

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 Program final completed report by January 15, 2023 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 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	Minnesota State University, Mankato
Total Grant Amount	\$70,000

Identified Official with Authority

Name of official with authority to sign	Richard Straka
Title	Vice President, Finance and Administration
Address	238 Wigley Administration Center
City, State and Zip code + 4	Mankato, MN 56001-6067
Phone Number and Email	507-389-6622; richard.straka@mnsu.edu

Primary Program Contact

Name of program contact	Tracy Stokes-Hernandez
Title	Student Advising Director
Address	115 Armstrong Hall
City, State and Zip code + 4	Mankato, MN 56001-6067
Phone Number and Email	507-389-1215; tracy.hernandez@mnsu.edu

Collaborative Urban and Greater Minnesota Educators of Color Grant Program Narrative

Minnesota State University, Mankato engages in multiple, multifaceted strategies to recruit, retain, and induct students of color and Indigenous students into teacher preparation. For example, the Director of Recruitment and Retention for the College of Education is key in the success of these efforts, as is the Student Advising Director, the Director of the Office of Field and International Experience, the Director of Assessment and Research, and the Director of the Center for Educator Partnerships and Student Support. The CUGMEC grant team focuses on ensuring that eligible students apply for scholarships and MTLE test vouchers and have access to other supports and resources.

The CUGMEC grant team and the College of Education also encourage students of color and Indigenous students to participate in student groups focused on supporting and developing students in teacher preparation programs. For example, the Teachers of Tomorrow student group provides group advising, professional development, networking, and benefits such as study sessions and priority registration. The CUGMEC grant team also collaborates with other grant projects focused on recruiting and retaining students of color and Indigenous students. For example, Minnesota State University, Mankato is a recipient of Intervention for College Attendance Program (ICAP) grant funding. With that funding, the college has hired a liaison to perform targeted outreach and recruitment of students of color and Indigenous student from high schools into teacher preparation.

Minnesota State University, Mankato, uses the CUGMEC grant funds for scholarships and MTLE test vouchers for students. Each year, more students of color and Indigenous students apply for scholarship funding than the available funds can support. Nevertheless, the grant team continues to work across the College of Education and the university to identify financial support and to connect students with that support. The main goal of this grant is to provide scholarships and MTLE test vouchers to students. This goal has not been hindered by the pandemic. However, as students apply for scholarships or discuss their financial circumstances with their advisors, it is clear that the pandemic has negatively affected students' financial situations and that they need financial support for living and educational expenses. The pandemic has re-illuminated longstanding racial inequities and reinforced the urgent need for antiracist educational policy and practice. The grant team continues to intervene to support student retention and recruitment. The funding has helped us sustain enrollment and program completion for students of color and Indigenous students. Although providing scholarships to students is not the only resource that promotes their retention, this instrumental support is essential to student success. The additional expenses teacher candidates incur, coupled with the loss of income potential during student teaching, are barriers to them becoming licensed; therefore, this funding is essential to student recruitment and retention.

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	1	0.3	0	0	6	0.5	0	0
Asian	4	1.4	7	2.7	30	2.6	4	1.9
Black	15	5.1	22	8.5	50	4.4	7	3.3
Hawaiian/Pacific Islander	0	0	0	0	1	0.1	0	0
Hispanic	9	3.1	12	4.6	36	3.2	6	2.8
Multiple Categories	0	0	0	0	0	0	0	0
Total (Unduplicated Headcount)	29	9.9	41	15.8	123	10.8	17	7.9

Table 1b: 2021-2022 Data

	# of program completers	% out of all program completers	# of program completers licensed in their field(s) ¹	% out of all program completers licensed in their field(s) ¹	# of program completers employed as MN teachers in their field(s) ²	% out of all program completers employed as MN teachers in their field(s) ²	# of program completers employed as MN administrators ²	# of program completers employed as MN educators in other areas ²
American Indian or Alaskan Native	0	0	0	0	unknown	unknown	unknown	unknown
Asian	5	2.2	3	1.4	unknown	unknown	unknown	unknown
Black	4	1.8	6	2.9	unknown	unknown	unknown	unknown
Hawaiian/Pacific Islander	0	0	0	0	unknown	unknown	unknown	unknown
Hispanic	11	4.8	3	1.4	unknown	unknown	unknown	unknown
Multiple Categories	7	3.0	0	0	unknown	unknown	unknown	unknown
Total (Unduplicated Headcount)	27	11.8	12	5.8	unknown	unknown	unknown	unknown

Notes

1. The number of completers licensed in a year includes all recommended for licensure in the year regardless of completion year.
2. Data on employment status from the state does not contain demographic information.

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	0	0	2	0.9	4	0.4	0	0
Asian	9	4.0	12	5.7	29	3.1	3	3.0
Black	5	2.2	11	5.2	38	4.1	3	3.0
Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0
Hispanic	8	3.6	8	3.8	33	3.6	5	5.0
Multiple Categories	0	0	0	0	0	0	0	0
Total (Unduplicated Headcount)	22	9.8	33	15.6	104	11.3	11	11

Table 2b: Fall 2022 Data

	# of program completers	% out of all program completers	# of program completers licensed in their field(s) ¹	% out of all program completers licensed in their field(s) ¹	# of program completers employed as MN teachers in their field(s) ²	% out of all program completers employed as MN teachers in their field(s) ²	# of program completers employed as MN administrators ²	# of program completers employed as MN educators in other areas ²
American Indian or Alaskan Native	0	0	unknown	unknown	unknown	unknown	unknown	unknown
Asian	3	4.5	unknown	unknown	unknown	unknown	unknown	unknown
Black	0	0	unknown	unknown	unknown	unknown	unknown	unknown
Hawaiian/Pacific Islander	0	0	unknown	unknown	unknown	unknown	unknown	unknown
Hispanic	4	6.1	unknown	unknown	unknown	unknown	unknown	unknown
Multiple Categories	2	3.0	unknown	unknown	unknown	unknown	unknown	unknown
Total (Unduplicated Headcount)	9	13.6	unknown	unknown	unknown	unknown	unknown	unknown

Notes

1. Licensure recommendations have not been updated for fall 2022.
2. Data on employment status from the state does not contain demographic information.

**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
\$56,000 \$43,400 (spent) \$12,600 (remaining)	Scholarships	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Outreach to students' surveys; monitoring reenrollment	Institutional enrollment and completion data; surveys
\$6,500	MTLE Vouchers	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Outreach to students' surveys; monitoring reenrollment	Institutional enrollment and completion data; surveys
		<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		