

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	Trustees of the Hamline University of Minnesota
Total Grant Amount	100,000

Identified Official with Authority

Name of official with authority to sign	Andy Runquist
Title	Associate Provost
Address	1536 Hewitt Ave MS-A1775
City, State and Zip code + 4	St. Paul, MN 55104-1284
Phone Number and Email	651-523-2513 / arundquist@hamline.edu

Primary Program Contact

Name of program contact	Marcela Kostihova
Title	Dean, College of Liberal Arts
Address	1536 Hewitt Ave, MS-C1913
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Collaborative Urban and Greater Minnesota Educators of Color Grant Program Narrative

Outreach pertaining to recruitment and induction of potential teacher candidates who people of color or Indigenous was established with community agencies and non-profit organizations, Hopkins School District, and Mounds View. We started an innovative pipeline partnership with Mounds View School District to help recruit students of color into teacher preparation programs at Hamline who would ultimately return back to Mounds View to teach within the district. Faculty from Hamline work with staff from Mounds View to hold campus events where Mounds View students of color experience being on a college campus and speak with other students in the teaching programs. The first student to graduate and return to Mounds View as a result of this partnership completed the program in May 2018 and began her teaching career in fall 2018. The second student is graduating Spring 2022. Additional outreach efforts include collaborating with local districts to continue enrollment in teacher licensure programs such as para-pathway and the new creation of a special education licensure program. These programs will provide important support for K-12 schools, while also opening a new pathway for students into teacher licensure. While it may take a few years to build, we see great potential for growth in this area. Similarly, the Para-Pathway will allow adults already working successfully with youth in schools to earn a B.A. and teaching license. The Para-Pathway has the potential to increase the percentage of BIPOC teachers in K-12 schools, while providing a new stream of students into initial licensure programs.

Grant funds were used to support recruitment and retention of BIPOC aspiring teachers who are undergraduate and graduate students. Specifically, grant funds were used to provide: direct financial assistance toward tuition, student teaching stipends, reimbursement for licensing testing fees, provide textbooks and mentoring. The use of some grant funds was impacted by the COVID-19 Pandemic and therefore slowed progress and outcomes goals. It was a hardship providing support to first year teachers through CUGMEC, so additional opportunities to support first year teachers was developed through the Center of Excellence in Urban Teaching. Other setbacks included some students electing to postpone student teaching. Last year an online reimbursement submission portal was created for students to request reimbursement. Although we modified how students seek reimbursement, this is an ongoing growth opportunity in making it easier for students to receive reimbursement. Student teacher stipends were provided to all student teachers demonstrating a financial need. All students indicated receiving student teacher stipends was helpful and aided program completion.

The work of the grant has been impacted by COVID-19 Pandemic challenges in that services have switched to online, requiring increased costs for students to access materials and services.

In some cases, students have been denied opportunities to work with K-12 populations and have reported feeling less confident in their abilities to cope and teach. Some students have elected to postpone student teaching, and enroll in few courses while working full time. Many students cannot pay their tuition and have less time available to participate in mentoring programs. Students also reported it was a challenge to submit reimbursement requests. Lastly, because of COVID protocols, many professionals were unable to continue working with our students and those services were provided by BIPOC Hamline faculty.

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 completes 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					
Asian	12	33	12	33	33	9.4	5	3.9
Black	8	22	8	22		3.7	5	3.9
Hawaiian/Pacific Islander	0		0					
Hispanic	7	20	7	20		3.4	3	2.3
Multiple Categories	9	25	9	25		4.8	2	1.6
Total	36		36		63		15	11.6

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								
Asian	5	3.9	5	3.9	5	3.9		
Black	5	3.9	5	3.9	5	3.9		
Hawaiian/Pacific Islander								
Hispanic	3	2.3	3	2.3	3	2.3		
Multiple Categories	2	1.6	2	1.6	2	1.6		
Total	15	11.7	15		15	11.7		

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	1.2%	2	1.3%	2	2.1%	1	1.3%
Asian	12	7.3%	10	6.6%	7	7.2%	8	10.0%
Black	9	5.5%	7	4.6%	6	6.2%	2	2.5%
Hawaiian/Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Hispanic	9	5.5%	7	4.6%	5	5.2%	2	2.5%
Multiple Categories								

Total	29	17.7%	23	15.1%	17	17.5%	12	15.0%
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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	1.3%	1	1.0%	1	1.4%		
Asian	8	10.0%	14	14.1%	9	12.3%		
Black	2	2.5%	4	4.0%	4	5.5%		
Hawaiian/Pacific Islander		0.0%		0.0%		0.0%		
Hispanic	2	2.5%	3	3.3%	3	4.1%		
Multiple Categories								
Total	12	15.0%	20	20.2%	15	20.5%		

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								
Asian								
Black								
Hawaiian/Pacific Islander								
Hispanic								
Multiple Categories								
Total								

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								
Asian								
Black								
Hawaiian/Pacific Islander								
Hispanic								
Multiple Categories								
Total								

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								
Asian								
Black								
Hawaiian/Pacific Islander								
Hispanic								
Multiple Categories								
Total								

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								
Asian								
Black								
Hawaiian/Pacific Islander								
Hispanic								
Multiple Categories								
Total								

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
44,856	Scholarships	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Disperse grant funds to students currently enrolled based on enrollment record	Enrollment in teacher licensure program and identifies as BIPOC
21,000	Student Teaching Stipends	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Disperse grant funds to students currently enrolled based on enrollment record	Enrollment in teacher licensure program, identifies as BIPOC and student teaching
1,878	Licensure Preparation	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Disperse grant funds to students currently enrolled based on enrollment record who requested licensure preparation reimbursement	Enrollment in teacher licensure program and identifies as BIPOC
685.95	Textbooks	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Textbook purchases for currently enrolled BIPOC students in teacher licensure program or reimbursement	Enrollment in teacher licensure program and identifies as BIPOC