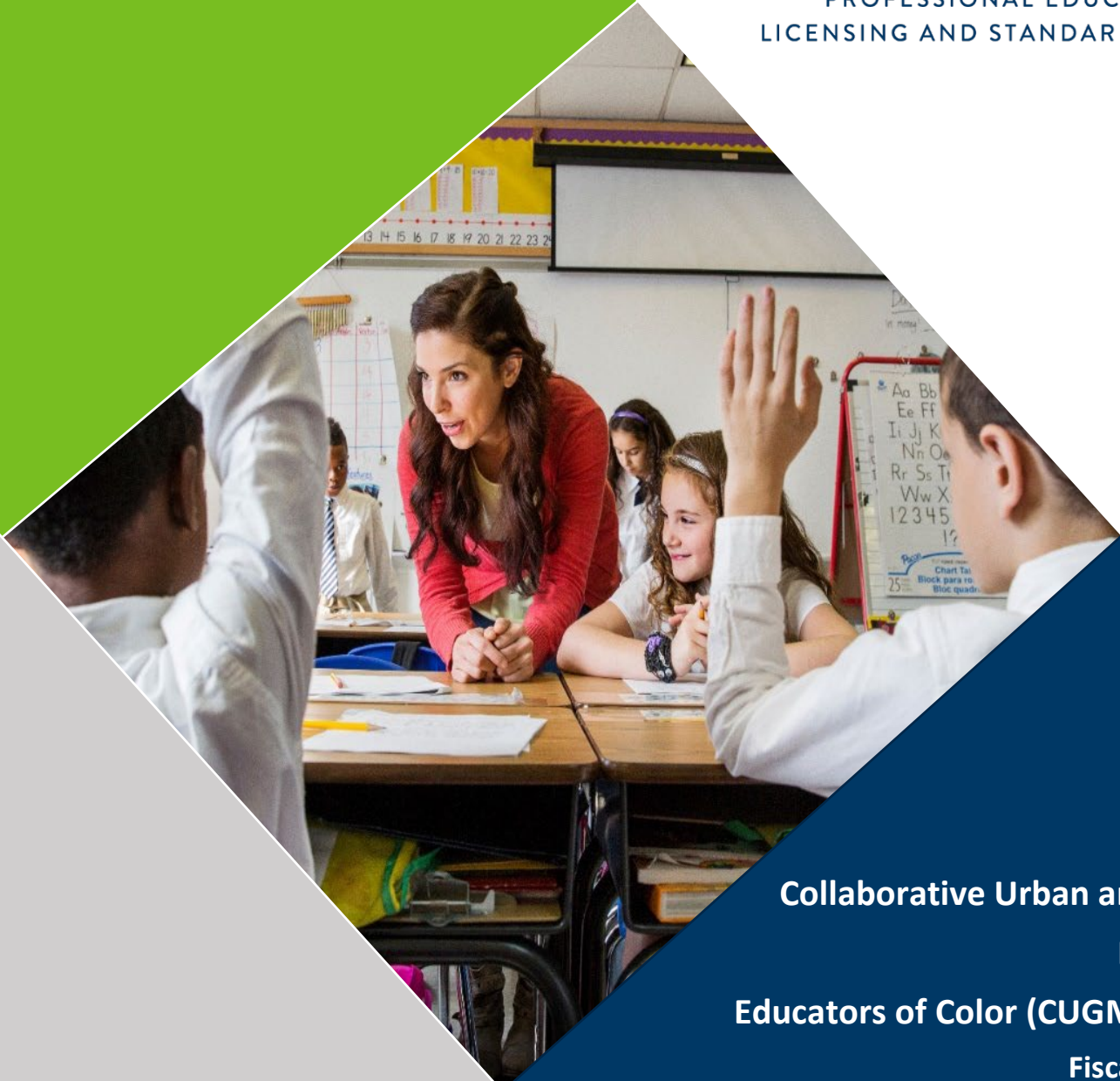




PROFESSIONAL EDUCATOR
LICENSING AND STANDARDS BOARD



**Collaborative Urban and Greater
Minnesota
Educators of Color (CUGMEC) Grant
Fiscal Year 2024
Report to the Legislature**

(pursuant to Minn. Stat. §122A.635, Subd. 4)

Grant Period: July 1, 2023 – June 30, 2024

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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INTRODUCTION

Grant Overview



HISTORY

Originally distributed by the Minnesota Department of Education (MDE), the legislatively awarded Collaborative Urban Educators (CUE) 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 teaching license.

TRANSITION TO PELSB

In 2019, the CUE grant was made competitive, renamed the Collaborative Urban and Greater Minnesota Educators of Color (CUGMEC) grant, and reauthorized for distribution by Minnesota's Professional Educator Licensing & Standards Board (PELSB).

The purpose of the funding is focused on increasing the number of teacher candidates of color or who are American Indian, meeting the requirements for a Tier 3 teaching license.

Collaborative Urban and Greater MN Educators of Color (CUGMEC) Grant Awards

History

In state fiscal year 2020, nine applications requesting just under \$2.3 million dollars were submitted to PELSB. With \$1,066,030 dollars to award, PELSB granted funding to the following six institutions:

Augsburg University	\$118,788
Concordia University, St. Paul	\$152,300
Hamline University	\$100,000
Metropolitan State University	\$406,000
St. Mary's University	\$187,926
University of St Thomas	\$101,016

In state fiscal year 2021, twelve teacher education providers applied for CUGMEC funds, requesting over \$2.7 million dollars. PELSB had \$970,000 dollars to award and these funds were granted to the following eight institutions:

Augsburg University	\$120,000
Concordia University, St. Paul	\$100,000
Hamline University	\$125,000
Metropolitan State University	\$288,000
Minnesota State University, Mankato	\$140,000
St. Mary's University	\$85,000
University of St Thomas	\$56,000
University of MN, Twin Cities	\$56,000

In state fiscal year 2022, ten teacher education providers applied for CUGMEC funds, requesting over \$2.2 million dollars. PELSB had \$970,000 to award and these funds were granted to the following 10 institutions:

Augsburg University	\$80,000
Concordia University, St. Paul	\$60,000
Hamline University	\$100,000
Minnesota State University, Mankato	\$55,000
Metropolitan State University	\$290,000
St Cloud State University	\$160,000
St. Mary's University	\$85,000
Southwest Minnesota State University	\$10,000
University of MN, Twin Cities	\$35,000
University of St Thomas	\$95,000

In state fiscal year 2023, over \$2.3 million dollars was requested by 9 teacher education providers applying for CUGMEC funds. PELSB had \$970,000 to award, and the funds were granted to the following 8 teacher preparation providers:

Augsburg University	\$120,000
Concordia University, St. Paul	\$100,000
Hamline University	\$120,000
Metropolitan State University	\$350,000
Minnesota State University, Mankato	\$70,000
St Cloud State University	\$60,000
University of MN, Twin Cities	\$80,000
University of St Thomas	\$70,000

2024 Proposal Evaluation

Collaborative Urban and Greater MN Educators of Color (CUGMEC) grant proposals were evaluated by a CUGMEC Grant Review Task Force committee during state fiscal year 2024 based on the following criteria, in order of importance:

- (1) program outcomes, including graduation or program completion rates and licensure recommendation rates for candidates who are of color or who are American Indian compared to all candidates enrolled in a teacher preparation program at the institution;
- (2) the extent to which the teacher preparation plan is clear in describing how the institution would use grant funds for implementing explicit research-based practices to provide programmatic support to teacher candidates who are of color or who are American Indian;
- (3) a plan to provide direct financial assistance as scholarships or stipends within an allowable dollar range;
- (4) whether the institution has previously received this funding and has demonstrated positive outcomes from the use of grant funds for efforts helping teacher candidates who are of color or who are American Indian to enroll in, and successfully complete, teacher preparation programs, and become recommended for licensure;
- (5) geographic diversity among the institutions
- (6) the percentage of racially and ethnically diverse teacher candidates enrolled in the institution compared to the aggregate percentage of students of color and American Indian students enrolled in the institution, regardless of major; and the percentage 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 by PELSB

Fiscal Year 2024 Awards

In state fiscal year 2024, over \$6.3 million dollars in Collaborative Urban and Greater MN Educators of Color (CUGMEC) grant funding was requested.

PELSB awarded \$5,339,999.98 dollars to thirteen teacher preparation programs across the state, benefitting approximately 830 teacher candidates of color and American Indian teacher candidates.¹

AUGSBURG UNIVERSITY – AWARDED \$630,451.29

Augsburg University has utilized grant funds to provide direct support: scholarship awards; textbooks, materials, exam fees, and cost of living expense stipends; and indirect support, including: recruitment; affinity group gatherings, events, and workshops; wellness; travel to in state conferences; and retention of program staff, benefitting approximately 60 teacher candidates of color or American Indian/indigenous teacher candidates, as of August 2024. Grant funds will also be used to offset administrative costs.

BEMIDJI STATE UNIVERSITY – AWARDED \$357,350.50

Bemidji State University is utilizing grant funds to provide direct support in the form of tuition scholarships for teacher candidates of color and American Indian teacher candidates, and indirect support in the form of advising and recruitment. The funding has benefitted approximately 14 teacher candidates of color or American Indian/indigenous teacher candidates, as of August 2024. Grant funds will also be used to offset administrative costs.

¹ Source: Fiscal year 2024 grant applications

COLLEGE OF ST BENEDICT & ST JOHN’S UNIVERSITY – AWARDED \$195,034.58

The College of St. Benedict & St. John’s University is using this funding for direct support in the form of tuition scholarships and indirectly, in the form of recruitment; mentorship; and affinity group events, consultations, and workshops supporting approximately 17 teacher candidates of color or American Indian/indigenous teacher candidates, as of August 2024. Grant funds will also be used to offset administrative costs.

CONCORDIA UNIVERSITY – AWARDED \$725,909.41

Concordia University, St. Paul utilized grant funds to provide direct support in the form of scholarship awards and indirectly in the form of recruitment, advising, tutoring, mentoring, affinity group events, and advisory board and program staff support for approximately 14 teacher candidates of color or American Indian/indigenous teacher candidates, as of August 2024.

HAMLIN UNIVERSITY – AWARDED \$501,007.00

Hamline University is utilizing this funding for direct support in the form of tuition scholarships and indirectly, in the form of affinity groups and mentorship for approximately 50 teacher candidates of color or American Indian/indigenous teacher candidates, as of August 2024.

METRO STATE UNIVERSITY, SCHOOL OF URBAN EDUCATION (UED) – AWARDED \$1,347,915.00

Metropolitan State University's UED is utilizing CUGMEC funding to provide direct support in the form of scholarships for teacher candidates of color or American Indian/indigenous teacher candidates. The grant will also be used to provide indirect support in the form of mentorship, affinity group gatherings, community faculty support for edTPA completion, a Rock Your Resume job panel, facilitation of Aspiring Urban Teacher events, tutoring and student support center facilitation, and program staff for recruitment, benefitting approximately 164 teacher candidates of color or American Indian/indigenous teacher candidates, as of August 2024. Administrative costs associated with creating a pilot teacher apprenticeship program will also be offset with this grant funding.

MINNESOTA STATE UNIVERSITY, MANKATO – AWARDED \$529,452.00

Minnesota State University Mankato is using grant funds to provide direct support in the form of tuition scholarships, and indirectly, in the form of mentorship support, for approximately 47 teacher candidates of color or American Indian/indigenous teacher candidates, as of August 2024. Mankato State University will also use the funding to offset administrative costs.

SOUTHWEST MN STATE UNIVERSITY – AWARDED \$45,064.93

Southwest MN State University is using this funding to provide direct support in the form of tuition scholarships, and indirect support in the form of recruitment activities, affinity group support, and advising for teacher candidates of color or American Indian/indigenous teacher candidates.

ST CATHERINE UNIVERSITY – AWARDED \$18,776.29

St Catherine University is utilizing CUGMEC grant funding for direct support, in the form of tuition scholarships, for approximately 28 teacher candidates of color or American Indian/indigenous teacher candidates, as of August 2024.

UNIVERSITY OF MINNESOTA, DULUTH – AWARDED \$154,851.30

The University of Minnesota, Duluth is using grant funds to provide direct support in the form of scholarships, research and student teaching stipends, and stipends for books and materials and testing fees to teacher candidates. The university is also providing indirect support for the candidates in the form of recruitment and mentorship. Approximately 23 teacher candidates of color or American Indian/indigenous teacher candidates have benefitted, as of August 2024.

UNIVERSITY OF MINNESOTA, MORRIS – AWARDED \$108,100.00

The University of Minnesota, Morris is utilizing this funding to provide direct support in the form of stipends for tuition scholarships, university and program fees, transportation, living expenses, and/or books and materials; and indirect support in the form of recruitment, affinity groups, and support for resilience, mental health, and mindfulness. Approximately 9 teacher candidates of color or American Indian/indigenous teacher candidates have benefitted, as of August 2024. Grant funds will also be used to offset administrative costs.

UNIVERSITY OF MINNESOTA, TWIN CITIES – AWARDED \$429,207.68

The University of Minnesota is utilizing this funding to provide scholarships to teacher candidates in the DLI-L teacher preparation program. Approximately 54 teacher candidates have benefitted from this funding, as of August 2024. A portion of grant funds will be utilized to offset administrative costs.

UNIVERSITY OF ST. THOMAS – AWARDED \$296,880.00

The University of St. Thomas is using this funding for direct support in the form of tuition scholarships. Approximately 35 teacher candidates of color or American Indian/indigenous teacher candidates have benefitted, as of August 2024.

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GRANTEE REPORTED DATA

Grant Report

2024 Collaborative Urban and Greater MN Educators of Color (CUGMEC) awardees were required to submit a report to PELSB By August 15, 2024.

The report detailed:

Program Narrative – a summary of the efforts of the teacher preparation program to recruit, retain, and support teacher candidates who are of color or who are Indigenous; the successes and challenges of the work conducted; and lessons learned that may be applied toward future efforts

Program Data – recording the impact of this funding on data from 2022-2023; as well as Fall 2024 and Spring 2024, as available

Grant Fund Expenditure – utilization of awarded funds between July 1, 2023 – June 30, 2024 (FY24) and through August 2024

Projected Teacher Candidate Support –based on spring 2024 enrollment data

FY24 Progress Monitoring & Outcomes – an assessment of results pertaining to the goals outlined in the fiscal 2024 CUGMEC grant application

Qualitative Data

Grantees summarized success in recruiting, retaining, and supporting teacher candidates of color and American Indian teacher candidates, as well as challenges encountered along the way that may inspire change toward greater future success.

AUGSBURG UNIVERSITY

Narrative of grant activities:

Recruit. Thrive program staff held numerous recruitment activities, including a visit to the Normandale Sped Up Program in November 2023. SpedUp recruits and supports BIPOC students as they pursue the first two years of a special education degree. We also hosted 41 high school students on campus from Patrick Henry High School on October 25, 2023, where they listened to and asked questions of a panel of three Thrive students. Thrive staff also recruited students through meetings with Eden Prairie Schools paraprofessionals; Hopkins, Chaska, Richfield, Minneapolis Edison cultural liaisons; and an Iftar dinner for Normandale and MCTC students interested in K-12 Education.

