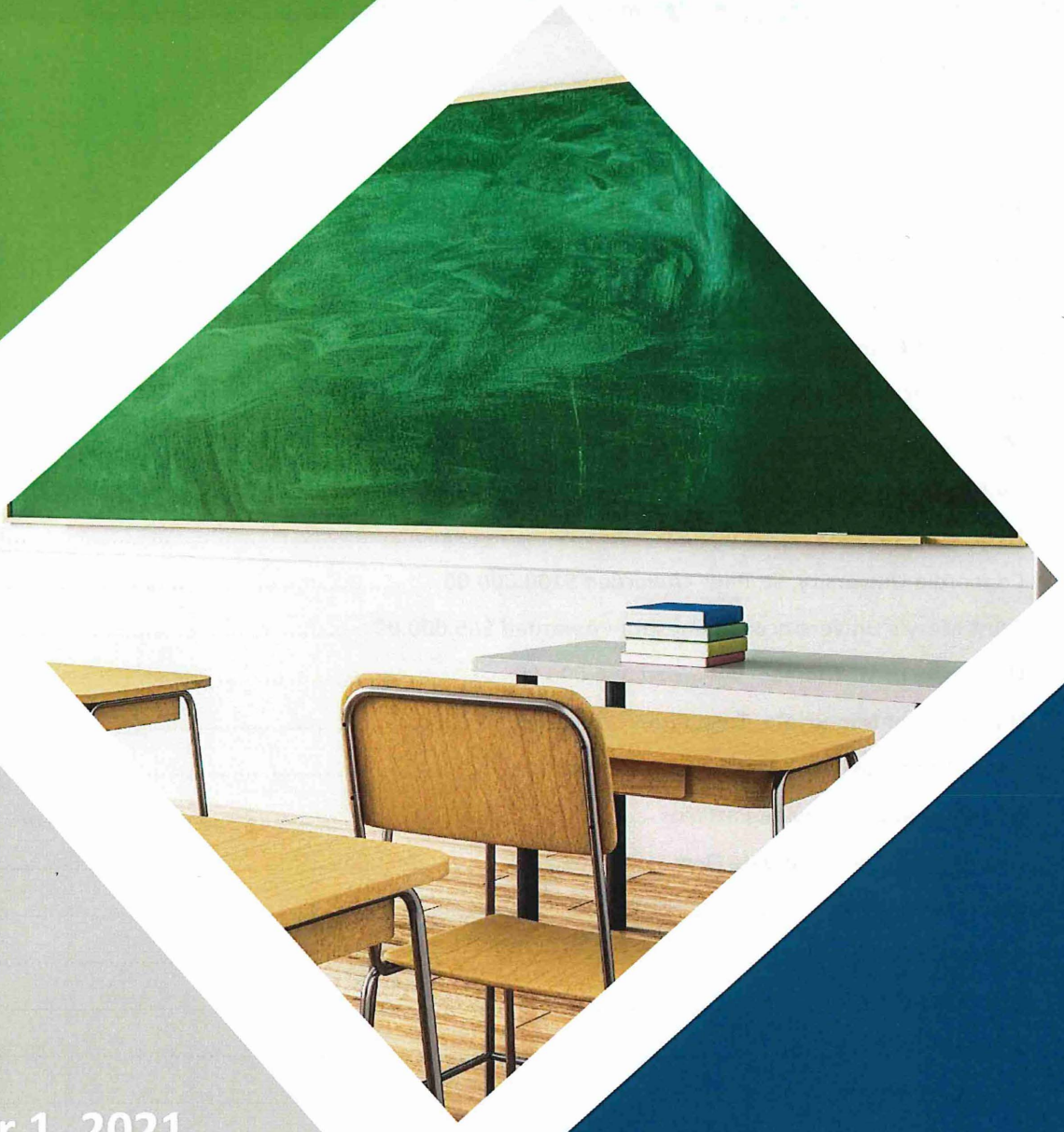
MINNESOTA

PROFESSIONAL EDUCATOR
LICENSING AND STANDARDS BOARD



December 1, 2021

Grant Period:

July 1, 2020 –
June 30, 2021

2021 COLLABORATIVE URBAN AND GREATER MINNESOTA EDUCATORS OF COLOR GRANT REPORT

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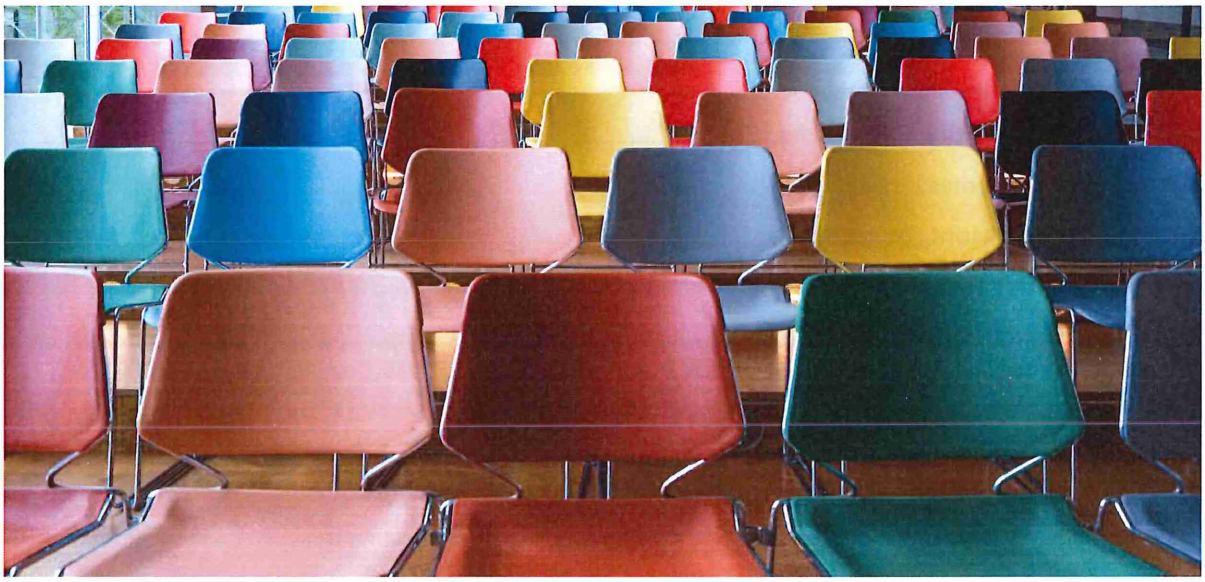
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Introduction



PURPOSE

Minnesota State Statute 122A.635 requires the Professional Educator Licensing and Standards Board (PELSB) to summarize the activities and outcomes of CUGMEC grant recipients in an effort to share effective practices for increasing teacher diversity. In addition to summarizing each grantee's work, this report provides a comparative picture of recruitment, preparation, licensure, and employment rates for teacher candidates of color and Indigenous teacher candidates across grantee programs.

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Grant Overview

History

The Collaborative Urban Educators Grant was established in 1997 "to increase the number of teacher candidates of color or who are American Indian, and meet the requirements for a Tier 3 license under section."[1] Between 1998 and 2013, Concordia University-St. Paul, the University of St. Thomas, and Hamline University were the only three institutions to receive this funding. From 2014 to 2017, Augsburg also received funding. In 2018 and 2019, $220,000 was set aside as competitive funding. This meant that (in addition to the four universities who had historically received this grant) new grantees were selected. Finally, in fiscal year 2020 the grant was renamed and made fully competitive.

Transition to PELSB

In 2019, the CUE Grant became the Collaborative Urban and Greater Minnesota Educators of Color Grant and PELSB was granted the authority to administer the grant (previously MDE administered the grant). Per Minn. Stat. § 122A.635, the purpose of this grant funding is "to increase the number of teacher candidates of color or who are American Indian, and meet the requirements for a Tier 3 license under section 122A.183."

As a fully competitive grant, applicants were evaluated based on the following criteria:

(1) the number of teacher candidates being supported in the program who are of color or who are American Indian;

(2) program outcomes, including graduation or program completion rates, licensure rates, and placement rates and, for each outcome measure, the number of those teacher candidates of color or who are American Indian; and

(3) the percent of racially and ethnically diverse teacher candidates enrolled in the institution compared to:

  (i) the total percent of students of color and American Indian students enrolled at the institution, regardless of major; and

  (ii) the percent of underrepresented racially and ethnically diverse teachers in the economic development region of the state where the institution is located and where a shortage of diverse teachers exists, as reported under section 127A.05, subdivision 6, or 122A.091, subdivision 5.

Priority must be given to institutions that previously received grants and have demonstrated continuing success at recruiting, retaining, graduating, and inducting teacher candidates who are of color or who are American Indian. Award amounts for maintenance and expansion of programs must be determined based on the number of candidates supported by an applicant program, sustaining support for those candidates, and funds available.

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[1] Minn. Stat. § 122A.635

Grant Awards

In fiscal year 2020, 9 teacher education providers applied for CUGMEC funds, requesting just under $2.3 million dollars. PELSB had $1,066,030 to award and these funds were granted to the following 6 institutions:

Metropolitan State University	$406,000
Saint Mary's University of Minnesota	$187,926
Concordia University, St. Paul	$152,300
Augsburg University	$118,878
University of St. Thomas	$101,016
Hamline University	$100,000

In fiscal year 2021, 12 teacher education providers applied for CUGMEC funds, requesting just over $2.7 million. PELSB had $970,000 to award and these funds were granted to 9 institutions.

Metropolitan State University	$288,000.00
Minnesota State University, Mankato	$140,000.00
Augsburg University	$120,000.00
Hamline University	$125,000.00
Concordia University, St. Paul	$100,000.00
Saint Mary's University of Minnesota	$85,000.00
University of St. Thomas	$56,000.00
University of Minnesota, Twin Cities	$56,000.00

Summary of Grantee's Work

Metropolitan State University - Awarded $288,000.00

During FY21, Metropolitan State University was awarded a total of $288,000 to support efforts to recruit, retain, and induct teacher candidates who are of color or who are American Indian. With the grant support, the Metropolitan State University's School of Urban Education (UED) has been able to provide tuition scholarships to cover for an average of nine credits each to 180 UED teacher candidates of color or American Indian teacher candidates prior to student teaching.

Their number of teachers of color or American Indian teacher (TOCAIT) candidates slightly increased from 195 in FY19 to 203 in FY20 because of the grant but declined to 172 in FY21. During the academic year, 172 students of color or American Indian candidates took required coursework ranging from content and methods classes to student teaching, representing 52% of all students admitted and enrolled in UED. A total of 13 TOCAIT candidates who did not receive the state teacher candidate grant or other scholarships were awarded tuition scholarships for all student teaching credits during FY21. Of the 78 teacher candidates who graduated in FY21, 40 were TOCAIT candidates, and all of them graduated after successfully registering for their student teaching.

Of the 62 teacher candidates who successfully completed their program in FY21, 34 (55%) were TOCAIT.

Implementation of the grant was affected by the Covid-19 pandemic. To contain the spread of COVID-19, the university was temporarily closed and teaching was moved online, creating inequities in access to educational technology and internet. The closure of the K-12 learning institutions greatly interrupted student teaching; teacher candidates were not able to fulfil their in-person practicum requirements as student-teachers in schools or complete their edTPA portfolios. Because of logistical challenges, the UED was not able to implement the NES Math Tutoring Program and the Elementary Education content test tutoring and teacher candidates were unable to take their basic skills MTLE / NES Content and Pedagogy exams. Another challenge was uncertainty in enrollment outcomes for fall term. With campus closures, the UED lost the opportunity to actively engage potential students through on-campus experiences like admitted student days and open house days. The short-term interruptions which affected the number of program completers and licensure rates can also have long-term consequences for the affected cohorts and are likely to increase inequality.

Minnesota State University, Mankato - Awarded $140,000.00

During the 2020-2021 academic year, Minnesota State University, Mankato awarded scholarships and provided MTLE test vouchers to teacher candidates of color and American Indian teacher candidates, with students applying to College of Education specific scholarships through their university platform. A committee reviewed the scholarship applications and made recommendations on scholarship awards, which were matched by College of Education Dean Jean Haar, who is strongly committed to supporting the recruitment and retention of teacher candidates of color.

Students were able to apply for the CUGMEC scholarships during the fall 2020 and spring 2021, awarded during the fall semester as well as the spring due immediate student financial need. 27 awardees received CUGMEC scholarships ranging from $1,200 to $8,000 based on semester in program and financial need. 78% percent of the scholarships were awarded to students for multiple semesters, with seven awarded in the fall and 20 awarded in the spring.

The MTLE test vouchers were managed by the college advising office. Students submitted requests via an online form and the office coordinator provided the vouchers to the students, with the goal of fully funding all voucher requests for teacher candidates of color and American Indian teacher candidates. The grant also funded contracts with MTLE test preparation instructors to provide sessions for the essential academic skills tests each semester and stipends to compensate staff.

Planned in-person events for teacher candidates of color and American Indian teacher candidates were not held due to the pandemic. Funding was instead reallocated to scholarships and vouchers.

Augsburg University - Awarded $120,000.00

The goal of Augsburg University's East African Student to Teacher (EAST) Program is to recruit, retain, and license students of East African origin to become teachers by providing tuition assistance, academic advising, personalized support, and professional development. The EAST Program has supported individual students across several legislative biennia because most students cannot complete their licensure within a single legislative budget cycle. Most of the students served take a full course load and work part- or full-time in an educational setting. The most important measure of success for the EAST Program is the number of individuals who obtain a Minnesota teaching license and a teaching position.

