

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	Southwest Minnesota State University
Total Grant Amount	\$10,000.00

Identified Official with Authority

Name of official with authority to sign	Deb Kerkaert
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Primary Program Contact

Name of program contact	Dr. Sonya Vierstraete
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Collaborative Urban and Greater Minnesota Educators of Color Grant 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.**

Southwest Minnesota State University's Southwest Teacher Preparation Partnership (SWTPP) is a collaboration of the SMSU Teacher Education Program, Minnesota West Community College, and the Worthington Public Schools (ISD 518). The partnership was created after a need was identified by the Worthington Public Schools for more teachers, and particularly for more teachers of color, to better reflect the students in the Worthington district, which is one of the most diverse districts in the state of Minnesota. In the Worthington district, 25.8% of the students identify as white; 56.3% as Hispanic or Latino; 0.2% as American Indian or Alaska Native; 8.8% as Asian; 6.1% as Black or African American; 0.3% as Native Hawaiian or other Pacific Islander; and 2.5% as Two or more races (2022 data from MDE's Minnesota Report Card). SWTPP was created to look for ways to increase the numbers of teachers of color and to provide pathways/remove barriers towards the teaching profession.

SWTPP received grants from the McKnight Foundation and the Southwest Initiative Foundation to conduct surveys of district stakeholders; this information was used to develop the partnership and its goals. Stakeholders also noted the need for more teachers of color, along with the need for more training on culturally responsive teaching strategies. Stakeholders also noted that it would be helpful if teachers had more training in working with English Learners and in teaching reading. In response, the SWTPP worked to develop a program that would remove the barriers of distance and time, since the nearest teacher preparation programs were over 60 miles away. Minnesota West Community College (MnWest) worked to receive approval as a Transfer Pathways two-year program. SMSU received approval from PELS for a non-conventional elementary education program that utilized foundation coursework in education from MnWest and provided the remaining coursework through SMSU in Worthington on the MnWest campus. SMSU and MnWest both offer concurrent-enrollment courses to area high school students to encourage them to consider teaching as a future profession as a way to **recruit** candidates to all teaching licensure programs.

SWTPP and SMSU have hired a faculty member to deliver the bulk of the elementary education coursework, and the first cohort of candidates are currently completing their year-long student teaching. Many of the candidates are paraprofessionals in the Worthington district, and a need has been identified for both the candidates and for the district in providing funding for substitute paras while candidates are completing their field experiences. The candidates cannot afford to lose the pay lost while completing field experience hours, and the district faces financial challenges in hiring the substitutes for multiple candidates. The CUGMEC funding provided this funding to support the candidates and the district, thus improving the ability of SWTPP to **retain** candidates who have completed the foundation coursework and have been admitted to SMSU's Teacher Education Program.

Worthington Public Schools (WPS) have committed to hosting all SWTPP candidates for field experiences in their classrooms, and to guaranteeing an interview for any open positions to candidates who successfully complete the program and are licensed. WPS has also partnered with the Southwest/West Central Service Cooperative on a federal grant with the New Teacher Center to provide trained mentors for all new hires, including SWTPP candidates. This training allows SWTPP candidates to be placed in field experiences and student teaching with mentor teachers who have had high quality professional development in The New Teacher Center's Coaching

Strategies and in Culturally Responsive Teaching practices, thus providing the best **induction** program possible to retain these candidates as teachers in the Worthington district.

Receiving this grant has allowed the SWTPP to expand both **recruitment and retention** efforts for candidates seeking licensure in Elementary Education, Teaching English as a Second Language, and/or K-12 Reading. Potential candidates interested in this program had expressed a reluctance to join because they could not afford to take time off to complete field experiences. Worthington Public Schools had noted a financial burden to the district in hiring substitutes for candidates who are paraprofessionals to have time off to complete field experiences in licensure-required grade levels or settings (such as Kindergarten Methods or Early Literacy & Linguistics). This grant meets the needs of both stakeholders and aids in **recruiting** new candidates and **retaining** current candidates.

Grant funds allow SWTPP to market the program to those who are currently working in area schools by noting that they will receive a stipend during their field experience hours, and that if they are a paraprofessional in the area schools, the cost of their substitute will be covered. This allows SWTPP to improve our **recruitment and retention** efforts to new candidates.

