

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	Saint Mary's University of Minnesota
Total Grant Amount	FY21: \$85,000 FY22: \$85,000

Identified Official with Authority

Name of official with authority to sign	Dr. Michael Lovorn, Ph.D.
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Primary Program Contact

Name of program contact	Kasim Shazhad
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Collaborative Urban and Greater Minnesota Educators of Color Grant Program Narrative

Saint Mary's University of Minnesota remains pleased and honored to be recipients of this financial support from the Collaborative Urban and Greater Minnesota Educators of Color (CUGMEC) program during fiscal years 2021 and 2022. The funds have remained important to ensuring Saint Mary's progress in recruiting and retaining teaching candidates of color during a period of change and transition. Following feedback from our partners at the Sanneh Foundation and students, we were able to adjust the terms of our existing awards so that we can now offer full scholarships to teaching candidates, which for the first time in Spring 2023 will include Master's of Arts in Teaching (MAT) students as well. We are grateful for the flexibility and partnership offered through the CUGMEC program to ensure the impact of previous investments during a time of change at Saint Mary's.

It should be noted that Saint Mary's has not been immune to the acute impacts of the pandemic felt across higher education. Enrollment remains a challenge for both our undergraduate and graduate programs, which includes our School of Education. In addition, Saint Mary's has experienced similar staff turnover to other higher education institutions, which has resulted in time spent orienting new personnel to important grant programs like CUGMEC. With a new team in place and adjustments made to existing CUGMEC awards, Saint Mary's looks forward to successfully deploying remaining CUGMEC funds in the coming academic terms.

In the previous academic year, the university made the decision to phase out the Master of Arts in Special Education program, due to a reduction in enrollment and sustained interest from prospective teachers, echoing regional and national trends in declining interest in a variety of education and teaching related professions. Saint Mary's also proudly welcomed Kasim Shahzad, M.A., Ed.S, as the new program director for the M.A. in English as a Second Language (ESL) program during the fall of 2022. As an alumnus of Saint Mary's ESL program and current Dean of Students at Mounds View High School, Mr. Shahzad brings a unique blend of experience, training, and education to this role. As he moves through his first academic year, Mr. Shahzad has focused on building relationships with current and prospective students, including communicating the remarkable opportunity offered through the CUGMEC program. In subsequent terms, we anticipate this work will increase the numbers of teaching candidates of color entering into, and successfully completing, Saint Mary's ESL program.

In partnership with the Minnesota Professional Educator Licensing and Standards Board (PELSB), we worked to amend our current grant awards to allow the university to include teaching candidates in the MAT program to be eligible for available CUGMEC funding. This change will yield immediate impact: one teaching candidate of color in the MAT program was considering dropping out of the program before completing their student teaching, purely due to financial barriers. Making CUGMEC dollars available to MAT students kept this student in his program and he plans to graduate with his degree and initial teaching credential in 2023. The university has been doing internal coordination to embed the CUGMEC opportunity into the MAT program, which in future academic terms, will ensure that CUGMEC funds deliver meaningful impact in recruiting and retaining more teaching professionals of color in Minnesota.

Recruitment: The partnership between Saint Mary's University of Minnesota and the Sanneh Foundation is ongoing, even as both the Sanneh Foundation and Saint Mary's reflect on ways to ensure that the support offered through CUGMEC effectively removes the barriers faced by the Sanneh Foundation's Dreamline Coaches. During fall 2022, Saint Mary's program directors Kasim Shahzad (ESL) and Katie Hubbard (MAT) presented both programs to current Dreamline Coaches, delivering key program information and answering questions related to the programs and available financial resources, such as CUGMEC funding. That has led to

ongoing conversations between Dreamline Coaches and Saint Mary's, which may result in additional teaching candidates of color applying to Saint Mary's education programs.

In addition, ongoing conversations with the Sanneh Foundation and Saint Mary's led to Saint Mary's request to be able to offer full tuition awards through CUGMEC funds and are laying the foundation for a more robust partnership model in the future. Saint Mary's was also fortunate in early 2022 to receive a five-year Robert Noyce Teaching Scholarship program grant through the National Science Foundation, with significant funds available for teaching candidates of color and other underrepresented backgrounds who are interested in careers in secondary education in STEM fields.

Together with recent adjustments to CUGMEC funds to allow MAT teaching candidates of color to be eligible, Saint Mary's is working to specifically tailor recruitment efforts to include both robust scholarship opportunities to prospective teaching candidates of color. While CUGMEC funds are not currently being used to directly support recruitment efforts, they play an important role in our current and future efforts to successfully recruit teaching candidates of color to Saint Mary's.

Retention: CUGMEC funds have been used, in the form of tuition scholarships, to support the retention of teaching candidates of color. In previous years, CUGMEC funds have been critical to removing barriers to teaching candidates of color's success, and we are thrilled that in this past year, we have been able to award students full scholarships - responding to feedback we received and taking action to better support students. In the previous year, we were able to make significant scholarship awards that allowed and incentivized teaching candidates of color to move forward with their education at Saint Mary's.

