

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	Regents of the University of Minnesota
Total Grant Amount	\$35,000

Identified Official with Authority

Name of official with authority to sign	Nicolas Allyn
Title	Principal Grants/Contracts Admin
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Primary Program Contact

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Collaborative Urban and Greater Minnesota Educators of Color Grant Program Narrative

The CUGMEC grant has allowed us to expand efforts to provide financial support to teacher candidates within the Multiple Pathways to Teaching programs in the Curriculum and Instruction Department in the College of Education and Human Development at the University of Minnesota - Twin Cities. The grant targets support to teacher candidates of color and American Indian teacher candidates who are enrolled in the Minnesota Grow Your Own Teachers (MNGOT) program and the Dual Language and Immersion Licensure (DLI-L) program.

The programs offered in the Multiple Pathways to Teaching office are two of a number of pathways in the College working to create more opportunities for future teachers of color and American Indian teachers to enter the teaching profession. In partnering with districts and recruiting from the significantly more diverse pool of non-licensed staff and bilingual candidates, the MNGOT and DLI-L programs work to increase the number of teachers of color in Minnesota. The programs provide a pathway to a Tier 3 license and Master's in Education degree that is designed to meet the needs of individuals who may 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. It is designed to provide layered, integrated instruction and support over two years. Both MNGOT and DLI-L have a director, two full-time coordinators and an academic advisor. Both are also served by our Office of Teacher Education.

We provided direct student support through scholarships from the CUGMEC grant Spring 2022, following the finalization of the grant contract between the University and PELSB in December 2021. The University uses the grant funds to provide scholarships to teacher candidates in the MNGOT and DLI-L teacher preparation programs. Awards are made based on need and merit, including satisfactory academic progress; protected group status is a plus-factor in decision making. 100% of the grant funds went directly to our teacher candidates. The purpose of this financial support is to improve retention of teacher candidates and reduce the financial burden of participation. Seven students in our post-baccalaureate Minnesota Grow Your Own Teachers program (MNGOT) received tuition scholarships spring 2022. A new cohort of DLI-L teacher candidates starts in early June 2022. The second round of FY22 CUGMEC awards will provide scholarships to continuing MNGOT teacher candidates and incoming DLI-L teacher candidates during the summer 2022 semester.

Who are our 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
- Hybrid coursework that is in-person and online (36 credits) delivered over two years
- Innovative, equity-driven curriculum
- Mentoring throughout the program

The MNGOT program offers licensure in K-6 Elementary Education and K-12 ESL; the DLI-L program offers specific licensure preparation for bilingual K-6 Elementary Education. The programs leverage the complementary strengths of the College of Education and Human Development and our 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.

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). Recruitment is underway currently (fall 2021 and spring 2022) for the programs that start in 2022. Many modifications were made to our recruitment and selection process due to the pandemic, including holding virtual information sessions and conducting web-based interviews. Beginning in 2021, we started a greater Minnesota pilot of our MNGOT program in a partnership with the Minnesota Reading Corps to expand our offerings throughout the state. This has been challenging in the era of the pandemic, but we are confident that the model will open up opportunities for the people of Minnesota to become well-prepared teachers.

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: Fall 2018 through Fall 2021 Summary Data: Recruitment/Enrollment

The Federal Family Educational Rights and Privacy Act (FERPA) prohibits educational institutions from publishing identifiable information or counts of students low enough that it would be possible to identify any individual student within the count. The University of Minnesota - Twin Cities has determined the minimum number in a count of students that can be publicly reported to prohibit identifying individual students to be 10. As a result, many of the single year counts are low enough in the tables below to prevent us from providing the requested data for this report. However, the University of Minnesota - Twin Cities supports the intent in collecting these numbers, as it is important to gauge the success of our teacher preparation institutions in recruiting, training, and licensing educators of Color. To this end, below we present a 3.5-year summary (Fall 2018- Fall 2021) in Table 1a to provide numbers above ten in as many fields as possible.

	# 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	0.8%	N < 10	N < 10	12	0.5%	12	1.2%
Asian	144	8.4%	101	7.9%	154	7.0%	68	7.0%
Black	58	3.4%	39	3.1%	64	2.9%	24	2.5%
Hawaiian/Pacific Islander	0	0	0	0	0	0	N < 10	N < 10
Hispanic	79	4.6%	59	4.6%	113	5.1%	40	4.1%
Multiple Categories	46	2.7%	39	3.1%	48	2.2%	10	1.0%
Total	340	19.9%	238	18.6%	391	17.7%	154	15.7%

Table 1b: Fall 2018 through Fall 2021 Summary Data: Completers/Employment

	# 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) ¹	% out of all program completers employed as MN teachers in their field(s)	# of program completers employed as MN administrators ²	# of program completers employed as MN educators in other areas
American Indian or Alaskan Native	12	1.2%	12	1.2%	11	1.5%	0	0
Asian	68	7.0%	66	6.7%	51	7.1%	0	0
Black	24	2.5%	21	2.1%	18	2.5%	0	0
Hawaiian/Pacific Islander	N < 10	<1.0%	N < 10	N < 10	N < 10	N < 10	0	0
Hispanic	40	40.8%	36	3.7%	33	4.6%	0	0
Multiple Categories	10	1.0%	N < 10	N < 10	N < 10	N < 10	0	0
Total	154	15.7%	145	14.8%	118	16.5%	0	0

¹ For all employment records, the number is based on the candidates we were able to find record of employment one year after completion.

² All questions about administration are based on one year post completion of our programs, none of which are programs focused on school administration. It is possible that some subsequently became administrators.

