

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.

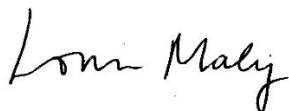
We are pleased to submit this report of the activity at Concordia University, Saint Paul, related to the Collaborative Urban and Greater Minnesota Educators of Color (CUGMEC). Concordia University was approved for a grant for fiscal year 2021 (\$100,000), for 2022 (\$60,000), and for 2023 (\$100,000). In this report, we provide a narrative about the program the grant supports at Concordia University – the Southeast Asian Teacher (SEAT) licensure program. We also provide program data from the last 18 months and articulate how the grant funds have been spent so during the first half of fiscal 2023.

For 25 years, Concordia University’s Southeast Asian Teacher (SEAT) program has been working intentionally to recruit, prepare, nurture, and retain candidates who are of color or Indigenous to be teachers. Although approximately 30 percent of Minnesota’s students are of color/Indigenous, only a little more than 4 percent of teachers are of color/Indigenous. Without the State of Minnesota’s investment in our program through the CUGMEC grant, this disparity would be even worse. Our university is one of several in Minnesota that is preparing new teachers of color and teachers who are Indigenous to join Minnesota classrooms. We are also working to provide them ongoing support.

We are deeply grateful for the State of Minnesota’s continuing trust and investment in our program. In addition to the state grant dollars – which primarily subsidize student tuition – we also leverage our own resources, as well as philanthropic gifts and grants to ensure that our programs are adaptable to the needs of our state’s future educators and provide them with the support and resources they need to enter and stay in the noble teaching profession.

We are proud of our work, and we committed to working with you to continue to diversify Minnesota’s teacher workforce. We are proud of our high retention rates and that our students feel supported in their work as teachers across our state. Thank you for your ongoing support for this important work.

Sincerely,



Lon D. Maly
Dean, College of Education and Humanities
Concordia University, Saint Paul

Collaborative Urban and Greater Minnesota Educators of Color Grant Report

Grantee Information

Legal Name of Applicant Organization	Concordia University, St. Paul
Total Grant Amount	\$60,000 for FY 2021-2022 \$100,000 for FY 2022-2023

Identified Official with Authority

Name of official with authority to sign	Dr. Michael Dorner
Title	Vice President for Finance
Address	1282 Concordia Avenue
City, State and Zip code + 4	St. Paul, MN 55104-5479
Phone Number and Email	(651) 641-8811 dorner@csp.edu

Primary Program Contact

Name of program contact	Lonn Maly
Title	Dean, College of Education and Humanities
Address	1282 Concordia Avenue
City, State and Zip code + 4	St. Paul, MN 55104-5479
Phone Number and Email	(651) 641-8203 maly@csp.edu

Collaborative Urban and Greater Minnesota Educators of Color Grant Program Narrative

The purpose of the Southeast Asian Teacher Licensure program (SEAT) at Concordia University, Saint Paul, is to recruit, prepare, graduate, and support teacher education candidates who are of color or who are Indigenous in order to develop a teaching corps for Minnesota that more closely reflects student demographics. The program currently supports two pathways to assist candidates in earning an initial teaching license: a Bachelor of Arts undergraduate program and a Master of Arts in Teaching program. The SEAT program was started in 1998, includes 100% students of color/Indigenous, and has operated using funding from the Collaborative Urban Education (CUE) grants from the Minnesota Legislature. Until 2019, the program focused on individuals who were employed in schools as an indicator that they were committed to the education and the learning of Minnesota's children. Candidates have come from the ranks of paraprofessionals, non-licensed teachers, home school liaisons, translators, etc. The scope of the program was broadened with the 2019 Collaborative Urban and Greater Minnesota Educators of Color Grant (CUGMEC) application as the requirement that an applicant must be currently working in a school was dropped.

The SEAT program was originally focused on Hmong candidates and later Southeast Asian candidates. Over time, candidates were accepted from Miramar, the Philippines, China, Latin American and several African nations. Candidates from Hmong backgrounds are still the primary focus, however, and comprise at least 65% of the SEAT students at any given time. The recruiting focus is on those candidates who have a heart for teaching and the capacity to be effective educators. To date 199 candidates have been enrolled in the SEAT program at Concordia University and there were 14 candidates in the program who received funding in fall 2022. Candidates are seeking one of 15 different licenses and/or five endorsements across the PK-12 spectrum offered by Concordia University: early childhood (Birth through Grade 3), elementary (K-6), middle school, or content dependent licenses such as Secondary Communication Arts and Literature, Secondary Chemistry, Secondary Health, Secondary Mathematics, Secondary Life Science, Secondary Social Studies, K-12 English as a Second Language, K-12 Physical Education, or K-12 Visual Arts. Candidates are recruited from community colleges, school districts, traditional public schools, and public charter schools in the seven-county metropolitan area and from the Concordia University Hmong Culture and Language Program (HCLP). Recruiting is done by the following: Admissions staff focused on Hmong and other Southeast Asian students, the Program Associate in the HCLP program, current students, program alumni, and the Program Director of the SEAT program. Concordia University bore all the expense for recruiting for the current cycle – different from in the past. During this cycle, CUGMEC funding was not used for recruitment purposes as such was disallowed in the 2019 CUGMEC granting process.

