

# 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>	Southwest Minnesota State University
<b>Total Grant Amount</b>	\$10,000.00

### Identified Official with Authority

<b>Name of official with authority to sign</b>	Deb Kerkaert	
<b>Title</b>	Vice-President for Finance and Administration	
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### Primary Program Contact

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<b>Title</b>	Chairperson, SMSU School of Education	
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## Collaborative Urban and Greater Minnesota Educators of Color Grant Program Narrative

Southwest Minnesota State University's Southwest Teacher Preparation Partnership (SWTPP) is a collaboration of the SMSU Teacher Education Program, Minnesota West Community College, and the Worthington Public Schools (ISD 518). The partnership was created after a need was identified by the Worthington Public Schools for more teachers, and particularly for more teachers of color, to better reflect the students in the Worthington district, which is one of the most diverse districts in the state of Minnesota. In the Worthington district, 21.3% of the students identify as white; 59.4% as Hispanic or Latino; 0.2% as American Indian or Alaska Native; 9.4% as Asian; 6.8% as Black or African American; 0.2% as Native Hawaiian or other Pacific Islander; and 2.6% as Two or more races (current data from MDE's Minnesota Report Card). SWTPP was created to look for ways to increase the numbers of teachers of color and to provide pathways/remove barriers towards the teaching profession.

SWTPP received grants from the McKnight Foundation and the Southwest Initiative Foundation to conduct surveys of district stakeholders; this information was used to develop the partnership and its goals. Stakeholders also noted the need for more teachers of color, along with the need for more training on culturally responsive teaching strategies. Stakeholders also noted that it would be helpful if teachers had more training in working with English Learners and in teaching reading. In response, the SWTPP worked to develop a program that would remove the barriers of distance and time, since the nearest teacher preparation programs were over 60 miles away. Minnesota West Community College (MnWest) worked to receive unit approval as a Transfer Pathways two-year program. SMSU received approval from PELSB for a non-conventional elementary education program that utilized foundation coursework in education from MnWest and provided the remaining coursework through SMSU in Worthington on the MnWest campus. SMSU and MnWest both offer concurrent-enrollment courses to area high school students to encourage them to consider teaching as a future profession as a way to **recruit** candidates to all teaching licensure programs.

SWTPP and SMSU have hired a faculty member to deliver the bulk of the elementary education coursework, and the first cohort of candidates are currently completing the admission to the teacher education program and enrolling in the methods coursework sequence for fall 2021. Many of the candidates are paraprofessionals in the Worthington district, and a need has been identified for both the candidates and for the district in providing funding for substitute paras while candidates are completing their field experiences. The candidates cannot afford to lose the pay lost while completing field experience hours, and the district faces financial challenges in hiring the substitutes for multiple candidates. The requested funding would provide this funding to support the candidates and the district, thus improving the ability of SWTPP to **retain** candidates who have completed the foundation coursework and have been admitted to SMSU's Teacher Education Program.

Worthington Public Schools (WPS) have committed to hosting all SWTPP candidates for field experiences in their classrooms, and to guaranteeing an interview for any open positions to candidates who successfully complete the program and are licensed. WPS has also partnered with the Southwest/West Central Service Cooperative on a federal grant with the New Teacher Center to provide trained mentors for all new hires, including SWTPP

candidates. This training allows SWTPP candidates to be placed in field experiences and student teaching with mentor teachers who have had high quality professional development in The New Teacher Center's Coaching Strategies and in Culturally Responsive Teaching practices, thus providing the best **induction** program possible to retain these candidates as teachers in the Worthington district.

Receiving this grant will allow the SWTPP to expand both **recruitment and retention** efforts for candidates seeking licensure in Elementary Education, Teaching English as a Second Language, and/or K-12 Reading. Potential candidates interested in this program have expressed a reluctance to join because they could not afford to take time off to complete field experiences. Worthington Public Schools has noted a financial burden to the district in hiring substitutes for candidates who are paraprofessionals to have time off to complete field experiences in licensure-required grade levels or settings (such as Kindergarten Methods or Early Literacy & Linguistics). This grant will meet the needs of both stakeholders and will aid in **recruiting** new candidates and **retaining** current candidates.

Grant funds will allow SWTPP to market the program to those who are currently working in area schools by noting that they will receive a stipend during their field experience hours, and that if they are a paraprofessional in the area schools, the cost of their substitute will be covered. This would allow SWTPP to improve our **recruitment and retention** efforts to new candidates.

COVID has affected the work of SWTPP in several ways. Candidates who were planning to be part of the first cohort had to delay entry to SMSU's Teacher Education Program for a variety of reasons. Some had family members who were dealing with long term illness. Others had coursework that was forced into an online teaching format when campuses closed; for those who were English learners, online learning did not work well due to access and language barriers, and their GPA suffered as a result. Those candidates are still working to retake courses and to improve their GPA to meet conditional admission requirements for SMSU's Teacher Education Program. Some faced financial difficulties when they lost work due to the pandemic. We are working to assist these candidates in finding a road forward that will allow them to participate in SWTPP.

We are developing multiple opportunities to market this program, including using social media, in-person and Zoom meetings, and posting flyers. We have asked the building principals to share the materials with all paras and Tier 2 teachers in their buildings. We have meet with the students in the concurrent enrollment courses for Introduction to Education at Worthington High School, and with students in the Education Pathway courses offered through Minnesota West Community College. We have gone to each of the buildings in the Worthington school district to host informational sessions with potential candidates. We are currently in the process of creating a video which can be shared online, through social media, and via the local Worthington television access channel to explain more about SWTPP. This video will be available in multiple languages and is funded through the grant from the Southwest Initiative Foundation.

