given time. The recruiting focus is on those candidates who have a heart for teaching and the capacity to be effective educators. 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. Candidates are seeking one of 15 different licenses and/or five endorsements across the PK-12 spectrum offered by Concordia University: early childhood (Birth through Grade 3), elementary (K-6), middle school, or content dependent licenses such as Secondary Communication Arts and Literature, Secondary Chemistry, Secondary Health, Secondary Mathematics, Secondary Life Science, Secondary Social Studies, K-12 English as a Second Language, K-12 Physical Education, or K-12 Visual Arts. Candidates are recruited from community colleges, school districts, traditional public schools, and public charter schools in the seven-county metropolitan area and from the Concordia University Hmong Culture and Language Program (HCLP). Recruiting is done by the following: Admissions staff focused on Hmong and other Southeast Asian students, the Program Associate in the HCLP program, current students, program alumni, and the Program Director of the SEAT program. Concordia University bore all of the expense for recruiting for the current cycle – different from in the past. During this cycle, CUGMEC funding was not used for recruitment purposes as such was disallowed in the 2019 CUGMEC granting process.

Candidates often come from difficult circumstances many are in the undergraduate program for more than four years – because of part-time enrollment; because they are from immigrant or refugee families and face difficult financial situations so they often need to stop out of classes intermittently; because they often are not proficient in English and high stakes testing becomes a barrier to completion and/or licensure; because they are often balancing working in schools, family responsibilities, and/or ailing parents who have joined them in the United States, etc. High stakes testing has been the most difficult barrier for candidates to overcome over the 24 years of the program’s existence. As a result of the funding afforded these candidates through CUE and CUGMEC dollars and the personal support provided through the SEAT program, 20 candidates have completed a licensure program in the last four years and 21 have earned a teaching license. (Sometimes candidates complete in one academic year and do not become licensed until the next year). To our knowledge, all are working in schools in their licensure area. A key aspect of the program is the community building that takes place among SEAT candidates. The cohort meets every Friday afternoon during the academic semesters for a SEAT Seminar on campus (during non-pandemic years). Candidates enjoy meals together, collaborate, and receive tutoring, academic advising, and personal support during the Seminar. Here are some additional numbers:

Academic Year	Enrolled	Completers	Licensed	Employed in Licensure Field
2017/18	19	8	9	9
2018/19	9	7	5	5
2019/20	16	3	5	5
2020/21	19	2	2	2
2021/22	25	Expect 5 in May 2022	Expect 5 in May 2022	Expect 5 in August 2022

Of the 19 students in the 2017-2018 cohort, 8 completed the program and 9 of the other 11 returned for the 2018-2019 academic year for a retention rate of 82%. During 2018-2019, 7 of the 9 SEAT candidates completed their academic program and 5 earned teaching licenses and have been inducted into the teaching profession. Two returned for the 2019-2020 academic year and both completed their programs. 12 of the 13 candidates from 2019-2020 that did not graduate, returned to the program in fall 2020. All eligible candidates returned for the fall 2021 academic year and participated in the program.

Concordia University follows the practice of using funding from the previous year to pay expenses in the current year in order to be able to “promise” candidates two years of funding. For example, since funding for the 2020-2021 CUGMEC grant was unknown in spring 2020 and awarded dollars would not be available until October 2020, Concordia University “escrowed” \$152,300 of previous CUE grant dollars if you will, to be used during the 2020-2021 academic year. This allowed scholarship grants to be made to current SEAT candidates and the students being recruited. During the 2020-2021 academic year, the university is using the \$100,000 of

CUGMEC funds granted in spring 2020 for tuition scholarships (50% of cost), stipends during Student Teaching (\$3,000 each), textbooks (100% of cost), and testing fees (100% of cost). The \$60,000 CUGMEC grant awarded to Concordia University in spring 2021 will likely be used during the spring 2022 semester to support candidates in the same way. So far in fiscal year 2021-2022, Concordia University has spent \$101,955 on the SEAT program - \$93,875 for tuition, \$4,834 for textbooks/materials, \$246 on required testing for candidates, and \$3,000 for a stipend for one candidate during Student Teaching. Most of the funds were from those escrowed from the CUGMEC award from spring 2020.