Retain. To encourage program retention and licensure completion, the Thrive Program carried out community-building events such as social gatherings. A fall gathering was attended by 18 Thrive students and a spring gathering attended by 13 students. We also held an end of the year gathering with Dr. Madrid-Aranda's and Dr. Yacoub Aljaffery's students. Approximately 40 students attended. Finally, we held a speaker series on campus, where we hosted Michael Houston (2023 Minnesota Educator of the Year) on April 15, 2024. Mr. Houston shared about his teaching journey with students, staff, and faculty. Eleven Thrive Students, including 4 Aspiring Educators (and other students) attended. The series included a formal presentation and a lunch following that provided opportunities for students to speak with Mr. Houston informally. Finally, Thrive staff prioritized one-on-one check-ins with Thrive students that focus on recognizing challenges faced and identifying support that students need. (Summer '23: meetings with 9

student; fall '23: meetings with 38 students; Spring '24: meetings with 34 students; Summer '24: meetings with 13 students)

Support. We provided direct support in the form of scholarships and cost of living stipends to students during the grant year. This included 20 stipends to student teachers (12 fall, 8 spring) and 25 scholarships to eligible students in the Thrive program. We also supported 8 students with scholarships to take a Summer BIPOC Teacher Seminar in summer 2024.

BEMIDJI STATE UNIVERSITY

Bemidji State began working on our CUGMEC grant late fall semester 2023 due to the delay of a signed Grant Contract Agreement until 10/31/2023. At that time, we began operationalizing efforts to provide direct Teacher Candidate Support at the beginning of spring semester. We also began recruitment and outreach efforts by notifying our regional partners (public schools and 2-year colleges) of our CUGMEC award.

During spring semester 2024, we established a process for contacting CUGMEC eligible students and a process for distributing support dollars to them in hopes of increasing retention. We facilitated an application process that identified 13 participants from Bemidji State. We provided academic advising and support as needed with these candidates. We also did outreach to regional high schools and 2-year colleges to recruit through email conversations and sight visits. This netted one additional participant from Minnesota North—Itasca, for a total of 14 participants.

One logistical challenge was figuring out how to provide financial support to teacher candidates enrolled in regional 2-year colleges. We did figure out a process and were able to award support dollars to one who was enrolled at Minnesota North: Itasca Campus. Another logistical challenge was supporting BSU online students who do not reside near our campus. We distributed our support dollars to BSU candidates through our campus student payroll system, which currently requires student to provide I-9 verification in person. We are continuing to explore a solution to this challenge.

We have also begun to develop a deeper understanding of the unique support that some of our candidates need. Identifying candidate needs more quickly will help us be more effective in providing support and increasing retention. Specifically, helping candidates develop local support systems, strategies for ensuring well-being (mental health supports) and improving digital literacy are areas that may improve retention of candidates.

The biggest successes of our CUGMEC efforts during the past academic year was the direct financial support we were able to provide teacher candidates. Many candidates responded with deep appreciation and identified the ways that this support would help them continue their progress towards teacher licensure. Candidates noted that the small infusion of dollars allowed them to work fewer hours at their other jobs (particularly appreciated by our candidate that was student teaching) and to reduce challenges they were facing that was making it harder to be successful with their schoolwork. (Computer repair and childcare were two specific things mentioned by candidates.)

Another success of our CUGMEC efforts is the re-kindling of relationships with our regional partners. Our program has had little connection with area 2-year colleges in our region since Covid. Taking time to visit with faculty, administrators and student support folks at Red Lake Nation College, Leech Lake Tribal College, and Minnesota North colleges rekindled possibilities of working together to support our students and increase the number of teachers of color in our region. We will look for the impact of this work in our enrollment during the upcoming academic year. Snapshot enrollment data shows that we have 36 Indigenous and/or teacher candidates of color enrolled this fall, which is an increase of 20 percent over last year.

COLLEGE OF ST. BENEDICT & ST JOHN'S UNIVERSITY

Building Community for Teacher Candidates of Color: The Education Department at College of Saint Benedict and Saint John's University launched the Teacher Leaders of Color program in August, 2023. We invited teacher education students who identified as teachers of color to submit a brief application form. We accepted 17 students into our first cohort of Teacher Leaders of Color (TLOC) during the 2023-2024 academic year.

Scholarships (Direct Support): To support these teacher candidates, we provided direct support scholarships to all 17 members of the TLOC cohort, with a total of \$44,049 awarded. Students

received between \$1,372 and \$3,711 each. This financial assistance has been instrumental in alleviating some of the economic barriers these students face, allowing them to focus more fully on their studies and professional development.

Community Building: In order to foster a strong community we organized an evening of team building activities, engaged dialogue, and a shared meal for cohort participants (one in the fall and one in the spring). These events brought together the Teacher Leaders of Color, faculty, staff, practicing teachers from partner schools, and alumni of our program.

At our fall event in November, we engaged the cohort members in discussion of the kinds of activities they saw as most helpful to them as Teacher Leaders of Color. There were opportunities for newer students to ask questions of and hear about from students in their final semesters. We compiled a list of potential TLOC activities and used this information to plan our spring events including a professional development workshop and a spring dinner with mentors from the local K-12 schools, and to inform plans for mentorship and professional development for cohort members during the upcoming 24-25 academic year.

During the spring event (April 23rd), we welcomed 18 Central Minnesota and Twin Cities teachers of color who expressed interest in serving as mentors for our cohort members. This initiative provided our candidates with the chance to interact with successful educators as role models and strengthened their professional networks and support systems. Further, during this event, local teachers learned about our TLOC program and provided valuable input as we develop our mentorship program for academic year 2024-2025.

Professional Development Workshop: We held a workshop for TLOC participants entitled “Avoiding Burnout: Strategies for Success” on March 21, 2024 on the College of Saint Benedict Campus. This 90-minute workshop was led by Malik Stewart, Director of Multicultural Student Services at our institutions. The workshop offered TLOC students a chance to think about their experiences as future teachers of color, and to learn practical strategies for managing stress and workload related to their studies.

Recruitment Event: We were excited to partner with our campus TRIO Upward Bound colleagues to arrange a campus visit day for high school sophomores and juniors who were interested in becoming teachers. On April 16, 2024 We welcomed 6 Latinx-identifying high school students from Wilmar MN to our campus. They attended a sampler ‘Introduction to Education’ class and met with several of our current TLOC students. They took tours of our campuses, and shared lunch with our current students.

Welcome Back Gift Bags: To further support our candidates, we distributed gift bags in January at the start of the spring semester. These bags, which included snacks, school supplies, and personalized notes from the faculty, were a meaningful gesture to show our appreciation and support for their hard work and dedication.

Successes and Challenges: One of the significant successes of our program has been the strong sense of community and support that has been established among the Teacher Leaders of Color. The feedback from our candidates has been overwhelmingly positive, with many highlighting the importance of the financial support and the sense of belonging fostered through our events and initiatives. The TLOC dinner events were very successful and gave students a meaningful way to connect with each other, and to engage in conversation around important topics. We were very pleased with the attendance at our spring dinner and were thrilled that 18 local educators of color joined us and indicated their interest in becoming mentors to TLOC students in the coming academic year.

We were also very excited to host our first on-campus recruitment event. It worked well to partner with Upward Bound to bring 6 high school students from Wilmar, MN to our campuses. These prospective pre-service teachers were able to connect with our TLOC students to learn more about the education program at CSB+SJU.

The TLOC program received the 2024 Making Space Award given by Multicultural Student Services on campus. This award “recognizes a faculty, staff, or monastic community member who proactively makes sure underrepresented and first-generation voices and experiences are acknowledged and honored inside and/or outside the classroom.” We were greatly honored to be nominated by students and to receive this award.

We encountered challenges during this first year of our CUGMEC grant. Our first significant challenge was to get the Teacher Leaders of Color program launched between learning that we would be receiving a CUGMEC grant and the start of fall semester in late August 2023. We collaborated with our Financial Aid office to determine how to award the scholarships. We began promoting the Teacher Leaders of Color program and disseminating information among students about the opportunities for scholarships, mentorship, and professional development. We were pleased to offer scholarships beginning in fall semester 2023. While we had hoped to offer professional development workshops in both the fall and spring semesters, but given the time required to organize a workshop, we were ultimately able to only offer one in the spring.

We hoped to launch a mentorship program this academic year, however, as we began this work, we realized that a 24-25 school year launch afforded us the time we required to develop a strong model for TLOC mentoring partnerships. We spent several months in conversation with other teacher educators to explore how best to facilitate effective mentorship of pre-service teachers of color. We created a mentorship model which matches TLOC students with teachers of color working in Minnesota. We invited teachers from the St. Cloud and Twin Cities areas to join our spring dinner and learn more about becoming mentors. While it took us longer than anticipated to create this mentorship program, we believe this time was an important investment in the success for the mentorship program and we anticipate launching the program this fall.

Lessons Learned and Future Efforts: From our experiences, we have learned the critical importance of ongoing communication with our TLOC participants, and the value of offering opportunities for community engagement through shared meals, dialogue, and professional development experiences. Next academic year we plan to implement more structured mentorship activities and will provide clear guidelines and expectations for both mentors and mentees to enhance this aspect of our program. During the upcoming school year we will:

- Collaborate with Filsan Talent, a local educational consultant, to facilitate mentorship activities, as well as additional recruitment of students of color;
- Pair each TLOC cohort member with an individual mentor and facilitate regular communication and dialogue between each mentor-mentee pair. Mentees may also be able to spend time in their mentors' classrooms when possible;
- Work with TRIO Upward Bound to bring interested high school students of color to campus again to learn about our program;
- Offer a professional development workshop each semester for TLOC students.
- Host a fall and spring dinner to foster community and solicit feedback from the group to inform our ongoing planning

Direct support to TLOC students will continue in the next academic year. At the start of fall semester 2024, we will advertise the TLOC program and scholarships to education students and award direct support to all eligible students

In summary, the CUGMEC funding has been pivotal in enabling us to launch and sustain our Teacher Leaders of Color program. While we have seen many successes, we also recognize areas

for improvement and are committed to refining our efforts to better support our candidates in the future.

Concordia University, St Paul

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

The SEAT program was originally focused on Hmong candidates and later Southeast Asian candidates. Over time, candidates from Miramar, the Philippines, China, Latin America, and several other African nations were accepted. However, candidates from Hmong backgrounds are still the primary focus and comprise at least 65% of the SEAT students at any given time. The recruiting focus is on candidates with a heart for teaching and the capacity to be effective educators. To date, 269 candidates have participated in the SEAT program at Concordia University. Fourteen candidates received funding during the 2022/23 academic year and another 70 received funding during the 2023/24 academic year. Candidates are seeking one of 13 different licenses and/or five endorsements across the PK-12 spectrum offered by Concordia University:

Licenses: early childhood (Birth through Grade 3), elementary (K-6), or content-specific licenses such as Secondary Chemistry, Secondary Communication Arts and Literature, Secondary Health, Secondary Life Science, Secondary Mathematics, Secondary Social Studies, K-12 English as a Second Language, K-12 Music (Instrumental and/or Vocal), K-12 Physical Education, or K-12 Visual Arts. 5

Endorsements: Kindergarten, pre-primary, or middle school (communication arts and literature, mathematics, or social studies).

Candidates are recruited from community colleges, school districts, traditional public schools, and public charter schools in the seven-county metropolitan. Recruiting is done by the following: Admissions staff focused on Hmong and other Southeast Asian students, current students, program alumni, and the Program Director of the SEAT program. Concordia University bore all the expenses for recruiting for the current cycle – different from in the past. During this cycle, CUGMEC funding was not used for recruitment purposes as such was disallowed in the 2019 CUGMEC granting process. Some funds from the 2023/24 grant were for recruiting candidates for future enrollment and participation in the program.

Candidates in the SEAT program often come from difficult circumstances, and are enrolled in the undergraduate program for more than four years. This is often due to their status as part-time students; because they are from immigrant or refugee families and face difficult financial situations; because they are not proficient enough in English; because they are often balancing working in schools, family responsibilities, and/or ailing parents who have joined them in the United States, etc. Other than financial hardships, high-stakes testing has been the most difficult barrier for candidates to overcome over the 25 years of the program's existence. That barrier has gone away for new completers in Minnesota. A key aspect of the program is the community building that takes place among SEAT candidates. The cohort meets a couple of afternoons a month during the academic semesters for a SEAT Seminar on campus. Candidates enjoy collaboration and receive tutoring, academic advising, and personal support during program gatherings. Previous SEAT students are part of an advisory council that hosts large group gatherings for candidates to share nuances of the teaching profession and support completers in their first and second years in the profession. As a result of the funding afforded these candidates through the CUE and CUGMEC programs and the personal support provided through the SEAT program, 42 candidates have completed a licensure program in the last five years and 43 have earned a teaching license. (Sometimes candidates complete in one academic year and do not become licensed until the next year). To our knowledge, all are working in schools in their licensure area.

Here are some additional numbers:

Academic Year	Enrolled	Completers	Licensed	Employed in Licensure Field
2017/18	19	8	9	9
2018/19	9	7	5	5
2019/20	16	3	5	5
2020/21	19	2	2	2
2021/22	25	7	4	4
2022/23	14	8	8	8
2023/24	70	7	7	7

Of the 19 students in the 2017-2018 cohort, 8 completed the program, and 9 of the other 11 returned for the 2018-19 academic year for a retention rate of 82%. During 2018-19, 7 of the 9 SEAT candidates completed their academic program and 5 earned teaching licenses, and have been inducted into the teaching profession. Two returned for the 2019-20 academic year, and both completed their programs. 12 of the 13 candidates from 2019-20 that did not graduate, returned to the program in fall 2020. All eligible candidates returned for the fall 2021 academic year and participated in the program. Due to funding, only 15 candidates were accepted for fall 2022 – nine were continuing candidates, and five were new to the program. The 2023-24 grant limited funding per candidate to \$3,711. Due to this limitation, the program was expanded and opened up to 81 eligible students at CSP. 70 of the 81 were involved during the year.

HAMLIN UNIVERSITY

Unreported

METROPOLITAN STATE UNIVERSITY

Metro State has had a legislative mandate since 2000 to “meet the needs of Minneapolis, St. Paul and inner-ring suburbs” by diversifying the teaching workforce and enrolling at least 50 percent students of color in our licensure programs. According to PELSB’s 2023 biennial *Teacher Supply and Demand Report*, there are only 6.24 percent of teachers who identify as of color or as Indigenous, yet there are 40 percent of students of color or Indigenous students in Minnesota. Meanwhile, in the Twin Cities Metro area, there are approximately 10 percent teachers of color or Indigenous teachers, and 50.2 percent of the student population identify as students of color or Indigenous students. The School of Urban Education (UED) at Metro State University is accredited by the Professional Educator Licensing and Standards Board (PELSB) to offer undergraduate and graduate degree programs leading to teaching licensure in several fields.²

² UED’s accreditation site visit for continuing unit approval took place in October 2023, and UED met all standards except for one standard being met with weakness while receiving an exemplary commendation from the site team. Current UED majors and licensure programs include: (i) Early Childhood Education (BS), (ii) Elementary Education, with Pre-Primary Endorsement (BS), (iii)

Since its founding, we have been working toward recruiting and supporting increasing numbers of diverse candidates of color, ethnicity, socioeconomic background, aligning our program curriculum and pedagogy with the goals of ensuring the teaching workforce better reflect the classroom, and that all educators are prepared to teach in diverse communities.

