

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	Augsburg University
Total Grant Amount	\$80,000

Identified Official with Authority

Name of official with authority to sign	Carol Kampf
Title	Accounting Manager
Address	2211 Riverside AVE
City, State and Zip code + 4	Minneapolis, MN, 55454
Phone Number and Email	612-330-1260

Primary Program Contact

Name of program contact	Dr. Audrey Lensmire
Title	Director, EAST Program
Address	2211 Riverside Ave
City, State and Zip code + 4	Minneapolis, MN, 55454
Phone Number and Email	612-330-1397

Collaborative Urban and Greater Minnesota Educators of Color Grant Program Narrative

What is the main goal of EAST? How is the goal met? How long do we support students?

The goal of Augsburg University's East African Student to Teacher (EAST) Program is to recruit, retain, and license students of East African origin to become teachers by providing tuition assistance, academic advising, personalized support, and professional development. The EAST Program has supported individual students across several legislative biennium because most students cannot complete their licensure within a single legislative budget cycle. Most of the students we serve take a full course load and work part- or full-time in an educational setting. Our most important measure of success is the number of individuals who obtain a Minnesota teaching license and a teaching position.

Current Status Snapshot (2020-2021 Academic Year)

During Spring 2022 there are 13 EAST Scholars:

Augsburg distributed \$27,000 in scholarship support to our EAST Scholars. On average a student was awarded approximately \$2,400 funds which are also paired with other forms of federal, state, and institutional aid. Sustaining financial support for these scholars is crucial to efforts across our state to increase the diversity of our teaching workforce. (We also added 4 new scholars during fall 2021 and paid a portion of their tuition which will be on the next financial report).

- 9 students enrolled in coursework
- 2 student teachers enrolled coursework
- 2 students are inactive due to family commitments

During Fall 2021 there were 11 EAST Scholars:

Augsburg distributed \$31,200 in scholarship support to our EAST Scholars. On average a student was awarded approximately \$2,800--funds which are also paired with other forms of federal, state, and institutional aid. Sustaining financial support for these scholars is crucial to efforts across our state to increase the diversity of our teaching workforce.

- 11 students enrolled in coursework
- 2 completed student teaching
- 2 inactive
- 1 maternity leave

We have done our best in this document to report on activities during the most recent grant period (October 15, 2021 through January 1, 2022). We have also included descriptions of recruitment, retention, and induction efforts from the recent past.

Recruitment

Augsburg has a strong reputation as a community college transfer partner. Admissions staff routinely visit with area community college students to share information about EAST and other scholarship opportunities. Our transfer program's Education "Auggie Plan", which provides a clear, attainable path to a four-year degree for students enrolled in either Elementary or Special Education at Normandale Community College, is a future source of students for this program. However, uncertainty in the funding levels for this grant program makes recruitment difficult as we are unable to set targets for numbers of students or amounts of scholarship support.

The admissions office continues to send out marketing materials to recruit students to our Education Department and there is still high demand for EAST scholarship. Our program manager, Hana Salad responds to numerous prospective students who express interest in our program. Enrollment numbers are hard to predict without a sense of near future funding. We enrolled 4 new scholars during fall 2021. For the sake of goal setting, we plan to enroll the same number of students we supported in the last CUGMEC grant cycle if we are approved for another cycle.

Retention

Our data shows that state funds from the Collaborative Urban Educator (CUE) and Collaborative Urban and Greater Minnesota Educators of Color (CUGMEC) programs have provided 65 East African teacher candidates with tuition scholarships in coursework leading to licensure and additional 22 students who received one-time cost of living stipend during their student teaching.

In the nine years of EAST only nine accepted students have withdrawn from our program, a retention rate of 85.2%. Our Scholars remain in the program because they are committed to becoming teachers and excel academically. In the Fall 2021, EAST scholars successfully completed over 108 credits with a collective average GPA of 3.5. Spring 2022, eleven students are enrolled in coursework and two are student teaching.

We retain students by research driven programming. Students stay because they are motivated to become teachers and we provide a collaborative supportive environment. We have tutoring, cohort seminars, professional development, networking opportunities, and quiet and welcoming office space to help our students achieve their academic goals.

We held 2 face-to-face and 3 virtual seminar meetings during the Fall 2021 academic year. These group seminars are led by program manager Hana Salad and are the cornerstone of our work (Salad's salary is funded by the University and private grants). During these sessions, students become acclimated to campus life and to teacher education. We made time for networking, shared COVID-19 challenges, prayer, skills development, and conversation. Students join together to problem solve, share resources, and study. Scholars are also required to meet virtually with the program manager two times per semester to monitor their academic progress and address any issues that may have come up. We discussed registration, reviewed course assignments, and conducted frequent social/emotional check-ins. As always, we encourage open dialogue and fellowship between our scholars as they navigate their respective degree programs.

