



Evidence-Based Grant Report

Introduction

Minnesota statute 127A.20 requires that any state funded grant recipient must, within 180 days of the end/close of the grant period, submit a report “to the commissioner of education and to the chairs and ranking minority members of the legislative committees with jurisdiction over prekindergarten through grade 12 education,” and that, “[t]he report must be filed with the Legislative Reference Library....” The report must contain a description of the data collected and an evaluation of the effectiveness of the strategies identified in the grant application. The report may identify or propose alternative strategies based on the results of the data.

This document provides a template for that report. It can be included as an appendix to any additional closeout reports, but it must be submitted separately to the required legislative committee leaders. Directions for legislative report submissions can be found at the end of this reporting template.

Grant Information

Name of grant: *St. Cloud State University Department of Social Work School Social Work Pipeline Grant Program*

Amount of grant: *\$95,760.00*

Grant recipient: *St. Cloud State University (SCSU)*

Contact name: *Sarah Meisinger, Director of Field Education, Department of Social Work, SCSU*

Contact phone number: *320-308-3141*

Contact email address: *semeisinger@stcloudstate.edu*

Goal Alignment

Grantees must, to the extent practicable, align goals of the grant to the state of Minnesota’s world’s best workforce (WBWF) and federally required Every Student Succeeds Act (ESSA) accountability systems. Use the following checklist to indicate which areas of WBWF/ESSA are supported by the grant activities.

- ☐ Meet school readiness goals
- ☐ Third grade students achieve grade-level literacy
- ☒ Close the academic achievement gap among racial and ethnic groups and/or economic groups

- ☒ Students attain career and college readiness
- ☒ Students graduate from high school
- ☒ Multilingual learners identified as English learners show progress toward English language proficiency
- ☒ School climate improves

If not provided elsewhere, provide a bulleted list of any additional goals.

Collected Data

Which data was collected to evaluate the education program and use of grant funds?

I. Social Work Student Learning Contracts & Evaluation

The Council on Social Work Education (CSWE) is the accrediting body for social work academic programs. The Bachelor of Social Work (BSW) and Master of Social Work (MSW) students who participated in the grant program, developed a learning contract that encompasses the nine learning competencies for social work education, including the various practice behaviors that guided their field practicum (internship) learning experiences. Most practice behaviors were developed to reflect learning and competence specific to school social work practice.

Each student was evaluated by their assigned Field Instructors (licensed school social workers) in their respective school districts (Sauk Rapids-Rice School District and St. Cloud School District) using a 5-point (BSW) or 4-point (MSW) Likert rating scale at the mid-term and the end of the internship semester(s). Students were evaluated in each of the nine competency areas outlined by CSWE and the various practice behaviors specific to generalist (BSW) and advanced generalist (MSW) social work practice.

2024-25 Field Practicum Evaluation Scores for the four BSW students involved in the grant program reflected an average of 4.5 on a 5-point scale in the nine competency areas (4 = above expectations; 5 = excelling).

2024-25 Field Practicum Evaluation Scores for the two MSW students involved in the grant program reflected an average of 3.25 on a 4-point scale in the nine competency areas (3 = above average; 4 = outstanding).