COVID has affected the work of SWTPP in several ways. Candidates who were planning to be part of the first cohort had to delay entry to SMSU's Teacher Education Program for a variety of reasons. Some had family members who were dealing with long term illness. Others had coursework that was forced into an online teaching format when campuses closed; for those who were English learners, online learning did not work well due to access and language barriers, and their GPA suffered as a result. Those candidates are still working to retake courses and to improve their GPA to meet conditional admission requirements for SMSU's Teacher Education Program. Some faced financial difficulties when they lost work due to the pandemic. We are working to assist these candidates in finding a road forward that will allow them to participate in SWTPP. While our first and second cohorts were small (only 4 and 1 candidates respectively), our third cohort looks to be larger and closer to initial expectations.

We have developed multiple opportunities to market this program, including using social media, in-person and Zoom meetings, and posting flyers. We have worked with building principals to share the materials with all paras and Tier 2 teachers in their buildings. We have met with the students in the concurrent enrollment courses for Introduction to Education at Worthington High School, and with students in the Education Pathway courses offered through Minnesota West Community College. We have gone to each of the buildings in the Worthington school district to host informational sessions with paraprofessionals. We created a video which can be shared online, through social media, and via the local Worthington television access channel to explain more about SWTPP. This video is available in Spanish and English languages and is funded through the grant from the Southwest Initiative Foundation.

Of the candidates currently involved in cohorts 1 and 2 of the SWTPP, 3 of the 5 (60%) are BIPOC candidates.

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.

Please describe how grant funding has impacted the data from the most recent reporting year. You are welcome to include graphs.

During 2021-2022, CUGMEC funding was used for candidates just entering SMSU’s Teacher Education Program (TEP). SMSU had four candidates in the SWTPP program in this first cohort year. These candidates completed methods coursework which included many hours of field experiences, along with 2 weeks (80 hours) of pre-student teaching in spring semester. Two of the CUGMEC candidates are paraprofessionals in ISD 518, and they were able to use the funding to cover lost wages while completing their field experience requirements for the TEP. The funding also covered the cost of their substitutes (when available) so that students at ISD 518 (as well as the district itself) were not negatively impacted by the absence of the paraprofessionals. The four first cohort candidates are currently completing a year-long student teaching experience during the 2022-2023 academic year. The funding allowed these candidates to be full-time students in the TEP and to complete their requirements in a timely manner, thus increasing retention towards completion.

In Fall 2022, only one candidate entered the SWTPP program, primarily due to pandemic-related issues for other candidates. This candidate is currently going through the methods coursework and will utilize the CUGMEC funding, primarily in spring semester 2023, for the cost of textbooks and lost wages. Spring semester may also see some candidates in cohort three who utilize any remaining CUGMEC funds as they complete foundation coursework in Education along with required field experiences in Introduction to Education and Introduction to Special Education.

In Spring 2023, we anticipate that four SWTPP candidates will successfully complete student teaching, with two of those being BIPOC candidates. Adding two additional candidates of color to SMSU’s current candidates in student teaching will raise the percentage of BIPOC candidates from the previous average of 5 per year. SMSU had 3 BIPOC completers in 2021-2022, but there are now 21 BIPOC candidates admitted to the Teacher Education Program. Data of student teaching completers by federal category for the past four years is shown below.