The UED is committed to the preparation of and retention of highly qualified racially and ethnically diverse teachers for academically and linguistically diverse PreK-12 classrooms in the metro area. The UED works in collaboration with community colleges throughout the metro area and several school districts to recruit, prepare, and mentor teachers of color. Today, the UED prepares a significantly higher number and percentage of teacher candidates of color compared to all teacher preparation programs in the state (See Appendix 1). Currently, we have 413 students with teaching majors who have taken classes in the past year between Fall 2023 and Fall 2024, of whom 63.6 percent (n=263) are people of color or American Indian.³

While we celebrate this accomplishment and our recent growth in large part due to the CUGMEC grants we've received, inequitable financial constraints often mean that many teacher candidates of color and American Indian teacher (TOCAIT) candidates take longer to or simply do not successfully complete their program without financial aid. Drawing from this, UED prioritizes seeking funding to alleviate the financial constraints that TOCAIT candidates often experience during and prior to student teaching. The UED has been successful in being awarded the competitive Collaborative Urban and Greater MN Educators of Color (CUGMEC) grant since 2017 and has devoted nearly all of these grant awards to support candidates with direct financial assistance upon admission to our licensure programs, until the FY24 grant when we requested and received funding for indirect student support and administrative costs.

Courtesy of the CUGMEC grant and Office of Higher Education student teaching grants as well as partner school districts with Grow Your Own grant funding, we have closed our own achievement gap with BIPOC candidates now representing most of all candidates not only enrolled but also graduating and completing their licensure programs. Prior to receiving CUGMEC grants and prioritizing full tuition support for candidates during their student teaching experience, UED had

Secondary Education (BS & MS) in Communication Arts & Literature, Life/General Sciences, Mathematics, or Social Studies, (iv) English as a Second Language (BS & MS), and (v) Special Education (BS & MS).

³ This milestone has been achieved largely by word of mouth without a dedicated program recruiter until 2022, no continued earmarked program funding from the Legislature, and not implementing admission quotas among other reasons. Two additional and important reasons for our success are that the UED is the only teacher preparation unit in the state with a majority of faculty and staff of color (as each brings a unique insight that strengthens the core of UED), and both our mission and curriculum resonate with teacher candidates from BIPOC communities.

disproportionate percentages of TOCAIT candidates who did not complete licensure programs because they couldn't afford to pay for the required 3-month, full-time student teaching experience without continuing to be employed as they had while completing coursework in the evenings and on Saturdays.

The UED has an ambitious goal to expand our service, support, outreach, and impact to reach a long-term goal of increasing our enrollment to 500 TOCAIT candidates who would represent at least 75 percent of all our candidates (without any quotas or using race as an admission criterion) to more closely reflect the preK-12 student population in many Twin Cities area districts. Increasing the number of TOCAIT candidates requires intentional preparation, hiring, providing ongoing support, and more importantly addressing college affordability.⁴

While the North Star Promise Program launching in fall 2024 is intended to cover the remaining balance of tuition and fees for eligible students after other grants and scholarships in a student's financial aid package are considered, we hope to use the FY24 CUGMEC grant in FY25 to now subsidize the cost of attendance for BIPOC teacher candidates beyond tuition and fees. Furthermore, prior to FY24, the UED only offered financial support to students after they have gained admission into the Urban Teacher Program.⁵ However, we have found that students need financial support starting in their first semester at Metro State, especially if they have accumulated significant debt at institutions from which they transfer, and for some students it takes up to six semesters of part-time study before they gain admission to the School of Urban Education. This will help them maintain their matriculation and retention without incurring debt for this amount to cover expenses beyond tuition.

We are also using the grant funds to continue offering/providing recruitment scholarships to expand and grow enrollment in our programs. This is a new strategy for UED starting FY24 and it is showing promising results so far. On the other hand, we are doubling our partnership efforts with districts and community organizations and being able to offer financial support for students (mostly post-traditional adults with disproportionately low incomes and multiple responsibilities) who gain admission to the university and declare a teaching major. Importantly, significant indirect support is needed to fund part-time recruiters to inform and form relationships with prospective candidates from and within various Black, Indigenous, and people of color (BIPOC) communities, traditional public schools, charter schools and community colleges.

⁴ Internal UED data reveal that students of color and American Indian students take longer to complete their programs, assume more debt, and are less likely to engage in unpaid labor by resigning from their paid employment in order to complete the mandatory 12–15-week unpaid full-time student teaching period. Student teaching tuition and fees costs range from \$2,164 (undergraduate) to \$3,522 (graduate), not including edTPA expenses.

⁵ Admission into the UED requires not only an officially declared major but pre-requisite coursework, of at least 40 hours of urban field experience and an application.

MINNESOTA STATE UNIVERSITY, MANKATO

The first goal for this grant project is to provide direct financial support to 75 percent of the teacher candidates of color and Indigenous teacher candidates enrolled. In Fall 2023 and Spring 2024, 47 students awarded 165,000; While the funds have not yet been disbursed, for the 2024-25 academic year, to date 28 students have been awarded \$103,880. The remaining scholarship awards will go to new students or continuing students who have not already received a FY24 CUGMEC scholarship award.

The second goal of this grant is to cultivate a supportive community for teacher candidates of color and Indigenous teacher candidates. There are many elements that create a supportive community, and the college has worked diligently over the past ten years to address barriers in the curricula and programs. This is ongoing work, as are faculty and student efforts to provide support through student-led groups, specifically the Teachers of Tomorrow (ToT) student organization. ToT has operated for about 10 years and serves to provide additional support and resources to students of color and Indigenous students in teacher preparation programs. ToT is advised by the Director of Recruitment and Retention, who ensures students get access to the information and resources needed to be successful in their programs. After the resignation of the Director of Recruitment and Retention in fall 2023, the past Director of Educator Partnerships and Student Support, currently serving as a VP, stepped in to advise ToT until a new director is on board.

The third and final goal of this grant is to provide intentional mentoring to teacher candidates of color and Indigenous teacher candidates. The development of the mentoring program was slowed by the resignation of Director of Recruitment and Retention. Despite the vacancy, the grant team sought input from students on their needs and interests in a mentoring program. In November 2023, the grant team attended a ToT meeting to gather information from students. Based on student feedback and logistical considerations, the grant team sought guidance on program development from the Director of African American Affairs, which led to a special assignment for Director of African American Affairs to work with the grant team to develop a mentoring program pairing teacher candidates of color and Indigenous teacher candidates with current teachers of color and Indigenous teachers. The grant team plans to launch the mentoring program in fall 2024 with the hiring of a new Director of Recruitment and Retention.

SOUTHWEST MINNESOTA STATE UNIVERSITY

In Fiscal Year 2024 (July 1, 2023 – June 30, 2024), The School of Education at Southwest Minnesota State University began identifying candidates of color and/or Indigenous backgrounds who were currently teacher candidates, as well as identifying potential new candidates of color and/or Indigenous backgrounds at the designated school partner, Marshall Public Schools. Through this identification process, current teacher candidates were told of scholarship opportunities available at the beginning of the 2024–2025 academic year. Twelve candidates were notified that they would receive \$2,425 in tuition support to be distributed for 2024 – 2025. Additionally, at the annual Pride in the Tiger Scholarship Award Ceremony in May, two new teacher candidates from Marshall Public Schools were informed that they each would receive a scholarship for \$2,250 for the 2024 – 2025 academic year. These two candidates will receive half of the scholarship award for the Fall 2024 and Spring 2025 semesters. Because the teacher candidates were identified in the Spring 2024 semester, direct support grant funds were not utilized during FY 2024. These scholarship dollars will be used for both retention of current teacher candidates and for recruiting new teacher candidates.

Also, in Fiscal Year 2024, the ED Leadership team worked to establish a living and learning community (LLC), the House of Education. The House of Education is a community, where teacher candidates can live together on campus, and have support from faculty, staff, and each other. The House of Education was promoted through email to future teacher candidates and was posted on the Residential Life website during the summer of 2024. Because these initial endeavors did not cost any money, FY 2024 indirect grant funds were not utilized. During the summer of 2024, items were purchased for the communal living spaces in the House of Education for the teacher candidates to use while living there. Items were also purchased to create an office space in the House of Education for faculty, staff, and the graduate assistant to connect with LLC members and provide advising and direct programming to retain teacher candidates.

The School of Education at Southwest Minnesota State University will use FY24 CUGMEC direct and indirect grant funds in Fiscal Year 2025 (July 1, 2024 – June 30, 2025) for both initiatives described above.

ST CATHERINE UNIVERSITY

The Early Childhood and Montessori program at St Catherine University is a part of the larger Education Department at St. Catherine University. In the fiscal year of 2023-2024, the department applied for CUGMEC grant funds to support a direct scholarship funds to adult learners in the education department who identify as BIPOC candidates. These funds focused on increasing the financial support of the currently enrolled candidates of color and Indigenous candidates, while also expanding the number of Indigenous and people of color teacher candidates served at St. Kates. St. Kate's utilizes internal and TEACH scholarships, and additional staff hours to support its students. It is due to these current practices that the percentage of Indigenous and people of color teacher candidates at St. Kate's has held consistently at around 20% since the inception of its program seven years ago. CUGMEC funds were used to scale these current successful practices by increasing the recruitment, retention, and induction efforts of Indigenous and People of color so that St. Kate's may successfully support more than 20% Indigenous and people of color in the Early Childhood and Education Programs. The funds went directly to support students through scholarships. In addition, the education department committed resources to ongoing support and recruitment, enrollment and induction efforts will occur through offering increased advising and mentorship support, continued offering of flexible pathways to completion, and book and fee stipends for teacher candidates of color and Indigenous candidates.

In this past fiscal year, St Catherine University continued their support to help students access additional funding resources through TEACH or other available grants. Candidate were able to remaining working in their communities, which students noted in their surveys helped to give their own families stability and helped their employers have a more sustained workforce, benefiting the children and families they serve. CUGMEC funds went directly to students to support their tuition and fees. These grants funds helped to increase recruitment for the ECE program (K-6 program at St Kate's is on teach-out and the final class graduated in May 2024), as well as support the retention toward graduation for both K-6 and ECE candidates.

12 candidates received scholarships funds at the maximum allowed. Of these 12, 10 persisted to graduation and 2 retained in the program and will be student teaching in the coming academic year. In Spring 2023, the St Catherine University Unit has 23 TOCAIT students enrolled in our

programs. In Spring 2024, that number was 19. However, this is due to the teach out of the K-6 program. The percentage of all TOCAIT candidates has increased from 15% in FY 22 to 30% in AY23 and 32% in AY24. As we teach out the K-6 program of the unit in AY24, we will continue to monitor the unique changes in data and maintain our efforts and goals to increase teachers of color in our programs.

In support of this work, but not funded directly by CUGMEC, St Catherine University and the Education Department engaged in ongoing professional development, reading Critical Mentoring by Torie Weston-Sedan and engaging in dialogue with partners in Minnesota and in national professional organizations to continue to support mentorship and teaching practices that are grounded in Culturally Sustaining Pedagogies and Anti-Bias practices.

In summary, during FY24, St Catherine University was able to continue to find innovative ways to welcome and support a growing BIPOC population and increase recruitment and retention and support efforts to continue to diversify the field of K-6 and ECE education to better reflect the communities they serve.

UNIVERSITY OF MINNESOTA, DULUTH

In order to make headway in increasing the numbers of Students of Color and Indigenous Students in teaching and to decrease statewide and regional disparities, we requested CUGMEC funds for two broad purposes. First, to provide direct support to our increasing number of Students of Color and Indigenous students in our Teacher Education programs. Second, to fund indirect support to extend our existing student support mechanisms.

The award received for FY 2024 was the first CUGMEC award received by the Department of Education at UMD. We initiated direct support for our Black, Indigenous and other Students of Color (BIPOC) and we began to develop several initiatives to increase the numbers of BIPOC students across our Teacher Education programs. Within our requests for indirect support we planned to develop pipeline relationships and support for incoming students and to increase the capacity within our Teacher Ed. programs to serve the needs of BIPOC students through ongoing professional development for faculty and staff, and to develop an enhanced student mentoring program. Within our programs we requested support for the maintenance and expansion of some of the work we have been developing in terms of mentoring and High Impact Practices (HIPs), discussed in the narrative below.

Our Students of Color and American Indian students currently progress through their programs and on to licensure in the context of a support network that includes dedicated professional and faculty advisors within the college, specific secondary advisors through the Office of Diversity & Inclusion or the American Indian Learning Resource Center, and opportunities to engage in applied research and community focused initiatives aimed at furthering our knowledge around increasing equity and access within our Minnesota schools/communities and beyond. Research on effective advising to support Students of Color suggests the importance of humanistic advising explicitly committed to the success of racial or ethnic minority students, holistic advising that address the needs of the student as a whole person, and proactive, rather than reactive, advising (Museus & Ravello, 2021).

We have dedicated faculty advisors with expertise in anti-racist pedagogy and support for Students of Color who are committed to their success. Our college strategic plan adopted the previous year is committed to holistic education dedicated to serving the whole person. This "includes critical and reflective learning that engages the cognitive, emotional, spiritual, and physical aspects of the whole person." Our professional advisors have increased efforts over the past few years to engage proactively with students. Our Accreditation Licensure & Field Experience office works with the UMD Department of Education to proactively address several aspects of the field experience and licensure processes. The grant we were awarded for FY24 did not include sufficient funds to fully realize this particular goal. We were not able to provide professional development workshops and training to faculty and staff. We remain committed to extend the capacity of our faculty and staff to effectively create a welcoming and effective environment where our BIPOC students can thrive but we have not committed CUGMEC funds to this endeavor. We are also unlikely to commit future CUGMEC awards to this professional development work for our faculty and staff.

While we as a university offer multiple programs that provide support for Black American, American Indian/Alaskan Native, Asian/Pacific Islander, Latino/Chicano, LGBTQIA, international students, and students with disabilities, as a predominantly White institution of higher education, our unit is committed to eliminating the barriers that prevent the success of students of color and Indigenous students. We continue to be engaged in curricular modifications and interventions that provide a critical frame for success as well as in structural changes and adaptations designed to make sure that success is a reality for all our students.

Student support - (Direct support) - Financial needs of students

One of the key variables targeted with CUGMEC funds were the financial needs of our students. While our advancement program has been successful in identifying and providing financial support to some BIPOC students (though this is being severely curtailed due to recent recommendations from our UMD OGC [Office of General Counsel] reflecting changes in guidance from the Supreme Court), when annually reviewing unmet student financial needs there often remains a clear pattern that our current scholarship resources fall short of meeting student need. This can become especially critical during the weeks of student teaching when future teachers often set aside part-time employment to focus on completing their placements, thereby increasing the financial burden they face. We know that even relatively small amounts of financial support through student grants and scholarships can have a large impact on persistence. A recent meta-analysis of 43 studies indicated that for every \$1000 of grant aid there is a 1.5-2 % increase in retention (Nguyen, Kramer, & Evans, 2019). During the course of this award period we did collect some qualitative data from students reflecting the impact of these direct awards on their ability to remain in our Teacher Education programs.

Still more information needs to be gathered over time to assess the impact of this direct aid on student retention and completion, despite the anecdotal data we have collected from students impacted by the grant.

The initial round of CUGMEC grant funding received by UMD allowed us to:

- Provide direct financial support through scholarships. Covering incoming BIPOC pre-education students and those BIPOC students who have been admitted to a teacher licensure program, enabling future teachers to opt for grant support rather than student loan support.
- Direct financial support to cover tuition, books, and test fees.
- Direct stipend support during student teaching.

Increase Student support – Indirect support - Creating supportive communities of learners

Recruitment - growing our numbers

Our goal is to continue to increase the numbers of students coming from historically marginalized populations in the Teacher Education programs at UMD. We know that as demographic shifts continue throughout the state of MN our high school graduates will mirror these BIPOC

populations to an even greater extent. Recruiting these future graduates into the teaching profession is of utmost importance.