We look forward with optimism to a new year. To that end, we have established these goals for the SEAT program:

<b>Goals/Activity Description and Purpose</b>	<b>Past Implementation</b>	<b>Current / Continuing Implementation</b>	<b>Future Implementation</b>
	<b>During the 2019-20 year</b>	<b>During the 2020-21 year</b>	<b>In the future</b>
Goal #1: Recruit and enroll 10 new candidates each year into the SEAT program Purpose: recruitment	a. Recruited from the following by way of personal visits and digital communication: community colleges, school districts, traditional public schools, and charter schools in the seven-county metropolitan area (Admissions, Program faculty and staff) b. Recruited employees, parents, and students from the CSP HCLP	a. We no longer require school employment as a criterion for program eligibility b. We have expand eligibility to include initial licensure master's degree students (MAT) c. We planned to convene a SEAT Alumni Council during FY 2020-2021 but due to the pandemic have postponed this a year.	The strategies will be continued and we will continue to seek additional funding in order to prepare more candidates from underrepresented populations.
Goal #2: The SEAT program will produce five fully-licensed completers each academic year Purpose: program completion	Candidates were provided with financial support for the following: a. up to half of their tuition b. stipends during the Student Teaching semester c. all textbooks d. all required testing fees Candidates were also provided the following primarily through participation at the required weekly SEAT Seminar: a. academic support b. cultural support c. tutoring and mentoring	a. We plan to continue the support done in the 2020-21 academic year. b. We are distributing funds to the SEAT candidates from other grants as well (scholarships, stipends during the Student Teaching semester)	Stipends for Student Teaching will be continued into the future and we will explore increasing the amount and the number of stipends available.
Goal #3: SEAT program completers demonstrate competence in teaching in urban and multicultural educational settings	Multiple opportunities afforded candidates to become more competent.	The Student Teaching Final Evaluation will be reviewed for all SEAT students to ensure that completers demonstrate competence in teaching in urban and	Based on the results of the Student Teacher Final Evaluation, the strategies will be continued or modified.

		multicultural educational settings.	
Goal #4: Completers demonstrate cultural humility in the context of teaching	Not specifically articulated or measured.	The Student Teaching Final Evaluation form completed by Cooperating Teachers and the University Supervisors will reflect an adequate level of cultural humility. This item will be included in the Student Teaching evaluation process for all SEAT students beginning with fall 2019.	This process focusing on cultural humility will be extended to all student teachers in the unit.
Goal #5: Candidates find employment as an educator within one year of completion and realize successful induction in the first year of teaching	This goal has been in place for the duration of the SEAT program and completers have been afforded support during their first year of teaching through Circle of Support activities.	Circle of Support activities will be enhanced to include mentoring and face-to-face communication for SEAT completers who are in their first and second years of teaching.	Circle of Support activities will continue into the third year of employment. Some of the expense will be offset with other institutional grants.

## 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	1	0.9%	1	0.9%	3	0.8%	1	1.0%
Asian	11	9.4%	11	9.4%	33	9.0%	9	9.0%
Black	9	7.7%	9	7.7%	23	6.3%	6	6.1%
Hawaiian/Pacific Islander								
Hispanic	4	3.4%	4	3.4%	10	2.7%	4	4.0%
Multiple Categories	3	2.6%	3	2.6%	13	3.5%	3	3.0%
Total	28	23.9%	28	23.9%	82	22.3%	23	23.0%

**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	1	0.7%			1	1.4%		
Asian	8	5.4%	2	3.0%	9	12.3%		
Black	9	6.1%	7	10.6%	6	8.2%		
Hawaiian/Pacific Islander								
Hispanic	7	4.8%	1	1.5%	5	6.9%		
Multiple Categories	3	2.0%	2	3.0%				
Total	28	19.0%	12	18.2%	21	28.8%		