During Fall 2020 there were 16 EAST Scholars. Augsburg distributed $36,759.90 in scholarship support to EAST Scholars, awarding students approximately $2,625. 12 students enrolled in coursework, 2 completed student teaching, and 2 students were on leave due to COVID-19 but did participate in seminars. During Spring 2021, 16 EAST Scholars received $47,859.00 in scholarship support. 13 students enrolled in coursework, 2 completed student teaching, and 1 student was on leave due to COVID-19. Recruitment challenges for Augsburg include uncertainty in funding levels for this grant program, which has changed to a competitive format, creating an identified difficulty in setting targets for the number of students or amounts of scholarship support provided. The university noted that past Collaborative Urban Educator (CUE) and current Collaborative Urban and Greater Minnesota Educators of Color (CUGMEC) programs have provided 57 East African teacher candidates with tuition scholarships in coursework leading to licensure and an additional 22 students who received one-time cost of living stipends during their student teaching. In the 7 years of EAST, only 7 accepted students have withdrawn from the program, a retention rate of 87.72%. In the Fall 2020, EAST scholars successfully completed over 114 credits with a collective average GPA of 3.5. In Spring 2021, they successfully completed over 110 credits with a collective average GPA of 3.6.

Face-to-face and virtual seminar meetings during the Spring and Fall 2020-21 academic year, led by program manager Hana Salad. During these sessions, students become acclimated to campus life and to teacher education. Time was provided for networking, shared COVID-19 challenges, skills development, and conversation as students joined together to problem solve, share resources, and study. Scholars were required to meet virtually with the program manager 2 times per semester to monitor their academic progress and address any issues that may have come up. EAST continued to support current students to retake their Essential Basic Skills exam, discussing registration, reviewing course assignments, and conducting frequent social/emotional check-ins that encourage open dialogue and fellowship between scholars navigating their respective degree programs.

Highlights of the seminars included:

- A panel discussion with Rachel Lloyd, a Secondary Education Associate Professor, on practical strategies for maintaining teachers of color and making our schools more equitable
- A panel discussion with Professor Terrance Kwame-Ross, Education Department Chair and

Professor Sally Durand, Director of Teacher Educations Programs in Rochester on race inthe education system and how to reduce teacher turnover

- A discussion with Isuroon, an East African organization dedicated to building equitableeducational outcomes
- A workshop with the Talent Recruiter Director from Hiawatha Academies, a K-12 charternetwork, on improving scholar resumes and developing interview skills

The completion and licensure rate for Cohort 1 (2013-15) is 89% and 94% respectively. The completion rate for Cohort 2 (2015-17) is currently 89% and the licensure rate for those who completed the program is ~ 75%, which is expected to increase since 2 of the scholars have recently completed the program. For Cohort 3 (2017-19)12 out of 13 recently completed the program and 5 of these scholars have already received TIER 3 licensure. Cohort 3 licensure rates are expected to surpass 80% by next year. Many of these scholars are in the early stages of their job search and in the process of applying for their teaching licensure. In Cohort 4 (2019-21), only 3 out of 14 scholars completed the program and 1 of the 3 received their teaching licensure. It's too early to predict cohort 4's completion or licensure rate, which were impacted by decreased CUGMEC funding and increased family obligations due to the pandemic, amplifying social and economic disparities for EAST students.

As stated by the Minnesota Department of Health, COVID-19 has hit communities of color disproportionately hard, causing these families both direct and indirect strains. A majority of EAST scholars reported that a family member, close relative or friend was affected by COVID-19 and in some cases, died from the virus. Remote learning in urban areas and multigenerational households has been a challenge for students, along with increased family responsibilities. Some of the students who completed the program during or right before the pandemic decided to withhold from applying for jobs or taking the NES Basic Skills exam rather than complicate the first year of teaching with the additional daunting responsibility of remote teaching.

Hamline University - Awarded $125,000.00

Grant funds were used to support recruitment, retention, and induction efforts for BIPOC undergraduate and graduate students who aspire to be teachers. Specifically, grant funds were used to provide direct financial assistance toward tuition, textbooks, student teaching stipends, reimbursement for license testing fees, and mentoring. The COVID-19 pandemic impacted the use of some grant funds, slowing outcomes, goals, and progress. Some students elected to postpone student teaching; mentorship events were recreated in a virtual format; and students reported challenges in submitting reimbursement requests. Opportunities for first year students impacted by the pandemic were created by the Center for Excellence in Urban Teaching.

During the 2020-2021 academic year, 33 students received direct scholarships. An online reimbursement submission portal was created for students to request reimbursement. Student teacher stipends were provided to all student teachers during the 2020-2021 academic year, 9 in total.

Mentoring BIPOC students who are aspiring teachers is an important aspect of the CUGMEC funded program at Hamline University. According to student surveys, having BIPOC student affinity groups was an essential part of student programming. Students were provided with monthly opportunities to meet as a group and ongoing opportunities to meet one to one with BIPOC mentors. In addition, students were given the opportunity to develop, plan, and organize an end of the year BIPOC Educator Leadership Summit. Through the mentoring program, 3 students earned the distinction of becoming an Urban Educator Leadership Fellow.

Concordia University, St. Paul - Awarded $100,000.00

Concordia University uses CUGMEC funds to resource its Southeast Asian Teacher (SEAT) Licensure Program, which began in 1998. The SEAT Program provides financial assistance and services for teacher education candidates of color and/or Indigenous candidates who aspire to be educators. Teacher education candidates receive financial aid for tuition expenses (up to 50% of actual), reimbursement for fees for state-required tests (100%), assistance with textbooks and reading materials (100%), and support services, such as academic tutoring and activities through the weekly SEAT Seminar.

Because students in the SEAT program are typically enrolled at the university for several years due to focus on initial licensure, some funds each year are reserved – or escrowed – for use the following year. This practice allows the university to promise students at least two years of funding. For example, in the 2019/20 fiscal year, funds escrowed from the 2017/18 CUGMEC granting process were used. In fiscal year 2020/21, $152,300 escrowed from the 2019/20 granting process and some funds from the 2020/21 granting process were used. Funds remaining from the 2020/21 granting process – approximately $73,706 – will be used for the 2021/22 fiscal year. $152,300 came from the grant awarded in 2019. Another $26,294 came from the grant awarded in 2020.

In fiscal year 2021, CUGMEC funds provided SEAT Program financial aid for tuition expenses, fees for state-required testing, textbooks and reading materials, and academic tutoring expenses. The primary use of CUGMEC funds in the SEAT program was for financial aid for teacher education candidates. A total of 27 candidates received services in fiscal year 2021. Financial aid was provided for 14 candidates for both the fall 2020 and spring 2021 semesters. Another 6 candidates received assistance for only the fall semester 2020 and another 7 for only the spring semester 2021. Of the 27 candidates in the SEAT program in fiscal year 2021, 20 self-identified as Asian (74%), 4 as Black or African American (15%), 2 as Hispanic, and 1 as American Indian or Alaskan.

The total amount of financial aid awarded for fall 2020 was $70,480 and for spring 2021 the total was $90,955. Funding totals for individuals for the academic year ranged from $1,260 to $12,235.

Total Activity Spending in FY 2021

Financial Aid for Tuition Expenses for Candidates	$161,435
Testing Fees Paid on Behalf of Candidates	$11,459
Guest Instructors for Tutoring (Mathematics, Writing)	$3,212
Textbooks and Reading Materials	$2,470
TOTAL	$178,594

SEAT program candidates and activities were impacted significantly by the pandemic during the spring 2020 semester and the entire 2020/21 academic year:

1) Mental health stress – The pressures of dealing with the pandemic, the health challenges, the financial uncertainty, and the resulting social isolation were compounded for candidates in the SEAT program. Racial unrest also contributed to mental health issues.
2) Financial destabilization – Candidates experienced disruptions of personal and family income and increased expenses. Nearly all SEAT candidates are employed during their academic careers and when they begin the Student Teaching semester they must leave their jobs creating financial hardship. Candidates who were not yet Student Teaching in spring 2020 lost jobs and are faced difficult financial futures. Candidates also experienced increased technology costs due to the switch to online instruction, have had child care issues, and an assortment of other expenses. Illness was rampant among candidates and their families including children, parents and other elders; mental health issues were prevalent as candidates juggled new realities on the job and in their educational experience. A couple of candidates had more than 10 family members infected with COVID-19. Due to the family constellations, often these

persons were living in the same residence with the candidates resulting in extreme pressure to balance schoolwork, home tasks, care of others, and provide financially

3) Academic disruption – During the spring 2020 semester and due to the COVID-19 pandemic, CSP moved all instruction to an online format beginning Monday, March 16, 2020. Governor Tim Walz ordered all K-12 Minnesota schools to close effective Wednesday, March 18, 2020. These two decisions created a major disruption for candidates, faculty, and staff and especially those preparing to become teachers in the SEAT program. The disruptions were especially acute for candidates who were in their final semester of preparation to become licensed teachers and candidates in their next-to-last semester who were "in the field" in a Practicum experience. They were not allowed to be physically present in classrooms the remainder of the academic year and many experienced the same thing in FY 2021. The weekly SEAT Seminar held on Fridays, which serves as the primary support activity for participants, was moved to a virtual experience that resulted in less personal "touch". Overall attendance did continue to hover around 90% despite the difficulties. Several candidates had the important field experience called Practicum cut short, cancelled, or switched to virtual. The three candidates who successfully completed a semester-long Student Teaching experience found the situations to be altered and faced "hybrid" experiences.

Saint Mary's University of Minnesota - Awarded $85,000.00

In fiscal year 2021, Saint Mary's University of Minnesota (SMUMN) started a new cohort of teacher candidates in English as a Second Language (ESL) and Emotional Behavioral Disorder (EBD) licensure areas, receiving CUGMEC grant funding to support their tuition costs and required textbooks. In the fall semester, there were 11 candidates of color in the licensure areas of ESL (9 candidates) and EBD (2 candidates). Candidates received an average tuition scholarship award of $7,600.00. All required textbooks were funded by the grant.

A mentorship program, including monthly professional development sessions on mentorship and cognitive coaching, was developed specifically for this CUGMEC cohort. These sessions were attended by the mentor cooperating teachers, university supervisors for the CUGMEC mentees, and CUGMEC students. Additional recruitment efforts in the form of virtual and in-person (prior to March 2020) informational sessions were provided through funding from the university, held jointly with a community partner.

University of St. Thomas - Awarded $56,000.00

The University of St. Thomas used 2020-2021 CUGMEC funds to attract quality future teachers of color, leveraging the funds by continuing to invest in the CUGMEC students throughout their academic journey to ensure they are successful beyond licensure and induction.

Using 100% of the funds received from the CUGMEC grant for direct support of students, the University of St. Thomas has layered programming to maximize the impact of the funds with supplemental programming providing a "multiplier" effect that leverages the initial investment. By expanding district partnerships during the pandemic, the University of St. Thomas has innovated non-conventional pathways toward licensure, providing mentorship and MTLE test support to students, who have been successful despite the effects of COVID-19.

University of Minnesota, Twin Cities - Awarded $56,000.00

The University of Minnesota, Twin Cities utilized the CUGMEC grant in 2020-2021 to expand efforts to provide financial support to teacher candidates within the Multiple Pathways to Teaching programs in the College of Education and Human Development (CEHD). All grant funds were used to provide direct support to 22 students, who received partial tuition scholarships in order to improve retention of teacher candidates and reduce the

financial burden of participation, targeting current teacher candidates of color and American Indian teacher candidates enrolled in the Minnesota Grow Your Own Teachers (MNGOT) program.

In partnering with districts and recruiting from the significantly more diverse pool of non-licensed staff and bilingual candidates, the MNGOT program works to increase the number of teachers of color in Minnesota. The program provides a pathway to a Tier 3 license and Master's degree in Education that is designed to meet the needs of individuals who have previously not participated in traditional teacher education programs due to structural barriers. The coursework and programmatic structure is designed to support individuals who show a deep interest in entering the field of teaching. It is designed to provide layered, integrated instruction and support over two years. Both MNGOT and DLI-L have full-time coordinators and an academic advisor.

Who are our teacher candidates?

- Educational assistants or paraprofessionals
- Substitute/reserve teachers who hold only a substitute teaching license
- Tier 1 or Tier 2 teachers who do not have another US teaching license
- Career changers and community members
- DLI-L teacher candidates must also meet specific language proficiency requirements
- Teacher candidates must hold a bachelor's degree

What are the program features?

- District-based recruitment
- Post-baccalaureate (graduate level) initial licensure and master's degree
- Partnerships with school districts and schools
- Cohort-based
- In-person and online courses (36 credits) over two years
- Innovative, equity-driven curriculum
- Mentoring throughout the program

The MNGOT program offers licensure in K-6 Elementary Education, K-12 ESL, 5-12 Mathematics, 5-8 General Science, 9-12 Chemistry, 9-12 Life Science, 9-12 Physics, and 9-12 Earth and Space Science. These programs leverage the complementary strengths of CEHD and our district partners in an innovative program that includes the active recruitment and careful selection of teacher candidates, rigorous content and pedagogical development paired with supervised clinical practice, and frequent and ongoing mentoring throughout the program.

Note about COVID-19:

COVID-19 has negatively impacted recruitment efforts for the incoming 2021 cohorts of students. Our application window will close in late June and our numbers are lower than in earlier years. Many modifications were made to our recruitment and selection process due to the pandemic, including holding virtual information sessions and conducting web-based interviews, but we believe our reach was still limited due to all of the COVID-related issues districts were navigating. The pandemic has been very stressful for our teacher candidates, specifically those working in schools. The CUGMEC scholarships have been very appreciated during this time to offset additional financial stress for our teacher candidates.