In FY24, we requested CUGMEC funds to build and support our recruitment efforts. These included:

- Staff support for recruitment through the American Indian Learning Resource Center (AILRC) - These funds were directed thusly. We continue to provide enhanced support of AI students through the AILRC.
- Staff support with Department of Education efforts (including faculty buyout funding to enable pipeline development with local schools and tribes across the state) - Partially realized. We continue to develop a mentoring program with partners at ISD 709, our closest district.
- Travel and materials costs - These types of costs were not funded through the FY 24 award.

Building departmental support - Creating a dynamic culture that embraces and supports our future BIPOC students - We did NOT use FY24 CUGMEC funding support for these “indirect activities.” We have not included this item in our application for FY 25 support.

Building program support - Creating a dynamic culture that embraces and supports our future BIPOC students

We are creating a leadership skills development, mentoring, and tutoring program especially designed for the retention of students of color and indigenous students. In the context of their academic program, they will also develop a sense of community, leadership skills, and will engage in community networking activities. This enhanced, high-touch and relationship-based program will provide personalized support that will keep students on track and actively engaged through graduation. This specialized mentoring will include formative and reflective activities to develop leadership skills and provide opportunities for networking.

Though we continue to work towards this goal within the department of Education, we did not apply any FY24 CUGMEC funds to these initiatives.

We know that students who participate in High Impact Practices (HIPs) are shown to have better retention rates than students who do not get these opportunities (Kilgo, Sheets, & Pascarella, 2015). Part of our ongoing development of excellence across our Teacher Ed. programs is creating

opportunities for students to engage in such activities. We have one program in place designed to increase support for BIPOC students and allies on multiple levels. This program is detailed below:

Several Department of Education faculty have initiated a student-centered research project, the Anti-racist Literacy Advisory Board (A-LAB). These faculty members received a Grant-in-Aid to support this project. This award supports the work of studying the impacts and enactments of antiracist practice. The project is in collaboration between the Education Department and the Kathryn A. Martin Library.

- This project invites students from historically marginalized groups and allies committed to social justice to participate in applied research investigating bias with our curriculum and library holdings.
- This project provides research experience for participating students. Four students have presented their research at national conferences such as the National Council of Teachers of English and one student has published work from this project (Minnesota Journal of Writing and English), other submissions are pending acceptance.
- Not only does this opportunity allow for enhanced student research experience, but it also creates a collaborative and inclusive community of learners.
- CUGMEC support for this project to provide research stipends for conference presentations to our students. 5 students @ \$2000/year research stipend. - Funds from the AY 24 CUGMEC grant were applied as direct stipends to students who are participants in the A-Lab.

We would like to increase opportunities for future teachers to engage in HIPs. As these opportunities are developed we will pursue CUGMEC funding for this “direct support.”

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UNIVERSITY OF MINNESOTA, MORRIS

The University of Minnesota Morris serves a diverse student body of undergraduate students in a public liberal arts setting. However, the proportion of teacher candidates who identify as Black, Indigenous or People of Color is not as high as that of the campus at large. Additionally, fewer college students are seeking to become educators. This is particularly acute among BIPOC university students, many of whom are heavily recruited into other fields. Our talented students have many opportunities. The candidates who do seek out the profession of teaching often face financial challenges. Our programs are rigorous and prepare candidates very well. However, the need to work multiple jobs in order to support family members, travel to field experiences, pay living expenses, and meet other obligations will often affect candidates adversely. Financial pressures force candidates into jobs that take time away from studying, field experiences, and volunteer opportunities that would enhance their growth. Thus, direct financial support via CUGMEC and other opportunities is vital to candidate success, and we have appreciated how CUGMEC has reduced many candidates' reliance on loan debt to support their educations.

CUGMEC funding has been utilized to support BIPOC teacher candidates through providing direct scholarship funds to undergraduate candidates in Elementary, Secondary, and K-12 teacher preparation programs. Funds have not been able to be used to incentivize the teaching profession as federal financial aid guidelines for undergraduate education limit financial support only up to cost of attendance, which is calculated in particular ways. We wish that funding could be used to incentivize, but nonetheless providing financial support up to cost of attendance is incredibly helpful to our candidates.

CUGMEC funds have supported recruitment efforts such as participation in and sponsoring events for Gateway students (Gateway is our summer bridge program for low-income students and students of color). We also have begun revitalizing our Education Minnesota Aspiring

Educators (EMAE) organization. We were unsuccessful in finding a candidate for our peer ambassador position but have high hopes that this can happen in AY 24-25, supported by CUGMEC funding. We also are in the process of establishing affinity group support which is intended to help retain candidates in the programs. We have outlined a process for creating such a group and are excited to build on this.

In the 2023-2024 academic year (the first year of our funding), there were 9 candidates who received support in the amounts ranging from \$1672 to \$3700, depending on each undergraduate candidate's overall financial aid eligibility. We believe that CUGMEC has been instrumental in supporting these candidates. Our goals of increasing the number of candidates served in teacher preparation programs at UMN Morris have largely been met during this first year, as discussed in Appendix A. We hope that we can maintain this success by refining how we communicate with candidates about the various supports available to them. One unforeseen challenge is how federal financial aid guidelines for undergraduates do not allow the type of incentivizing of teacher preparation that we had naively hoped for. Some of our candidates receive other aid in the form of a tuition waiver, aid from their tribal nations, or other scholarships which prevents them from receiving the full CUGMEC amount (\$3700 per academic year) that had been budgeted. We have learned that we need to be more familiar with these guidelines to be more effective and we have ideas about how to ethically navigate these restrictions and more fully support our candidates.

UNIVERSITY OF MINNESOTA, TWIN CITIES

The focus of the University of Minnesota Twin Cities (UMN-TC) CUGMEC grant of direct student support through scholarship funding aligns to PELSB unit rule Subpart 4, Standard 16 that requires units to have effective strategies to recruit, retain, and increase the percentage of candidates who are of color. The goal is to provide scholarships for enrolled and eligible candidates in our teacher education unit. The teacher education unit at UMN-TC is located in the College of Education and Human Development (CEHD). CEHD provides unit oversight for all initial teacher licensure programs that are approved by PELSB. These programs are offered in sixteen education content areas, including: agriculture, arts, early childhood, elementary (including dual

language/bilingual education), English, English for multilingual learners (ESL), mathematics, music, parent and family, sciences, world languages, social studies, special education and work-based learning.

All eligible teacher candidates received a maximum of \$3,711 in FY24 from the CUGMEC FY24 Award. Scholarships may vary based on the individual student's financial aid package. We are not able to award above a student's allowed "cost of attendance" and this is the primary reason a candidate may not have received a full CUGMEC award. Financial aid packaging is one of the most complicated challenges in the administration of the grant. Our FY24 proposal aimed to support 55 teacher candidates per year with scholarships beginning in the 2024-2025 academic year. We were successful in awarding 74 scholarships from the FY24 grant over the Fall 2023, Spring 2024, and Summer 2024 semesters.

Previous CUGMEC grants to our unit have focused on two specific licensure program areas: the Minnesota Grow Your Own Teachers for K-6 elementary and K-12 ESL (FY21 and FY22) and the Dual Language and Immersion Licensure program for K-6 elementary (FY23). Our FY24 grant expanded the support to all eligible teacher candidates who are of color and/or who are Indigenous in our unit. The grant funds were used to recruit teacher candidates of color and retain them in our programs through direct student scholarships. Note that the majority of our initial licensure programs are offered at the post-baccalaureate (graduate) level. The cost of tuition is one of the main barriers to enrolling in a teacher preparation program for our students. Many of our teacher candidates are working adults with household and family expenses. Some may also be carrying educational debt from their undergraduate degrees or have children in college. This funding reduces barriers and potential educational debt for people who cannot work while taking courses and during full-time (unpaid) student teaching.

To ensure access to scholarships and awards specific to teacher education, the Office of Teacher Education (OTE) and the Multiple Pathways Office in the College of Education and Human Development are responsible to provide teacher candidates in the unit with access and

information about scholarships, grants, and awards. This responsibility includes the ongoing effort to raise funds for scholarships, coordination between offices to assist candidates with navigating options, and organizing applications for existing scholarships

<https://www.cehd.umn.edu/teaching/scholarships>.

UNIVERSITY OF ST THOMAS

The University of St. Thomas CUGMEC program has been dedicated to developing highly effective and diverse teacher candidates to serve all students in the state of Minnesota. Data provided by the 2021 Office of Legislative Audit (OLA) illustrated that a major concern amongst potential teacher candidates in Minnesota was cost. We continue to focus on finding ways to address the financial barrier to diversifying the teaching profession. While we have leveraged our CUGMEC funding for direct assistance through scholarships, we also use other funding sources, partnerships, and innovative programming to raise the impact of the funding dollars through additional supportive activities to our BIPOC teacher candidates. The goals of the University of St. Thomas Collaborative Urban and Greater Minnesota Educators of Color (CUGMEC) program are to: (1) create new recruitment, retention, and induction efforts to diversify the teaching profession, (2) expand upon current recruitment, retention, and induction efforts, and (3) maintain recruitment, retention, and induction efforts. Creating new opportunities - St. Thomas uses the CUGMEC funds to attract quality future BIPOC teachers and leverages these funds by investing in the CUGMEC students throughout their journey through St. Thomas to ensure they are successful beyond licensure and induction. Specifically, funds will be used to support scholarships for new students in the amount of \$3,711.00 in FY24 and \$3,711.00 in FY25. 30 scholarships will be used for students beginning their programs in the 2023-24 Academic Year. Expanding our efforts - We are helping to support BIPOC students in our program who need additional financial support to continue to pursue their teaching degree and license. Specifically, the funds will be used to support scholarships in the amount of \$3,711.00 in FY24 and \$3,711.00 in FY25. 10 scholarships will be used for students who are completing their program in FY24 and FY25. Maintaining institutional efforts - With the current grant request for FY24 and FY25 in the amount of \$, \$296,880.00 we will be able to support 10 existing students who received CUGMEC funding along with providing funding for 30 new graduate students. Specifically, funds will be used to support scholarships in the amount of \$3,711.00 in FY24 and \$3,711.00 in FY25.

Quantitative Data

Program Enrollment/Admission

Teacher Preparation Unit	# of TOCAIT/TOCIT candidates enrolled/admitted	% of all teacher candidates enrolled/admitted
Augsburg University	75	29%
Bemidji State University	55	10%
College of St Benedict	31	16%
Concordia University, St Paul	87	30%
Hamline University	unreported	unreported
Metro State University	163	61%
MN State University, Mankato	82	11%
Southwest MN State University	24	6%
St Catherine University	28	23%
University of MN, Duluth	24	8%
University of MN, Morris	16	31%
University of MN, Twin Cities	91	21%
University of St Thomas	121	27%

Direct Support

Teacher Preparation Unit	# of CUGMEC funded teacher candidates receiving direct support	% of CUGMEC funded candidates receiving direct support compared with all candidates receiving direct support
Augsburg University	34	45%
Bemidji State University	14	unreported
College of St Benedict	17	unreported
Concordia University, St Paul	14	16%
Hamline University	unreported	unreported
Metro State University	164	85%
MN State University, Mankato	47	100%
Southwest MN State University	unreported	unreported
St Catherine University	28	43%
University of MN, Duluth	23	23:2
University of MN, Morris	Low n	64%
University of MN, Twin Cities	54	100%
University of St Thomas	35	30%

Indirect Support

Teacher Preparation Unit	# of CUGMEC funded teacher candidates receiving indirect support	% of CUGMEC funded candidates receiving direct support compared with all candidates receiving indirect support
Augsburg University	60	23%
Bemidji State University	14	unreported
College of St Benedict	17	unreported
Concordia University, St Paul	14	100%
Hamline University	unreported	unreported
Metro State University	110	61%
MN State University, Mankato	n/a	n/a
Southwest MN State University	unreported	unreported
St Catherine University	28	100%
University of MN, Duluth	17	89%
University of MN, Morris	Low n	100%
University of MN, Twin Cities	54	100%
University of St Thomas	24	20%

Progress toward Licensure

Teacher Preparation Unit	# of TOCAIT/TOCIT candidates in the process of completing MN teacher licensure requirements	% of TOCAIT/TOCIT candidates in the process of completing MN teacher licensure requirements compared with all teacher candidates in the process of completing MN teacher licensure requirements
Augsburg University	75	29%
Bemidji State University	55	10%
College of St Benedict	21	21%
Concordia University, St Paul	87	30%
Hamline University	unreported	unreported
Metro State University	192	61%
MN State University, Mankato	82	11%
Southwest MN State University	24	6%
St Catherine University	28	23%
University of MN, Duluth	19	7%
University of MN, Morris	16	25%
University of MN, Twin Cities	96	19%
University of St Thomas	121	27%

Licensure Recommendation

Teacher Preparation Unit	# of TOCAIT/TOCIT candidates recommended for licensure	% of TOCAIT/TOCIT candidates recommended for licensure compared with all teacher candidates recommended for licensure
Augsburg University	34	31%
Bemidji State University	11	8%
College of St Benedict	Low n	15%
Concordia University, St Paul	Low n	24%
Hamline University	unreported	unreported
Metro State University	16	53%
MN State University, Mankato	19	8%
Southwest MN State University	Low n	7%
St Catherine University	10	100%
University of MN, Duluth	Low n	7%
University of MN, Morris	Low n	16%
University of MN, Twin Cities	46	20%
University of St Thomas	28	96%

Projected Teacher Candidate Support

Teacher Preparation Unit	# of TOCAIT/TOCIT candidates enrolled, as of Spring 2024	TOCAIT/TOCIT candidates enrolled, as of Spring 2024, supported by CUGMEC funding
Augsburg University	75	25
Bemidji State University	30	13
College of St Benedict	29	17
Concordia University, St Paul	81	70
Hamline University	unreported	unreported
Metro State University	192	164
MN State University, Mankato	86	75
Southwest MN State University	38	12
St Catherine University	19	19
University of MN, Duluth	24	16
University of MN, Morris	16	9
University of MN, Twin Cities	74	54
University of St Thomas	134	40

Analysis of Quantitative Data

METROPOLITAN STATE UNIVERSITY, SCHOOL OF URBAN EDUCATION (UED)

Recruitment and Admission: Over the years, UED has relied on word of mouth from former students and partners to recruit prospective teacher candidates into the program. In July 2022, the unit hired a Director for Recruitment, Retention and Induction with funds from a generous benefactor. The Director's charge is primarily focused on increasing the number of TOCAIT candidates entering the program and the retention of TOCAIT to complete the program and enter the profession with continued support, so they teach for the long-term. Table 2 shows the number of students who enrolled for the introductory EDU 200, EDU 203, and EDU 600 courses required for program admission during academic years 2022-23 and 2023-24. During FY24, a total of 46 BIPOC students were recruited and enrolled in one or more of our introductory courses required for program admission. In addition, UED is in collaboration with district partners to implement innovative teacher preparation pathways like Grow Your Own programs for non-licensed staff and secondary students.⁶ These recruitment efforts were supplemented by early exposure and incentives for middle and high school students to explore the teaching profession in concurrent enrollment (CE) urban education courses offered at four high schools in the metro area.

Table 2: Student Recruitment into UED⁷

Academic Year	Category of Students	IPEDS Summary				TOTAL
		White	SoC	UNDCL	UNKNOWN	
2022-2023	UED Students	27	41	0	0	68
	High School CE	27	64	9	2	102
	Total	54	105	9	2	170
2023-2024	UED Students	43	46	2	0	91
	High School CE	18	21	12	1	52
	Total	51	67	14	1	143

⁶ These are partnerships between educator preparation programs, school districts and community organizations that recruit and prepare local community members (e.g., paraeducators, non-certified school staff) to enter the teaching profession and teach in their communities.

