

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	St. Cloud State University
Total Grant Amount	\$60,000

Identified Official with Authority

Name of official with authority to sign	Claudia Tomany
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Primary Program Contact

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Collaborative Urban and Greater Minnesota Educators of Color Grant Program Narrative

St Cloud State University's College of Education and Learning Design (CoELD) is committed to diversifying the teaching profession using a multi-pronged approach to support the recruitment and retention of teacher candidates who are students of color and American Indian. Our comprehensive, student-centered approach starts before potential teacher candidates (TCs) graduate high school, continues while TCs are enrolled at CoELD, and follows the educators as they begin their teaching careers.

Huskies in the High School Program

During the 2022-2023 academic year, we have partnered with 4 districts to offer Huskies in the High School Concurrent Enrollment courses. Some of the schools are offering multiple sections of the Huskies in the High School Education courses. To increase the number students of color and American Indian students into these courses, we have implemented an admissions process that goes beyond grade point average (GPA) guidelines. We are cognizant that high school teachers, school counselors, and administrators know their students best and we collaborate closely with them to recruit students of color and American Indian into these courses.

In the Spring of 2023, CoELD is planning to host The Day of an Educator where high school students will come to the SCSU campus, participate in short education classes, have lunch and a Q & A with current Education students, and tour the SCSU campus. This is an important event because, for some students, (particularly first-generation students) this is the first time they are visiting a college campus.

Currently, CoELD is now offering online section of the Introduction to Education Huskies in the High school course. We identified the need to offer online Huskies in the High School Education courses to meet the needs of smaller, geographically remote and/or rural schools. By offering this course online, we are providing opportunities for high school students to enroll in an education course even if there are only a few students in their high school interested in the course. The online course is designed to provide the students with opportunities to engage with other Huskies in the High School Education students. The online Huskies in the High School students also have a teacher mentor in their building to provide support.

The CoELD provides many one-on-one or group opportunities via zoom, classroom visits and community events. The Director of Recruitment and Retention is in contact with the high school students to provide support with college admissions process, financial aid and

post-secondary transitional support. To date over 300 Minnesota students have enrolled in at least one Huskies in the High School Education course.

Future Teacher Academy

CoELD, in partnership with District 742, was awarded a MDE Grow Your Own (GYO) grant to develop and implement a summer program to nurture District 742 high school students interested in education professions. Through this funding the Future Teacher Academy (FTA) was created. The FTA scholars enroll in the Leadership and Advocacy in Education course (ED 195) and earn 3 college-level credits. This course includes Introduction to Education content and curriculum particularly focused on a social justice approach to learning to teach. The residency week allows students to experience college life by staying in the dorms, building community, and participating in a variety of activities that simulate a first-year student's campus experience.

In the Summer of 2022, CoELD hosted the third Future Teacher Academy (FTA) in which 22 students enrolled in ED 195 course and lived at the SCSU campus for a week. CoELD staff provides comprehensive one-on-one support to the FTA scholars including career readiness, college transition, and college admission processes. Currently, the FTA team is supporting FTA scholars who are now high school seniors with their college admission processes. FTA team is engaged in ongoing recruitment for the Summer 2023 FTA cohort.

CoELD team is working on strategic plan to be able to offer the FTA to multiple districts each summer. We are reviewing financial and sustainable plans in order to support more students of color and American Indian into the FTA program.

College Writing Course for Multilingual Students

We identified needs that multilingual students have in their progression in their college-level English literacy development. This is particularly true in the education professions, where professional writing skills are imperative. The ability to teach new multilingual students is a part of the competencies TCs must develop. This will include collaboration on developmental literacy for multilingual teacher candidates to support college-ready reading and writing skills.

CoELD designed a College Writing Course for Multilingual students. The course used WIDA training for EL standards, effective methods and curriculum for EL students, and the expertise of professionals who work with EL students. We piloted the College Writing Course for Multilingual students in the Summer of 2022 with St. Cloud Area School EL students and successfully recruited 12 students. During this course, the students were able to visit the SCSU campus and meet a published Somali author. The feedback received was that the students were engaged in the course content and enjoyed the inclusion of culture into the

course. We are now in the process of working with the SCSU curriculum committee to be able to award college credit to this course.