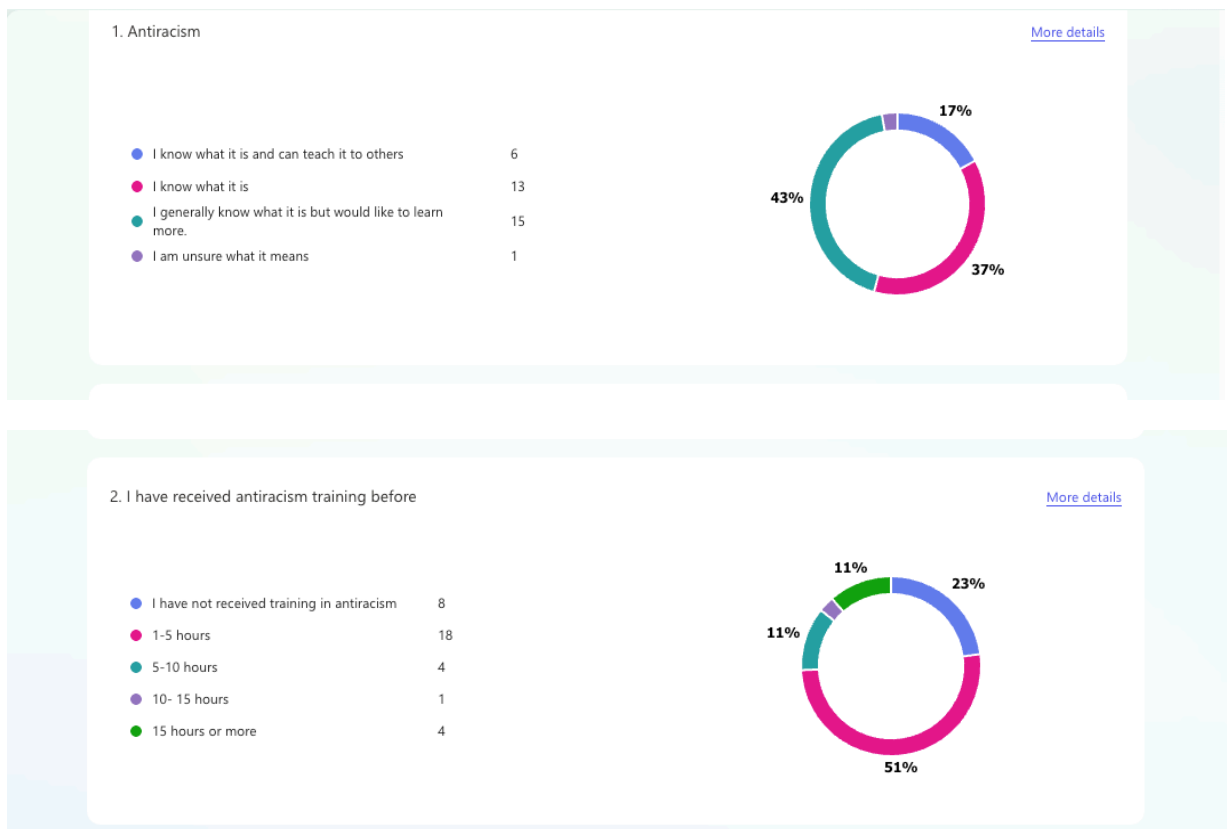
II. Community Anti-Racism Education (CARE) Workshop Participant Evaluation

School administrators, teachers, and support staff in the partnering school districts were invited to attend Community Anti-Racism Education (CARE) Workshops; part one was held in fall 2024 and part two in spring 2025. Approximately 39 people attended the fall workshop and approximately 23 people attended the spring workshop. The following information summarizes the workshop

participants' pre-assessment intake to gauge their current level of understanding and to identify their learning needs.

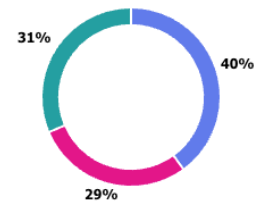
CARE Workshop 1: Stepping Stone One: Acknowledging Racism through Stories

The workshop took place on Friday, November 4, 2024, at Pleasantview Elementary School in Sauk Rapids and featured the following themes: engage in education through storytelling and art regarding antiracism in the field of Social Work, with a focus on diversifying the education pipeline in Minnesota. In this active learning session, participants will acknowledge structural racism in their institutional settings and generate actions that yield equity and liberation.



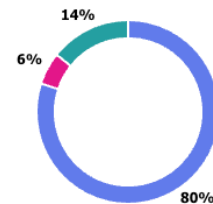
3. In my professional role, I have experienced racism, micro aggressions, or other negative racial acts, and knew how to respond to make myself and others safe. [More details](#)

| | |
|----------|----|
| ● Yes | 14 |
| ● No | 10 |
| ● Unsure | 11 |



4. In my professional role, I have witnessed other people experiencing racism, micro-aggressions, or other negative acts and knew how to respond to make myself and others safe. [More details](#)

| | |
|----------|----|
| ● Yes | 28 |
| ● No | 2 |
| ● Unsure | 5 |



CARE Workshop 2: Stepping Stone Two: Affirming Our Community

The second workshop took place on Tuesday, March 25th at the St. Cloud Public Library. The workshop for educators focused on the following themes: deepening engagement with equity, inclusion, and anti-racism practices through storytelling, embodiment, and reflective exercises.