⁷ This excludes any Metro State student who registered in the three classes and had declared a major different from those offered by the UED.

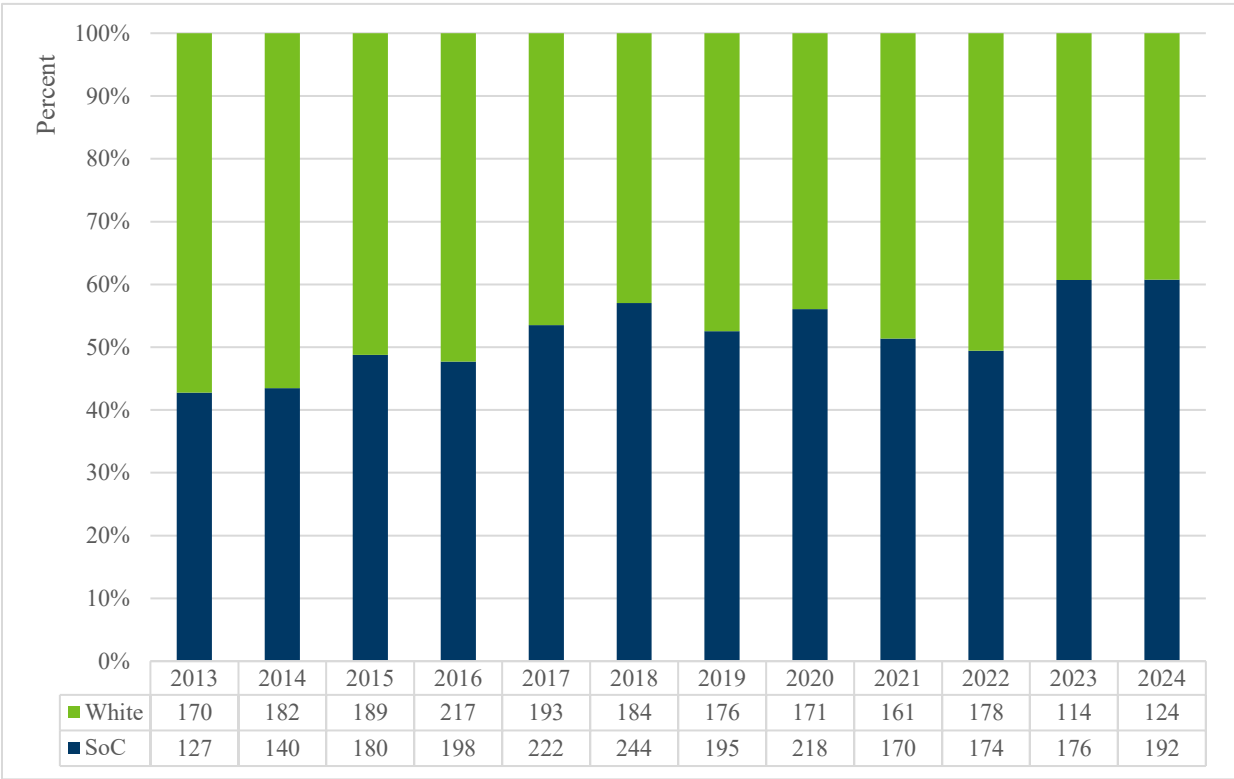
Enrollment: Over the years, the number and percentage of students of color enrolled in the program has been on the increase thanks in no small part to competitive CUGMEC grants and other funds the UED has been awarded since 2017. During the academic year 2023-24, we had 192 BIPOC candidates taking the required coursework ranging from content and methods classes to student teaching (see Figure 1). This represents 61 percent of all teacher candidates enrolled in the program in AY23-24. The 9 percent increase in overall enrollment TOCAIT candidates from 176 to 192 was driven by the CUGMEC and other scholarships awarded to the candidates. Clearly, the UED has maintained a healthy enrollment of BIPOC students over the last decade. For six of the past seven academic years and without any quotas, the percentage of BIPOC admitted and enrolled in the program has surpassed the expected enrollment goal of 50 percent teacher candidates of color set by the Legislature in 2000 when it authorized the creation of the Urban Teacher Program.⁸ Enrollment in the program is projected to grow under the leadership of UED's Director of Recruitment, Retention and Induction, implementation of the North Star Promise program⁹, and expanded Grow Your Own (GYO) programs with partnering school districts among others. This enrollment increase is encouraging given the downturn in overall enrollment since 2018 exacerbated by the COVID pandemic, low unemployment, challenging economic conditions, and the overarching feeling of disrespect of teaching as a profession epitomized by years of pay stagnation, onerous workloads, and political demonization.

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⁸ This milestone has been achieved without earmarked program funding from the Legislature and without implementing admission quotas. It has been achieved with an explicit and primary mission to increase teachers of color, with a curriculum that emphasizes racial equity throughout all courses and licensure programs, with a faculty and staff who are majority BIPOC, and—most importantly—with a diverse student body and alumni who spread the word about the important and affirming place of teacher preparation we have created.

⁹ The North Star Promise program is open to all Minnesota residents with a family Adjusted Gross Income below \$80,000. North Star Promise provides free college tuition to help make education after high school possible for more Minnesota students enrolled in all Minnesota State Colleges and Universities, all University of Minnesota campuses, and all Tribal Colleges.

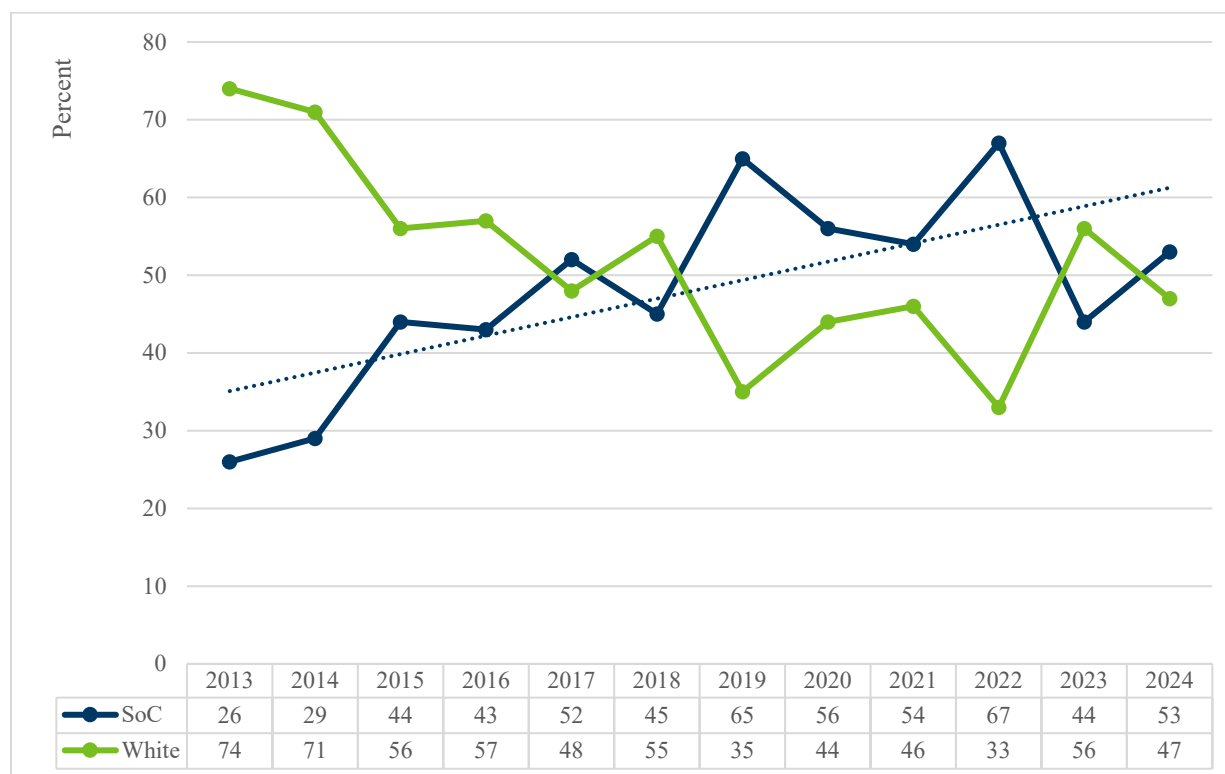
Figure 1: UED Student Enrollment Trends Comparing SoC and Whites, FY13-24



Program Completion: To complete their teaching program, UED teacher candidates must complete required coursework and earn and maintain a minimum GPA (both in content and professional education coursework), enroll for student teaching and submit their edTPA portfolios to Pearson for evaluation and attain an acceptable edTPA score threshold, and meet other university requirements. Notably, the percentage of candidates who completed their student teaching (aka “Program Completers”) and who identify as BIPOC has been on the increasing trend over the past decade (see Figure 2).¹⁰ Fifty-six percent of the 36 teacher candidates enrolled in student teaching were TOCAIT candidates. During AY2023-24, 16 of 20 TOCAIT candidates successfully completed student teaching including satisfactorily completing the edTPA, and thus their program. Overall, compared to a decade ago (see Figure 2) we are closing the program completion gap that troubled UED for years as disparate percentages of TOCAIT candidates could not afford to student teach at the end of their academic studies.

¹⁰ However, the sudden decline in the percentage of BIPOC candidates who completed the program during the 2023 academic year was a direct result of UED implementing an acceptable score threshold for candidates’ edTPA portfolios submitted to Pearson for evaluation during student teaching.

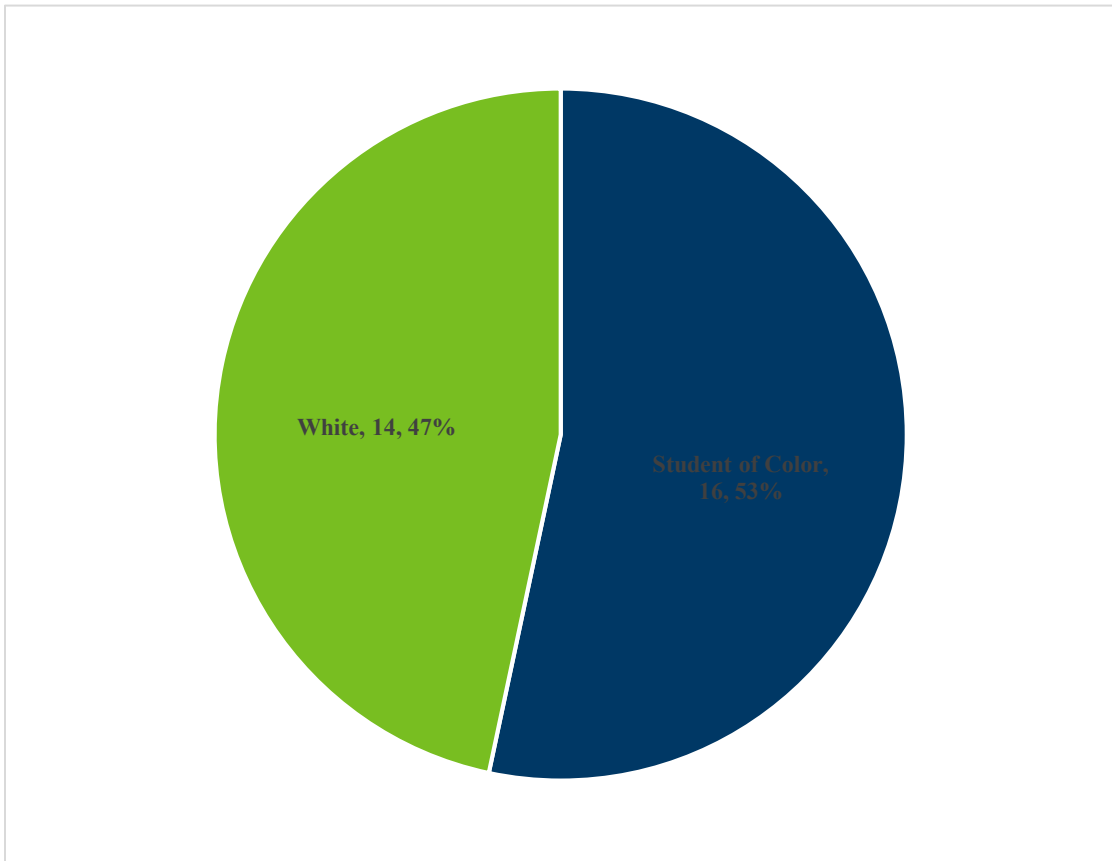
Figure 2: Percentage (%) of UED Program Completers by Race (FY13–24)



Recommendation for Licensure: UED teacher candidates are recommended for their teacher licensure after successfully completing all required coursework, student teaching, and submitting an edTPA portfolio for external scoring.¹¹ Over the past few years, the UED has been committed and striving to close this achievement gap in the percentage of BIPOC candidates who successfully complete student teaching and the percentage who earn Tier 3 licensure. During the 2023-2024 academic year, 30 teacher candidates were recommended for a Tier 3 teaching license (Figure 3). Of those who were recommended for their teaching license, 20 (53%) were TOCAIT candidates. In addition to this, approximately three dozen TOCAIT candidates applied to move their Tier 2 teaching license to a Tier 3 following the Legislature removing the MTLE requirement for licensure.

¹¹ Prior to May 2023, they also had to pass the Minnesota Teacher Licensing Examinations (MTLE). However, starting mid-2023, the state of Minnesota stopped requiring teacher candidates from taking content, pedagogy, and a basic skills exam in reading, writing, and math if the teacher candidate has completed a Minnesota state-approved teacher preparation program or completed an out-of-state teacher preparation program and has completed all licensure testing in that state.