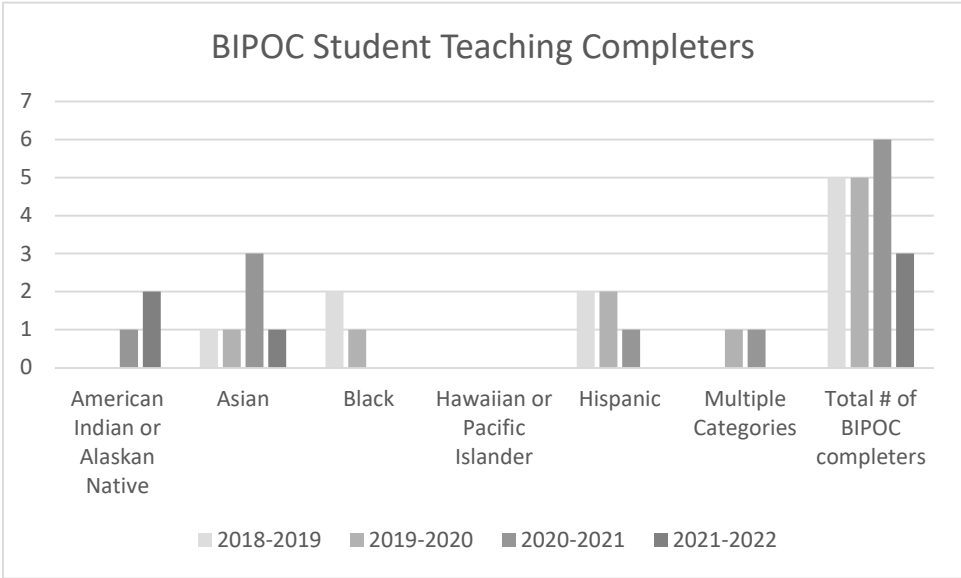


Table 1a: 2021-2022 Data

	# 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	1.18%	2	2.63%
Asian					5	2.94%	1	1.32%
Black					4	2.35%	0	0
Hawaiian/Pacific Islander					0	0	0	0
Hispanic					6	3.5%	0	0
Multiple Categories					0	0	0	0
Total (Unduplicated Headcount)					170	100%	76	4.11%

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	2	2.94%	1	2.22%		
Asian	1	1.47%	0	0		
Black	0	0	0	0		
Hawaiian/Pacific Islander	0	0	0	0		
Hispanic	0	0	0	0		
Multiple Categories	0	0	0	0		
Total (Unduplicated Headcount)	68	4.41%	45	2.22%		

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
Asian							1	1.89%
Black							1	1.89%
Hawaiian/Pacific Islander							0	0
Hispanic							1	1.89%
Multiple Categories							0	0
Total (Unduplicated Headcount)			94		213		53	5.66%

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		
Asian	1	1.61%	1	2.86%		
Black	1	1.61%	1	2.86%		
Hawaiian/Pacific Islander	0	0	0	0		
Hispanic	1	1.61%	1	2.86%		
Multiple Categories	0	0	0	0		
Total (Unduplicated Headcount)	62	4.84%	35	8.57		

**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 Awarded: \$10,000.00	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$2,473.23	Replacement of lost wages while completing pre-student teaching (PSTE, 10 full days) and methods field experience placements (Year 3)	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Number/% of candidates successfully completing PSTE and methods field experiences: 2/2, 100% completion	Mentor teacher evaluations, university supervisor evaluations (PSTE) (see next page for data)
\$2,112.54	Reimbursement to ISD 518 for substitutes hired while candidates complete PSTE and methods field experience hours	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Number of candidates needing substitutes while completing PSTE and field experience hours: 2/2, 100%	Cost of substitutes and invoice of reimbursement to ISD 518
0	Reimbursement of lost wages for candidates in Year 1/Year 2 (taking Education Pathways coursework with field experience components)	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Number/% of candidates successfully completing field experiences: 0	Mentor teacher evaluations
0	Reimbursement to ISD 518 for substitutes hired while candidates complete field experience hours	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction	Number of candidates needing substitutes while completing field experience hours: 0	Cost of substitutes and invoice of reimbursement to ISD 518
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		

Total spent: \$4,585.77

Amount remaining: \$5,414.23

(Continued)

PSTE data – Spring 2022

	Candidate and scorer (Scale of 1 (low) to 4 (high))			
	#1 - Univ. Supervisor	#1 - Mentor Teacher	#2 - Univ. Supervisor	#2 - Mentor Teacher
Subject Matter	2	3	3	4
Student Learning/Diverse Learners	2	2	4	4
Planning Instruction/ Instructional Strategies	3	2	3	4
Learning Environments	3	4	3	4
Communication and Assessment	2	2	2	4
Reflection and Professional Development	3	3	2	4
Collaboration, Ethics and Relationships	2	3	3	4
Is ready for student teaching/maybe ready/not ready	Ready	Ready	Ready	Ready