Grantee Reported Data

Overview and Statewide Patterns

CUGMEC grantees were required to submit a report to the legislative library on January 15, 2021. The report includes:

- CUGMEC Program Narrative – A description of the grantee's efforts to recruit, retain, and induct teacher candidates who are of color or who are Indigenous, as well as how CUGMEC funding supports these efforts.
- Program Data – Data from the past 3 years, as well as the year funded by the grant, detailing the demographic makeup of teacher candidates from recruitment to induction.
- CUGMEC Grant Funds Expenditure – A list of all awarded funds and progress monitoring method.

In addition to this data, each grantee submitted public data on recruitment, program completion, and induction rates as a part of their fiscal year 2021 applications. This section synthesizes all of this data for the purpose of answering the following questions:

- How many teacher candidates of color and Indigenous teacher candidates are enrolled in funded programs?
- How effective have grant recipients been at recruiting, preparing, and inducting teacher candidates who are of color or who are Indigenous into the Minnesota teaching profession?
- How many teacher candidates of color and Indigenous teacher candidates received support (direct or indirect) through the grant program?

Grantee Teacher Candidate Demographics

CUGMEC grantees are required by statute to report the following information by January 15th of each year they are awarded funding. Because program structures vary, fall 2020 data does not allow for the most accurate comparative analysis. As such, the data in Section 3 is from the 2019-2020 academic year.

It is also important to note that the data reported here reflects reported teacher candidates of color and Indigenous teacher candidates in each program that received grant funding. This data does not necessarily include all teacher candidates of color and Indigenous teacher candidates in the grantee's licensure programs. Programs like EAST at Augsburg and SEAT at Concordia University, Saint Paul, for example, are funded programs for specific teacher candidates of color within the institutions' broader licensure programs. As a result, these grantee institutions may be preparing greater numbers of teacher candidates who are of color and/or Indigenous than what is reflected here. The data in these sections has been selected as a representation of the teacher candidates supported by grant funds.

Note: Some grantee institutions count multi-racial and/or multi-ethnic teacher candidates in multiple categories, while others only count them as multi-racial. As a result, the numbers listed in this section do not necessarily reflect individual headcount. Additionally, the total number of candidates of color may be larger than the sum of disaggregated groups if it includes a separate group of multi-racial/multi-ethnic candidates.

Recruitment Data

CUGMEC Grantee Institution	Number of teacher candidates recruited to grantee institution	Percentage out of all candidates recruited to licensure programs
	American Indian or Alaskan Native	
Metro State University	Low n	2.0
Minnesota State University, Mankato	Low n	1.0
Augsburg University	Unavailable	Unavailable
Hamline University	Low n	1.2
Concordia University, St. Paul	0	0
St. Mary's University of MN	0	0
University of St. Thomas	11	1
U of M, Twin Cities	663	1.4
Total	683	
	Asian	
Metro State University	12	7.9
Minnesota State University, Mankato	10	2.7
Augsburg University	Unavailable	Unavailable
Hamline University	12	7.3
Concordia University, St. Paul	16	12.3
St. Mary's University of MN	Low n	3.3
University of St. Thomas	30	5
U of M, Twin Cities	5,436	11.4
Total	5,522	
	Black	
Metro State University	47	31.1
Minnesota State University, Mankato	11	2.9
Augsburg University	Unavailable	Unavailable
Hamline University	Low n	5.5
Concordia University, St. Paul	Low n	5.4
St. Mary's University of MN	Low n	4.3
University of St. Thomas	42	11
U of M, Twin Cities	2,935	6.2
Total	3,059	
	Hawaiian or Pacific Islander	
Metro State University	0	0
Minnesota State University, Mankato	0	0
Augsburg University	Unavailable	Unavailable
Hamline University	0	0
Concordia University, St. Paul	Low n	0.8
St. Mary's University of MN	0	0
University of St. Thomas	0	0
U of M, Twin Cities	112	0.2
Total	113	
	Hispanic	
Metro State University	20	13.2
Minnesota State University, Mankato	Low n	1.9
Augsburg University	Unavailable	Unavailable

Hamline University	Low n	5.5
Concordia University, St. Paul	Low n	4.6
St. Mary's University of MN	13	7.1
University of St. Thomas	19	4.5
U of M, Twin Cities	2,030	4.3
Total	2,104	
	Total candidates who are of color or who are Indigenous	
Metro State University	94	62.3
Minnesota State University, Mankato	36	9.5
Augsburg University	Unavailable	Unavailable
Hamline University	29	17.7
Concordia University, St. Paul	130	26.2
St. Mary's University of MN	27	14.7
University of St. Thomas	102	18
U of M, Twin Cities	11,176	23.5
Total	11,594	

Source: 2021 CUGMEC Grantee Reports

Admission Data

CUGMEC Grantee Institution	Number of teacher candidates admitted to education department	Percentage out of all candidates admitted to education department
	American Indian or Alaskan Native	
Metro State University	0	0
Minnesota State University, Mankato	Low n	1.0
Augsburg University	Unavailable	Unavailable
Hamline University	Low n	1.3
Concordia University, St. Paul	0	0
St. Mary's University of MN	0	0
University of St. Thomas	0	0.1
U of M, Twin Cities	Unavailable	Unavailable
Total	Low n	
	Asian	
Metro State University	17	11.8
Minnesota State University, Mankato	Low n	3.2
Augsburg University	Unavailable	Unavailable
Hamline University	10	6.6
Concordia University, St. Paul	16	12.3
St. Mary's University of MN	Low n	5.8
University of St. Thomas	11	1.5
U of M, Twin Cities	Unavailable	Unavailable
Total	65	
	Black	
Metro State University	47	32.63
Minnesota State University, Mankato	Low n	3.2
Augsburg University	Unavailable	Unavailable
Hamline University	Low n	4.6

Concordia University, St. Paul	Low n	5.4
St. Mary's University of MN	Low n	2.9
University of St. Thomas	12	2
U of M, Twin Cities	Unavailable	Unavailable
Total	82	
	Hawaiian or Pacific Islander	
Metro State University	0	0
Minnesota State University, Mankato	0	0
Augsburg University	Unavailable	Unavailable
Hamline University	0	0
Concordia University, St. Paul	Low n	0.8
St. Mary's University of MN	0	0
University of St. Thomas	0	0
U of M, Twin Cities	Unavailable	Unavailable
Total	Low n	
	Hispanic	
Metro State University	15	10.4
Minnesota State University, Mankato	Low n	1.8
Augsburg University	Unavailable	Unavailable
Hamline University	Low n	4.6
Concordia University, St. Paul	Low n	4.6
St. Mary's University of MN	Low n	10.1
University of St. Thomas	Low n	2
U of M, Twin Cities	Unavailable N	Unavailable N
Total	44	
	Total candidates who are of color or who are Indigenous	
Metro State University	88	61.1
Minnesota State University, Mankato	21	9.6
Augsburg University	Unavailable	Unavailable
Hamline University	23	15.1
Concordia University, St. Paul	130	26.2
St. Mary's University of MN	13	18.8
University of St. Thomas	38	6
U of M, Twin Cities	15	56.5
Total	328	

Source: 2021 CUGMEC Grantee Reports

Enrollment Data

CUGMEC Grantee Institution	Number of teacher candidates enrolled in ed programs	Percentage out of all candidates enrolled in ed programs
	American Indian or Alaskan Native	
Metro State University	Low n	1.0
Minnesota State University, Mankato	Low n	0.25
Augsburg University	Unavailable	Unavailable
Hamline University	Low n	2.1
Concordia University, St. Paul	Low n	-

St. Mary's University of MN	Low n	0.8
University of St. Thomas	1	-
U of M, Twin Cities	Unavailable	Unavailable
Total	14	
	Asian	
Metro State University	51	13.0
Minnesota State University, Mankato	13	1.6
Augsburg University	Unavailable	Unavailable
Hamline University	Low n	7.2
Concordia University, St. Paul	33	10.3
St. Mary's University of MN	20	4.3
University of St. Thomas	23	2.5
U of M, Twin Cities	Unavailable	Unavailable
Total	147	
	Black	
Metro State University	117	30.0
Minnesota State University, Mankato	18	2.2
Augsburg University	Unavailable	Unavailable
Hamline University	Low n	6.2
Concordia University, St. Paul	15	0.1
St. Mary's University of MN	14	3
University of St. Thomas	42	5.5
U of M, Twin Cities	Unavailable	Unavailable
Total	212	
	Hawaiian or Pacific Islander	
Metro State University	0	0
Minnesota State University, Mankato	0	0
Augsburg University	Unavailable	Unavailable
Hamline University	0	0
Concordia University, St. Paul	Low n	-
St. Mary's University of MN	0	0
University of St. Thomas	0	0
U of M, Twin Cities	Unavailable	Unavailable
Total	Low n	
	Hispanic	
Metro State University	28	7.0
Minnesota State University, Mankato	42	5.2
Augsburg University	Unavailable	Unavailable
Hamline University	Low n	5.2
Concordia University, St. Paul	11	-
St. Mary's University of MN	28	6
University of St. Thomas	15	3
U of M, Twin Cities	Unavailable	Unavailable
Total	129	
	Total candidates who are of color or who are Indigenous	
Metro State University	202	52.0
Minnesota State University, Mankato	125	15.5
Augsburg University	Unavailable	29.0
Hamline University	17	17.5

Concordia University, St. Paul	320	22.2
St. Mary's University of MN	66	14.3
University of St. Thomas	81	11
U of M, Twin Cities	20	50
Total	831	

Source: 2021 CUGMEC Grantee Reports

Student Teaching Data

CUGMEC Grantee Institution	Number of teacher candidates who completed student teaching	Percentage out of all candidates who completed student teaching
	American Indian or Alaskan Native	
Metro State University	Low n	1.5
Minnesota State University, Mankato	0	0
Augsburg University	Unavailable	Unavailable
Hamline University	Low n	1.3
Concordia University, St. Paul	0	0
St. Mary's University of MN	Low n	2.4
University of St. Thomas	Low n	0.1
U of M, Twin Cities	Unavailable	Unavailable
Total	Low N	
	Asian	
Metro State University	Low n	13.6
Minnesota State University, Mankato	Low n	1.5
Augsburg University	Unavailable	Unavailable
Hamline University		10.0
Concordia University, St. Paul	Low n	8.6
St. Mary's University of MN	Low n	3.0
University of St. Thomas	Low n	4.8
U of M, Twin Cities	Unavailable	Unavailable
Total	39	
	Black	
Metro State University	17	25.8
Minnesota State University, Mankato	Low n	1.7
Augsburg University	Unavailable	Unavailable
Hamline University	Low n	2.5
Concordia University, St. Paul	Low n	1.7
St. Mary's University of MN	Low n	3.0
University of St. Thomas	17	14.5
U of M, Twin Cities	Unavailable	Unavailable
Total	48	
	Hawaiian or Pacific Islander	
Metro State University	0	0
Minnesota State University, Mankato	0	0
Augsburg University	Unavailable	Unavailable
Hamline University	0	0
Concordia University, St. Paul	0	0
St. Mary's University of MN	0	0

University of St. Thomas	0	0
U of M, Twin Cities	Unavailable	Unavailable
Total	0	
	Hispanic	
Metro State University	Low n	10.6
Minnesota State University, Mankato	14	4.1
Augsburg University	Unavailable	Unavailable
Hamline University	Low n	2.5
Concordia University, St. Paul	0	0
St. Mary's University of MN	10	6.0
University of St. Thomas	Low n	1.6
U of M, Twin Cities	Unavailable	Unavailable
Total	39	
	Total candidates who are of color or who are Indigenous	
Metro State University	37	56.1
Minnesota State University, Mankato	37	10.9
Augsburg University	104	29.0
Hamline University	12	15.0
Concordia University, St. Paul	58	10.3
St. Mary's University of MN	24	14.5
University of St. Thomas	31	22.0
U of M, Twin Cities	20	50
Total	323	

Source: 2021 CUGMEC Grantee Reports

Program Completion Data

CUGMEC Grantee Institution	Number of program completers	Percentage out of all program completers
	American Indian or Alaskan Native	
Metro State University	Low n	1.5
Minnesota State University, Mankato	0	0
Augsburg University	Unavailable	Unavailable
Hamline University	Low n	1.3
Concordia University, St. Paul	0	0
St. Mary's University of MN	Low n	2.4
University of St. Thomas	Low n	0.1
U of M, Twin Cities	Unavailable	Unavailable
Total	Low N	
	Asian	
Metro State University	Low n	13.6
Minnesota State University, Mankato	Low n	1.5
Augsburg University	Unavailable	Unavailable
Hamline University	Low n	10.0
Concordia University, St. Paul	Low n	10.4
St. Mary's University of MN	Low n	3.0
University of St. Thomas	Low n	4.8
U of M, Twin Cities	Unavailable	Unavailable

