Evidence-Based Grant Report

Introduction

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

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

Grant Information

Name of grant: *Student Support Personnel Pipeline Grant*

Amount of grant: *Amount*

Grant recipient: *Minnesota State University, Mankato Dept. of Social Work*

Contact name: *David Beimers, LISW, PhD*

Contact phone number: *507-389-6190*

Contact email address: *David.beimers@mnsu.edu*

Goal Alignment

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

☐ Meet school readiness goals

☐ Third grade students achieve grade-level literacy

☒ Close the academic achievement gap among racial and ethnic groups and/or economic groups

☒ Students attain career and college readiness

☐ Students graduate from high school

☐ Multilingual learners identified as English learners show progress toward English language proficiency

☒ School climate improves

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

1. Recruitment and retention of students in student support personnel training programs, especially students of color or indigenous

2. Increasing the capacity of student support personnel in culturally responsive practices

Collected Data

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

- Focus group data was collected from BSSW participants in Fall 2024 and Spring 2025
- Survey data was collected from BSSW participants on Fall 2024
- Data on student demographics, retention rates, practicum completion, and graduation rates were collected for both BSSW and MSW participants

Evaluation of Effectiveness

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

Secondary data –

- About half of the students (45%) involved in the School Social Work Pipeline grant identified as students of color or indigenous, helping to increase the diversity of social work students going into student support services.
- All (100%) students supported through the School Social Work Pipeline grant successfully completed their practicum in a school (or affiliated) setting.
- All (100%) students either graduated with their social work degree or advanced in their education towards graduation.

Survey and focus group data -

Fall 2024 - The participants in the School Social Work Initiative expressed strong support for the program's financial assistance and mentorship. Financial support was crucial in reducing stress and helping participants stay financially stable, enabling them to focus on their studies and avoid debt. Students remarked on the benefit of the financial support in contributing towards their retention in the program and advancement towards their degree.

Mentorship had a positive impact, with participants highlighting the valuable guidance they received on culturally responsive practice and the personal growth they experienced. While participants have applied for their Social Work licensure exam, there were mixed responses about the clarity of the licensing process, suggesting a potential area for improvement. Participants strongly agreed that the initiative reinforced their commitment to school social work and enhanced their readiness to engage in culturally responsive practice.

Spring 2025 - Participants in the School Social Work Initiative highlighted one-on-one interactions mentors, creating inclusive spaces, and exploring higher education social work as the most impactful aspects of their experience. While they valued these opportunities, students consistently noted that the program lacked structure and clarity, especially around placements, evaluations, and licensure.

Culturally responsive practices were discussed but not deeply integrated in their experiences. Students expressed a desire for more intentional engagement and individualized support from mentors. Faculty were viewed as supportive, with several students citing their relationships with professors as key to overcoming challenges.

Key take-aways: 1) mentorship was critical, but planned meetings needed more structure and engagement; 2) stipends were significant in helping students reduce stress of completing their practicum; 3) licensure process is complex and additional support is needed in those areas.

Alternative Strategies (Optional)

Identify or propose alternatives based on the results of the data.

Describe alternatives here.

Report Submission

Commissioner of Education

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

Legislative Reference Library (from their website)

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

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

Legislative Committees with Jurisdiction

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

Senate Education Finance Committee

Senate Education Policy Committee

House Children and Families Finance and Policy Committee

House Education Finance Committee

House Education Policy Committee