**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					1	0.3%		
Asian	16	12.3%	16	12.3%	33	10.3%	5	8.6%
Black	7	5.4%	7	5.4%	15	4.7%	1	1.7%
Hawaiian/Pacific Islander	1	0.8%	1	0.8%	1	0.3%		
Hispanic	6	4.6%	6	4.6%	11	3.4%		
Multiple Categories	4	3.1%	4	3.1%	10	3.1%		
Total	34	26.2%	34	26.2%	71	22.2%	6	10.3%

**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								
Asian	8	10.4%	8	5.3%	7	5.0%		
Black	1	1.3%	6	4.0%	5	3.6%		
Hawaiian/Pacific Islander								
Hispanic			5	3.3%	6	4.8%		
Multiple Categories	2	2.6%	1	2.0%				
Total	11	14.3%	20	13.3%	18	12.8%		

**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								
Asian	13	10.9%	13	10.9%	35	10.3%	4	5.8%
Black	5	4.2%	5	4.2%	15	4.4%	2	2.9%
Hawaiian/Pacific Islander					1	0.3%		
Hispanic	9	7.6%	9	7.6%	19	5.6%	3	4.3%
Multiple Categories	3	2.5%	3	2.5%	10	2.9%	4	5.8%
Total	27	23.48%	27	23.48%	76	22.97%	7	16.28%

**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								
Asian	4	5.4%	2	3.7%				
Black	2	2.7%	1	1.8%				
Hawaiian/Pacific Islander								
Hispanic	2	2.7%	1	1.8%				
Multiple Categories	4	5.4%	3	5.6%				
Total	12	16.2%	7	13.0%				

**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					1	0.3%		
Asian	9	10.1%	9	10.1%	33	11.1%	2	5.1%
Black	6	6.7%	6	6.7%	14	4.7%	1	2.6%
Hawaiian/Pacific Islander					1	0.3%	1	2.6%
Hispanic	12	13.5%	12	13.5%	25	8.4%	2	5.1%
Multiple Categories	2	2.2%	2	2.2%	7	2.3%		
Total	29	32.6%	29	32.6%	81	27.2%	6	15.4%

**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								
Asian	2	6.9%						
Black	1	3.4%						
Hawaiian/Pacific Islander	1	3.4%						
Hispanic	2	6.9%	1	20.0%				
Multiple Categories								
Total	6	20.7%	1	20.0%				

## Collaborative Urban and Greater Minnesota Educators of Color Grant Funds Expenditure

**Table 3: Grant Funds Expenditure**

Total spending during FY 2021-2022 has been \$101,955 through January 14, 2022.

As noted in the narrative, most of the funds expended for the SEAT program in FY 2021-2022 have come from the \$100,000 CUGMEC grant awarded in spring 2020. The rest has come from the CUGMEC grant awarded in spring 2021.

Details are in the charts below.

**Fiscal Year 2022 (July 1, 2021-June 30, 2022) Grant Funds Expenditure (carryover from 2020 grant was \$100,000 and 2021 grant was \$60,000)**

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$93,875 spent so far in FY 2021-2022 \$75,000 from 2020 CUGMEC grant and \$18,875 from the 2021 CUGMEC grant	Student Tuition (up to 50% of expenses)	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Are candidates persisting to completion?	All eligible students are returning for spring 2022 semester
\$4,834 spent so far in FY 2021-2022 All \$4,834 from 2020 CUGMEC grant	Student Textbooks (up to 100% of expenses)	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Are candidates persisting to completion?	All eligible students are returning for spring 2022 semester
\$246 spent so far in FY 2021-2022 All \$246 from 2020 CUGMEC grant	Student Testing Fees (up to 100% of expenses)	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Are candidates persisting to completion?	All eligible students are returning for spring 2022 semester
\$3,000 spent so far in FY 2021-2022 All \$3,000 from 2020 CUGMEC grant	Student Teaching Stipend (\$3,000 per candidate)	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Are candidates persisting to completion?	none