Total	42	
	Black	
Metro State University	17	25.8
Minnesota State University, Mankato	Low n	1.7
Augsburg University	Unavailable	Unavailable
Hamline University	Low n	2.5
Concordia University, St. Paul	Low n	1.3
St. Mary's University of MN	Low n	3.0
University of St. Thomas	17	14.5
U of M, Twin Cities	Unavailable	Unavailable
Total	48	
	Hawaiian or Pacific Islander	
Metro State University	0	0
Minnesota State University, Mankato	0	0
Augsburg University	Unavailable	Unavailable
Hamline University	0	0
Concordia University, St. Paul	0	0
St. Mary's University of MN	0	0
University of St. Thomas	0	0
U of M, Twin Cities	Unavailable	Unavailable
Total	0	
	Hispanic	
Metro State University	Low n	10.6
Minnesota State University, Mankato	14	4.1
Augsburg University	Unavailable	Unavailable
Hamline University	Low n	2.5
Concordia University, St. Paul	0	0
St. Mary's University of MN	10	6.0
University of St. Thomas	Low n	1.6
U of M, Twin Cities	Unavailable	Unavailable
Total	39	
	Total candidates who are of color or who are Indigenous	
Metro State University	37	56.1
Minnesota State University, Mankato	37	10.9
Augsburg University	24	37.0
Hamline University	12	15.0
Concordia University, St. Paul	77	14.3
St. Mary's University of MN	24	14.5
University of St. Thomas	31	22
U of M, Twin Cities	20	50
Total	262	

Source: 2021 CUGMEC Grantee Reports

Induction Data

CUGMEC Grantee Institution	Number of program completers licensed in their field(s)	Percentage out of all program completers licensed in their field(s)

	American Indian or Alaskan Native	
Metro State University	Low n	1.9
Minnesota State University, Mankato	Low n	1.7
Augsburg University	Unavailable	Unavailable
Hamline University	Low n	1.0
Concordia University, St. Paul	0	0
St. Mary's University of MN	0	0
University of St. Thomas	Low n	0.1
U of M, Twin Cities	Unavailable	Unavailable
Total	Low N	
	Asian	
Metro State University	Low n	11.1
Minnesota State University, Mankato	Low n	1.0
Augsburg University	Unavailable	Unavailable
Hamline University	14	14.1
Concordia University, St. Paul	Low n	5.3
St. Mary's University of MN	Low n	1.8
University of St. Thomas	Low n	5.0
U of M, Twin Cities	Unavailable	Unavailable
Total	40	
	Black	
Metro State University	13	24.1
Minnesota State University, Mankato	Low n	1.4
Augsburg University	Unavailable	Unavailable
Hamline University	Low n	4.0
Concordia University, St. Paul	Low n	4.0
St. Mary's University of MN	Low n	2.7
University of St. Thomas	17	15
U of M, Twin Cities	Unavailable	Unavailable
Total	47	
	Hawaiian or Pacific Islander	
Metro State University	0	0
Minnesota State University, Mankato	0	0
Augsburg University	Unavailable	Unavailable
Hamline University	0	0
Concordia University, St. Paul	0	0
St. Mary's University of MN	0	0
University of St. Thomas	0	0
U of M, Twin Cities	Unavailable	Unavailable
Total	0	
	Hispanic	
Metro State University	Low n	9.2
Minnesota State University, Mankato	Low n	2.4
Augsburg University	Unavailable	Unavailable
Hamline University	Low n	3.3
Concordia University, St. Paul	Low n	3.3
St. Mary's University of MN	Low n	5.4
University of St. Thomas	Low n	1.7

U of M, Twin Cities	Unavailable	Unavailable
Total	32	
	Total candidates who are of color or who are Indigenous	
Metro State University	27	50.0
Minnesota State University, Mankato	19	6.5
Augsburg University	85	21.0
Hamline University	20	20.2
Concordia University, St. Paul	151	13.2
St. Mary's University of MN	11	9.8
University of St. Thomas	31	22.5
U of M, Twin Cities	17	42.5
Total	361	

Source: 2021 CUGMEC Grantee Reports

Employment Data

CUGMEC Grantee Institution	Number of program completers employed as MN teachers in their field(s)	Percentage out of all program completers employed as MN teachers in their field(s)
	American Indian or Alaskan Native	
Metro State University	Low n	2.6
Minnesota State University, Mankato	Unavailable	Unavailable
Augsburg University	Unavailable	Unavailable
Hamline University	Low n	1.4
Concordia University, St. Paul	0	0
St. Mary's University of MN	0	0
University of St. Thomas	Low n	1.4
U of M, Twin Cities	Unavailable	Unavailable
Total	Low N	
	Asian	
Metro State University	Low n	5.3
Minnesota State University, Mankato	Unavailable	Unavailable
Augsburg University	Unavailable	Unavailable
Hamline University	Low n	12.3
Concordia University, St. Paul	Low n	5.0
St. Mary's University of MN	0	0
University of St. Thomas	Low n	8.5
U of M, Twin Cities	Unavailable	Unavailable
Total	25	
	Black	
Metro State University	Low n	23.6
Minnesota State University, Mankato	Unavailable	Unavailable
Augsburg University	Unavailable	Unavailable
Hamline University	Low n	5.5
Concordia University, St. Paul	Low n	3.6
St. Mary's University of MN	0	0
University of St. Thomas	17	25.7
U of M, Twin Cities	Unavailable	Unavailable

Total	35	
	Hawaiian or Pacific Islander	
Metro State University	0	0
Minnesota State University, Mankato	Unavailable	Unavailable
Augsburg University	Unavailable	Unavailable
Hamline University	0	0
Concordia University, St. Paul	0	0
St. Mary's University of MN	0	0
University of St. Thomas	0	0
U of M, Twin Cities	Unavailable	Unavailable
Total	0	
	Hispanic	
Metro State University	Low n	5.3
Minnesota State University, Mankato	Unavailable	Unavailable
Augsburg University	Unavailable	Unavailable
Hamline University	Low n	4.1
Concordia University, St. Paul	Low n	4.8
St. Mary's University of MN	Low n	4.5
University of St. Thomas	Low n	2.8
U of M, Twin Cities	Unavailable	Unavailable
Total		
	Total candidates who are of color or who are Indigenous	
Metro State University	16	42.1
Minnesota State University, Mankato	Unavailable	Unavailable
Augsburg University	32	Unavailable
Hamline University	15	20.5
Concordia University, St. Paul	141	13.3
St. Mary's University of MN	Low n	4.5
University of St. Thomas	31	38.6
U of M, Twin Cities	Unavailable	Unavailable
Total	236	

Source: 2021 CUGMEC Grantee Reports

CUGMEC Grantee Institution	Number of program completers employed as MN administrators	Number of program completers employed as MN educators in other areas
	American Indian or Alaskan Native	
Metro State University	0	0
Minnesota State University, Mankato	Unavailable	Unavailable
Augsburg University	Unavailable	Unavailable
Hamline University	0	0
Concordia University, St. Paul	0	0
St. Mary's University of MN	0	0
University of St. Thomas	Low n	Unavailable
U of M, Twin Cities	Unavailable	Unavailable
Total	Low N	
	Asian	
Metro State University	0	0

Minnesota State University, Mankato	Unavailable	Unavailable
Augsburg University	Unavailable	Unavailable
Hamline University	0	0
Concordia University, St. Paul	0	0
St. Mary's University of MN	0	0
University of St. Thomas	Low n	Unavailable
U of M, Twin Cities	Unavailable	Unavailable
Total	6	
	Black	
Metro State University	0	0
Minnesota State University, Mankato	Unavailable	Unavailable
Augsburg University	Unavailable	Unavailable
Hamline University	0	0
Concordia University, St. Paul	0	0
St. Mary's University of MN	0	2
University of St. Thomas	50	Unavailable
U of M, Twin Cities	Unavailable	Unavailable
Total	50	
	Hawaiian or Pacific Islander	
Metro State University	0	0
Minnesota State University, Mankato	Unavailable	Unavailable
Augsburg University	Unavailable	Unavailable
Hamline University	0	0
Concordia University, St. Paul	0	0
St. Mary's University of MN	0	0
University of St. Thomas	0	Unavailable
U of M, Twin Cities	Unavailable	Unavailable
Total 0		
	Hispanic	
Metro State University	0	0
Minnesota State University, Mankato	Unavailable	Unavailable
Augsburg University	Unavailable	Unavailable
Hamline University	0	0
Concordia University, St. Paul	0	0
St. Mary's University of MN	0	0
University of St. Thomas	Low n	Unavailable
U of M, Twin Cities	Unavailable	Unavailable
Total	Low n	
	Total candidates who are of color or who are Indigenous	
Metro State University	0	0
Minnesota State University, Mankato	Unavailable	Unavailable
Augsburg University	Unavailable	Unavailable
Hamline University	0	0
Concordia University, St. Paul	0	0
St. Mary's University of MN	0	0
University of St. Thomas	65	Unavailable
U of M, Twin Cities	Unavailable	Unavailable
Total	65	

Source: 2021 CUGMEC Grantee Reports

Projected Teacher Candidate Support

The data in this section reflects each grantee institution's current enrollment and capacity for supporting a larger numbers of teacher candidates who are of color and/or who are Indigenous.

CUGMEC Grantee	Number of teacher candidates who are of color or who are Indigenous in the grantee's teacher preparation program as of spring 2020
Metro State University	125
Minnesota State University, Mankato	110
Augsburg University	Unavailable
Hamline University	47
Concordia University, St. Paul	89
St. Mary's University of MN	Unavailable
University of St. Thomas	115
U of M, Twin Cities	30
Total	516

Source: 2021 CUGMEC Grant Proposals

Progress Monitoring & Outcomes

Overview and Statewide Patterns

While all grant-funded programs meet the statutory requirement of working to increase the number of teacher candidates of color or who are Indigenous and meet the requirements for a Tier 3 license, the methods used by grantees vary. As such, in addition to the outcomes measured in Section 3, grantees are asked to develop their own indicators of the success and effectiveness of the funded program. Additionally, grantees were asked to measure and evaluate the success and effectiveness of each of the goals, activities, and outcomes funded by the grant. The following subsections report each grantee's self-designed progress monitoring methods, as well as their reported outcomes.

Many of the grantees noted that their initial goals were impacted by COVID-19-related closures. For example, the limited availability of testing dates/centers has prevented candidates from completing licensure exam requirements. Likewise, campus closures resulted in fewer test preparation sessions and recruitment events. Despite these challenges, grantees report significant progress toward their goals.

Metropolitan State University

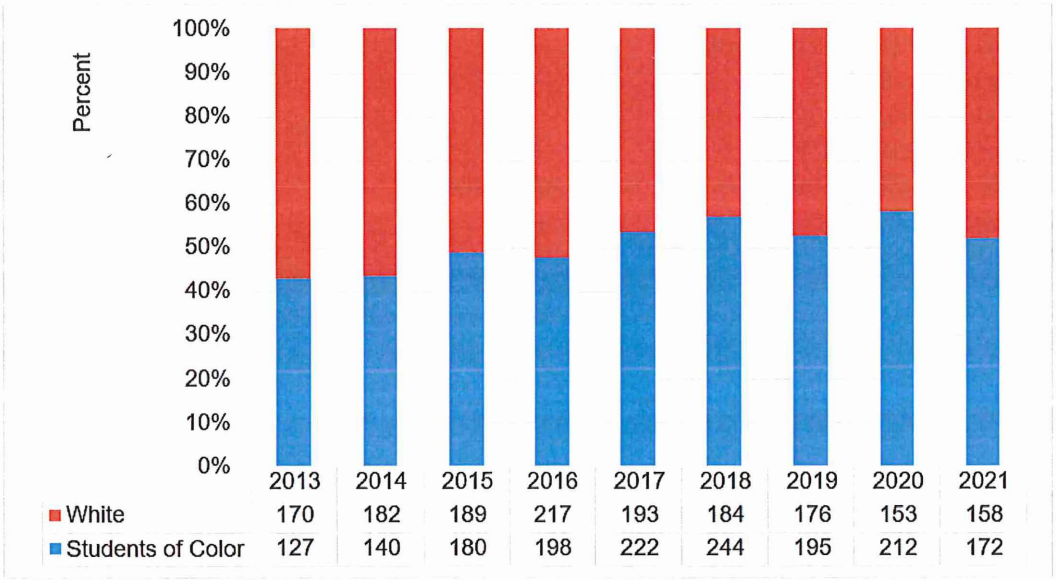
Goal/Outcome 1: Increase Program Completion Rates by TOCAIT Candidates by providing all TOCAIT candidates with scholarships during and prior to student teaching along with periodic affinity gatherings for communal support.

During the FY21, UED provided tuition scholarships to TOCAIT candidates, thus affecting enrollment, graduation, and program completion.

Enrollment: Over the years, the number and percentage of students of color enrolled in the program has been on the increase. As shown in Figure 1, much of this growth has largely been experienced among teacher candidates of color or American Indian. The number of students of color increased from 127 in 2013 to 172 in 2021, a 35%

increase since 2012-13, representing 52% of all teacher candidates enrolled in the program. Due to the CUGMEC grant, the number of TOCAIT candidates slightly increased from 195 in program years 2019-20 to 212 in 2020-21, accounting for about 9 % increase. Unfortunately, the number of TOCAIT candidates dropped to 172 in FY21 due to Covid-19.

