

# 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>	Minnesota State University, Mankato
<b>Total Grant Amount</b>	\$55,000

### Identified Official with Authority

<b>Name of official with authority to sign</b>	Richard Straka,
<b>Title</b>	Vice President, Finance and Administration
<b>Address</b>	238 Wigley Administration Center
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<b>Phone Number and Email</b>	507-389-6622; richard.straka@mnsu.edu

### Primary Program Contact

<b>Name of program contact</b>	Tracy Stokes-Hernandez
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## Collaborative Urban and Greater Minnesota Educators of Color Grant Program Narrative

Minnesota State University, Mankato employs multiple efforts to recruit, retain and induct students of color and Indigenous students into teacher preparation. The College of Education Director of Recruitment and Retention is a key stakeholder in these efforts, as are the Director of the Office of Field and International Experience, the Director of Assessment and Research, and the Director of the Center for Educator Partnerships and Student Support, and the college's Student Relations Coordinator. Program faculty also work on the grant team to provide outreach to students across content areas. Related to the CUGMEC grant, the team's efforts focus on ensuring that eligible students are aware of the scholarships and MTLE test vouchers and apply for the scholarships and vouchers.

Students of color and Indigenous students are also encouraged to participate in Teachers of Tomorrow, which provides group advising, professional development, networking, and benefits such as study sessions and priority registration. The grant team also works across multiple grant projects focused on recruiting and retaining students of color and indigenous students. For example, students are encouraged to apply for grants and scholarships from the Governor's Emergency Educational Relief Fund. Minnesota State University, Mankato is a recipient of Intervention for College Attendance Program (ICAP) grant funding. With that funding, the college has hired a liaison to do targeted outreach and recruitment in high schools of students of color and Indigenous student into teacher preparation.

All aspects of teacher preparation have been impacted by the pandemic. From the uncertainty about mode of delivery and the realistic fear of illness, students, supervisors, mentor teachers, and teacher educators face enormous challenges. The main goal of this grant is to provide scholarships and MTLE test vouchers to students. This goal has not been hindered by the pandemic. However, as students apply for scholarships or discuss their financial circumstances with their advisors, it is clear that the pandemic has negatively affected students' financial situations, and they need financial support for living expenses as well as educational expenses. The pandemic has re-illuminated longstanding racial inequities and reinforced the urgent need for antiracist educational policy and practice. Despite the chaos of the pandemic, the grant team continues to intervene to support student retention and recruitment.

The funding has helped us sustain enrollment and program completion for students of color and Indigenous students. Although providing scholarships to students is not the only resource that promotes their retention, the instrumental support is essential to student success. The additional expenses teacher candidates incur are a barrier to them becoming licensed; therefore, the funding is essential to student recruitment and retention.

## 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.

### Notes

1. The number of completers licensed in a year includes all recommended for licensure in the year regardless of completion year.
2. Data on employment status from the state does not contain demographic information.
3. Licensure recommendations have not been updated for fall 2021.

**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	0	0	0	0	2	0.3	1	0.3
Asian	1	2.2	1	2.2	19	3.2	11	3.1
Black	1	2.2	1	2.2	18	3.1	15	4.3
Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0
Hispanic	2	4.4	2	4.4	12	2.0	10	2.8
Multiple Categories	0	0	0	0	0	0	0	0
<b>Total</b>	<b>4</b>	<b>8.9</b>	<b>4</b>	<b>8.9</b>	<b>51</b>	<b>8.7</b>	<b>37</b>	<b>10.5</b>

**Table 1b: 2018-2019 Data**

	# of program completers	% out of all program completers	# of program completers licensed in their field(s) <sup>1</sup>	% out of all program completers licensed in their field(s) <sup>1</sup>	# of program completers employed as MN teachers in their field(s) <sup>2</sup>	% out of all program completers employed as MN teachers in their field(s) <sup>2</sup>	# of program completers employed as MN administrators <sup>2</sup>	# of program completers employed as MN educators in other areas <sup>2</sup>
American Indian or Alaskan Native	1	0.3	2	0.8	unknown	unknown	unknown	unknown
Asian	9	2.9	9	3.4	unknown	unknown	unknown	unknown
Black	7	2.1	9	3.4	unknown	unknown	unknown	unknown
Hawaiian/Pacific Islander	0	0	0	0	unknown	unknown	unknown	unknown
Hispanic	11	3.6	10	3.8	unknown	unknown	unknown	unknown
Multiple Categories	7	2.3	0	0	unknown	unknown	unknown	unknown
Total	35	11.3	30	11.4	unknown	unknown	unknown	unknown

**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	4	1.0	2	1.0	2	.25	0	0
Asian	10	2.7	7	3.2	13	1.6	5	1.5
Black	11	2.9	7	3.2	18	2.2	6	1.7
Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0
Hispanic	7	1.9	4	1.8	42	5.2	14	4.1
Multiple Categories	0	0	0	0	25	3.1	6	1.8
Total	32	8.5	20	9.2	100	12.4	31	9.1