Licensing and Induction

The completion and licensure rate for Cohort 1 (2013-15) is 88% and 94% respectively. The completion rate for Cohort 2 (2015-17) is currently 89% and the licensure rate for those who completed the program is ~ 75%. We expect the licensure rate for cohort 2 to increase since two of the scholars completed the program during this academic year. Cohort 3 (2017-19), all thirteen scholars completed the program and six of these scholars already

received TIER 3 licensure. We expect cohort 3 licensure rate to reach above 80% by next year since many of these scholars who completed the program during the pandemic. Eight out of thirteen scholars are currently working in their field and four scholars are in the early stages of their job search and in the process of applying for their teaching licensure. Cohort 4 (2019-21), only 4 out of the twenty scholars completed the program and one of the three received their teaching licensure. It's too early to predict cohort 4's completion or licensure rate. Unfortunately, cohort 4 faced CUGMEC budget cuts which forced our students to take fewer classes, plus an increased family obligations due to the pandemic also affected the number of coursework they can take per semester. We also had four students who dropped out of the program due to COVID-19 and unforeseen circumstances.

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 completed 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	0	0	2	1.1%	11	1.7%	0	0
Asian	0	0	9	4.9%	29	4.6%	2	1.9%
Black	10	5	30	16.2%	78	12.3%	10	9.5%
Hawaiian/Pacific Islander	0	0	0	0	0	0	1	1%
Hispanic	0	0	8	4.3%	22	3.5%	2	1.9%
Multiple Categories	0	0	9	4.9%	30	4.7%	7	6.7%
Total	10	5	58	31.3%	170	26.8%	22	21%

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	3	3.5%	3	3.8%	1	2.6%	0	0
Black	5	5.9%	4	5%	2	5.3%	0	0
Hawaiian/Pacific Islander	1	1.2%	1	1.3%	0	0	0	0
Hispanic	1	1.2%	0	0	0	0	0	0
Multiple Categories	6	7.1%	5	6.3%	3	7.9%	0	0
Total	13	18.8%	13	16.3%	6	15.8%	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	2	1.5%	2	1.5%	8	1.4%	0	0
Asian	12	9.1%	12	9.1%	34	5.9%	9	7.9%
Black	19	14.4%	19	14.4%	77	13.4%	12	10.5%
Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0
Hispanic	9	6.8%	9	6.8%	29	5.1%	7	6.1%
Multiple Categories	5	3.8%	5	3.8%	29	5.1%	9	7.9%
Total	47	35.6%	47	35.6%	177	30.9%	37	32.5%

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	# of program completers employed as MN administrators	# of program completers employed as MN

						in their field(s)		educators in other areas
American Indian or Alaskan Native	0	0	0	0	0	0	0	0
Asian	5	4.7%	5	5.7%	1	2.8%	0	0
Black	11	10.3%	10	11.4%	7	19.4%	0	0
Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0
Hispanic	5	4.7%	5	5.7%	2	5.6%	0	0
Multiple Categories	8	7.5%	5	5.7%	3	8.3%	0	0
Total	29	21.1%	25	28.4%	13	36.1%	0	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	1	1.1%	1	1.1%	5	1.3%	1	1.1%
Asian	10	10.6%	10	10.6%	20	5.4%	5	5.3%
Black	9	9.6%	9	9.6%	51	13.7%	12	12.8%
Hawaiian/Pacific Islander	0	0	0	0	1	.3%	0	0
Hispanic	4	4.3%	4	4.3%	19	5.1%	7	7.4%
Multiple Categories	3	3.2%	3	3.2%	16	4.3%	2	2.1%
Total	27	28.7%	27	28.7%	112	30%	27	28.7%

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	1%	0	0	0	0	0	0
Asian	8	8.2%	3	4.2%	1	14.3%	0	0
Black	18	18.6%	10	13.9%	2	28.6%	0	0
Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0
Hispanic	8	8.2%	4	5.6%	0	0	0	0
Multiple Categories	4	4.1%	4	5.6%	1	14.3%	0	0
Total	39	40.2%	21	29.2%	4	57.1%	0	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	0	0	0	0	6	1.6%	1	1.8%
Asian	0	0	3	7.9%	21	5.6%	4	7.3%
Black	2	5.3%	2	5.3%	26	7%	7	12.7%
Hawaiian/Pacific Islander	0	0	0	0	1	0.3%	0	0
Hispanic	2	5.3%	2	5.3%	19	5.1%	5	9.1%
Multiple Categories	1	2.6%	1	2.6%	17	4.5%	0	0
Total	8	21.1%	8	21.1%	90	24.1%	17	31%

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	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0
Black	1	14.3%	0	0	0	0	0	0
Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0
Multiple Categories	0	0	0	0	0	0	0	0
Total	1	14.3%	0	0	0	0	0	0

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
\$31,259.00	Tuition Support	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		Fall 2021 = 11 students
\$7,923.00	Administrative work	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		2 Administrators
		<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		