Figure 3: Number of UED Teacher Candidates Recommended for Tier 3 License (FY24)



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Grant Fund Expenditure

AUGSBURG UNIVERSITY

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$56,171.37	Salary and benefits for project personnel	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Teacher Candidate Support	Coordination with payroll in Human Resources	Reporting from Administrative Accounting Office
\$78,937	Scholarship and Cost of living stipends - approximately \$2,321.68 per student	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Teacher Candidate Support	Coordination with Education Dept and Student Financial Aid	Reporting from Administrative Accounting Office
\$256.50	Travel	<input checked="" type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Teacher Candidate Support	Program staff expenses tracking	Reporting from Administrative Accounting Office
\$4,500	Speaker fees	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Teacher Candidate Support	Program staff expenses tracking	Reporting from Administrative Accounting Office
\$239.94	1:1 tutoring for candidates	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Teacher Candidate Support	Program staff expenses tracking and coordination with Accounts Payable	Reporting from Administrative Accounting Office
\$13,672.05	Event costs, including supplies and food	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention	Program staff expenses tracking	Reporting from Administrative Accounting Office

BEMIDJI STATE UNIVERSITY

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$48,100.00	Teacher Candidate Payments	<input type="checkbox"/> Recruitment X Retention X Teacher Candidate Support	Office Manager oversaw distribution	CUGMEC budget spreadsheet
\$15,876.86	Indirect Support— Recruitment Outreach and Retention Advising by program lead	X Recruitment X Retention <input type="checkbox"/> Teacher Candidate Support	Documentation of activities	CUGMEC budget spreadsheet and program flyers distributed
\$4,680.20	Indirect Support— Ongoing academic advising for participants	<input type="checkbox"/> Recruitment X Retention <input type="checkbox"/> Teacher Candidate Support	Documentation of activities	Contact/Outreach spreadsheet

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COLLEGE OF ST BENEDICT & ST JOHN'S UNIVERSITY

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$56,258	Direct Support: Scholarships	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention x Teacher Candidate Support	Report from Financial Aid office	Report from Financial Aid office
\$2,700.00	Consulting/Mentorship Stipends to 18 local teachers of color for attending our spring dinner and learning about becoming mentors,	<input type="checkbox"/> Recruitment X Retention <input type="checkbox"/> Teacher Candidate Support	Interest Form, Event attendance, Annual Survey	Event attendance
\$1,928.68	Events Fall Dinner Gift Bags Spring Dinner Mileage for Mentors Workshop Upward Bound visit	<input type="checkbox"/> Recruitment X Retention <input type="checkbox"/> Teacher Candidate Support	Event attendance, Annual Survey	
\$8,177.20	Faculty Salary and Fringe	Admin		

CONCORDIA UNIVERSITY, ST PAUL

Amount	Description of Use of Funds	Primarily Used for	Method of Progress Monitoring	Data
\$238,020 for 70 candidates	Financial aid for candidates	X Recruitment X Retention <input type="checkbox"/> Teacher Candidate Support	Monitoring the number of new candidates, the retention of candidates, and the completion of candidates.	The maximum grant was \$3,710 per student per year. We have determined this amount is too low to impact retention
\$8,000	Program Director stipend	X Recruitments X Retention X Teacher Candidate Support	Monitoring the number of new candidates, the retention of candidates, and the completion of candidates. Self-evaluation of "success" of the year's programming.	Candidates are available and we will "track" retention from 23/24 to 24/25 when the new academic year begins in September 2024. The Alumni Council will be more involved in the planning of events and first-year mentoring.
\$5,150	Advisory Council stipends (former CUGMEC recipients)	<input type="checkbox"/> Recruitment X Retention X Teacher Candidate Support	Monitoring the number of new candidates, the retention of candidates, and the completion of candidates.	The Alumni Council will be queried about the perceived successes of the 23/24 programming. They will be more involved in the planning of events and first-year mentoring.
\$1,340	Hospitality for candidate gatherings	<input type="checkbox"/> Recruitment X Retention X Teacher Candidate Support	Monitoring the number of new candidates, the retention of candidates, and the completion of candidates.	Student feedback was great, but we were not able to get more than 30% of participants to any given event.
\$391	Office Supplies	<input type="checkbox"/> Recruitment X Retention <input type="checkbox"/> Teacher Candidate Support	Monitoring the number of new candidates, the retention of candidates, and the completion of candidates.	Useful for events.

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HAMLIN UNIVERSITY

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METROPOLITAN STATE UNIVERSITY

Metropolitan State University was awarded a total of \$1,347,915 by PELSB in FY24 to support efforts to recruit, retain, and induct teacher candidates who are of color or who are American Indian. This table shows how the grant money has been spent thus far in supporting teacher of color or American Indian teacher candidates.

In FY24, the UED provided both direct and indirect support in the form of tuition and fees scholarships up to \$3,711 for 164 TOCAIT candidates to subsidize their course and student teaching credits. Over the same period, two half-time consultants were hired to provide administrative support for the development of the MPS-Metro Apprenticeship program. UED hired a community faculty to cover full-time resident faculty courses to support teacher candidates with successfully completing the edTPA.

During Spring 2024, three part-time recruiters were hired to support recruitment efforts of TOCAIT.

Total Amount Spent in FY24	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$ 450,347.12	Scholarships as direct support	X Recruitment X Retention <input type="checkbox"/> Teacher Candidate Support	Query of Number of candidates enrolled	164 Awarded (130 Projected in Grant Application)
10,900.00	Three part-time recruiters were hired in spring 2024	X Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Teacher Candidate Support	Numbers of prospective TOCAIT candidates newly admitted to Metro State	Recruiters are actively involved in the community
\$ 13,500.00	Two half-time consultants were hired in May/June to provide administrative support for the development of the MPS-Metro Apprenticeship program proposals and launch a pre-apprenticeship program	X Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Teacher Candidate Support	Whether or not new program application RIPA submitted to PELSB is submitted, and whether there are MPS employees taking general coursework in FY25 needed to be eligible for apprenticeship program expected to launch F25	RIPA Application is nearly ready to be submitted, and approximately 15 MPS employees are newly admitted to Metro for Fall 2024
\$ 3,365.14	Hire community faculty to cover full-time resident faculty courses to support teacher candidates with successfully completing the edTPA	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention X Teacher Candidate Support	Numbers of TOCAIT candidates supported and successfully completed and submitted the edTPA	16 TOCAIT candidates completed, submitted and met the edTPA score threshold.

MINNESOTA STATE UNIVERSITY, MANKATO

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$445,320 \$165,526 spent \$279,794 remaining	Scholarships	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Teacher Candidate Support	Review institutional data trends	Institutional enrollment and award data, financial award data
\$36,000 remaining	Contracts with Mentors	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Teacher Candidate Support	Evaluation of mentoring program	Meeting notes, feedback from mentors and teacher candidates
\$48,132 \$15,810 spent	Indirect Administrative Cost	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Teacher Candidate Support	n/a	Financial accounting

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SOUTHWEST MINNESOTA STATE UNIVERSITY

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
Scholarships were accrued expenses for fall 2024. No other expenses were incurred during FY24 by June 30, 2024.		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Teacher Candidate Support		

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ST CATHERINE UNIVERSITY

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$18,776.29	Direct Scholarships to Students	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Teacher Candidate Support	Data Monitoring, Retention & Graduation Rates	

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UNIVERSITY OF MINNESOTA, DULUTH

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$46,485.00	Tuition/Scholarship, ALAB, Testing, Books and Supplies	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Teacher Candidate Support	Google Sheets	CUGMEC GRANT FUND EXPENDITURE

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UNIVERSITY OF MINNESOTA, MORRIS

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$4389.39	Salary+Fringe for Faculty Summer Grant Work (peer mentor program development–retention; grant administration)	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Teacher Candidate Support <input checked="" type="checkbox"/> Grant Administration	Tracking number of TOCAIT candidates who complete and apply for licensure	Program in development–no data about effectiveness yet
\$286.49	Catering/supplies for Gateway recruitment event	<input checked="" type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Teacher Candidate Support	Tracking number and percentage of applicants to programs who are TOCAIT	All attendees were university students of color; no data available on which/how many are declared Education majors or who will become such
\$99.20	Travel (mileage) for recruitment (LPGE high school)	<input checked="" type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Teacher Candidate Support	Coordinator of Clinical Experiences and Outreach monitors participation	Representative interacted with approximately 30 students, more than 50% BIPOC
\$27,539	Direct student assistance (see details below)	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Teacher Candidate Support	Tracking number of TOCAIT candidates receiving support	9 discrete individuals received funding in 2023-2024

UNIVERSITY OF MINNESOTA, TWIN CITIES

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$272,630 (maximum award per candidate = \$3,711)	Scholarships	<input type="checkbox"/> Recruitment x Retention x Teacher Candidate Support	Documents and records	Total amount of scholarships awarded to eligible teacher candidates during FY24 (Fall, Spring, Summer)
\$7914.28	Salary and fringe for PI	<input type="checkbox"/> Recruitment x Retention x Teacher Candidate Support	Documents and records	Time and effort certification

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UNIVERSITY OF ST THOMAS

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$115,885.00	Direct Financial Support	X Recruitment X Retention <input type="checkbox"/> Teacher Candidate Support	Ensured current registration and completion of coursework	Registration and Advising Data.

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BEYOND THE NUMBERS: SITE VISITS

New Grantee Site Visits

To get a better sense of the work in progress, PELSB conducted site visits in the winter and early spring of 2024. These visits provide additional context for the quantitative and qualitative data resulting from the use of Collaborative Urban and Greater Minnesota Educators of Color (CUGMEC) grant funds to support and increase teacher candidates of color and American Indian teacher candidates in Minnesota.

BEMIDJI STATE UNIVERSITY

In February of 2024, PELSB conducted a virtual site visit to learn more about the work undertaken by Bemidji State University's Department of Professional Education. Their teacher preparation program is utilizing the funds to support teacher candidates of color and American Indian teachers candidates with tuition scholarships, and, indirectly, with advisory board membership and teacher candidate recruitment in their emerging Amikwiish [pronounced "Ahma-quéesh"] initiative.

Suggested by Bemidji State University Ojibwe Professor Anton Treuer, the Ojibwe word *Amikwiish* means "animal lodge in the water," evoking a safe, welcoming space for the candidates that supports learning and professional growth.

As Dr. Treuer confirms: "Everybody's safe in the beaver lodge."

Bemidji State University is working to develop a recruitment system in conversation with Leech Lake Tribal College; Red Lake Nation College; and Minnesota North College – a single institution composed of six merged community colleges, located in Grand Rapids; Hibbing; Eveleth; Virginia, MN; International Falls; and Ely.

Dr. Layna Cole stated: "Our intent for the grant, the real focus is: Can we build partnerships in

northern Minnesota, across these rural areas?”

“We’re *it*, in terms of teacher preparation programs [in northern Minnesota other than] Duluth, Moorhead or Grand Forks. So we’re really trying to reach out and nurture these relationships to facilitate teacher candidate recruitment, making it much easier for students of color in this region to have a viable pathway that is recognizable.”

The process of administering the grant program highlights challenges common across greater Minnesota: spanning broad geographical space and poor internet service in many rural areas.

Dr. Cole noted: “I’m teaching a course at a local tribal college this semester and we meet virtually once a week, and I have students that just drop in and out of the whole call because they’re in rural Cass Lake,” clarifying that the problem cannot be simply resolved through increased funding.

“If the infrastructure isn’t there, and if the internet providers don’t have the capacity or interest, then money doesn’t solve the problem.”

Unresolved challenges aside, the university is excited by the receptiveness, positive energy, and community support that they are encountering, created by the recognition that increasing the number of teachers of color and American Indian teachers across our state is a vitally important objective.

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COLLEGE OF ST. BENEDICT & ST JOHN'S UNIVERSITY

A January 2024 virtual site visit with the teacher preparation program at the College of St. Benedict & St John's University provided an oversight of their warm and welcoming work:

Education Professor Allison Spenader and Associate Professor Madeleine Israelson have focused the utilization of CUGMEC funding to reduce barriers and provide targeted support, including tuition scholarships, and mentorship and professional development opportunities for teacher candidates of color and American Indian teacher candidates at their college in central Minnesota.

Their program prepares teachers for licensure in Elementary Education, Social Studies, Language Arts, Mathematics, Science, English as a Second Language, Visual Arts, and Vocal or Instrumental Music, as they build a strong sense of community via mentorship, recruitment, and affinity group events for teacher candidates of color and indigenous teacher candidates.

Their Teacher Leaders of Color mentorship cohort group, and their outreach to community and parent groups, provide networking opportunities and further ideas for increasing support for teacher candidates of color and Indigenous teacher candidates in their teacher preparation program.

Through a collaborative partnership with Upward Bound, an organization bringing high school students to college campuses and offers help with career planning, the college is getting the message out to potential candidates, including high school students in Wilmar, Minnesota, one of the most racially and ethnically diverse school districts in the state.

Opportunities to sit in on college classes, have lunch on campus, and shadow current teacher candidates provide first-hand experiences that create comfort and inclusion for the visiting students. Additionally, events and dinners planned each semester provide a forum for opportunities to gather ideas pertaining to additional support that can be offered to the candidates. These innovative dinners and events will provide a chance for teacher candidates to pair themselves with the program's Teacher Leaders of Color mentors, which include alumni from all areas of the state.

ST CATHERINE UNIVERSITY

In March of 2024, PELSB learned more about the CUGMEC grant funded teacher preparation work at St Catherine University focused on Early Childhood Education (ECE). Their program offers teacher candidates of color and American Indian teacher candidates an Associate of Applied Science in ECE and a Master of Arts in Montessori Education and Leadership.

“Our biggest licensure program is in Early Childhood Education, and that’s also our newest program,” stated Sarah Hassebroeck, EdD, Assistant Professor and Chair of the Early Childhood and Montessori Program. It’s a program based on a residency model, with variation for specialized training. Dr. Hassebroeck noted that “Last year we admitted 49 students. This year, we admitted, I think, 58, and we wanted to build what would work. It’s not a true residency model, but it follows one very closely. It’s in our adult learner program where the candidates, if they’re working as an assistant in a school, can do their field work hours within their work setting without having to take time off of work.”

Offering CUGMEC grant funding directly via tuition scholarships, Dr. Hassebroeck notes that alleviation of financial concerns allows candidates to focus on the work of preparing to become a teacher. She said, “In these hard economic times, financial concerns weigh really heavily on the cognitive minds of the candidates, and the scholarships help alleviate that cognitive load.”

St. Catherine University is also planning to expand support for the candidates during student teaching by creating affinity group and mentorship programs to foster success. Their thoughtfully responsive mentorship program is structured for continuous improvement based on ongoing feedback from alumni, offering professional development for mentors, as well as mentees.

Torie Weiston-Serdan’s *Critical Mentoring: A Practical Guide*, First Edition (London: Routledge, 2017) is among the resources informing this vitality.

According to Dr. Hassebroeck: “It’s just a phenomenal book on how mentoring so often reinforces the norms. Instead, let’s look at it in a new way and let mentees drive the work. It gives us the foundation to look at what we can do to improve the program and the experience for the teachers candidates.”

UNIVERSITY OF MINNESOTA, DULUTH CAMPUS

As conveyed to PELSB in January of 2024, new Collaborative Urban and Greater Minnesota Educators of Color (CUGMEC) awardee, College of Education and Human Service Professions (CEHSP) Dean & Professor at the University of MN, Duluth Dr. Jill Pinkney Pastrana will initially focus on retention and recruitment of teacher candidates of color and American Indian teacher candidates in their program, before shifting toward mentorship and improvements that will make the preparation process for teacher candidates of color and Indigenous teacher candidates even more welcoming and inclusive.

Dr. Pinkney-Pastrana is excited to conduct focused tracking to help the university pinpoint and determine when in the process CUGMEC grant funds can have the most impact in terms of helping the teacher candidates.

Advising from Ann Miller, Director of CEHSP Advising & Academic Services, is integral to this process, in terms of identifying case-specific reasons for attrition, to help sort through which stage in the preparation program would provide the most helpful and efficient use of the CUGMEC funding that is currently available.

In addition to help from Ann Miller, Associate Dean & Associate Professor Scott Carlson and Department of Education Head & Associate Professor Eric Torres are also involved with supporting the teacher candidates. The financial aid office helps determine tuition benefit allowances and Meg Watkins and Shelby Swanson in the Office of Accreditation, Licensure, & Field Experience track candidate progress.

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UNIVERSITY OF MINNESOTA, MORRIS CAMPUS

Michelle L. Page, Ph.D. Chair, Division of Education on the Morris Campus of the University of Minnesota stated: “A big piece of our identity at the University of Minnesota, Morris is that we are a federal Department of Education-designated Native American-Serving Nontribal Institution (NASNTI).” The federal NASNTI program, which guides universities with at least 10 percent Native American student enrollment in ways to improve and expand their capacity to serve Native Americans, informs the university’s teacher preparation curriculum.

In January of 2024 Dr. Page estimated that, “about 33% of students at the University of MN, Morris are Indigenous; and approximately 12% of the student population identify as students of color, but, like many places, that diversity is underrepresented in teacher preparation.”