Figure 1: UED Student Enrollment Trends Comparing SoC and Whites, FY14-21

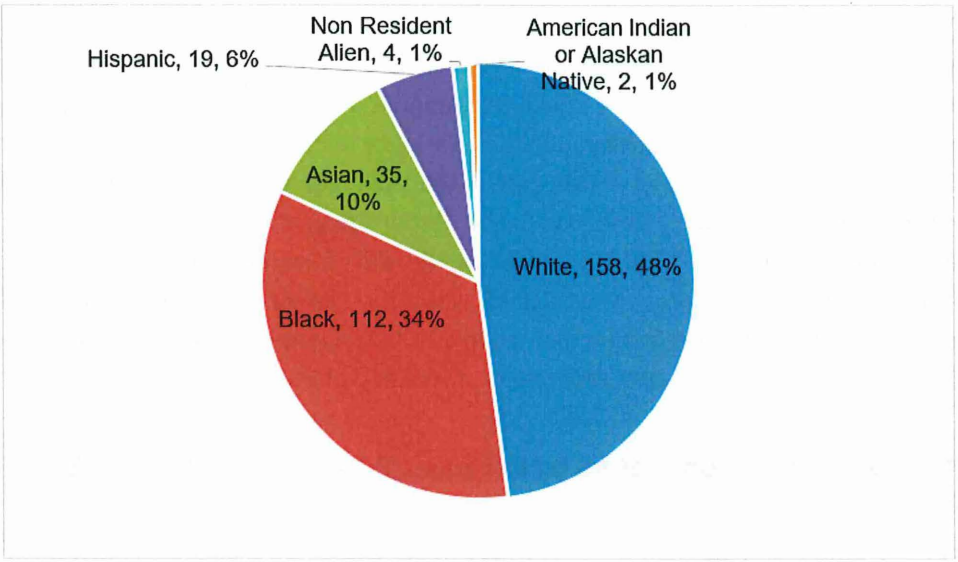


	2013	2014	2015	2016	2017	2018	2019	2020	2021
White	170	182	189	217	193	184	176	153	158
Students of Color	127	140	180	198	222	244	195	212	172

This aside, UED has implemented support practices to retain diverse candidates including:

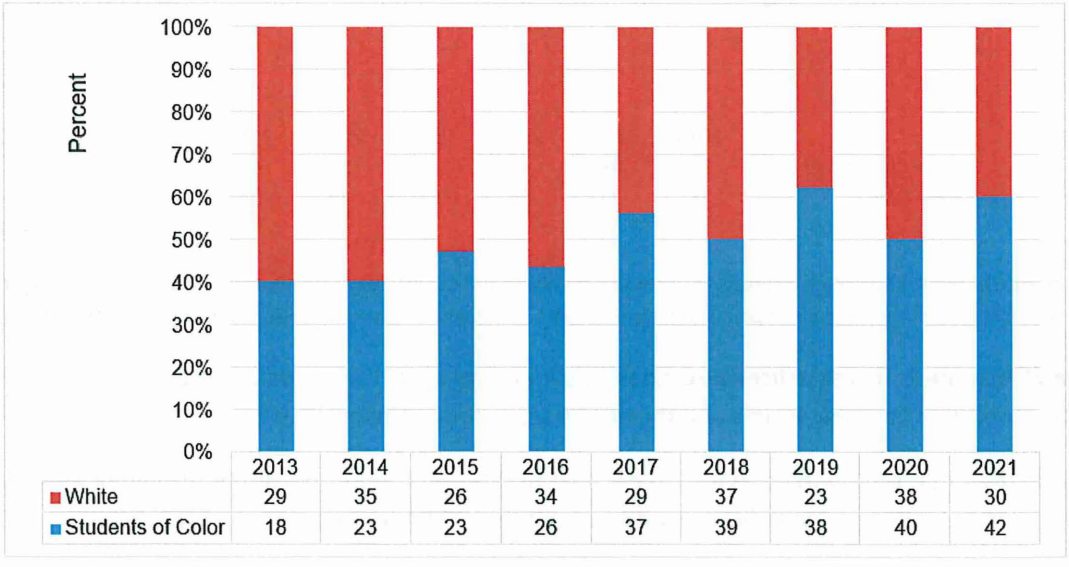
- Early intrusive advising: professional academic advisors, preview days & admission orientation
- Continuous intrusive advising: faculty advisors, academic standing automated reports and early alert system, and required Progress Checks 1 & 2
- Culturally responsive curriculum: starts with pre-professional coursework before admission, including a policy that students complete an Ethnic Studies course for admission
- Academic support: Write to Teach initiative, test preparation for MN NES Essential Academic Skills exams, new SET initiative ("Success Engagement Team"), a faculty initiative designed to create opportunities and programming that more intentionally supports teacher candidates from beginning to end
- Financial support: CUGMEC, university and foundation scholarships, OHE grant
- Data Analysis: always examining data from admission to completion with a racial/ethnic lens to ensure we are reaching our goals and closing opportunity gaps

Figure 2: Primary Ethnicity of Students Enrolled in UED FY21 (n=340)



Graduated: The number of teacher candidates of color or American Indian who have graduated from UED has grown steadily over the years (Figure 3). Notably, the number of teacher candidates of color who graduated from the program has marginally increased for the past three years. Of the 72 teacher candidates who graduated with a degree in urban teaching in FY21, 42 were TOCAIT candidates, and all of them graduated after successfully registering for their student teaching.

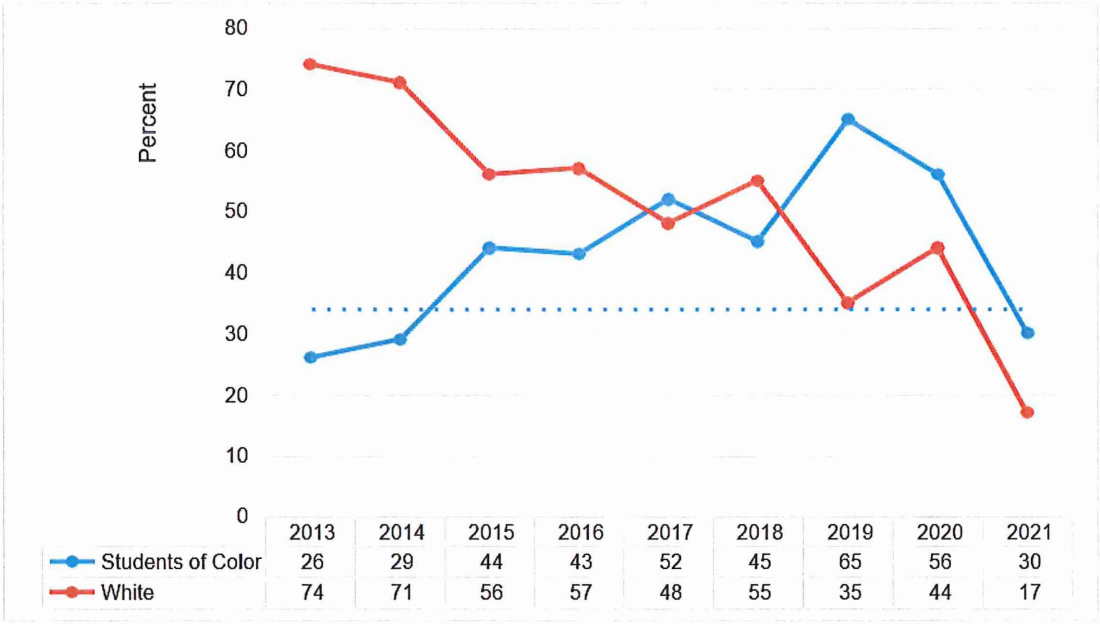
Figure 3: Numbers of UED Graduates by Race, FY14-21



	2013	2014	2015	2016	2017	2018	2019	2020	2021
White	29	35	26	34	29	37	23	38	30
Students of Color	18	23	23	26	37	39	38	40	42

Student Teaching: Increasingly, the number of TOCAIT candidates who completed their student teaching has been on the upward trend (Figure 4). However, the sudden decline in the number of candidates who completed their student teaching was occasioned by the Covid-19 pandemic.7 Students were affected by limited access to technology and Wi-Fi networks as college pivoted to remote learning because of COVID-19. Of the 47 teacher candidates who successfully completed the student teaching requirement for licensure during the academic year, 30 (64%) were students of color or American Indian. Importantly, of the 37 TOCAIT candidates who successfully completed their program in 2019-2020, a total of 14 who did not receive the OHE student teaching grant were awarded tuition scholarships through the CUGMEC grant for all their student teaching credits. Thus, we closed the achievement gap of program completion that troubled UED for years as disparate percentages of TOCAIT candidates were unable to afford to student teach at the end of their academic studies.

Figure 4: UED Program Completers by Race as a Percentage (%) (FY14–21)



	2013	2014	2015	2016	2017	2018	2019	2020	2021
Students of Color	26	29	44	43	52	45	65	56	30
White	74	71	56	57	48	55	35	44	17

[7] The closure of the K-12 learning institutions to contain the spread of COVID-19 greatly interrupted student teaching; teacher candidates were not able to fulfil their in-person practicum requirements as student-teachers in schools or complete their edTPA portfolios

Goal/Outcome 2: Increase licensure rates by supporting all TOCAIT candidates to complete and demonstrate proficiency with licensing exams and the edTPA for entering the profession.

During the FY21, UED worked to increase licensure rates by supporting all TOCAIT candidates to complete and demonstrate proficiency with licensing exams and the edTPA for entering the profession.

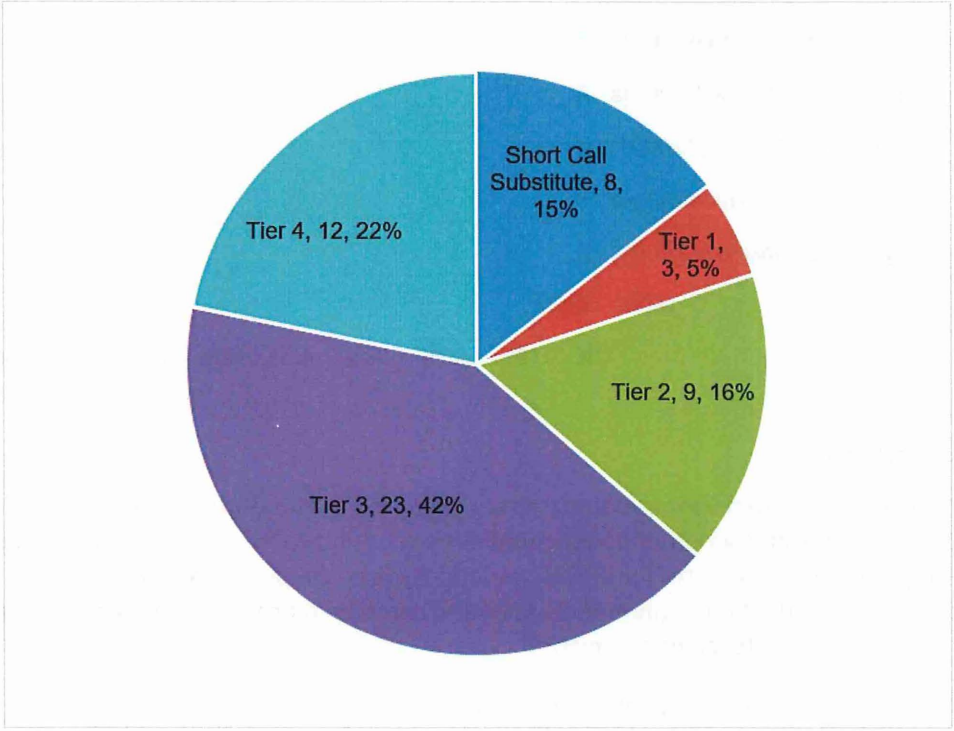
Licensed: The UED offers offer an intensive mathematics tutoring session to help students prepare and pass the National Evaluation Series (NES) math subtest, which is needed to receive a Tier 4 teaching license in Minnesota. [8] Unfortunately, during academic year 2020-21, UED was unable to implement the National Evaluation Series (NES) Math Tutoring Program and the Elementary Education content test tutoring. Moreover, teacher candidates were not able to take their basic skills MTLE/NES Content and Pedagogy exams as test centers were closed due to the spread of Covid-19. Because of logistical challenges posed by Covid-19, PELSB issued a discretionary variance on licensure application requirements for teacher candidates completing student teaching in the 2020-21 school year. [9] These variance changes in licensure application requirements

resulted in a dramatic increase in the number of teacher candidates who applied and obtained their Tier 1, Tier 2 or Tier 3 teacher licensure in FY21 (Figure 5). Overall, the number of teacher candidates of color who obtained their licensure more than doubled, increasing from fourteen (14) in FY16 to more than fifty-one (51) in FY21, accounting for more than 200 percent increase.

[8] The foci of the intensive NES mathematics test prep sessions is: (i) to enhance participants' knowledge of the mathematics concepts that are covered in the NES mathematics subtest, (ii) to engage participation in exam taking skillsand strategies, and (iii) to acclimate the participants to the NES mathematics subtest itself. Moreover, during Fall 2020, UED built a website and offered six tutoring sessions to support the elementary education majors to take and pass the MTLE content tests.

