

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 report by **January 15, 2023** to reports@lrl.leg.mn and copy Laura.Dyer@state.mn.us.

Two printed copies of the report must also be mailed:

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 the efforts of your teacher preparation program to recruit, retain, and induct teacher candidates who are of color or who are Indigenous. Describe the specific ways that CUGMEC funding will support this work. Also, please note how this work has been impacted by the pandemic.
- III. **Program Data** –Please 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	Regents of the University of Minnesota
Total Grant Amount	\$80,000

Identified Official with Authority

Name of official with authority to sign	Nicolas Allyn
Title	Principal Grants/Contracts Officer
Address	Office of the Sponsored Projects Administration 450 McNamara Alumni Center 200 Oak Street SE
City, State and Zip code + 4	Minneapolis, MN 55455-2070
Phone Number and Email	612-624-5599; nic@umn.edu; awards@umn.edu

Primary Program Contact

Name of program contact	Laura Mogelson
Title	Director, Multiple Pathways to Teaching
Address	86 Pleasant St SE
City, State and Zip code + 4	Minneapolis, MN 55455-0221
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Collaborative Urban and Greater Minnesota Educators of Color Grant Program Narrative

The University of Minnesota's College of Education and Human Development (CEHD) has a long history of being committed to finding creative and innovative solutions to prepare teachers of color and American Indian teachers in Minnesota. Our FY23 CUGMEC grant supports teacher candidates in our PELS approved Dual Language and Immersion licensure and M.Ed. program (DLI-L) in CEHD.

DLI-L is a two-year, graduate-level teacher preparation program that gives teacher candidates the experience, knowledge, and skills to teach in both dual language/immersion/bilingual and English language elementary education settings. Teacher candidates earn a Master's of Education degree and qualify for an initial teaching license in K-6 Elementary Education. Teacher candidates learn both how to teach K-6 elementary content *and* how to teach languages such as Dakota, French, German, Hmong, Korean, Mandarin Chinese, Ojibwe, and Spanish with the ultimate goals of bilingualism, biliteracy, academic achievement and intercultural competence. Candidates complete six credits per semester in coursework (36 credits total), 100 hours of pre-student teaching field experience over two semesters, and twelve weeks of student teaching in their second year.

The CUGMEC grant funds are used to maintain efforts in recruitment and retention into the teaching profession through direct student scholarships. At the time of this report (January 2023), there are twelve teacher candidates who qualify for the CUGMEC scholarship in the DLI-L program. These teacher candidates received \$2,222 scholarships in both fall and spring of this 2022-2023 academic year (\$4,444 total). These candidates will also receive \$2,222 scholarships during the summer 2023 semester.

The 2022-2024 DLI-L cohort members that are funded by the CUGMEC grant includes paraprofessionals, international students from China, teachers of record on Tier 2 licenses, substitute teachers, and career changers. The majority of teacher candidates are in the seven-county Twin Cities metropolitan area. The intentional program design includes courses on campus and online, allowing for greater access and flexibility for working professionals and those outside of the Twin Cities.

Time and money are two of the most important barriers candidates face in looking to enter a licensure and degree program. These scholarships and the unique design of the program create much needed access, support, retention, and a career ladder for individuals. This financial support increases program retention, has a positive impact on the lives of our students, and reduces the burden of educational debt at the beginning of their new careers.

Collaborative Urban and Greater Minnesota Educators of Color Grant Program Data

Instructions: Minnesota Statute §122A.635 requires grantees to provide “a detailed report regarding the expenditure of grant funds, including the amounts used to recruit, retain, and induct teacher candidates of color or who are American Indian. The report must include the total number of teacher candidates of color, disaggregated by race or ethnic group, who are recruited to the institution, are newly admitted to the licensure program, are enrolled in the licensure program, have completed student teaching, have graduated, are licensed, and are newly employed as Minnesota teachers in their licensure field.”

Please provide this information by completing the tables on the pages that follow for the **2021-2022 academic year**, as well as data as of **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 at your unit.

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** are teacher candidates beginning (newly enrolled), continuing, or completing program requirements in teacher education [i.e. coursework, clinical experiences, etc.] Enrolled candidates include program completers.

PELSB currently uses federal definitions of race and ethnicity. Further information can be found on our [website](#).

If a candidate is counted in more than one racial/ethnic category, please make note of that.

Table 1a: 2021-2022 Data - OTE

	# 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	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Asian	45	8.60%	28	9.09%	25	10.55%	18	6.94%
Black	32	6.12%	19	6.17%	15	6.33%	N<10	N<10
Hawaiian/Pacific Islander	0	0.00%	0	0%	0	0.00%	0	0.00%
Hispanic	25	4.78%	19	6.17%	16	6.75%	10	4.26%
Multiple Categories	N<10	N<10	N<10	N<10	N<10	N<10	10	4.15%
Total (Unduplicated Headcount)	116	22.18%	71	23.05%	59	24.89%	45	17.44%

Table 1b: 2021-2022 Data - OTE

	# 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)
American Indian or Alaskan Native	N<10	N<10	N<10	N<10	N<10	N<10
Asian	18	6.94%	18	6.94%	17	5.43%
Black	N<10	N<10	N<10	N<10	N<10	N<10
Hawaiian/Pacific Islander	0	0.00%	0	0.00%	0	0%
Hispanic	10	4.26%	10	4.26%	13	4.15%
Multiple Categories	10	4.15%	10	4.15%	N<10	N<10
Total (Unduplicated Headcount)	45	17.44%	45	17.44%	43	13.74%

Table 2a: Fall 2022 Data - OTE

	# 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	N<10	N<10	N<10	N<10	N<10	N<10	TBD	TBD
Asian	14	6.09%	N<10	N<10	N<10	N<10	TBD	TBD
Black	N<10	N<10	N<10	N<10	N<10	N<10	TBD	TBD
Hawaiian/Pacific Islander	0	0.00%	0	0.00%	0	0.00%	TBD	TBD
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	TBD	TBD
Multiple Categories	N<10	N<10	N<10	N<10%	N<10	N<10	TBD	TBD
Total (Unduplicated Headcount)	38	16.52%	23	18.25%	20	20.20%	TBD	TBD

Table 2b: Fall 2022 Data - OTE

	# 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)
American Indian or Alaskan Native	TBD: Data not yet available					
Asian						
Black						
Hawaiian/Pacific Islander						
Hispanic						
Multiple Categories						
Total (Unduplicated Headcount)						

**Collaborative Urban and Greater Minnesota Educators of Color Grant Funds
Expenditure**

Table 3: Fiscal Year 2023 (July 1, 2022-June 30, 2023) Grant Funds Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$80,000	Fall 2022 scholarships Spring 2023 scholarships Summer 2023 scholarships	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Data provided by the College’s Office of Teacher Education. Preparation and submission of required reports are the responsibility of Multiple Pathways to Teaching Director. Fiscal oversight by the College of Education and Human Development.	\$6,666 scholarships for 12 teacher candidates for three semesters (\$2,222 per semester)