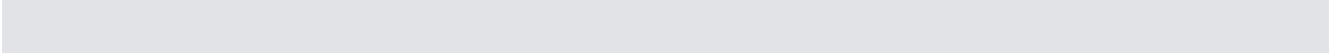
Multilingual Graduate Assistant

CoELD team used CUGMEC funds to hire a Multilingual Graduate Assistant (GA) to support our BIPOC students who are enrolled in education programs. The GA responsibilities include connecting with current students, following-up on prospective students and assisting in outreach.

Additionally, CoELD team is seeking collaboration opportunities with the local community. Currently, the CoELD team is partnering with local Somali leaders to support Somali students and their families.

Direct Student Scholarships

With the CUGMEC funds, CoELD was able to award \$28,000 in scholarships to students of color and American Indian students who were in their field placements or student teaching semesters. This type of funding is key in helping to relieve the financial burdens that many of these students face. We will award another round of scholarships for the spring semester.



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

	# 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	1.9%	0	0	0 (0)	0% (0%)	0	0%
Asian	22	13.6%	16	15.7%	21 (6)	20.6% (20.7%)	3	15%
Black	39	24.1%	25	24.5%	36 (12)	35.3% (41.4%)	8	42%
Hawaiian/Pacific Islander	1	0.6%	0	0%	0 (0)	0% (0%)	0	0%
Hispanic	69	42.6%	42	41.2%	27 (8)	26.5% (27.6%)	2	11%
Multiple Categories	28	17.3%	19	18.6%	18 (3)	17.6% (10.3%)	6	32%
Total (Unduplicated Headcount)	162	100%	102	100%	102 (29)	100% (100%)	19	100%

Note: Number in parenthesis represents the number/ % of newly enrolled students.

Table 1b: 2021-2022 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)
American Indian or Alaskan Native	0	0%	0	0	0	0
Asian	3	15.8%	1	16.6%	0	0
Black	8	42.1%	3	50%	6	100%
Hawaiian/Pacific Islander	0	0%	0	0	0	0
Hispanic	2	10.5%	0	0	0	0
Multiple Categories	6	31.6%	2	33.3%	0	0
Total (Unduplicated Headcount)	19	100%	6	100	6	100%

*Licensed is being defined as students who hold a Tier 3 license. If Tier 2 licenses were counted, then there is an additional 6 teachers that are licensed.

**Employed- students who are employed as a Tier 2 and Tier 3 teachers are included.

Table 2a: Fall 2022 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	5	3.6%	3	3.3%	0 (0)	0% (0%)	0	0%
Asian	18	12.9%	11	12.1%	15 (1)	17.9% (3.8%)	3	18%
Black	44	31.7%	29	31.9%	28 (9)	33.3% (34.6%)	6	35%
Hawaiian/Pacific Islander	0	0%	0	0%	0 (0)	0% (0%)	0	0%
Hispanic	48	34.5%	30	33%	22 (8)	26.2% (30.8%)	4	23.5%
Multiple Categories	24	17.3%	18	19.8%	19 (8)	22.6% (30.8%)	4	23.5%
Total (Unduplicated Headcount)	139	100%	91	100%	84 (26)	100% (100%)	17	100%

Note: Number in parenthesis represents the number/ % of newly enrolled students.

Table 2b: Fall 2022 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)
American Indian or Alaskan Native	0	0%	n/a	n/a	n/a	n/a
Asian	3	18%	n/a	n/a	n/a	n/a
Black	6	35%	n/a	n/a	n/a	n/a
Hawaiian/Pacific Islander	0	0%	n/a	n/a	n/a	n/a
Hispanic	4	23.5%	n/a	n/a	n/a	n/a
Multiple Categories	4	23.5%	n/a	n/a	n/a	n/a
Total (Unduplicated Headcount)	17	100%	n/a	n/a	n/a	n/a

n/a- Information is still not available as students have applied for graduation, but have not yet graduated.

**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
Funds Spent: \$ 3,176.76	Graduate Assistant for Future Teacher Academy Coordination and Student Support	<input checked="" type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
Funds Spent: \$ 28,000	Student Scholarships Fall 22	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction		
Funds Spent: \$ 200.78	Supplies and Materials for Huskies in High School (parking passes for campus visit, bowling rental, food)	<input checked="" type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
Funds Spent: \$ 122	Indirect cost for grant support by Research and Sponsored Programs	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
Funds Not Spent \$ 25,000	Student Scholarships	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction		
Funds Not Spent \$ 3,300	Huskies in High School funding for Osseo School District	<input checked="" type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
Funds Not Spent \$ 3,900	Recruitment Materials	<input checked="" type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		