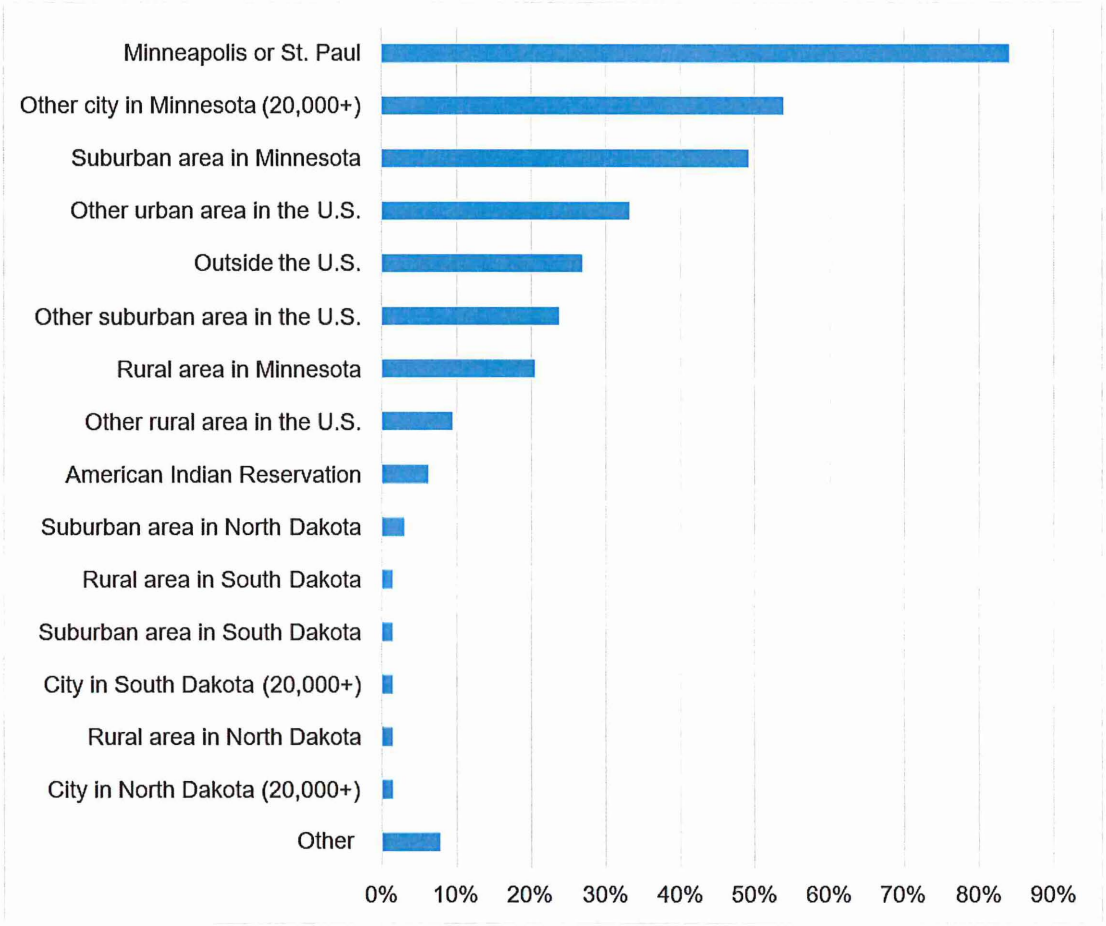
[9] Teacher candidates were not required to complete the edTPA, those who have not yet taken the required examinations could be licensed as a Tier 2 teachers if have a job offer with a Minnesota public or charter school, and those currently applying for a Tier 3 license must take and pass the appropriate MTLEs in content and pedagogy. In lieu of the edTPA, PELSB authorized teacher preparation providers to complete a teacher performance assessment for each student- teacher that includes components of planning, instruction, and assessment.

Figure 5: Number and Percentage of Newly Licensed Teachers, FY21 by License Scope



Newly Employed: According to the available data, 38 teacher candidates who were awarded an initial license were employed as teacher on record during the 2020-21 school year. Nearly fifty percent (47%) of those employed during the 2020-21 school year were teacher candidates of color or American Indian. This notwithstanding, we know that most of our newly licensed teachers end up becoming employed in school systems within the Twin Cities metro area. According to exit survey results of the 2019-2020 teacher graduates, a great majority of the UED teacher candidates plan to seek employment within the Twin Cities metro area schools (Figure 6).

Figure 6: Where would you consider Teaching? (n=62)



Progress Monitoring:

- Gathering data from various databases and comparing rates during grant period to those of previous years to determine whether or not completion rates increased and attrition rates decreased
- Program completion rates for TOCAIT candidates (i.e., the percentage of all candidates who completed graduation requirements AND also completed program requirements for licensure including student teaching and edTPA

Student Survey and/or focus group interview:

- In what ways did receiving a full-tuition group interview scholarship during student teaching help you?
- In what ways did receiving a scholarship help you stay enrolled in our program?
- In what ways did you benefit from attending Urban Teacher Scholars affinity gatherings? Explain.

Progress of all TOCAIT candidates nearing program completion to track financial subsidies for NES/MTLE exams and edTPA, participation in tutoring and/or extra workshops, whether passing scores were attained, and licensure status is charted using a spreadsheet.

The 2020-2021 CUGMEC grant supplemented UED's efforts to increase enrollment, retention, completion and successful entry into the teaching profession by TOCAIT candidates. During program year 2020-21, UED set 2 goals to accomplish using CUGMEC funds:

1) Increase program completion rate by providing all TOCAIT candidates with scholarshipsduring and prior to student teaching along with periodic affinity gatherings for communal support, and
2) Increase licensure rates by supporting all TOCAIT candidates to completeand demonstrate proficiency with licensing exams and the edTPA.

Minnesota State University, Mankato

Goal/Outcome 1: Improve completion rates for students of color and American Indigenous students

Goal/Outcome 2: Gather insights and feedback from students and alumni

Goal/Outcome 3: Increase representation of students of color and American Indigenous students in licensure programs

Goal/Outcome 4: Increase the ability to practice racial equity among faculty, staff, students, and partners

Progress Monitoring: The PI and co-PI will jointly collect data and prepare reports. We will use multiple measures including survey and focus group data as well as institutional enrollment and completion data. The survey and focus group data will be collected as part of a Network Improvement Community and will provide insights into students' experiences in their preparation programs and ways to improve their experiences. In addition to survey and focus group data, we will use institutional enrollment and college licensure data to report on teacher candidate recruitment, retention, and completion and on demographic trends in recruitment, retention, and completion.

In addition to enrollment and award data, we will collect data on the number of unique students supported through grant funding including the types of support they receive and their progress in their program. We are especially interested in observing candidate progress from program entry through program completion, licensure, and employment. To monitor student outcomes at this level, we will rely on a database maintained at the college level. Monitoring progress and outcomes at the college level is important to understanding at which point in their programs candidates struggle, so that we can target support and interventions to increase retention. Monitoring student progress at the college level will also alert us to any students who begin in a cohort but stop out or change majors so that we can follow up on their decision to leave teacher preparation.

Based on our goals and activities, we expect to see improved completion rates for teacher candidates of color and American Indigenous teacher candidates as well increased representation of teacher candidates of color and American Indigenous teacher candidates in preparation programs. In addition, we also expect to reveal aspects of our preparation programs that contribute to retention and completion barriers for teacher candidates of color and American Indigenous teacher candidates and address those barriers through programmatic changes. Finally, we expect students, faculty, staff, and partners to participate in seminars and professional development opportunities that increase the ability to practice racial equity. For these outcomes, we will collect data on participation rates in seminars, workshops, conferences that focus on racial equity.

Results: Our progress monitoring focused on three main areas related to the four grant goals. The grant goals include (1) improving completion rates for teacher candidates of color and American Indian teacher candidates, (2) gathering insights and feedback from students and alumni, (3) increasing the representation of students of color and American Indian students in licensure programs, and (4) increasing the ability of students, faculty, staff, and partners to practice racial equity. Our methods of progress monitoring included: (a) following up with scholarship and voucher recipients (goals 1, 2, and 3), (b) monitoring institutional enrollment and award data (goals 1 and 3), and (c) exploring systemic supports and barriers to retention and completion (goals 1, 3, and 4). The grant team checked in with scholarship recipients using a brief survey and with individual conversations. Additional follow-up occurred with the college's academic advisor, who is also a co-principal investigator on the grant. From the surveys, we identified students who needed additional academic or financial support and reached out to those students with resources. We reached out to recipients to check on their progress in their program, to identify current and ongoing barriers or challenges, and to direct additional resources to the candidates. Through our outreach, we have learned that there are many factors that influence recruitment and retention, and scholarships and other financial support can only help so much. We also encouraged scholarship recipients to join Teachers of Tomorrow, which gives candidates priority registration, social support and connection with peers and faculty, and opportunities for additional information, instruction, and professional development.

Related to goals 1 and 3, the grant team continued to use institutional enrollment and award data to monitor progress in recruiting and retaining teacher candidates of color and American Indian teacher candidates. Looking at the past four years, the percentage of academic awards going to candidates of color and American Indian candidates increased modestly. In 2018-19 and 2019-20, the percentage of awards granted to teacher candidates of color was 8%. This represents a 2% increase from 2017-18 and a 4% increase from 2016-17. We continued to also monitor licensure recommendations and to gather data on the license status of our program completers. Collecting this data continues to be a challenge due to the difficulty of connecting institutional data to state data.

The grant team also continued to monitor systemic supports and barriers to recruiting and retaining teacher candidates of color and American Indian teacher candidates in support of goals 1, 3, and 4. For example, we have observed that internal policies, including for program admission and GPA requirements, are barriers to recruiting students. Students also face barriers to retention and completion during student teaching, specifically related to transportation and the impact on part-time work. College faculty continue to seek funding for those in student teaching and the Office of Field and International Experience continues to act within their power to reduce or eliminate transportation barriers. We have found that the Teachers of Tomorrow student group has been an impactful support for teacher candidates of color and American Indian teacher candidates, and we continue to encourage students to join Teachers of Tomorrow. Through the college's advising office, students also receive information about the scholarships, grants, and vouchers available for teacher candidates of color and American Indian teacher candidates. Although the grant budget did not include funding for professional development related to racial equity, the grant team in collaboration with partners across and beyond the college, continued to focus on personal and professional development around racial equity so that our instructors, supervisors, and mentor teachers can support our teacher candidates of color and American Indian teacher candidates.

Augsburg University

Goal/Outcome 1: 92% of current and prospective EAST scholarship recipients will successfully complete required coursework and student teaching.

Goal/Outcome 2: 95% of EAST Scholars who complete the program will pass Content and Pedagogy Exams, receive licensure, and obtain a teaching position in their licensure area in a Minnesota school.

Progress Monitoring: Data will be collected by the Program Director and Program Manager in collaboration with the Associate Director of Financial Aid and the Accounting Manager. Data points, and collection methods are described in the tables in Section 4 above. Criteria for success, including retention and licensure goals, are articulated in the tables in Section 4 above.

Hamline University

Goal/Outcome 1: Scholarships

Goal/Outcome 2: Stipends for textbooks

Goal/Outcome 3: Student teaching stipend

Goal/Outcome 4: Stipends for testing fees & prep materials, e.g. edTPA and MTLE exams

Goal/Outcome 5: Mentoring

Progress Monitoring: Various personnel at Hamline, including Director of Financial Aid, Director of Business Operations, and Executive Director of Center for Excellence in Urban Teaching (CEUT) will collect, track and review programmatic data for reports. The Director of CEUT will develop and disseminate reports.

Results: Goal/Outcome 1: Provide Scholarships

Outcome 1: Working with financial aid and a director of business operations direct financial assistance via scholarships that are based on financial need were provided to undergraduate and graduate students. During the 2020-2021 academic year, 33 students who are aspiring BIPOC teachers received scholarships between $250 to $4500. The total amount for scholarships provided was $60,321.

Goal/Outcome 2: Provide Stipends for Textbooks

Outcome 2: Yearly textbook fees are included in tuition for undergraduate students. They may purchase textbooks at an additional amount. Graduate students do not participate in the textbook rental program. An online reimbursement submission portal was created and students were required to submit a request for reimbursement.

Goal/Outcome 3: Provide Student Teaching Stipends

Outcome 3: Student Teaching Stipends were provided to offset lost wages during student teaching. Students elected to receive the stipend as an additional scholarship or direct stipend during student teaching. Because of COVID-19 some students elected to postpone student teaching. During the 2020-2021 academic year,

$14,750 Student Teaching Stipends were awarded. Amounts were based on availability of funds, number of student teachers and financial need. Three students elected to receive their stipend as an additional scholarship.

Goal/Outcome 4: Stipends for Testing fees and Teacher Preparation Materials, e.g. edTPA and MTLE exams

Outcome 4: Stipends to cover licensure testing costs and associated fees were provided to students. Because of COVID-19 some students elected to postpone teacher licensing testing during the 2020-2021 academic year. An online reimbursement submission portal was created and students were required to submit a request for reimbursement. During the 2020-2021 academic year, $630.00 was reimbursed to students for licensure preparation materials and fees. All students were provided access to a site license for MTLE practice tests as a way to better prepare for licensure examination. When asking students why they did not submit for reimbursement, students indicated the extra step as a burden.

Goal/Outcome 5: Mentoring

Outcome 5: Meeting with students in small groups or one to one to sustain a mentoring student support system was successful. Students were provided opportunities to meet monthly in a BIPOC affinity group gathering led by BIPOC professionals. In addition, students were given the opportunity to lead a BIPOC Educator Leadership Summit at the end of the academic year, and earn the distinction to become an Urban Educator Leadership Fellow.

Progress Monitoring: Various personnel at Hamline, including Director of Financial Aid, Director of Business Operations, and Executive Director of Center for Excellence in Urban Teaching (CEUT) will collect, track and review programmatic data for reports. The Director of CEUT will develop and disseminate reports.

Throughout the year student surveys are administered to allow for understanding student need and being able to be immediately responsive when necessary. Qualitative and quantitative data on academic progress, student enrollment, and eligibility for Tier 3 licensure are obtained through the university's data management system. The department is undergoing the adoption of the MnEDS disposition assessments as a way to support teacher candidates in the development of equity-oriented teaching and learning. MTLE pass rate and completion, and licensure attainment are also measured through a data management system.