## 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	3	0.9%	3	0.9%	3	0.7%	0	0%
Asian	5	1.5%	5	1.5%	6	1.4%	1	1.3%
Black	4	1.2%	4	1.2%	6	1.4%	2	2.6%
Hawaiian/Pacific Islander	1	0.3%	1	0.3%	1	0.2%	0	0%
Hispanic	4	1.2%	4	1.2%	6	1.4%	2	2.6%
Multiple Categories	0	0%	0	0%	0	0%	0	0%
Total	3	0.9%	3	0.9%	416	5.3%	77	6.5%

**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	1	1.3%	1	1.3%	1	1.3%	0	0
Black	2	2.6%	0	0%	0	0%	0	2
Hawaiian/Pacific Islander	0	0%	0	0%	0	0%	0	0
Hispanic	2	2.6%	1	1.3%	1	1.3%	0	1
Multiple Categories	0	0%	0	0%	0	0%	0	0
Total	77	6.5%	2	2.6%	2	2.6%	0	3

**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	1.1%	4	1.1%	4	0.8%	0	0%
Asian	7	1.9%	7	1.9%	8	1.7%	1	1%
Black	4	1.1%	4	1.1%	5	1.1%	1	1%
Hawaiian/Pacific Islander	0	0%	0	0%	0	0%	0	0%
Hispanic	2	0.5%	2	0.5%	4	0.8%	2	1.9%
Multiple Categories	0	0%	0	0%	1	0.2%	1	1%
Total	370	4.6%	370	4.6%	475	4.6%	105	4.8%

**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	0	0%	0	0%	0	0%	0%	0
Asian	1	1%	0	0%	0	0%	0%	1
Black	1	1%	1	1%	1	1%	0%	0
Hawaiian/Pacific Islander	0	0%	0	0%	0	0%	0%	0
Hispanic	2	1.9%	1	1%	1	1%	0%	1
Multiple Categories	1	1%	0	0%	0	0%	0%	1
Total	105	4.8%	2	1.9%	2	1.9%	0%	3

**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	0	0	0	0	7	1.5%	1	1.1%
Asian	2	2%	2	2%	12	2.5%	3	3.2%
Black	1	1%	1	1%	8	1.7%	0	0%
Hawaiian/Pacific Islander	0	0	0	0	1	0.2%	0	0%
Hispanic	1	1%	1	1%	6	1.3%	1	1.1%
Multiple Categories	1	1%	<b>1</b>	1%	1	0.2%	1	1.1%
Total	100	5%	100	5%	478	5.9%	93	6.5%

**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	1.1%	1	1.1%	1	1.1%	0	0
Asian	3	3.2%	3	3.2%	3	3.2%	0	0
Black	0	0%	0	0%	0	0%	0	0
Hawaiian/Pacific Islander	0	0%	0	0%	0	0%	0	0
Hispanic	1	1.1%	1	1.1%	1	1.1%	0	0
Multiple Categories	1	1.1%	1	1.1%	1	1.1%	0	0
Total	6	6.5%	6	6.5%	6	6.5%	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	10	2.1%	0	0
Asian	0	0	0	0	18	3.8%	1	2.2%
Black	0	0	0	0	12	2.5%	0	0
Hawaiian/Pacific Islander	0	0	0	0	1	0.2%	0	0
Hispanic	6	5.8%	6	5.8%	7	1.5%	1	2.2%
Multiple Categories	3	2.9%	3	2.9%	2	0.4%	1	2.2%
Total	103	8.7%	103	8.7%	475	10.6%	46	6.5%

**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	Not available	Not available	0	Not available
Asian	1	2.2%	1	2.2%	Not available	Not available	0	Not available
Black	0	0	0	0	Not available	Not available	0	Not available
Hawaiian/Pacific Islander	0	0	0	0	Not available	Not available	0	Not available
Hispanic	1	2.2%	1	2.2%	Not available	Not available	0	Not available
Multiple Categories	1	2.2%	1	2.2%	Not available	Not available	0	Not available
Total	46	6.5%	46	6.5%	Not available	Not available	0	Not available

**NOTE: Employment data on Fall 2021 student teachers not available from PELSB yet.**

**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**

<b>Amount</b>	<b>Description of Use of Funds</b>	<b>Primarily Used for:</b>	<b>Method of Progress Monitoring</b>	<b>Data</b>
No funds have been used yet; candidates will be completing their field experiences during spring semester 2022, and funds will be dispersed at that time.	Replacement of lost wages while completing pre-student teaching (PSTE,10 full days) and methods field experience placements (Year 3)	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Number/% of candidates successfully completing PSTE and methods field experiences	Mentor teacher evaluations, university supervisor evaluations (PSTE)
	Reimbursement to ISD 518 for substitutes hired while candidates complete PSTE and methods field experience hours	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Number of candidates needing substitutes while completing PSTE and field experience hours	Cost of substitutes and invoice of reimbursement to ISD 518
	Reimbursement of lost wages for candidates in Year 1/Year 2 (taking Education Pathways coursework with field experience components)	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Number/% of candidates successfully completing field experiences	Mentor teacher evaluations
	Reimbursement to ISD 518 for substitutes hired while candidates complete field experience hours	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction	Number of candidates needing substitutes while completing field experience hours	Cost of substitutes and invoice of reimbursement to ISD 518
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		