

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	University of St. Thomas
Total Grant Amount	\$70,000

Identified Official with Authority

Name of official with authority to sign	Michael J. Warnock, Ph.D.
Title	Director of Sponsored Programs
Address	2115 Summit Ave. 328 Aquinas Hall
City, State and Zip code + 4	Saint Paul, MN 55105-1048
Phone Number and Email	651-962-6038 / mjwarnock@stthomas.edu

Primary Program Contact

Name of program contact	Ea M. Porter
Title	Asst. Director, Community Engagement and Recruiting
Address	1000 LaSalle Avenue
City, State and Zip code + 4	Minneapolis, MN 55403-2009
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Collaborative Urban and Greater Minnesota Educators of Color Grant Program Narrative

Grant funds are used to support recruitment, retention, and induction efforts across PELS-approved licensure programs. According to data collected by the state's teacher licensing board, there is a large divide between the percentage of students of color and the educators that lead their classrooms. Most recent data from the Teacher Supply Report suggest students of color and Indigenous students comprise 37% of learners, compared to 5.6% teachers of color or American Indian.

For 30 years, the primary goal of the University of St. Thomas Collaborative Urban Educators (CUE) program has been to add more individuals from Black, Indigenous, and People of Color (BIPOC) communities to the teaching profession. With renewed state funding for FY23 through the Collaborative Urban and Greater Minnesota Educators of Color (CUGMEC) grant opportunity, our programming will continue to effectively identify, recruit, prepare, support, graduate, and license educators of color and American Indians to teach in public school districts in Minnesota. The University of St. Thomas CUGMEC program recognizes the urgency of this effort and is dedicated to developing highly effective and diverse teacher candidates to serve all students in the state of Minnesota.

COVID-19 school closures revealed significant disadvantages for underprivileged learners. Labor reports also found an increased likelihood of teachers leaving the profession and/or changing school districts. This makes recruitment of teachers, qualified teachers, more challenging and more important than ever. COVID-19 closures of most public venues meant that events which had provided recruitment opportunities in the past were cancelled or no longer offered in a face-to-face format. Our Program Manager and Marketing team continued with recruitment efforts by learning how to participate in virtual events on twelve different virtual platforms. With a 30-year history of results, St. Thomas has demonstrated the ability to increase the number of persons from underrepresented populations inducted into the teaching profession and, as a result, expand the number of educators of color who are prepared for a tier 3 – tier 4 teaching license in Minnesota.

With the current grant awards for the FY23 in the Amount of \$70,000, we have been able to award 12 scholarships \$5,343.33 along with \$490 for graduate testing fees to qualified candidates for initial teacher licensure programs. With the support of additional external grant funding, we have hired a Residency Program Manager, who is responsible for leading recruitment efforts, developing affinity groups, and tracking the individual progress of teacher candidates in our Residency Partnership program. We have also used some of these funds to utilize the services of a research organization to review our residency program, interview current and past students, review placements and retention once employed by the partner district to determine what are best practices and what areas offer opportunities for improvement.

The School of Education's extensive initiatives in Diversity, Equity, and Inclusion (DEI) provide rich resources that can be utilized by this Program Manager, and all our faculty and staff, as we seek to attract and retain diverse teacher candidates and prepare them for 21st century classrooms. In the last couple of years, under strong

leadership, our DEI programming has become substantially more robust and our 30-year program for students of color and American Indians has become even stronger. In addition, the current Program Manager has education and years of experience in Human Resources and recruitment. She has become certified as a S.E.E.D (Seeking Educational Equity and Diversity) facilitator and leads cohorts for faculty and staff here at St. Thomas. She also leads the School of Education Diversity Committee and represents the School of Education at the university level as a DEI Ambassador. When former president, Julie Sullivan, requested that all UST faculty and staff complete two of the Harvard Implicit Bias tests then come together in discussion groups to discuss findings, the School of Education chose to have all its faculty and staff complete the implicit bias test on race as one of their two choices. We continued hosting the Dean's forums that have covered a wide array of diversity, equity, and inclusion topics that engage our community, staff, faculty, and students. Professional development for UST faculty includes Inclusive Classroom, Intercultural Development Theory, Mindfulness for Selfcare in Turbulent Times and Trauma-informed Education cohorts. The School of Education faculty and staff have participated in book studies on: Culturally Sustaining Pedagogy; The New Jim Crow; Becoming an Anti-Racist and Race in Minnesota, a Good Time for the Truth.

The funding provided through the CUGMEC grant is vitally important (and is explained later in this report, we are seeking additional sources to underwrite scholarships). We have a wealth of resources in DEI for students of color, resources that will aid in attracting and retaining students as well as preparing them for Minnesota 4 classrooms in the 21st century, the CUGMEC grants help us match these resources with the financial aid to students who need them. The grant funds awarded to the University of St. Thomas are used exclusively for direct student scholarships and additional financial support with the aim of increasing recruitment, retention, and induction. St. Thomas students demonstrate success annually. As noted in the 2021 Teacher Preparation Provider Data Summary Report, St. Thomas alumni have passing rates of 96% for the MTLE pedagogy exam and passing rates of 92% for the MTLE content exams.

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	low n	-	low n	-	low n	-	low n	-
Asian	18	6%	16	10%	10	3%	low n	
Black	46	16%	22	14%	35	10%	13	8%
Hawaiian/Pacific Islander	0	-	0	-	0	-	0	-
Hispanic	low n		low n		12	4%	low n	
Multiple Categories	20	7%	10	6%	19	6%	low n	
Total (Unduplicated Headcount)	96	33%	53	33%	78	18%	34	20%

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	low n	-	low n	-	low n	-
Asian	low n	-	low n	-	low n	-
Black	13	16%	12	15%	11	
Hawaiian/Pacific Islander	0	-	0	-	0	-
Hispanic	low n		low n		low n	
Multiple Categories	10	12%	10	14%	low n	
Total (Unduplicated Headcount)	34	42%	33	44%	27	38%

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	low n	-	low n	-	low n	-	NA	NA
Asian	11	5%	low n	-	12	4%	NA	NA
Black	31	15%	19	13%	30	9%	NA	NA
Hawaiian/Pacific Islander	0	-	0	-	0	-	NA	NA
Hispanic	low n	-	low n	-	low n	-	NA	NA
Multiple Categories	20	10%	low n	-	15	5%	NA	NA
Total (Unduplicated Headcount)	68	33%	39	28%	63	19%	NA	NA

Table 2b: Fall 2022 Data - **This Data was not available at the time of the report deadline*

	# 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	Not 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
12 x \$5,343.33=64,120	Direct Student Scholarships	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Application Data Retention/Advising	Accounting
12 x \$490 = \$5,880	Test Fees	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Test Completion	MTLE Test Results
		<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		