Workshop Strengths and Highlights

- **Student Stories:** Widely recognized as the emotional and motivational core of the workshop, student narratives catalyzed meaningful reflection and action.
- **Facilitator Cohesion:** The team demonstrated strong collaboration, anticipating each other's needs and maintaining a smooth session flow.
- **Creative Practices:** Embodiment exercises, journaling, and the communal poem process helped participants connect intellectually and emotionally.
- **Safe Sharing Spaces:** Small group discussions fostered trust and vulnerability, allowing for deep personal sharing.

- **Participant Engagement:** Evidence of emotional resonance (e.g., tears, openness) indicated the workshop's impact.

Twenty-three workshop participants attended both workshops, and eleven completed the evaluation survey. See the results:



The results indicate that questions 1-5 received 100 agreements, with the majority (72-82%) indicating strong agreement. Question 6 has had a person who indicated that they neither agreed nor disagreed. The highest correlation was found with question one, which affirms the open and brave space for dialogue that enables workshop attendees to consider their ongoing actions to support the inclusion of diverse social work professionals with clarity and safety.

III. Social Work Student & Field Instructor Evaluation Surveys

The BSW and MSW students and their Field Instructors completed an evaluation survey regarding their experience with the MDE School Social Work Pipeline Grant Program at the time of internship completion and graduation. The 10-question survey requested information regarding the impact of the grant funds on student engagement, stress level during field practicum semester(s), perceived success in their internships and impact on cultural competence and perceived value of racially, ethnically, and culturally diverse school social workers serving K-12 children and families.

The median score for the BSW and MSW student survey was 9 on a 10-point scale (1=low impact; 10=high impact)

The Field Instructors in each school district completed a 10-question evaluation survey regarding the impact of the grant funds on access and equity for emerging school social work professionals, motivation to engage as a field instructor based on grant stipend, impact on cultural competence and perceived value of racially, ethnically, and culturally diverse school social workers serving K-12 children and families.

The median score for the BSW and MSW student survey was 8 on a 10-point scale (1=low impact; 10-high impact)

A final evaluation component includes a six-month follow-up with students which includes a 5-question survey about their educational and/or professional status, i.e. are they practicing as a school social worker, pursuing additional education, etc. The results of the follow-up evaluation surveys are pending at the time of this report.

Evaluation of Effectiveness

Based on the collected data, evaluate the effectiveness of the strategies used.

The grant provided invaluable financial support to the BSW and MSW student participants. During field practicum semesters, the majority of students must balance employment, hundreds of hours of field practicum requirements, academic courses/assignments, and personal and family commitments. Students overwhelmingly described increased engagement in all areas of life, including the field practicum experience, as the grant stipend provided relief and reassurance to the students as they completed the final requirements for their academic degrees.

Prioritizing BIPOC BSW and MSW students for grant participation reaffirmed the critical importance of shared experience, including facets of identity, culture and background, for relationship building in school settings. Students of Color in the Sauk Rapids-Rice and St. Cloud School Districts accessed the BSW and MSW students promptly and routinely which impacted access to support and early intervention to support social, emotional and academic success.

An example of grant program impact includes a BSW intern that identifies as Latina and speaks fluent English and Spanish. The intern was able to engage and create a psychoeducational group at North Junior High in St. Cloud for Spanish speaking students experiencing academic and social challenges. This type of group had not been possible previously due to language barriers and student distrust of school professionals.

The CARE Workshops are an example of systems change work to influence healthy, safe and collaborative environments and opportunities for future school social work professionals. The workshops assisted with identifying and articulating strategies for addressing challenges related to equity as well as ways to advance opportunities for current and future school district staff and administrators.

Alternative Strategies (Optional)

The outcomes of our grant program exceeded our expectations for program involvement impact. No alternative strategies are recommended currently.

Report Submission

Commissioner of Education

Submit one electronic copy to the Commissioner of Education via the MDE Authorized Representative (your main contact at MDE for this grant).

Legislative Reference Library (from their website)

To submit a report to the Legislative Reference Library, please send one electronic copy (Word, PDF, URL) to reports@lrl.mn.gov and two print copies to:

Attn: Chris Steller
Legislative Reference Library
645 State Office Bldg.
100 Rev. Dr. MLK Jr. Blvd.
St. Paul, MN 55155

Legislative Committees with Jurisdiction

Reports may be sent electronically to the chairs, ranking minority members, and committee assistants of the following committees. Contact information for those individuals is available on the committee webpages.

[Senate Education Finance Committee](#)

[Senate Education Policy Committee](#)

[House Children and Families Finance and Policy Committee](#)

[House Education Finance Committee](#)

[House Education Policy Committee](#)