Candidates often come from difficult circumstances many are in the undergraduate program for more than four years – because of part-time enrollment; because they are from immigrant or refugee families and face difficult financial situations so they often need to stop out of classes intermittently; because they often are not proficient in English and high stakes testing becomes a barrier to completion and/or licensure; because they are often balancing working in schools, family responsibilities, and/or ailing parents who have joined them in the United States, etc. High stakes testing has been the most difficult barrier for candidates to overcome over the 25 years of the program’s existence. As a result of the funding afforded these candidates through CUE and CUGMEC dollars and the personal support provided through the SEAT program, 27 candidates have completed a licensure program in the last four years and 28 have earned a teaching license. (Sometimes candidates complete in one academic year and do not become licensed until the next year). To our knowledge, all are working in schools in their licensure area. A key aspect of the program is the community building that takes place among SEAT candidates. The cohort meets a couple of afternoons a month during the academic semesters for a SEAT Seminar on campus. Candidates enjoy collaboration and receive tutoring, academic advising, and personal support during the Seminar. Here are some additional numbers:

Academic Year	Enrolled	Completers	Licensed	Employed in Licensure Field
2017/18	19	8	9	9
2018/19	9	7	5	5
2019/20	16	3	5	5
2020/21	19	2	2	2
2021/22	25	7	4	4
2022/23		Expect 8 in May 2023	Expect 8 in May 2023	Expect 8 in May 2023

Of the 19 students in the 2017-2018 cohort, 8 completed the program and 9 of the other 11 returned for the 2018-2019 academic year for a retention rate of 82%. During 2018-2019, 7 of the 9 SEAT candidates completed their academic program and 5 earned teaching licenses and have been inducted into the teaching profession. Two returned for the 2019-2020 academic year and both completed their programs. 12 of the 13 candidates from 2019-2020 that did not graduate, returned to the program in fall 2020. All eligible candidates returned for the fall 2021 academic year and participated in the program. Due to funding, only 15 candidates were accepted for fall 2022 – nine were continuing candidates and five were new to the program.

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					1	.3%		
Asian	11	9.8%	11	9.8%	39	11.4%	7	10.0%
Black	7	6.3%	7	6.3%	15	4.4%	2	2.9%
Hawaiian/Pacific Islander					1	.3%	1	1.4%
Hispanic	13	11.6%	13	11.6%	26	7.6%	4	5.7%
Multiple Categories	3	2.7%	3	2.7%	10	2.9%	1	1.4%
Total (Unduplicated Headcount)	34	30.3%	34	30.3%	92	27%	15	21.4%

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						
Asian	8	10.0%	3	5%	3	5%
Black	2	2.5%				
Hawaiian/Pacific Islander	1	1.3%	1	1.7%	1	1.7%
Hispanic	3	3.8%	1	1.7%	1	1.7%
Multiple Categories	1	1.3%				
Total (Unduplicated Headcount)	15	18.8%	5	8.3%	5	8.3%

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								
Asian	10	8.1%	10	8.1%	38	11%	1	2.6%
Black	6	4.9%	6	4.9%	14	4%	1	2.6%
Hawaiian/Pacific Islander								
Hispanic	13	10.6%	13	10.6%	29	8.4%	2	5.2%
Multiple Categories	6	4.9%	6	4.9%	13	3.7%		
Total (Unduplicated Headcount)	35	28.4%	35	28.4%	94	27.1%	4	10.5%

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						
Asian						
Black						
Hawaiian/Pacific Islander						
Hispanic	2	74%	1	10%	1	10%
Multiple Categories						
Total (Unduplicated Headcount)	2	7.4%	1	10%	1	10%

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 (through December 31, 2022)	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$47,744 spent so far in FY 2022-23	Student Tuition (up to 50% of expenses)	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Are candidates persisting to completion?	All eligible students are returning for spring 2022 semester; one graduated in fall 2022 and eight will graduate in spring 2023
\$2,561 spent so far in FY 2022-23	Student Textbooks (up to 100% of expenses)	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Are candidates persisting to completion?	All eligible students are returning for spring 2022 semester; one graduated in fall 2022 and eight will graduate in spring 2023
\$2,970 spent so far in FY 2022-23	Student Testing Fees (up to 100% of expenses)	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Are candidates persisting to completion?	All eligible students are returning for spring 2022 semester; one graduated in fall 2022 and eight will graduate in spring 2023
\$3,000 spent so far in FY 2022-23	Student Teaching Stipend (\$3,000 per candidate for fall semester and \$1,000 per candidate for spring semester)	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Are candidates persisting to completion?	All eligible students are returning for spring 2022 semester; one graduated in fall 2022 and eight will graduate in spring 2023
\$2,320 spent so far in FY 2022-23	Program Administration – Instructor	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Are candidates persisting to completion?	All eligible students are returning for spring 2022 semester; one graduated in fall

				2022 and eight will graduate in spring 2023
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