

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	Augsburg University
Total Grant Amount	\$120,000

Identified Official with Authority

Name of official with authority to sign	Paula O'Loughlin
Title	Provost
Address	2211 Riverside Ave, CB 136
City, State and Zip code + 4	Minneapolis, MN 55454-1350
Phone Number and Email	612-330-1024 provost@augzburg.edu

Primary Program Contact

Name of program contact	Audrey Lensmire
Title	Associate Professor of Education
Address	2211 Riverside Ave, CB 312
City, State and Zip code + 4	Minneapolis, MN 55454-1350
Phone Number and Email	612-330-1397 lensmire@ausburg.edu

Collaborative Urban and Greater Minnesota Educators of Color Grant Program Narrative

Augsburg University's EAST/ BIPOC program is committed to recruiting, engaging, and retaining student teachers of color through student development, critical mentorship, networking opportunity, and civic engagement activities. The mission is to not only ensure student teachers of color have a successful transition into Augsburg, but also thrive both academically, professionally, and socially. We strive to empower, celebrate, and support students as they create a strong personal foundation and nurture a sense of belonging. The EAST/BIPOC Program's most important measure of success is the number of individuals who obtain a Minnesota teaching license and a teaching position.

The Augsburg EAST/BIPOC program formerly known as EAST (East African Student to Teacher program) has successfully run from the academic year 2013-14 to 2021-22. Throughout the course of the program there have been major successes. Of Note, is the higher than average rates of GPA, program completion, and retention in the field for program participants as compared to their non-program peers.

Covid and staff transitions have delayed our timeline for building a sustainable program that would fully support BIPOC student teachers, but we are excited about the trajectory of growth in our program over the coming years.

We are happy to report the following activities during the reporting period:

Recruitment:

- Host and participate in high school visits to Augsburg University (Rossville HS, South HS, Henry HS)
- Work with Admissions, Multicultural Student Services, TRIO Student Support Services, Financial Aid, and other departments inside Augsburg University.
- One on one with conversations perspective students outlining program and process
- Utilize personal and professional networks
- Spring 2023 community college outreach (Normandale & MCTC)

Retention:

- Provided cost-of-living stipends to scholars who are student teaching during the Fall semester. We are looking to Support an additional 5-10 student teachers of color in the Spring 2023 with cost-of-living expenditure of \$1,500 each.
- Spring 2023 we aim to provide tutoring, professional development, and networking opportunities with former program graduates and BIPOC school administrators from the metro area.
- Community building activities

- Host monthly dinners using grant funds to engage and reconnect with peers, faculty, and staff.
- Culturally competent counseling and organized study sessions
- Specific and targeted mentorship for undergraduates, student teachers, and graduates.
- Fall 2023 Wellness services to combat fatigue, fear, and frustrations of being a BIPOC student/teacher
- Course payments for students in need (fall '23)

Licensure:

It is well known that future teachers of color, as well as in-service teachers of color, are subjected to a variety of stresses associated with living and working in white supremacist systems. Many struggle to: 1) pass the high stakes licensure exams; 2) withstand the high financial costs of tuition and student teaching; 3) maintain their identities in schools with primarily white colleagues. Such struggles and isolation can be lessened by culturally-specific affinity groups and other opportunities to discuss problems and collaborate around solutions.

Induction remains a priority for our program.

- Grant funds have supported MTLE exam preparation
- Outreach to all Tier 2 licensed teachers.
- Collaborate closely with the Education Department's Clinical team.

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	0	0	0	0	3	< .01%	2	.02%
Asian	0	0	3	4.29%	24	5.91%	10	8.62%
Black	20	16.95%	3	4.29%	46	11.33%	24	20.69%
Hawaiian/Pacific Islander	0	0	0	0	1	< .01%	0	0
Hispanic	0	0	4	5.71%	22	5.42%	7	6.03%
Multiple Categories	0	0	3	4.29%	22	5.42%	5	4.31%
Total (Unduplicated Headcount)	20/118	16.95%	13/70	18.57%	118/406	23.32%	48/116	41.38%

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	1.87%	0	0	1	2.7%
Asian	8	7.48%	5	6.11%	2	5.41%
Black	15	14.02%	11	13.41%	6	16.22%
Hawaiian/Pacific Islander	0	0	1	1.22%	0	0
Hispanic	5	4.67%	3	3.66%	3	8.11%
Multiple Categories	4	3.74%	2	2.44%	1	2.7%
Total (Unduplicated Headcount)	34/107	31.78%	22/82	26.83%	12/37	32.43%

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	5	1.69%	0	0
Asian	0	0	3	10%	14	4.75%	1	3.13%
Black	5	6.02%	3	10%	31	10.51%	6	18.75%
Hawaiian/Pacific Islander	0	0	0	0	1	.34%	0	0
Hispanic	0	0	0	0	14	4.75%	0	0
Multiple Categories	0	0	2	7%	18	6.1%	2	6.25%
Total (Unduplicated Headcount)	5/83	6.02%	8/30	26.67%	83/295	28.14%	9/32	28.13%

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	0	0	0	0	0	0
Black	1	6.25%	0	0	0	0
Hawaiian/Pacific Islander	0	0	0	0	0	0
Hispanic	1	6.25%	0	0	0	0
Multiple Categories	2	12.5%	0	0	0	0
Total (Unduplicated Headcount)	4/16	25%	0/2	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
\$7,482.43	personnel salary and benefits	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Reporting from Administrative Accounting Office	1 program manager
\$19,352.56	Tuition scholarships	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Reporting from Student Financial Aid office	16 students
\$196.06	Speaker fees and food costs	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Reporting from Administrative Accounting Office	16 students
\$23,515.57	personnel salary and benefits	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Reporting from Administrative Accounting Office	yet to spend
\$64,924.44	Tuition scholarships	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Reporting from Administrative Accounting Office	yet to spend
\$603.94	Speaker fees and food costs	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Reporting from Administrative Accounting Office	yet to spend
\$1,425	Licensing App fee	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Reporting from Administrative Accounting Office	yet to spend
\$2,500	Wellness practitioner fees	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Reporting from Administrative Accounting Office	yet to spend