Induction: Saint Mary's continues to use and strive to enhance a robust induction program, aimed at supporting those in our teaching programs and to address the considerably high burnout rate among education professionals. All teaching candidates, including CUGMEC grant recipients, receive the following induction support, and with new leadership of the ESL program as well as bringing in the MAT program, Saint Mary's continues to strive to identify additional areas where we can continue to improve our induction support program. All teaching candidates participate in an initial interview with program staff, reviewing their individual pathway and course progression. This includes an explicit focus on their first semester course schedule. Throughout the first semester, teaching candidates meet with their advisers to discuss their progress, any barriers they are experiencing, and to review study schedules, habits, and strategies. This includes a review of available university resources, like the Writing Center and library services. Halfway through the program year, teaching candidates meet with their advisers to check in on academic progress, their social & emotional health, and to review stress reduction strategies. This session also includes an intentional review of field placements and to ensure that each candidate's placement meets state licensure requirements. Before teaching candidates conclude their coursework, program directors lead a reflective conversation and provide professional resources, including conferences and information regarding licensure renewal schedules. In addition, Saint Mary's has recently developed an online module-based cognitive coaching training program, which university supervisors and cooperating teachers complete to better embed cognitive coaching strategies to enhance their work as mentors.

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	2	0%	2	0%	10	1%	1	1%
Asian	13	2%	8	2%	50	3%	6	3%
Black	22	4%	16	4%	87	5%	2	1%
Hawaiian/Pacific Islander	0	0%	0	0%	0	0%	0	0%
Hispanic	24	4%	17	4%	82	5%	11	6%
Multiple Categories	0	0%	0	0%	5	0%	0	0%
Total (Unduplicated Headcount)	573	100%	433	100%	1739	100%	187	100%

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	3.5%	2	2%	0	0%
Black	0	0%	0	0%	0	0%
Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
Hispanic	3	3.5%	2	2%	1	1%
Multiple Categories	0	0%	0	0%	0	0%
Total (Unduplicated Headcount)	85	100%	64	75%	43	51%

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%	0	0%	3	0%	0	0%
Asian	7	2%	6	3%	30	3%	2	2%
Black	16	4%	8	3%	66	6%	5	6%
Hawaiian/Pacific Islander	1	0%	0	0%	0	0%	0	0%
Hispanic	18	5%	7	3%	40	4%	2	2%
Multiple Categories	2	1%	2	1%	4	0%	1	1%
Total (Unduplicated Headcount)	368	100%	229	100%	1091	100%	90	100%

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%	0	0%	0	0%
Asian	1	4%	0	0%	0	0%
Black	2	8%	0	0%	0	0%
Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
Hispanic	1	4%	0	0%	0	0%
Multiple Categories	0	0%	0	0%	0	0%
Total (Unduplicated Headcount)	26	100%	0	0%	0	0%

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
\$23,735 Spring 2022 tuition	Spring Term 2022 (from previous grant year)	X <input type="checkbox"/> Recruitment X <input type="checkbox"/> Retention <input type="checkbox"/> Induction	Recruitment/enrollment rates, financial aid reports, transcripts	Enrollment and registration data, student transcripts
\$14,590 SU22 tuition	Tuition funding for CUGMEC recipients for tuition payments during Summer Term 2022	X <input type="checkbox"/> Recruitment X <input type="checkbox"/> Retention <input type="checkbox"/> Induction	Recruitment/enrollment rates, financial aid reports, transcripts	Enrollment and registration data, student transcripts
\$9,940 FA22 tuition	Tuition funding for CUGMEC recipients for tuition payments during Fall Term 2022	X <input type="checkbox"/> Recruitment X <input type="checkbox"/> Retention <input type="checkbox"/> Induction	Recruitment/enrollment rates, financial aid reports, transcripts	Enrollment and registration data, student transcripts
\$7,400 SP23 tuition	Currently scheduled tuition funding for CUGMEC recipients for tuition payments for Spring 2023. (likely will increase by June 30, 2023).	X <input type="checkbox"/> Recruitment X <input type="checkbox"/> Retention <input type="checkbox"/> Induction	Recruitment/enrollment rates, financial aid reports, transcripts	Enrollment and registration data, student transcripts
Remaining CUGMEC funds to be spent				
\$8,953 for tuition funding for CUGMEC recipients	Remaining FY21 Award \$13,953	X <input type="checkbox"/> Recruitment X <input type="checkbox"/> Retention <input type="checkbox"/> Induction	Recruitment/enrollment rates, financial aid reports, transcripts	Enrollment and registration data, student transcripts
\$5,000 for required textbooks	Remaining FY21 Award \$13,953	X <input type="checkbox"/> Recruitment X <input type="checkbox"/> Retention <input type="checkbox"/> Induction	Recruitment/enrollment rates, transcripts	Enrollment and registration data, student transcript
\$78,600 for tuition funding for CUGMEC recipients	Remaining FY22 Award \$85,000	X <input type="checkbox"/> Recruitment X <input type="checkbox"/> Retention <input type="checkbox"/> Induction	Recruitment/enrollment rates, financial aid reports, transcripts	Enrollment and registration data, student transcripts
\$6,000 for required textbooks	Remaining FY22 Award \$85,000	X <input type="checkbox"/> Recruitment X <input type="checkbox"/> Retention <input type="checkbox"/> Induction	Recruitment/enrollment rates, transcripts	Enrollment and registration data, student transcript

\$400 for program alumni to facilitate MTLE sessions	Remaining FY22 Award \$85,000	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	MTLE test scores, attendance rates	MTLE test scores, attendance rates
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