Concordia University, St. Paul

Goal/Outcome 1: Recruit and enroll 10 new candidates each year into the SEAT program

Goal/Outcome 2: The SEAT program will produce five fully-licensed completers each academic year

Goal/Outcome 3: SEAT program completers demonstrate competence in teaching in urban and multicultural educational settings

Goal/Outcome 4: Completers demonstrate cultural humility in the context of teaching

Goal/Outcome 5: Candidates find employment as an educator within one year of completion and realize successful induction in the first year of teaching

Goal/Outcome 6: Establish a "Circle of Support" network in cooperation with Hamline, St. Thomas, and Augsburg Universities

Results:

Goal/Outcome 1: Recruit and enroll 10 new candidates each year into the SEAT program

Progress: In order to broaden the "pool" of candidates for the SEAT program, school employment is no longer required of new candidates and initial licensure master's degree students (MAT program for K-6 licensure) are welcome to apply. The planned convening of a SEAT Alumni Council to assist with recruiting and induction was postponed for a year due to the pandemic. Eight new candidates were recruited and enrolled in the SEAT program in fall 2020; seven new candidates were recruited and enrolled in the program in spring 2021. Of the 15 new candidates, 11 self-identified as Asian, three as Black or African American, and one as American Indian or Alaskan.

Goal/Outcome 2: The SEAT program will produce five fully licensed completers each academic year

Progress: Three SEAT students were considered "completers" during FY 2021, are fully licensed, and have secured teaching positions beginning in fall 2021. Two candidates were from the undergraduate program and one was from the Master of Arts in Teaching program. Two completers have self-identified as Asian and one as African-American.

Goal/Outcome 3: SEAT program completers demonstrate competence in teaching in urban and multicultural educational settings

Progress: The three program "completers" exemplified competence in teaching in urban/ multicultural settings, as observed by the SEAT Director, Dr. Sally Baas. Dr. Baas observed the candidates virtually during their Student Teaching experiences. The Student Teaching Final Evaluation was reviewed for the three completers and indicated that this goal was met for each of them.

Goal/Outcome 4: Completers demonstrate cultural humility in the context of teaching

Progress: According to the three faculty members involved with the three completers, each candidate demonstrated cultural humility during the weekly SEAT Seminar and as they worked with students from a variety of cultural backgrounds and contexts during their Student Teaching experience.

Goal/Outcome 5: Candidates find employment as an educator within one year of completion and realize successful induction in the first year of teaching

Progress: All three SEAT completers have received teaching employment prior to June 1, 2021.

Goal/Outcome 6: Establish a "Circle of Support" network in cooperation with Hamline, St. Thomas, and Augsburg Universities

Progress: The collaborative nature of this goal was scuttled, as the requested funding was not awarded to the institutions. However, Concordia University was successful with a different grant that provided funding for current teacher education candidates and recent completers in their first year of teaching. University faculty designed a "Saturdays at Concordia" online professional development series that was open to all first-year teachers and current candidates. Current SEAT candidates and recent SEAT completers participated.

Saint Mary's University of Minnesota

Goal/Outcome 1: Expand the Teacher Pathway Program by recruiting an additional cohort of 20 teacher candidates of color or American Indian teachers to complete licenses in ESL or EBD.

Goal/Outcome 2: Models of intercultural competence and culturally responsive teaching will be provided throughout the teacher education experience, with ongoing opportunities to engage in such practices embedded throughout the program. This will allow all students in the program to share common language regarding intercultural competency and culturally responsive teaching. Program faculty will integrate culturally responsive teaching practices throughout instruction.

Goal/Outcome 3: Provide tuition scholarships and textbooks for qualified teacher candidates of color or American Indian teachers pursuing ESL or EBD licensure to address the disparities in teacher diversity.

Goal/Outcome 4: Expand mentorship program for teacher candidates' cooperating mentor teachers and university supervisors to enhance the level of support and induction provided to teacher candidates during student teaching and first year of full-time teaching. This focused training will further develop mentorship competencies, benefitting the teacher candidate mentees.

Goal/Outcome 5: Provide regular academic advising and support for students to have ongoing support and access to resources, helping them to successfully complete the licensure program.

Progress Monitoring: Progress toward grant outcomes will be jointly monitored by the Program Director of ESL, the 1.0 FTE liaison position allocated and funded in part through this grant. Official reports will be prepared by the Program Director and the liaison. Quantitative data includes: program completion survey results, IDI (Intercultural Development Inventory) pre and post assessment results, MTLE test pass rate comparison, licensure and graduation completion data, edTPA teaching portfolio scores, and internal surveys.

Qualitative data will be collected from a variety of sources to continually improve the model and better understand the complex realities and multiple perspectives of the participating candidates. Data will be collected through individual interviews, focus group sessions, classroom observations, and artifact/assignment analysis. All candidates will be interviewed a minimum of two times, once at the beginning of the program and again upon program completion. As part of their coursework, all candidates will create two teaching portfolios-a personal teaching portfolio for internal review and an edTPA portfolio submitted for external review.

Right now, current cohort members are collaborating to produce an academic journal article that is structured as a collaborative autoethnography, sharing their experiences participating in this model.

Results: This year, The Teacher Pathway Program expanded to include new 11 teacher candidates of color in ESL and EBD teacher licensure pathways. Each of these candidates were provided with tuition scholarships as well as required textbooks for courses in the 20-21 fiscal year. A mentorship professional development program focusing on cognitive coaching was developed and implemented for CUGMEC student teachers' cooperating mentor teachers and supervisors. All students have regular academic advising and support as they progress through the program. Data has been collected on the participant experiences and perspectives through individual interviews, focus group sessions, and assignment analysis.

Cohort 2 began their courses in Fall 2020, so data is not available for those candidates yet. For cohort 1, five of the six CUGMEC grantees have graduated and become licensed teachers. The sixth is currently completing his student teaching and is on track to graduate. Four of the six have received full Tier 3 ESL teaching licenses, one currently has a Tier 3 Conditional license, and one will be applying for his license this summer. MTLE pass rate for cohort 1 is currently at 67% with remaining candidates scheduled to take MTLEs this summer. Currently, all of those who have completed their student teaching have been hired as teachers in local Minnesota schools.

University of St. Thomas

Goal/Outcome 1: Increase Tier 3 licensure rate for students of color to 85%

Goal/Outcome 2: Increase completion percentage for students of color to 85%

Goal/Outcome 3: Successfully recruit and enroll 27 graduate students for initial teaching licensure

Goal/Outcome 4: Fund the DFC undergraduate Pathway to Teaching (new initiative)

Progress Monitoring: The CUGMEC Program Manager will be responsible for collecting data and preparing reports. Progress toward meeting our stated goals will begin by using interest surveys, application data, and admission data to measure the effectiveness of our recruitment strategies, activities, and practices. Upon enrollment, student academic progress will be tracked on a per term basis, supported by faculty and staff advising when necessary. In addition to course evaluations, a student satisfaction survey will be administered at three check points in each academic year to allow for continuous improvement. St. Thomas currently utilizes Qualtrics surveys for student and employer surveys and teacher disposition check-ins to evaluate culturally responsive mindsets and attitudes as all teacher candidates move through the licensure program. In addition, we are tracking all of the culturally sustaining practices that exist throughout our programs in order to determine how well prepared all of our teacher candidates are to teach in diverse settings. Attendance at Dean's Forums and related diversity, equity, and inclusion events will be tracked through sign-ins at these events. The quantitative data on enrollment, academic progress, and eligibility for Tier 3 licensure will be gathered using the university's student data systems and MTLE/NES exam results.

Results: The advent of COVID-19 affected our stated goals, described below:

Goal/Outcome 1: Increase Tier 3 licensure rate for students of color to 85%

100% of our students of color who completed the program in this period were able to receive their teaching license during COVID. This success rate is assisted by the waiver provided by PELSB for initial Tier-3 licensing because of COVID. The University of St. Thomas had a 93.22% licensure rate for students of color in the previous year.

Goal/Outcome 2: Increase completion percentage for students of color to 85%

92.5% of our students of color completed their program. One of those who did not complete cited COVID-related issues that made completing their program difficult. This student has expressed interest in returning once their life has stabilized post-pandemic.

Goal/Outcome 3: Successfully recruit and enroll 27 graduate students for initial teaching licensure

We have successfully recruited, enrolled, and are in the process of graduating all 27 graduate students for initial teacher licensing. As noted above, pandemic-related situations delayed this achievement somewhat.

Goal/Outcome 4: Fund the DFC undergraduate Pathway to Teaching (new initiative)

We expected to use CUGMEC dollars to achieve this goal, but the lower grant award forced us to adjust our strategy. We were able to fund this pathway using philanthropic dollars and expect to continue this pathway using CUGMEC dollars in the future.

University of Minnesota, Twin Cities

Goal/Outcome 1: Recruit teacher candidates of color/American Indian for the MNGOT and DLI-L 2020 cohorts

Goal/Outcome 2: Deepen partnerships

Goal/Outcome 3: Retain at least 85% of our teacher candidates from entry to completion of license and degree

Goal/Outcome 4: 100% of teacher candidates pass required MTLE content and pedagogy tests

Progress Monitoring: The evaluation will include both formative and summative elements, including required reporting to the MN legislature. We will utilize a concurrent triangulation methodology. This approach will include quantitative and qualitative methods with the same data sets to confirm results/findings. The following data will be collected: Application data, Entry Survey, Exit Survey, Transition to Teaching, Supervisor/Employer Survey, Student Progress data, Demographic data, EdTPA scores, MTLE content/pedagogy/basic skills scores, and course evaluations. This includes reliable and valid surveys ("Common Metrics" from the NeXT Consortium) and will be evaluated at the level of the program, candidate, and ethnicity.

The required report will be submitted by January 15 of each year. The report will include a description of how grant funding has impacted the data from the most recent reporting year. It will include the following required data:

1) The total number of teacher candidates who are of color or who are American Indian in the teacher preparation program
2) The number of teacher candidates who are of color or who are American Indian supported with direct financial aid from grant money
3) The number of teacher candidates who are of color or who are American Indian supported through other means
4) The total number of program completers who are of color or who are American Indian who are working in their licensure field in Minnesota
5) The program completion rate (%) for teacher candidates who are of color or who are American Indian in your teacher preparation program
6) The number of teacher candidates who are of color or who are American Indian who have been licensed by your program in the past two years
7) The licensure rate for all teachers who are of color or who are American Indian who completed your program in the past two years

8) The total number of program completers who are of color or who are American Indian who are working in their licensure field in Minnesota
9) The job placement rate for program completers who are of color or who are American Indian who are working in their licensure field in Minnesota
10) The percent of racially and ethnically diverse teacher candidates enrolled in the institution compared to the total percent of students of color and American Indian students enrolled at the institution, regardless of major
11) The percent of racially and ethnically diverse teacher candidates enrolled in the institution compared to the percentage of teachers who are of color or who are American Indian in MN economic development region 11.

In addition to providing information required in the report, we track progress and outcomes in how well our teacher candidates are progressing toward earning a teaching license. All evaluation work assumes a continuous improvement purpose; low n- disaggregated data will not be externally shared.

- Number of teacher candidates completing required prerequisite courses
- Number of teacher candidates completing the EdTPA
- Number of teacher candidates completing all of the required program courses for licensure and for degree
- Number of teacher candidates completing all of the required content and pedagogy MN licensure exams
- Number of program completers hired by partner districts as teachers of record
- Short term (1-3 years) and long term (4 or more) retention rates as teachers of record
- Perceived quality of program support and work/life balance for program completers at the end of the program
- Perceived quality of preparedness of program completers at end of the program
- Perceived quality of preparedness of program completers after one year of teaching
- Perceived preparedness of novice teachers (after one year of teaching) based on surveys completed by the employer

Results:

We identified the following Goals/Outcomes in our grant application. Progress toward meeting these goals is in the table below.

Goal	Primary Purpose	Activity Description	June 2021 report
Goal/Outcome 1: Recruit teacher candidates of color/American Indian for the MNGOT and DLI-L 2020 cohorts	Increase teachers of color/ American Indian in Minnesota entering teacher preparation programs	Implement our recruitment plan for incoming 2020 students, including working closely with principals and district multilingual departments and human resources departments to hold recruitment events/meetings and information sessions with potential candidates. This also includes promotion on social media.	Outcome: recruitment was successful with 23 newly enrolled DLI-L teacher candidates and 30 newly enrolled MNGOT teacher candidates (total cohort sizes).
Goal	Primary Purpose	Activity Description	June 2021 report

Goal/Outcome 2: Deepen partnerships	Continuous improvement of MPT programs to broaden pipeline for recruitment into licensure programs as well as job placement at completion.	Hold annual district/program advisory meetings with review of data and common goal setting. Individual meetings with partners are held each semester. Work closely with HR and Principals during placement of student teachers.	Due to COVID-19, we did not hold a spring 2020 advisory meeting. Beginning summer of 2020, individual web-based Zoom meetings were held with partners. A virtual summer 2021 is planned.
Goal	Primary Purpose	Activity Description	June 2021 report
Goal/Outcome 3: Retain at least 85% of our teacher candidates from entry to completion of license and degree	Increase teachers of color/American Indian in Minnesota completing teacher preparation programs.	Support our candidates, monitor progress, and collect feedback for program improvement. Continue practice of a 'student advisory board' to increase communication and thoughtful response to student challenges. In 2018 we piloted a "teacher well-being and mindfulness" component in the MNGOT clinical seminar and will continue this work. Continue to provide high quality advising and support to our enrolled teacher candidates. Continue to track candidate progress closely. Continue to pursue financial support for enrolled students.	All teacher candidates in MNGOT and DLI-L 2018-2020 cohorts were able to complete their licensure program spring 2020, despite COVID-19. For MNGOT, the retention and coursework/student teaching completion rate was 94%. One student dropped in the first semester. Of the 17 students who completed all of the coursework and student teaching, 16 earned a tier 3 license. One of the teacher candidates has not yet applied for a license. For DLI-L, the retention and coursework/ student teaching completion rate was 100%. Of the 23 students who completed all of the coursework and student teaching, 19 earned a tier 3 license.
Goal	Primary Purpose	Activity Description	June 2021 report

Goal/Outcome 4: 100% of teacher candidates pass required MTLE content and pedagogy tests	Candidates in the program earn Tier 3 professional license.	Continue to follow up with each person individually to remind them of their outstanding requirements. Offer free tutoring courses for MTLE content and pedagogy test preparation. This will also be offered to the currently enrolled candidates who will be testing Spring 2020. Ongoing support will be provided.	Due to COVID-19, we changed our timeline for this free course. During fall 2020 our DLI-L coordinator and a bilingual elementary education teacher educator have developed a free online course for MTLE elementary content and pedagogy test support, specifically targeting our bilingual teacher candidates and graduates for whom English is not their first language. This course was offered in the spring 2021 semester.