Because the university is located on land that was the former grounds of a Native American boarding school, the American Indian Tuition Waiver that they offer teacher candidates complies with [Minn. Stat. §137.16](#). From the university’s website: “The University of Minnesota Morris tuition waiver for American Indian students is rooted in the founding of the campus. The Morris American Indian Boarding School was established on the site that is now the University of Minnesota, Morris by the Sisters of Mercy, an order of the Roman Catholic Church in 1887. The US Bureau of Indian Affairs operated the school from 1896 to 1909 as the Morris Industrial School for American Indians. American Indians from the Dakotas and Minnesota attended this contract boarding school from its inception until 1909. At that time, Congress reduced the number of non-reservation boarding schools, deeding the campus and facilities to the state of Minnesota, with the stipulation that the institution of learning be maintained and that ‘Indian pupils be admitted free of charge for tuition and on terms of equality with white pupils.’”

The university is learning that even teacher candidates with a tuition waiver have such deep financial need that they are also eligible for the entire possible amount currently allowed by the CUGMEC grant. The challenge is that there are many needs that are not represented in state or federal grant-based tuition or in cost of attendance analyses. According to Dr. Page, “One example is an advisee of mine who receives the tuition waiver, but this fall, his family home burned down, and that’s not represented in cost of attendance. He increased his hours at work because he needed to now not only pay for school but also try to support his family and home. That was very difficult for him; it impacted him academically, financially, and emotionally. I think there are a lot of invisible needs that our teacher candidates, and particularly our Indigenous

candidates, run into. So the [range of] direct support [offered by CUGMEC funding] is very important because the tuition waiver only covers tuition.”

“Transportation cost is a big factor for our candidates in rural Minnesota, including paying for fuel and a vehicle, but also cost associated with time, which includes time available for paid work. We find that, in our region, transportation ends up being a big barrier for a lot of our candidates. So, to be able to factor that into our cost of attendance, and therefore allow CUGMEC funds to help meet some of those needs is important to us already.”

By its charter, the university is limited to undergraduate studies, offering no graduate level-professional development, which allows for more personalization in their teacher preparation program. Dr. Page described their secondary education and English Language Learner (ELL) cohort system, in place since the 1990’s, as “very strong,” and similar in structure to a graduate teacher preparation program, with focused work during junior and senior years in a group of teacher candidates that travel together during the preparation, helping the university provide its teacher candidates with support that goes beyond academic.

In addition to excitement in offering direct support for teacher candidates with CUGMEC funds, the University of MN, Morris is also excited to be able to offer indirect support for teacher candidates of color and American Indian teacher candidates with a focus on peer advising. The university plans to train peer ambassadors to provide mentorship support for teacher candidates, reaching out to potential candidates with encouragement that they will be supported and that the goal is achievable, and preventing teacher candidate attrition via peer guidance.

“Students are often very responsive to other students in ways that they might not be to faculty or, like me, the division chair and department administrator. So I’m looking forward to getting that underway, and I think that will be an important portal to opening up that peer support and mentoring.”

The peer ambassador would provide outreach and information within student organizations like the campus Black Student Union (BSU), the Circle of Nations Indigenous Association, Circle of Nations Indigenous Association, Voces Unidas/La Union Latinx, Asian Students Association, and the American Indian Science and Engineering Society to let potential teacher candidates know that there are growing areas of support that can help ease their journey into the teaching profession and the extra fees required by its licensure.

Progress Monitoring & Outcomes

Progress Monitoring

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, grantees are asked to develop their own indicators of the success and effectiveness of the funded program and 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-designated progress monitoring methods, as well as their reported outcomes:

AUGSBURG UNIVERSITY

Goal/Outcome 1: Increase program enrollment by 20%

We engaged in rigorous recruiting practices such as visits to local high schools and informational sessions, but were not able to meet this goal. We have 75 Indigenous and/or teacher candidates of color enrolled, which is a slight decrease in our enrollment. We are evaluating ways to better recruit students to the program and/or whether our goal is realistic/achievable.

Goal/Outcome 2: 92% of scholarship recipients will successfully complete required coursework and be retained within the unit

We exceeded this goal with a retention rate of 100% (18/18) of candidates of color admitted in 2022-2023 and continuing in 2023-2024. The program's work provided direct financial support and retention focused-activities such as mentoring and, 1:1 tutoring, and events to build community.

Goal/Outcome 3: 92% of all eligible teacher candidates of color will successfully complete student teaching

We had 16/17 candidates of color who student taught and who completed the student teaching, thus slightly exceeding the goal. The cost of living stipends helped us achieve this goal, and we are hopeful that the Student Teaching Stipend Pilot that PELSB is implementing this year will help increase both the number of students who teach and the percentage of those who complete it.

Goal/Outcome 4: 95% of students who complete the program will pass content and pedagogy exams, receive Tier 3 licensure, and obtain a teaching position in their licensure area in a Minnesota school.

We came close to meeting this goal. 82% of candidates of color who completed the program in 22-23 received licensure by spring 2024. We have incomplete data at the time of this report on whether these candidates obtained a position in their licensure area in a Minnesota School.

Progress Monitoring: Data from advising sessions; post-event data gathered via Google Forms; as collected by the Program Coordinator and the Program Director; and as reported by Augsburg University Student Financial Services and Administrative Accounting Office and enrollment reports from the Institutional Research Office and the state's license reporting system will be utilized to monitor and evaluate progress.

We have implemented program tracking using the methods described in our proposal, establishing strong communication between important campus partners such as Student Financial Services, Administrative Accounting, and Grants and Sponsored Programs.

BEMIDJI STATE UNIVERSITY

Bemidji State University recruited 14 participants to its CUGMEC program spring semester 2024. Thirteen were currently enrolled Bemidji State students and 1 was recruited from Minnesota North—Itasca. We provided financial support and offered advising support to every participant. We have established the make-up of our advisory board. We made progress on each of our stated goals, but none were fully accomplished.

Goal/Outcome 1: Recruit up to 20 teacher candidates holding an AA degree.

We recruited 13 participants who were currently in a Bemidji State teacher licensure program taking upper division coursework.

Goal/Outcome 2: Recruit up to 20 teacher candidates holding a HS diploma or less than an AA degree

We currently have recruited 1 teacher candidate transferring in from Minnesota North--Itasca.

Goal/Outcome 3: Provide just-in-time support and advising for teacher candidates supported by the project

The 13 participants were offered resources to connect them with a program advisor as well as additional support provided by the Office of Teacher Education (such guidance about campus and community resources and problem-solving assistance). Candidates were also offered support by their assigned academic advisors, their teachers and the chair of Professional Education. Students needing additional assistance were identified using our Navigate system.

Goal/Outcome 4: Establish working advisory board for project

The make-up of the advisory board has been established. A convening will be scheduled for fall semester 2024.

Area High Schools representation:

Bemidji High School: Jason Stanoch

Cass Lake-Bena Schools: Cindy Kingbird

Red Lake High School: Tim Lutz

Area Colleges representation:

Leech Lake Tribal College: Anyea Hake

Minnesota North College: Bart Johnson

Red Lake Nation College: Wendy Greenberg

Bemidji State University representation:

American Indian Resource Center: TBD

Student Support Services: TBD

Progress Monitoring

Data collected during advising sessions, candidate self-reports, applications, and virtual discussions; and as reported by the Records Office, the advisory board; and collected by the Research Analyst, Student Advisor and Licensing Coordinator, and Payment and Office Manager will be utilized to monitor and evaluate progress.

Eligible student list Sp 24

CUGMEC Grant Expenses (002).xlsx

CUGMEC Advising/Outreach Spreadsheet

CUGMEC Flyer

COLLEGE OF ST. BENEDICT & ST JOHN'S UNIVERSITY

Goal/Outcome 1: Reducing financial barriers

Goal/Outcome 2: Community building and increasing a sense of belonging

Goal/Outcome 3: Mentorship and professional development

Goal/Outcome 4: Recruitment

Progress Monitoring: Surveys measuring engagement, quality of mentorship and professional development, a sense of belonging, and a reduction in barriers to success; as well as reports on recruitment, candidate degree audits, disposition assessments, and data collected by the Director of Assessment will be utilized to monitor and evaluate progress.

This was our first year of CUGMEC funding. In August, after learning we would receive a CUGMEC award, we immediately launched our Teacher Leaders of Color (TLOC) scholarship program.

CSB+SJU Education Department awarded scholarships to 17 pre-service teachers of color during the '23-24 academic year. This means nearly 59% of education students received CUGMEC scholarships and programming to support their sense of community as well as professional development. Of our 17 participants, 15 participated in the fall dinner, and 15 participated in our spring dinner and mentorship event.

Through our Annual Survey we learned that all respondents strongly agreed that the CUGMEC scholarships helped reduce financial barriers. Survey respondents all agreed or strongly agreed that the TLOC program increased their feelings of belonging in the department, and that TLOC fostered a positive sense of community. Half of respondents felt that the TLOC program provided meaningful mentorship, and half felt neutral.

We have not yet launched our mentorship program, so it is not surprising that our students did not rate the mentorship aspect of the program more highly. We anticipate offering a more robust set of mentorship opportunities in the coming year.

Some comments from respondents included:

- From having the professors be our mentors both outside and inside of the classroom to having guests who have the same experiences as us, TLOC provides a community that I felt safe and comfortable in.

- It feels like I have an amazing community within the program and I can go to the other students there for anything.

Our Annual Progress (Degree) Audit shows that 29% percent of our TLOC students graduated in AY 23-24. 29% applied and were admitted to our education programs. 18% continue towards applying for the program, 18% switched to other majors at our institutions, and. 06 (1 student) left the institution. Overall, we retained 81% of our TLOC students last year.

A check of student Dispositional Assessments indicates that 16 of the 17 TLOC scholars were rated “proficient” or higher on all required dispositional areas. 1 TLOC scholar had 1 area in which they were rated “developing”, but as this student is a first-year student, there is adequate time to develop this disposition.

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CONCORDIA UNIVERSITY, ST. PAUL

GOAL/OUTCOME	METHODS FOR MONITORING PROGRESS	FINDINGS
Goal/Outcome 1: Recruit enough candidates who are of color and Indigenous and show financial need so that 100 are enrolled in the SEAT program in FY 2024 and FY 2025.	Report from the Office of Institutional Research. Program enrollment is measured in September and January each year.	We identified 81 TOCAIT candidates from among our enrolled student population who had declared a major in teacher education (undergraduate and MAT). 70 qualified for inclusion in the program and received financial aid from the CUGMEC grant.
Goal/Outcome 2: The SEAT Program will produce 20 fully licensed completers each academic year.	Measured in August each year for the previous fiscal year using licensure submission data. Report from the licensing liaison in the Department of Undergraduate Teacher Education.	Only seven TOCAIT candidates completed their academic programs and became licensed during the academic year. This was the first year we included a large number of grantees.
Goal/Outcome 3: SEAT Program completers demonstrate competence in teaching in urban and multicultural educational settings.	Measured during Student Teaching using the Final Evaluation instrument. Also, interviews will be conducted with the faculty who serve as the university supervisors for the completers who become licensed.	This will be completed in September 2024 when their academic programs are relaunched.
Goal/Outcome 4: All fully licensed completers find employment as an educator within one year of completion.	We thought about using Common Metrics Transition to Teaching Survey that will be completed by May 2025. However, we will use available information in September 2024 to find this information.	Completers from 2022/23 and 2023/24 will be contacted in September 2024. If employed or not, they will be connected to a university mentor.
Goal/Outcome 5: SEAT Program completers demonstrate competence in teaching in urban and multicultural educational setting at the end of their first year of teaching.	Measured in May each year for the previous fiscal year by using the Common Metrics Transition to Teaching Survey and Supervisor Survey.	For completers from 2022/23, this will be a part of the mentoring program for all first-year teachers. For completers from 2023/24, this will occur in spring 2025.

We made progress during the 2023/24 academic year in a number of areas: 1) we created a SEAT Alumni Council that met several times during the year to welcome SEAT awardees, to address questions, etc.; 2) the Council planned a December event for all participants and shared insights from their own careers; 3) the Council also developed a couple of recruiting events and piloted a mentoring effort for completers in their first and second year of teaching. These efforts will be increased during the fall of 2024.

We hope to increase the number of participants to get closer to 100, but the level of increase will depend on university enrollment. We will invite all TOCAIT candidates enrolled at the university and in a teacher education major to participate in the SEAT program during 2024/25.

We will use Contracted Faculty of Practice to contact completers (licensed and non-licensed) from the last two years in order to establish mentoring relationships, measure preparedness for teaching in urban and multi-cultural education settings, and gather Common Metrics surveys during the spring semester – from the first-year teachers, as well as their supervisors.

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HAMLIN UNIVERSITY

Goal/Outcome 1: Award tuition scholarships to 50 BIPOC students to reduce financial barriers to teacher licensure

Goal/Outcome 2: Provide mentoring to empower students and build a sense of belonging

Progress Monitoring: Data, both qualitative and quantitative, as collected via candidate surveys and other measures and reviewed and analyzed by the Director of Center for Excellence in Urban Teaching (CEUT) and Education Department Head; and as tracked and reported by the Director of Financial Aid, the Sponsored & restricted Fund Accounting Manager, and the Director of Business Operations, will be utilized to monitor and evaluate progress.

Progress unreported

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METROPOLITAN STATE UNIVERSITY

Goal/Outcome 1: Retain at least 90% of current TOCAIT candidates and support their program completion

During the academic year 2022-23, the UED had 176 BIPOC candidates taking the required coursework ranging from content and introductory education courses to methods classes and student teaching. Of this, 20 candidates enrolled in student teaching and thus expected to complete the program. We thus had 156 TOCAIT candidates whom we expected to enroll for courses during the following academic year. In FY 2024, we had 192 BIPOC candidates enrolled in the program, of whom 61 were newly recruited and admitted into the program. This means, 131 (84%) of the TOCAIT candidates enrolled in the program during academic year 2022-2023 were retained in the program. This high retention in enrollment of TOCAIT candidates was primarily driven by the CUGMEC and other scholarships awarded to the candidates. In contrast, the University's overall retention rate is 57%, so UED and the CUGMEC scholarships are making a difference. We almost met this goal.

Goal/Outcome 2: Increase the number by at least 30 per fiscal year of new TOCAIT candidates who gain admission and declare teaching majors

During the academic year 2022-23, the UED had 176 BIPOC candidates taking the required coursework ranging from content and methods classes to student teaching. Of this, 20 candidates enrolled in student teaching and thus expected to complete the program. We thus had 156 TOCAIT candidates whom we expected to enroll for courses during the following academic year. In FY 2024, we had 192 BIPOC candidates enrolled in the program, of whom 46 were newly recruited and admitted into Metro State and declared a teaching major. We met this goal.

Goal/Outcome 3: To ensure at least 100% of TOCAIT candidates complete their program and get recommended for Tier 3 licensure

During the academic year 2023-24, the UED had 20 TOCAIT candidates enrolled for student teaching, and thus expected to complete the program. Of these, 16 teacher candidates successfully completed their program and were recommended for Tier 3 licensure. This accounts for 80 percent completion rate. The four TOCAIT candidates did not complete their program

because they either did not complete and submit their edTPA portfolios to Pearson for evaluation or they didn't attain an acceptable edTPA score threshold even though they received positive evaluations from their cooperating teachers and university supervisors who observed them teach. We are currently working with the students to ensure they complete and/or resubmit their edTPA portfolios to Pearson for evaluation. With the support granted to the candidates, we expect to attain a 100 percent completion rate, not only for the TOCAIT candidates, but all of our teacher candidates enrolled in student teaching. We are making progress towards meeting this goal.