We also provide annual (single year) data in the following table 2a-b (2018-2019), 3a-b (2019-2020), 4a-b (2020-2021) and partial year data for fall 2021 in table 5a-b.

Table 2a: 2018-2019 Data: Recruitment/Enrollment

	# 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	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
Asian	51	8.3%	27	7.9%	34	5.6%	20	6.7%
Black	14	2.3%	N < 10	N < 10	14	2.3%	N < 10	N < 10
Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0
Hispanic	30	4.9%	19	5.6%	33	5.4%	13	4.3%
Multiple Categories	13	2.7%	20	5.8%	13	2.1%	N < 10	N < 10
Total	108	18.2%	56	16.4%	94	16.0%	48	16.1%

Table 2b: 2018-2019 Data: Completers/Employment

	# 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	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	0	0
Asian	20	6.7%	18	6.4%	18	6.7%	0	0
Black	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	0	0
Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0
Hispanic	13	4.3%	12	4.3%	12	4.3%	0	0
Multiple Categories	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	0	0
Total	48	16.1%	45	16.0%	48	16.1%	0	0

Table 3a: 2019-2020 Data: Recruitment/Enrollment

	# 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	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
Asian	34	7.8%	28	8.4%	39	6.8%	24	7.6%
Black	19	4.4%	16	4.8%	16	2.8%	N < 10	N < 10
Hawaiian/Pacific Islander	0	0	0	0	0	0	N < 10	N < 10
Hispanic	19	4.4%	12	3.6%	32	5.6%	14	4.4%
Multiple Categories	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
Total	86	15%	60	17.9%	102	17.7%	51	16.1%

Table 3b: 2019-2020 Data: Completers/Employment

	# 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	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	0	0
Asian	24	7.6%	24	8.1%	16	7.0%	0	0
Black	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	0	0
Hawaiian/Pacific Islander	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	0	0
Hispanic	14	4.4%	14	4.7%	14	6.2%	0	0
Multiple Categories	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	0	0
Total	51	16.1%	50	16.8%	42	18.5%	0	0

Table 4a: 2020-2021 Data: Recruitment/Enrollment

	# 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	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10
Asian	31	5.7%	28	8.5%	42	7.8%	24	7.6%
Black	12	2.2%	N < 10	N < 10	18	3.3%	12	3.8%
Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0
Hispanic	20	3.7%	22	6.7%	26	5.6%	13	4.1%
Multiple Categories	14	3.3%	10	3.0	11	2.0%	N < 10	N < 10
Total	77	15.0%	70	22.2%	87	18.7%	56	17.8%

Table 4b: 2020-2021 Data: Completers/Employment

	# 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	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	0	0
Asian	24	7.6%	24	7.8%	17	8.9%	0	0
Black	12	3.8%	10	3.3%	N < 10	N < 10	0	0
Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0
Hispanic	13	4.1%	10	3.3%	N < 10	N < 10	0	0
Multiple Categories	N < 10	N < 10	N < 10	N < 10	N < 10	N < 10	0	0
Total	56	17.8%	50	16.3%	36	18.9%	0	0

Table 5a: Fall 2021 Data: Recruitment/Enrollment

	# 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	N < 10	N < 10	N < 10	N < 10	0	0%	NA	NA
Asian	28	7.7%	18	6.6%	39	8.1%	NA	NA
Black	13	3.6%	N < 10	N < 10	16	3.3%	NA	NA
Hawaiian/Pacific Islander	0	0	0	0	0	0	NA	NA
Hispanic	10	2.8%	N < 10	N < 10	22	4.6%	NA	NA
Multiple Categories	10	2.8%	N < 10	N < 10	13	2.8%	NA	NA
Total	61	12.9%	41	15.02%	90	18.7%	NA	NA

Table 5b: Fall 2021 Data: Completers/Employment

At the time of writing this report, Fall 2021 data was not yet available.

	# of program ³ 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	TBD: Data not yet available							
Asian								
Black								
Hawaiian/Pacific Islander								
Hispanic								
Multiple Categories								
Total								

³ For the purposes of this grant, UMN-TC needed to pull this data before the Fall 2021 semester had finished, so there was not data available on student teaching completion and licensure before the grant report was finalized.

Collaborative Urban and Greater Minnesota Educators of Color Grant Funds Expenditure

Table 6: 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
\$9,000	Spring 2022 Scholarships	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Data provided by the College's Office of Teacher Education. Preparation and submission of required reports are the responsibility of Multiple Pathways to Teaching Director. Fiscal oversight by the College of Education and Human Development.	See table 7 for scholarship distribution spring 2022
\$26,000	Summer 2022 Scholarships	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Data provided by the College's Office of Teacher Education. Preparation and submission of required reports are the responsibility of Multiple Pathways to Teaching Director. Fiscal oversight by the College of Education and Human Development.	To be determined

The FY22 total award amount is \$35,000. In spring 2022, \$9,000 was awarded. \$26,000 will be awarded Summer 2022. All scholarships were awarded to teacher candidates of color for FY 22. Awards are made based on need and merit, including satisfactory academic progress; protected group status is a plus-factor in decision making. The amount of the award is based on available funding, need and other sources of funding. The number and amount of scholarships awarded Summer 2022 will be determined March 2022, based on the incoming cohort of students starting June 2022.

Table 7: Scholarship Distribution Spring 2022

Teacher Candidate (TC)	Amount of CUGMEC scholarship awarded
TC 1	\$1,000
TC 2	\$1,000
TC 3	\$1,000
TC 4	\$1,000
TC 5	\$1,000
TC 6	\$2,000
TC 7	\$2,000