In addition to providing information required in the report, we track progress and outcomes in how well our teacher candidates are progressing toward earning a teaching license. All evaluation work assumes a continuous improvement purpose; low n-disaggregated data will not be externally shared.

As of June 2021:	2018-2020	2019-2021	2020-2022
Number of teacher candidates completing required prerequisite courses	MNGOT: 17/17 DLI-L: 22/23	MNGOT: 19/22	MNGOT: 28/30 DLI-L: 15/23
Number of teacher candidates completing the EdTPA	MNGOT: 17/17 completed the alternative summative performative assessment due to COVID. DLI-L: 23/23	MNGOT: EdTPA waived due to COVID	Submitting EdTPA 2021-2022
Number of teacher candidates completing all of the required program courses for licensure and for degree	MNGOT: 17/17 DLI-L: 23/23	MNGOT: 21/22	Programs end May 2022
Number of teacher candidates completing all of the required content and pedagogy MN licensure exams	MNGOT: 13/17 DLI-L: 12/23	MNGOT: 10/22	Not yet reported

Number of program completers hired by partner districts as teachers of record	MNGOT: 15/17 teachers; 2/17 other roles at schools DLI-L: 17/23 teachers; 5/23 no record; 1/23 other role at a school	Not yet reported	Not yet reported
Short term (1-3 years) and long term (4 or more) retention rates as teachers of record	One year (2020-2021): 14/17 (MNGOT only); other data not available	Not applicable	Not applicable
Perceived quality of program support and work/life balance for program completers at the end of the program	Data available following internal data summary meeting summer 2021	Internal data summary meeting and report on exit survey (summer 2022)	Internal data summary meeting and report on exit survey (summer 2023)
Perceived quality of preparedness of program completers at end of the program	Data available following internal data summary meeting summer 2021	Internal data summary meeting and report on exit survey (summer 2022)	Internal data summary meeting and report on exit survey (summer 2023)
Perceived quality of preparedness of program completers after one year of teaching	Data available following internal data summary meeting summer 2022	Internal data summary meeting and report on exit survey (summer 2023)	Internal data summary meeting and report on exit survey (summer 2024)
Perceived preparedness of novice teachers (after one year of teaching) based on surveys completed by the employer	Data available following internal data summary meeting summer 2022	Internal data summary meeting and report on exit survey (summer 2023)	Internal data summary meeting and report on exit survey (summer 2024)

Beyond the Numbers: Site Visits & Program Narratives

Overview of Grant Program Activities

As a part of the fiscal year 2021 CUGMEC grant program, grantees participated in two cohort meetings designed to help grantees share effective practices, as well as inform public stakeholders of the work being done by grantees. The first cohort meeting was held December 2, 2019. At this meeting, grantees discussed the history of their work to help recruit and prepare teacher candidates of color and Indigenous teacher candidates, as well

as ways to support these candidates through the licensure and induction process. In addition to sharing strategies, grantees discussed the need for a way to foster and track more collaborative work across institutions.

On February 13, 2020, the cohort was invited to present to PELSB's Subcommittee to Increase Teachers of Color and Indigenous Teachers. Members of the public were invited to ask grantees questions about their efforts to recruit, prepare, induct, and retain teachers of color and Indigenous teachers. This meeting highlighted the multitude of strategies grantees are using to diversify the profession beyond the work funded by this grant.

PELSB recognizes that the support funded by the CUGMEC Grant is just one piece of the puzzle. To get a better sense of the work being done by grantee institutions, PELSB staff conducted site visits in the spring of 2020. These visits provided much needed context to the quantitative data reported by grantees.

Minnesota State University, Mankato

In the spring of 2021, PELSB staff conducted a virtual site visit with the Minnesota State University, Mankato (MSU Mankato) to learn more about the grantee's work to support teacher candidates of color and Indigenous teacher candidates. CUGEMC funding supports the recruitment and retention of teacher candidates of color and Indigenous teacher candidates, primarily through scholarships. Grant funds also cover the cost of test fees, test preparation workshops, and access to practice tests. Staff shared, related to the importance of this direct aid given, that teacher preparation often involves higher expenses than other majors. The scholarships offered help to ensure this is not a barrier to pursuing a career as a teacher.

In addition to providing direct support through scholarships, staff provide indirect support, regularly communicating via email and phone calls, to help candidates access other resources and financial supports. As a team, they work together to ensure teacher candidates are not stifled by the cost of preparation. Because CUGMEC funds are limited, MSU Mankato must pull together various funding sources. Staff shared that their Dean plays an integral role in seeking supports for teacher candidates.

Staff also shared their hopes for the future of the grant work. If more funding was available, MSU Mankato would not only increase candidate support, but also be able to track which funds support each candidate and where they end up after program completion. Currently, MSU Mankato has to seek additional funding outside of the grant to provide necessary candidate support and collect and report data on grant-supported candidates. All of this work falls under the scope of CUGMEC's purpose, so grantees are hopeful that more funding will be available to support this work in the future.

One of the characteristics of MSU Mankato's work that stood out at the site visit was the attention to racial diversity and equity in Greater MN. The provider has a student-run group called Teachers of Tomorrow that keeps candidates of color in the loop about scholarship opportunities, fosters community, and provides priority registration. Additionally, staff work to place teacher candidates in clinical experience environments dedicated to being culturally responsive and equitable. Mankato is a particularly diverse area of Greater MN, so the K-12 student population is rather diverse. Many districts have been responsive to this and work with MSU Mankato on creating an environment where students and teachers of color can stay and thrive.

University of Minnesota, Twin Cities

In the spring of 2021, PELSB staff conducted a virtual site visit with the University of Minnesota, Twin Cities (UMN TC) to learn more about the grantee's work to support teacher candidates of color and Indigenous teacher candidates. CUGEMC funding at the UMN TC supports two programs, one through the College of Education and Human Development (CEHD) and the other through the Multiple Pathways to Teaching Office (MPT). The MPT runs a Grow Your Own program (MNGOT) and a Dual Language and Immersion program.

Grant funds are used to support teacher candidates of color and Indigenous candidates completing these various programs, primarily through scholarships. Faculty and staff shared the importance of securing funding to support these candidates to remove economic barriers, which are often the key factor in determining whether a candidate of color can enroll and complete a program. Due to the limited nature of CUGMEC funding, candidates rely on multiple, sometimes 6, funding sources at a time. It is important to note that seeking out, securing, tracking, and reporting these streams of support requires significant staff support, something that is currently not funded by CUGMEC due to the limited grant amount.

One of the highlights of the site visit to the UMN TC visit was hearing from teacher candidates of color about their experiences. Many of the candidates in the programs had been working as educational assistants and were looking for an opportunity to become licensed and work in their current districts. The program works with districts to support these candidates. One of the ways they do this is by cultivated relationships with districts, creating a candidate pipeline. They also emphasize small cohorts and work to create individualized clinical experience plans.

While many candidates shared about remaining in their districts, the program also supports candidates of color who are seeking new jobs. For these candidates, the program helps train them for interviews. Overall, candidates expressed the genuine support they felt both in and outside of the classroom. Many articulated the importance of an equity-driven curriculum, which made them feel valued in the program and prepared them for the kind of teaching career they desired.

Conclusions & Policy Recommendations

OLA Audit & Recommendations

The Office of the Legislative Auditor (OLA) conducted a review of the CUGMEC Grant. This process began in the fall of 2020 and concluded in the spring of 2021. The audit involved a full review of PELSB's grant records, as well as contacting grant recipients and other stakeholders. PELSB is appreciative of the OLA's thorough evaluation and specific feedback and fully supports the findings and recommendations of their report.

The audit resulted in key recommendations for grant administration, data systems, and legislative intent. With regard to PELSB's administration of the grant, the OLA recommended making enhancements to the grant application and scoring rubric. These changes have been implemented for the fiscal year 2022 grant cycle.

PELSB agrees with the OLA's finding that its data systems can and should be improved. While staff and Board members have worked to build a data system that can provide policymakers with clear, useful data on licensed educators, this report highlights the limitations of our current data system and the effect of these limitations on

our ability to understand the impact of this grant. We agree with the OLA's findings that there is a strong need for additional funds and staff to ensure this data becomes as accurate and standardized as possible.

Finally, the OLA's third finding was that the CUGMEC grant would benefit from clearer legislative language. While PELSB worked closely with stakeholders to ensure the focus of grant funds aligned to the intent of the authorizing statute, there has been ongoing confusion over the intent and prioritization of grant criteria. We agree with the OLA's recommendation that the legislature clarify the purpose and criteria of this grant program, as well as the how the funding can be used.

State Goals

The Increase Teachers of Color Act proposes an established State goal of increasing the percentage of teachers of color and Indigenous teachers by 2 points per year. While this legislation has not been passed, PELSB, the Minnesota Department of Education, and the Minnesota Office of Higher Education continue to work in partnership on increasing teacher diversity. However, the establishment of a state goal would solidify the State's commitment to creating a teaching workforce that more closely reflects the State's increasingly diverse student population and ensuring all students have equitable access to effective and diverse teachers by 2040.

Research-Based Recommendations

The literature on teacher diversity is vast and this report does not aim to synthesize all of the major studies conducted on the topic. However, the common themes present in this research are worth highlighting. Experts have identified barriers like the cost of teacher preparation and the design of standardized testing as barriers for teacher candidates of color trying to enter the profession.[2] More recently, researchers have emphasized the issue of retention as a key contributing factor to low percentages of teachers of color nationwide.[3]

Many of the reports published on this issue include federal, state, and local policy recommendations.[4] While not exhaustive, common policy recommendations are that the State should:

Preparation

- Provide **generous scholarship support to teacher candidates. This support should be tied to the effectiveness of the preparation program and of the teacher candidate, especially those in five-year programs.**
- **Strengthen educational pathways between two-year and four-year educational institutions, given the number of students of color at two-year schools.**

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[2] Goldhaber, D., & Hansen, M. (2010). Race, gender, and teacher testing: How informative a tool is teacher licensure testing? American Educational Research Journal, 47(1), 218–251; The Learning Policy Institute, "Solving the Teacher Shortage," 2016.

[3] Achinstein, B., Ogawa, R. T., Sexton, D., & Freitas, C. (2010). "Retaining teachers of color," *Review of Educational Research*, 80(1), 71–107. http://doi.org/10.3102/0034654309355994; Hanushek, E. A., Kain, J. F., & Rivkin, S. G. (2004). Why public schools lose teachers. *Journal of Human Resources*, 39(2), 326–354; Ingersoll, R., & May, H. (2011). *Recruitment, retention and the minority teacher shortage.*

[4] Ahmad, F. Z., & Boser, U. (2014). America's leaky pipeline for teachers of color. Center for American Progress; The Albert Shanker Institute, "The State of Teacher Diversity in American Education," 2015; The Learning Policy Institute, "Solving the Teacher Shortage," 2016.

- Ensure teacher preparation providers are offering mentoring, support, and training in culturally-responsive practices.
- Support alternative teacher preparation pathways.
- Provide service scholarships and loan forgiveness programs that cover all or a large percentage of tuition. This should be paired with recruiting academically strong and committed teachers.
- Support teacher residency programs that allow candidates to earn an income and gain experience while completing a credential in return for a commitment to teach for several years.
- Support local pathways and "Grow Your Own" programs.
- Invest in the development of high-quality principals who work to include teachers in decision-making and foster positive school cultures.

Induction & Retention

- Invest in induction/mentorship programs using ESSA, Title II funds, and competitive grant funds, such as the Supporting Effective Educator Development program.
- Increase teacher salaries in schools and communities where salaries are not competitive through salary minimums and salary incentives (such as for National Board Certification or taking on additional responsibilities).
- Provide financial incentives to recruit and retain teachers of color and Indigenous teachers.
- Increase teachers' overall compensation through housing incentives.
- Increase teacher leadership opportunities that include increased compensation, responsibility, and recognition.
- Encourage early hiring notifications and multistep hiring processes that allow the school staff and candidate to assess their fit based on extensive information.
- Increase salaries so teachers of color are paid comparably to other professionals with similar knowledge, skills, and responsibilities.
- Survey teachers to assess the quality of their work environments and recommendations for improvement.
- Incentivize professional development and collaboration. This requires changes in scheduling and resource allocation.

Additional Recommendations

- Ensure the accuracy and integrity of teacher data collected from all public school districts and charters—including data on the race and ethnicity of teachers—and make that data available to the public.
- Review all educational policy and amend or modify it as necessary to promote teacher diversity.

Next Steps

Some of these recommendations have been championed by legislators and public groups, leading to State-funded programs like the Teacher Mentorship and Retention of Effective Teachers grant, which emphasizes the mentorship and retention of teachers of color. Along with these efforts, the research-based recommendations in this section offer concrete ways to continue and improve the movement to increase and retain teachers of color and Indigenous teachers in Minnesota.