

# 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.

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

### Grantee Information

<b>Legal Name of Applicant Organization</b>	St. Cloud State University
<b>Total Grant Amount</b>	\$160,000

### Identified Official with Authority

<b>Name of official with authority to sign</b>	Dr. Dan Gregory
<b>Title</b>	Provost & VP for Academic Affairs
<b>Address</b>	St. Cloud State University 720 4 <sup>th</sup> Ave., S AS 101
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### Primary Program Contact

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

St Cloud State University's College of Education and Learning Design (CoELD) is committed to diversifying the teaching profession using a multi-pronged approach to support the recruitment and retention of teacher candidates who are students of color and American Indian. Our comprehensive, student-centered approach starts before potential teacher candidates (TC) graduate high school, continues while TCs are enrolled at CoELD, and follows the educators as they start their teaching careers.

### **Huskies in the High School Program**

Our first goal is to engage high school students in the teaching professions by offering education related courses in High Schools (Huskies in the High School Program). Currently, we offer 5 different courses and have partnerships with 9 school districts who offer these courses. In an effort to increase the number students of color and American Indian students into these courses, we have implemented an admissions process that goes beyond Grade Point Average guidelines. We are cognizant that high school teachers, school counselors, and administrators know their students best and we collaborate closely with them to recruit interested students into these courses. We have created an infrastructure where the teacher, a St. Cloud State University (SCSU) faculty mentor, and Director of Recruitment and Retention of Diverse Teacher Candidates work together to support each student during and after the Huskies in the High School course.

During the Huskies in the High School course, we provide intentional and comprehensive support for the participating students. Additionally, we host our Day of an Educator event where high school students come to the SCSU campus, participate in short education classes, have lunch and a Q & A with current Education students, and tour the SCSU campus. This is an important event because, for some students, (particularly first generation students) this is the first time they are visiting a college campus.

The CoELD team understands the importance of building relationships with the students and therefore we provide many one-on-one or group opportunities via zoom, classroom visits and community events. The Director of Recruitment and Retention of Diverse Teacher Candidates is in contact with the high school students to provide support with college admissions process, financial aid and post-secondary transitional support. The CoELD faculty mentor meets regularly with the high school teachers to provide support and create a sense of community for the students. To date 177 Minnesota students have enrolled in at least one Huskies in the High School Education course.

Currently, CoELD is offering an Introduction to Education online Huskies in the High school course with the Sourcewell Service Cooperative, located in Staples, MN. We identified the need to offer online Huskies in the High School Education courses to meet the needs of smaller, geographically remote or rural schools. By offering this online course, we are providing opportunities for high school students to enroll in an education course even if there are only a few students in their high school interested in the course. The online course is designed to provide the students with opportunities to engage with other Huskies in the High School Education students. The online Huskies in the High School students also have a teacher mentor in their building to provide support.

## **Future Teacher Academy**

CoELD in partnership with District 742 was awarded MDE Grow Your Own grant funding to develop and implement a summer program to nurture District 742 high school students interested in education professions. During our inaugural Future Teacher Academy (FTA) in 2019, we welcomed 13 students who were mainly Somali, with one student identifying as African American, and one student as white. We were unable to host the FTA camp in the Summer of 2020 due to the COVID pandemic. Instead, we held monthly student meetings and had a book club where we read the book *Stamped*. Our discussions focused on social justice, equity, and inclusion. In total, we had 20 students of color who participated in the monthly meetings.

We were able to safely host the FTA 2021 cohort at the St. Cloud State University campus on August 1-7, 2021. We had 17 participants, consisting of 11 females and 6 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. This course included Introduction to Education content and curriculum particularly focused on a social justice approach to learning to teach. The residency week allowed students to experience college life by staying in the dorms, building community, and participating in a variety of activities that simulate a first-year student's campus experience.

There were many stories of personal and interpersonal growth during the residency weeks. Over the course of the residency week, the staff could see the increase in self-reliance among the FTA scholars. For most of the participants, this was the first time that they had visited a college campus. Many of the students were the first in their families to enroll in a college credit course. The FTA scholars expressed how special they felt during the week. They often discussed how they were the VIP's on campus who were sharing meals with SCSU President Wacker, Senator Aric Putnam, and SCSU leadership, faculty, and staff. During our night debriefs, the students would share they felt comfortable and confident, despite being in this new educational setting. The students left the FTA residency week motivated and excited about the future and ready to become future educators that will teach future generations.

CoELD provides comprehensive one-on-one support to the FTA scholars including career readiness, college transition, and college admission processes. Through this comprehensive and collaborative approach, 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 FTA was recently awarded MDE Grow Your Own funding for the next 5 years, which will allow for comprehensive planning and sustainability of the program. We are in the process of recruiting students for the Summer 2022 FTA cohort. The CoELD team is also looking to partner with additional diverse districts to offer this program.

## **Wrap- Around Services for Enrolled Students**

The CoELD team is actively seeking and engaging in community opportunities to support our students of color and American Indian students. The CoELD Director 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 was able to hire a Graduate Assistant to provide additional support for our BIPOC students. The graduate assistant speaks Somali, lives in the community, and has been meeting with students to support and mentor them in their post-secondary studies.

### **College Writing Course for Multilingual Students**

We have identified the needs that multilingual students have in their progression in their college-level English literacy development. This is particularly true in the education professions, where professional writing skills are imperative. The ability to teach new multilingual students is a part of the competencies TCs must develop. This will include collaboration on developmental literacy for multilingual teacher candidates to support college-ready reading and writing skills. CoELD is designing a College Writing Course for Multilingual students. The CoELD team is collaborating with SCTCC, SCSU's Academic Collegiate Excellence (ACE) and St. Cloud Area School District to create the course. The course will use WIDA training for EL standards, effective methods and curriculum for EL students, and the expertise of professionals who work with EL students. We will pilot the College Writing Course for Multilingual students in the Summer of 2022 with St. Cloud Area School EL students. Upon completion of the pilot program, we will work to offer the course as part of our Huskies in the High School Program.

