

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 | Trustees of the Hamline University of Minnesota |
| Total Grant Amount | 120,000 |

Identified Official with Authority

| | |
|---|------------------------------------|
| Name of official with authority to sign | Donald Long |
| Title | Director of Sponsored Programs |
| Address | 1536 Hewitt Ave MS-C1917 |
| City, State and Zip code + 4 | St. Paul, MN 55104-1284 |
| Phone Number and Email | 651-523-2787 / dlong06@hamline.edu |

Primary Program Contact

| | |
|------------------------------|---|
| Name of program contact | Marcela Kostihova |
| Title | Dean, College of Liberal Arts |
| Address | 1536 Hewitt Ave, MS-C1913 |
| City, State and Zip code + 4 | Saint Paul, MN 55104-1284 |
| Phone Number and Email | 651-523-2206 / mkostihova01@hamline.edu |

Collaborative Urban and Greater Minnesota Educators of Color Grant Program Narrative

CUGMEC grant funds were used to: i). provide direct financial assistance toward tuition; ii). mentor college students; iii). offer student teaching stipends; v). provide licensure test preparation support and reimbursement for background checks, testing fees such as edTPA, MTLE, NTS exams; and vi). provide textbook stipends for teacher candidates. Below articulates the outcomes of the program goals for Hamline University.

ACTIVITY/GOAL 1: Provide direct tuition scholarships to reduce financial barriers to teacher licensure

OUTCOME FOR ACTIVITY/GOAL 1: Financial barriers were reduced by awarding tuition scholarships to 32 undergraduate and graduate teacher candidates. Awards were based on financial need and grant funds allowed students to decrease their student loan debt and in some cases work fewer hours. Students reported that tuition scholarships helped to alleviate some of their financial concerns. Scholarships aided recruitment, enrollment, retention, degree completion, and successful transition into teaching.

ACTIVITY/GOAL 2: Provide mentoring.

OUTCOME FOR ACTIVITY/GOAL 2: Qualitative data collected by the Hamline Center for Excellence in Urban Teaching (CEUT) showed that stress was a barrier. Mentoring affinity groups were formed to reduce isolation and increase feelings of belonging. Students indicated they felt like their perspective of their racial group was better understood in these groups. Outcomes also showed that when helping to reduce financial stress, while providing mentorship, increased the likelihood of student satisfaction, retention and program completion. Data also indicated that by created spaces for students to gather, they felt empowered and a sense of increased belonging.

ACTIVITY/GOAL 3: Provide stipends to student teachers

OUTCOME FOR ACTIVITY/GOAL 3: Students attending Hamline often work, they must terminate employment during student teaching. During the Fall 2022 semester, 3 student teaching stipends were awarded. Four more stipends are expected to be awarded during the Spring 2023 semester. Providing direct financial assistance to candidates during student teaching contributed to student recruitment, retention, and success.

ACTIVITY/GOAL 4: Provide financial support for licensing fees, testing preparation materials, textbooks, background checks costs, and transportation costs to practicums

OUTCOME FOR ACTIVITY/GOAL 4: Reimbursed student candidates for licensing fees, testing preparation materials, textbooks, background checks costs, and transportation costs to practicums. Grants funds helped to reduce out of pocket expenses incurred while pursuing teacher licensure. Outcomes included increased retention, program completion, and induction.

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 | N/A | N/A | 2 | 2.9% | 11 | 1.8% | 1 | 100 |
| Asian | N/A | N/A | 3 | 4.3% | 47 | 7.6% | 5 | 100 |
| Black | N/A | N/A | 3 | 4.3% | 31 | 5% | 3 | 100 |
| Hawaiian/Pacific Islander | N/A | N/A | 0 | 0% | 0 | 0% | | 100 |
| Hispanic | N/A | N/A | 0 | 0% | 23 | 3.7% | 3 | 100 |
| Multiple Categories | N/A | N/A | 3 | 4.3% | 22 | 3.5% | 5 | 100 |
| Total (Unduplicated Headcount) | N/A | N/A | 8 | 11.4% | 112 | 18.1% | 17 | 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 | 2 | 1.6% | 2 | 50% | 1 | 50% |
| Asian | 19 | 15.1% | 19 | 80% | 15 | 80% |
| Black | 8 | 6.3% | 8 | 100% | 8 | 100% |
| Hawaiian/Pacific Islander | | | | | | |
| Hispanic | 4 | 3.2% | 4 | 100% | 4 | 100% |
| Multiple Categories | 7 | 5.5% | 7 | 95% | 7 | 95% |
| Total (Unduplicated Headcount) | 40 | 21.4% | 27 | 85% | 34 | 85% |

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 | N/A | N/A | 0 | 0% | 6 | 1.3% | | |
| Asian | N/A | N/A | 8 | 9.3% | 35 | 7.8% | 2 | 25% |
| Black | N/A | N/A | 3 | 3.5% | 20 | 4.5% | | |
| Hawaiian/Pacific Islander | N/A | N/A | 1 | 1.2% | 1 | 0.2% | | |
| Hispanic | N/A | N/A | 3 | 3.5% | 26 | 5.8% | 1 | 33% |
| Multiple Categories | N/A | N/A | 4 | 4.7% | 18 | 4.0% | | |
| Total (Unduplicated Headcount) | N/A | N/A | 15 | 17.4% | 80 | 17.9% | 3 | 20% |

Table 2b: Fall 2022 Data

N/A as this data is not available yet

| | # 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 | | | | | | |
| 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-Dec. 31, 2022) Grant Funds Expenditure

| Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|---------------|------------------------------------|---|--|---|
| \$72,000 | Scholarships | <input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction | Disperse grant funds to students currently enrolled based on enrollment record | Enrollment in teacher licensure program and identifies as BIPOC |
| \$6500 | Student Teaching Stipends | <input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction | Disperse grant funds to students currently enrolled based on enrollment record | Enrollment in teacher licensure program, identifies as BIPOC and student teaching |
| \$350 | Licensure Preparation | <input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction | Disperse grant funds to students currently enrolled based on enrollment record who requested licensure preparation reimbursement | Enrollment in teacher licensure program and identifies as BIPOC |
| \$600 | Textbooks | <input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction | Textbook purchases for currently enrolled BIPOC students in teacher licensure program or reimbursement | Enrollment in teacher licensure program and identifies as BIPOC |
| \$2275 | Mentoring | <input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction | Direct student survey data, participation in mentoring affinity groups, | Direct student survey data and program completion |