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MINNESOTA STATE UNIVERSITY, MANKATO

Year 1

Goal/Outcome 1: Provide direct financial support to 75% of current teacher candidates

In 2022-23, 57% of TOCAIT students enrolled received FY24 scholarships. Of the 86 enrolled in Spring 2024, 75 received CUGMEC scholarships in 2023-24 or for 2024-25. That equals 87 percent of students of color and Indigenous students receiving direct financial support from the CUGMEC grant.

Goal/Outcome 2: Cultivate a supportive community for teacher candidates of color and indigenous teacher candidates

The Teachers of Tomorrow student group has continued despite the vacancy in the Director of Recruitment and Retention role that advises the student group. During the vacancy, another faculty has stepped in to advise Teachers of Tomorrow. Based on the number and percentage of students of color and Indigenous students completing teacher preparation programs, we can say that the college is maintaining a supportive community. 2024, 12.3 percent of teacher preparation degrees were awarded to students of color and Indigenous students.

Goal/Outcome 3: Provide intentional mentoring to teacher candidates of color and indigenous teacher candidates

The Director of Recruitment and Retention resigned in fall 2023, which delayed the development of the mentoring program. Despite the vacancy, the grant team sought input from teacher candidates of color and Indigenous teacher candidates about mentoring experiences. With those parameters in mind, the grant team identified a local expert in mentoring students of color and Indigenous students to help design a mentoring program. In spring 2024, the Director of African American Affairs accepted a special assignment to create a mentoring program to be implemented as soon as the Director of Recruitment and Retention position is filled. This year 1 goal will be continued in year 2.

Year 2

Goal/Outcome 1: Cultivate a supportive community for teacher candidates of color and indigenous teacher candidates

Goal/Outcome 2: Continue to award at least 12% of teacher preparation degrees to teacher candidates of color and indigenous teacher candidates: Although we are still in year 1, institutional data on academic awards shows that in 2024, 12.3 percent of teacher preparation degrees were awarded to students of color and Indigenous students.

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SOUTHWEST MINNESOTA STATE UNIVERSITY

Goal/Outcome 1: Recruit juniors/seniors from Marshall High School and area rural community schools

*Two seniors, from Marshall High School, in academic year 2023 – 2024 were identified and provided with scholarships totaling \$2,250 for the academic year 2024 – 2025. These scholarship dollars (direct grant funds) will be provided in FY25.

Goal/Outcome 2: Retain candidates of color and indigenous candidates

*Twelve current teacher candidates were identified and informed that they would receive \$2,425 in scholarship funds for the 2024 – 2025 academic year. These scholarship dollars (direct grant funds) will be provided in FY25.

Progress Monitoring: Data as designated by area schools; university enrollment data; and as collected by the Director of Advising, Recruitment, and Retention will be utilized to monitor and evaluate progress.

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ST. CATHERINE UNIVERSITY

Goal/Outcome 1: Retain 100% of new Indigenous candidates and candidates of color during the 2022-2023 school year

During this time frame, we were able to retain 100% of our candidates who identify as Indigenous and/or BIPOC. This was a result of mentoring and advising efforts, engagement in class and available activities, and monitored by looking at enrollment rates from the university.

Goal/Outcome 2: Increase our candidates of color and Indigenous candidates over 5 years, with the current goal of increasing by 5% for the next fiscal year

Due to the closure of the K-6 program in May of 2024, the actual number of BIPOC teacher candidates has decreased. However, the percentage of BIPOC candidates as increased. From FY 22 to FY23, we saw a decrease in the number of candidates from 28 to 19. However we saw a 10 percent increase from 21.4% to 31.6% of all candidates.

Progress Monitoring: Data reported in enrollment and graduation reports; and as collected and tracked by the Program Director and Unit Leader via surveys and mentor and advisor reports will be utilized to monitor and evaluate progress.

We continue to use our enrollment data to monitor graduation and retention efforts. However, we are also in consistent communication with our admissions team to work on recruitment. This looks like visiting area schools, offering partnership agreements to continue recruitment efforts, meeting with area schools, and serving on advocacy groups to continue to advocate for support for the ECE and educational efforts to diversify the field of education.

UNIVERSITY OF MINNESOTA, DULUTH

Goal/Outcome 1: Increase the number of BIPOC teacher candidates by 3% annually

2021-2022 to 2022-2023: -68.42% (32 to 19 enrolled)

2022-2023 to 2023-2024: +26.32% (10 to 24 enrolled)

Goal/Outcome 2: Increase first-to-second year retention for BIPOC teacher candidates by 5% annually

2022-2023: -27.78% (spring 2023 to fall 2023 bipoc candidate enrollment)

2023-2024: Benchmark, no fall 2024 data

Goal/Outcome 3: Increase first-to-second year retention rate by 5% annually

2022-2023: +15% (spring 2023 to fall 2023 for all pre-majors except music)

2023-2024: Benchmark, no fall 2024 data

Goal/Outcome 4: Increase completion/graduation rate by 5% annually

2022-2023: +14.29% (bipoc completers 2021-2022 to 2022-2023)

2023-2024: -50% (bipoc completers 2022-2023 to 2023-2024)

Progress Monitoring: Narrative, enrollment, financial records, and NSSE data collected via audits and reports; and as collected by the Accreditation Officer, Administrative Manager, and Education Department Head; will be utilized to monitor and evaluate progress.

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UNIVERSITY OF MINNESOTA, MORRIS

The goals for UMN Morris included retaining 100% of the TOCAIT candidates who began teacher preparation programs to completion (2023-2024 and 2024-2025 cohorts), increasing the number of undergraduates expressing interest in becoming a teacher by at least 4, and increasing the number of BIPOC applicants to programs by 2 (see next page).

Our goal of retaining 100% of TOCAIT candidates was met in the 2023-2024 EEd and SeEd completer cohorts. For the 2024-2025 cohort, this threshold will not be met as 1 EEd candidate withdrew and is transferring institutions, seeking a licensure program our campus does not offer (K-12 PE/Health). We continue to strive to retain all 6 of the TOCAIT candidates in the SeEd 2025 cohort and the 3 remaining TOCAIT candidates in the EEd 2025 cohort.

Our second goal of increasing interest in and increasing number of undergrads declaring interest in Education has not yet been met. We attribute this to not having had CUGMEC funding until late September 2023—we had not yet begun our recruiting activities as described in the grant application. The baseline data show that in fall 2021 BIPOC students were 36.3% of all students declaring interest in Elementary or Secondary Education (62/171 individuals). In fall 2023, that rate had fallen to 33.6% (40/119 individuals). This baseline data demonstrates the need to emphasize our recruitment efforts. We typically have had good success in retention, but declining institutional enrollment and declining status of education as a profession is evident in decreased declared major proportions, and particularly BIPOC students within the declared group. We also see that we should modify this goal to be about percentage/proportion since declining institutional enrollment makes head count a less valid and informative measure.

The third goal of increasing program applications by BIPOC students was met. Four applied for EEd in fall 2022 (1 later transferred out) and 2 applied for SeEd in fall of 2022 (both selected out before programs began—one to go to graduate school in Chemistry and one to take a job in industry). This was our baseline data of 6 applicants (though only 4 actually began programs and 3 are continuing on). In fall 2023, 3 BIPOC undergrads applied to EEd and 6 to SeEd (total 9). This is an increase of 3 total applicants and 5 candidates actually beginning programs.

Progress Monitoring: Enrollment data collected by the university's reporting system; and as collected by the Chair of Division of Education, Coordinator of Field Experiences and Accreditation, and Executive Office and Administrative Specialist will be utilized to monitor and evaluate progress.

UNIVERSITY OF MINNESOTA, TWIN CITIES

Goal/Outcome 1: Recruit 70 new teacher candidates per year who are able to receive CUGMEC scholarships.

August 2024 Report on Goal/Outcome 1: 74 teacher candidates received FY24 CUGMEC scholarships Fall 2023, Spring 2024, Summer 2024.

Goal/Outcome 2: Support 100% of eligible and enrolled teacher candidates during the grant period each semester (September 2023 — June 30, 2025); the goal is to support 70 teacher candidates per year with CUGMEC scholarships.

August 2024 Report on Goal/Outcome 2: 100% of eligible teacher candidates received CUGMEC scholarships Fall 2023, Spring 2024, Summer 2024..

Progress Monitoring: Data collected from documents and records will reveal the number of eligible candidates receiving funding and the number of candidates completing all of the required courses toward licensure.

Progress Monitoring Update: Data collection occurred from documents and records.

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UNIVERSITY OF ST. THOMAS

Goal/Outcome 1: Continue to work toward Tier 3 licensure rate for BIPOC students to 95% or greater.

In the latest year's reporting, we have achieved a 96% licensure rate.

Goal/Outcome 2: Successfully complete 10 current graduate students and recruit and enroll 30 new graduate students for initial teaching licensure

We successfully completed the 10 in progress students receiving the FY24 Grant funds and added 24 new students in the 2023-24 academic year. We will add an additional 20 student in the 24-25 Academic year to receive fuds from both FY24 and FY25 grant funds over the course of their program.

Goal/Outcome 3: Increase completion percentage for BIPOC students to 90%.

We have exceeded this goal for the 2021-22 and 2022-23 academic years.

Progress Monitoring: The department and the faculty program manager will work with advising, other faculty members, and the students to track and analyze feedback from teacher candidates and data from internal sources, including completion reports, advising spreadsheets, and an internal advising database, as well as MTLE test result reports.

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Collaborative Cohort Presentation to PELSB

Fiscal year 2024 CUGMEC grantees organized into three groups: state colleges; private colleges; and University of Minnesota campuses, to present a collaborative summary of grant work conducted to the Professional Educator Licensing and Standards Board (PELSB).

During the board meeting, Director of the College of Education at Minnesota State University, Mankato, Dr. Laura Maki, presented on behalf of her teacher preparation program, as well as those at Bemidji State University's Office of Teacher Education; Metropolitan State University's School of Urban Education; and the School of Education at Southwest Minnesota State University. Assistant Professor of Education Sergio Madrid-Aranda of Augsburg University and Assistant Director of Community Partnerships and Recruitment Ea Porter of St Thomas University presented a summary of the use of grant funds by their teacher preparation program, as well as those at the College of Saint Benedict and Saint John's University; Concordia University, St Paul; St Catherine University; and Hamline University. MACTE Legislative Liaison and Director of Multiple Pathways to Teaching at the College of Education and Human Development (CEHD) on the Twin Cities campus of the University of Minnesota, Laura Mogelson, delivered a summary of the grant work conducted in her department, at the University of Minnesota Duluth's College of Education and Human Service Professionals (CEHSP), and the Division of Education on the University of Minnesota's Morris campus.

The cohort previously met during the Minnesota Association of Colleges for Teacher Education (MACTE)'s February 2024 conference to share results, with the goal of promoting effective practices for productively utilizing CUGMEC funding. Dr. Hassebroeck of St Catherine University reported: "Everyone in the group confirmed that it was a really good use of their time. I think building that professional community will strengthen everything across the board." Dr. Laura Maki agreed: "Convening the grantees during MACTE was a beneficial means for collaboration. Although our programs are as unique as our institutions, it is helpful to hear of other's programs to share strategies and insights. I have learned a lot from my colleagues, who have really creative ideas for recruiting and unique and impactful practices for retention. I'm grateful, and I believe my colleagues would agree, for the CUGMEC funding, so that we support teacher candidates of color and indigenous teacher candidates to become educators and change-makers in their community."

Policy Recommendations

State Goals

The Increase Teachers of Color Act (ITCA) 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 yet been passed as a stand-alone bill, 2023 was a historic legislative session, with many of the policies and investments proposed in ITCA bills included and passed in the Education omnibus bill related to climate and curriculum, scholarship incentives, elimination of discriminatory testing requirements, induction and retention support, and support for pathways to teaching for paraprofessionals and career changers.

PELSB, the Minnesota Department of Education, and the Minnesota Office of Higher Education continue to work in partnership on increasing teacher diversity.

Further establishment of a state goal solidifying the State's commitment to creating a teaching workforce that more closely reflects Minnesota's increasingly diverse student population and ensuring all students have equitable access to effective and diverse teachers by 2040 is warranted.

Research-Based Recommendations

Synthesizing all of the major studies conducted on the topic of teacher diversity is beyond the scope of this report; however, common themes revealed in current evidence-based 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,¹² and the issue of retention as a key contributing factor resulting in low percentages of teachers of color nationwide.¹³ More recently, researchers have emphasized the issue of retention as a key contributing factor to low percentages of teachers of color nationwide.¹⁴

Many of the reports published on this issue include federal, state, and local policy recommendations.¹⁵ While not exhaustive, common policy recommendations are that the State should promote:

Teacher Preparation

- Providing generous scholarship support to teacher candidates tied to the effectiveness of the preparation program and of the teacher candidate, especially those in five-year programs;
- Strengthening educational pathways between two-year and four-year educational institutions, given the number of students of color at two-year schools;
- Ensuring teacher preparation providers are offering mentoring, support, and training in culturally-responsive practices;
- Supporting alternative teacher preparation pathways;

¹² 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.

¹³ Achinstein, et.al., 2010

¹⁴ Ibid.

¹⁵ Ahmad, 2014; Albert Shanker Institute, “The State of Teacher Diversity in American Education,” 2015; Learning Policy Institute, “Solving the Teacher Shortage,” 2016.

- Providing 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;
- Supporting local pathways and “Grow Your Own” programs; and
- Investing in the development of high-quality principals who work to include teachers in decision-making and foster positive school cultures

Induction & Retention

- Investing in induction/mentorship programs using [ESSA, Title II](#), and competitive grant funds, such as the [Supporting Effective Educator Development program](#);
- Increasing 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) so teachers of color are paid comparably to other professionals with similar knowledge, skills, and responsibilities, supplementing overall compensation through housing incentives
- Providing financial incentives to recruit and retain teachers of color and Indigenous teachers;
- Augmenting teacher leadership opportunities that include increased compensation, responsibility, and recognition;
- Encouraging early hiring notifications and multistep hiring processes that allow the school staff and candidate to assess their fit based on extensive information;
- Surveying teachers to assess the quality of their work environments and recommendations for improvement; and
- Incentivizing professional development and collaboration, which requires change in scheduling and resource allocation.

Additional recommendations include:

- Ensuring 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; and
- Reviewing all educational policy and amending or modifying it as necessary to promote teacher diversity.

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Conclusion

Current educational research clearly identifies teacher effectiveness as the most important school-based factor in terms of student achievement,¹⁶ and that all students benefit from a racially and ethnically diverse teaching workforce.¹⁷

As of 2024, only 5.9 percent of Minnesota’s teachers identify as teachers of color or American Indian teachers, although at least 36.7 percent of Minnesota’s students identify as students of color or American Indian students.¹⁸

Because teacher effectiveness and student engagement is predicated on subject matter of interest to each student,¹⁹ it is imperative that our schools offer culturally relevant material of interest to all students in order to foster highly productive learning and achievement, taught by a racially and ethnically representative range of teachers.

As a result, diversifying our teacher workforce is a top priority in Minnesota, as it is across the country.

¹⁶ Rivkin et. al, 1998

¹⁷ Department of Education, “The State of Racial Diversity in the Educator Workforce,” 2016

¹⁸ PELSB Biennial Supply & Demand of Teachers in Minnesota Report, 2023

¹⁹ Harackiewicz, et. al., 2016; McLaughlin, et. al., 2005; Voke, 2002; Guthrie, 2000