**Table 2b: 2019-2020 Data**

	# of program completers	% out of all program completers	# of program completers licensed in their field(s) <sup>1</sup>	% out of all program completers licensed in their field(s) <sup>1</sup>	# of program completers employed as MN teachers in their field(s) <sup>2</sup>	% out of all program completers employed as MN teachers in their field(s) <sup>2</sup>	# of program completers employed as MN administrators <sup>2</sup>	# of program completers employed as MN educators in other areas <sup>2</sup>
American Indian or Alaskan Native	0	0	5	1.7	unknown	unknown	unknown	unknown
Asian	5	1.5	3	1.0	unknown	unknown	unknown	unknown
Black	6	1.7	4	1.4	unknown	unknown	unknown	unknown
Hawaiian/Pacific Islander	0	0	0	0	unknown	unknown	unknown	unknown
Hispanic	14	4.1	7	2.4	unknown	unknown	unknown	unknown
Multiple Categories	6	1.8	0	0	unknown	unknown	unknown	unknown
Total	31	9.1	19	6.5	unknown	unknown	unknown	unknown

**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	4	0.7	4	0.7	9	0.4	1	0
Asian	23	3.8	23	3.8	68	3.3	10	3.5
Black	24	3.9	24	3.9	75	3.7	9	3.1
Hawaiian/Pacific Islander	1	0.2	1	0.2	3	0.1	0	0
Hispanic	12	2.0	12	2.0	42	2.1	4	1.4
Multiple Categories	0	0	0	0	0	0	0	0
Total	64	10.5	64	10.5	197	9.6	24	8.4

**Table 3b: 2020-2021 Data**

	# of program completers	% out of all program completers	# of program completers licensed in their field(s) <sup>1</sup>	% out of all program completers licensed in their field(s) <sup>1</sup>	# of program completers employed as MN teachers in their field(s) <sup>2</sup>	% out of all program completers employed as MN teachers in their field(s) <sup>2</sup>	# of program completers employed as MN administrators <sup>2</sup>	# of program completers employed as MN educators in other areas <sup>2</sup>
American Indian or Alaskan Native	1	0.4	1	0.3	unknown	unknown	unknown	unknown
Asian	6	2.3	8	2.7	unknown	unknown	unknown	unknown
Black	6	2.3	3	1.0	unknown	unknown	unknown	unknown
Hawaiian/Pacific Islander	0	0	0	0	unknown	unknown	unknown	unknown
Hispanic	10	3.9	8	2.7	unknown	unknown	unknown	unknown
Multiple Categories	6	2.3	2	0.7	unknown	unknown	unknown	unknown
Total	29	11.3	22	7.3	unknown	unknown	unknown	unknown

**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	2	0.8	2	0.8	6	0.4	0	0
Asian	6	2.3	6	2.3	42	3.1	1	0.7
Black	12	4.6	12	4.6	44	3.2	8	5.5
Hawaiian/Pacific Islander	0	0	0	0	1	0.1	0	0
Hispanic	7	2.7	7	2.7	36	2.7	4	2.8
Multiple Categories	0	0	0	0	0	0	0	0
Total	27	10.4	27	10.4	129	9.5	13	9.0

**Table 4b: Fall 2021 Data**

	# of program completers	% out of all program completers	# of program completers licensed in their field(s) <sup>3</sup>	% out of all program completers licensed in their field(s) <sup>3</sup>	# of program completers employed as MN teachers in their field(s) <sup>2</sup>	% out of all program completers employed as MN teachers in their field(s) <sup>2</sup>	# of program completers employed as MN administrators <sup>2</sup>	# of program completers employed as MN educators in other areas <sup>2</sup>
American Indian or Alaskan Native	0	0	unknown	unknown	unknown	unknown	unknown	unknown
Asian	2	0.8	unknown	unknown	unknown	unknown	unknown	unknown
Black	8	3.2	unknown	unknown	unknown	unknown	unknown	unknown
Hawaiian/Pacific Islander	0	0	unknown	unknown	unknown	unknown	unknown	unknown
Hispanic	2	0.8	unknown	unknown	unknown	unknown	unknown	unknown
Multiple Categories	0	0	unknown	unknown	unknown	unknown	unknown	unknown
Total	12	4.9	unknown	unknown	unknown	unknown	unknown	unknown

**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
\$43,000 (spent) \$2,000 (remaining)	Scholarships	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Outreach to students; surveys; monitoring reenrollment	Institutional enrollment and completion data; surveys
\$3,400 (remaining)	MTLE Test Vouchers	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Outreach to students; surveys; monitoring reenrollment	Institutional enrollment and completion data; surveys
		<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		