### **Induction Support**

Currently SCSU operates "New Teacher Workshops" which is a series of workshops held annually and available to all SCSU teacher licensure program completers in any district, and to new teachers in districts who contract with SCSU for this service. In future iterations of funding, development of this induction support and the concept of the SCSU "GuaranTeach" will be a focus, with particular emphasis on supporting new teachers of color.

With the CUGMEC scholarship funds, CoELD has been able to award \$17,500 in the Fall 2021 semester to students of color and American Indian students who are in their field placements or student teaching semesters. This type of funding is key in helping to relieve the financial burdens that many of these students face. We will award another round of scholarships for the spring semester.

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.

## 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	2	2%	2	2%	0	0%	0	0%
Asian	17	17%	17	17%	6	14%	10	2.90%
Black	28	27%	28	28%	14	32%	8	2.32%
Hawaiian/Pacific Islander	0	0%	0	0%	0	0%	0	0
Hispanic	30	29%	30	30%	10	23%	6	1.74%
Multiple Categories	25	25%	24	24%	14	32%	0	0
Total	102	100%	101	100%	44	100%	24/345	6.94%

**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	10	2.90%	9	3.06%	8	3.23%	0	0
Black	8	2.32%	8	2.72%	8	3.23%	0	0
Hawaiian/Pacific Islander	0	0%	0	0	0	0%	0	0
Hispanic	6	1.74%	3	1.02%	2	0.81%	0	0
Multiple Categories	0	0%	0	0%	0	0	0	0
Total	24/345	6.94%	20/294	6.80%	18/248	7.27%	0	0



**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	1%	1	1%	0	0%	1	0.36%
Asian	35	31%	35	32%	9	24%	12	4.38%
Black	27	24%	26	24%	9	24%	6	2.19%
Hawaiian/Pacific Islander	0	0%	0	0%	0	0%	0	0%
Hispanic	27	24%	26	24%	10	27%	4	1.46%
Multiple Categories	22	20%	22	20%	9	24%	0	0%
Total	112	100%	110	100%	37	100%	23/274	8.39%

**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	0.36%	1	0.42%	1	0.56%	0	0
Asian	12	4.38%	9	3.75%	6	3.31%	0	0
Black	6	2.19%	4	1.67%	2	1.11%	1	0
Hawaiian/Pacific Islander	0	0%	0	0%	0	0%	0	0
Hispanic	4	1.46%	4	1.67%	3	1.67%	0	0
Multiple Categories	0	0%	0	0%	0	0%	0	0
Total	23/274	8.39%	18	7.51%	12/181	6.65%	1	0

**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	2	2%	1	1%	0	0%	1	0.41%
Asian	37	29%	37	30%	8	24%	6	2.48%
Black	31	25%	31	25%	10	30%	8	3.31%
Hawaiian/Pacific Islander	0	0%	0	0%	0	0%	0	0%
Hispanic	36	29%	35	28%	11	33%	1	0.41%
Multiple Categories	20	16%	20	16%	4	12%	0	0%
Total	126	100%	124	100%	33	100%	16/242	6.61%

**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	1	0.41%	0	0%	0	0%	0	0
Asian	6	2.48%	4	2.03%	3	4.00%	0	0
Black	8	3.31%	7	3.55%	3	4.00%	0	0
Hawaiian/Pacific Islander	0	0%	0	0%	0	0%	0	0
Hispanic	1	0.41%	0	0%	0	0%	0	0
Multiple Categories	0	0%	0	0%	0	0%	0	0
Total	16/242	6.61%	11/197	5.58%	6/75	8%	0	0

**Table 4a: Fall 2022 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	0%	0	0%	0	0%	0	0%
Asian	12	20%	12	20%	3	19%	4	3.81%
Black	8	13%	8	13%	5	31%	9	8.57%
Hawaiian/Pacific Islander	0	0%	0	0%	0	0%	0	0%
Hispanic	26	43%	26	43%	3	19%	1	0.95%
Multiple Categories	14	23%	14	23%	5	31%	0	0%
Total	60	100%	60	100%	16	100%	14/105	13.33%

**Table 4b: Fall 2022 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	4	3.81%	2	13.33%	1	7.14%	0	0
Black	9	8.57%	2	13.33%	2	14.29%	0	0
Hawaiian/Pacific Islander	0	0%	0	0%	0	0%	0	0
Hispanic	1	0.95%	1	6.67%	0	0%	0	0
Multiple Categories	0	0%	0	0%	0	0%	0	0
Total	14/105	13.33%	5/15	33.33%	3/14	21.43%	0	0

**Note: We are only able to identify teachers who are employed at MN public schools as this information is provided by PELSB. Additionally, PELSB has not yet released the teacher employment data for the 2021-2022 year.**

**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
\$17,500	Scholarship for students	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	<ul style="list-style-type: none"> <li>• Dean's Office Administrative Director coordination with Grant Coordinator</li> <li>• Reporting to Office of Research and Sponsored Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Student demographic data from Office of Institutional Research</li> <li>• Scholarship allocation report from Financial Aid</li> </ul>
\$2,100	Administrative Costs	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	<ul style="list-style-type: none"> <li>• Dean's Office Administrative Director coordination with Grant Coordinator</li> <li>• Reporting to Office of Research and Sponsored Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of task completion – CoELD Administrative Director</li> </ul>
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		

		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
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