



PROFESSIONAL EDUCATOR
LICENSING AND STANDARDS BOARD



**Collaborative Urban and
Greater Minnesota
Educators of Color
(CUGMEC)
Fiscal Year 2023 Report to
the Legislature**

As required by Minnesota Statutes §122A.635, Subdivision 4

Grant Period: July 1, 2022 – June 30, 2023

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

The 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. The grant was distributed by the Minnesota Department of Education (MDE). Between 1998 and 2013, Concordia University-St. Paul, the University of St. Thomas, and Hamline University were the only three institutions to receive this funding. From 2014 to 2017, Augsburg also received funding. In 2018 and 2019, \$220,000 was set aside as competitive funding. This meant that, in addition to the four universities who had historically received this grant, new grantees were selected. Finally, in fiscal year 2020 the grant was renamed and made fully competitive.

Transition to PELSB

In 2019, the CUE Grant became the Collaborative Urban and Greater Minnesota Educators of Color (CUGMEC) Grant and PELSB was authorized to administer the grant. Per Minn. Stat.

§122A.635, the purpose of this grant funding is “to increase the number of teacher candidates of color or who are American Indian, and meet the requirements for a Tier 3 license under section 122A.183.”

As a fully competitive grant, applicants were evaluated during state fiscal years 2020-2023 based on the following criteria:

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

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

The percentage of racially and ethnically diverse teacher candidates enrolled in the institution compared to:

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

(ii) 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 under section 127A.05, subdivision 6, or 122A.091, subdivision 5.

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

Grant Awards

Nine applications requesting just under \$2.3 million dollars were submitted to PELSB in **fiscal year 2020**. With \$1,066,030 dollars to award, funds were granted 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

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 in fiscal year 2022:

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

Summary of Grantee Work

Augsburg University – Awarded \$120,000

Augsburg University has expanded its well-established East African Student to Teacher (EAST) Program to recruit, retain, and license students all teacher candidates of color and American Indian teacher candidates by providing tuition assistance, academic advising, personalized support, and professional development. The university now offers the Thrive Program, an initiative committed to recruiting, engaging, retaining, and licensing student teachers of color through student development, critical mentorship, networking opportunity, and civic engagement activities with the use of CUGMEC grant funds.

Augsburg hosted high school and community college campus recruitment visits and networking events and consultations with prospective teacher candidates. In order to retain candidates, the university provided cost of living stipends for those conducting student teaching and offered tutoring, professional development, and networking opportunities for BIPOC graduates. Community building activities included monthly dinners, culturally competent counseling and study sessions; wellness services; and specifically, targeted mentorship, as well as direct tuition support.

Based on the 2021-2022 academic year, the program completion/graduation rate for Teacher of Color and Indigenous Teacher (TOCAIT) candidates was 31.1%, graduating 32 TOCAIT program completers with a licensure rate of 56.25%.

Concordia University, St Paul – Awarded \$100,000

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

Leaders in the SEAT program recruit and support committed teacher candidates who are of color or Indigenous with the goal of developing a teaching corps that more closely reflects

student demographics in Minnesota. Additionally, SEAT program leaders mentor completers through the first year of service in the profession.

The program supports teacher candidates of color and Indigenous teacher candidates through advising, tutoring, mentoring, and affinity group activities.

Concordia University is recalibrating and expanding its program from support for 14 teacher candidates to 100.

Based on the 2021-2022 academic year, the program completion/graduation rate for Teacher of Color and Indigenous Teacher (TOCAIT) candidates was 64%, graduating 14 TOCAIT program completers with a licensure rate of 86%.

Hamline University – Awarded \$120,000

During the 2023-2023 academic year, Hamline University used funds to provide direct financial assistance toward tuition; mentor college students; offer student teaching stipends; provide licensure test preparation support and reimbursement for background checks, testing fees such as edTPA, MTLE, NTS exams; and provide textbook stipends for teacher candidates.

Financial barriers were reduced by awarding tuition scholarships to 32 undergraduate and graduate teacher candidates. Awards were based on financial need and grant funds allowed students to decrease their student loan debt and, in some cases, work fewer hours. Students reported that tuition scholarships helped to alleviate some of their financial concerns. Scholarships aided recruitment, enrollment, retention, degree completion, and successful transition into teaching.

Based on the 2021-2022 academic year, the program completion/graduation rate for Teacher of Color and Indigenous Teacher (TOCAIT) candidates was 99%, graduating 17 TOCAIT program completers with a licensure rate of 98%.

Metro State University – Awarded \$350,000

During FY23, Metropolitan State University was awarded a total of \$290,000 from the Collaborative Urban and Greater MN Educators of Color (CUGMEC) grant program to support efforts to recruit, retain, and induct teacher candidates who are BIPOC. With the grant support, UED provided direct support in the form of 106 semester tuition scholarships amounting to \$271,113 to cover the cost of 779 total credits for teacher candidates of color prior to student teaching during the academic year. In addition to tuition scholarships, we also partially subsidized costs of required MTLE exams and the edTPA with fee vouchers. Thanks in no small measure to CUGMEC grant, the number of enrolled BIPOC candidates were retained and slightly increased from 170 in 2021 to 174 in 2022, and now stands at 186 candidates taking the required coursework ranging from content and methods classes to student teaching. Importantly, of the 28 BIPOC teacher candidates who successfully completed their program in 2021-2022, a total of 16 who did not receive the OHE student teaching grant were awarded tuition scholarships through the CUGMEC grant for all their student teaching credits. Thus, we have closed the achievement gap of program completion that troubled UED for years as disparate percentages of BIPOC teacher candidates could not afford to student teach at the end of their academic studies.

Based on the 2021-2022 academic year, the program completion/graduation rate for TOCAIT candidates was 96.20%, graduating 25 TOCAIT program completers with a licensure rate of 100%.

Minnesota State University, Mankato – Awarded \$70,000

During the 2022-23 academic year, the CUGMEC grant team at Mankato State University focused on distributing scholarships and MTLE test vouchers and ensuring that students of color and Indigenous students had access to multiple supports and resources. With the \$70,000 CUGMEC funds MNSU, Mankato received for the 2023 fiscal year, the College of Education awarded scholarships to 28 students and MTLE vouchers to 46 students, with some students receiving both a scholarship and testing vouchers. The College of Education recruitment efforts have been supported by other grants including the Intervention for College Attendance Program (ICAP) grant from the Minnesota Office of Higher Education. The goal of the ICAP grant is to increase recruitment in middle and high schools. With the grant funding, the College of Education hired a liaison to coordinate events to inform and encourage middle and high school students to consider teaching as a profession and to support students interested in applying to

Minnesota State University, Mankato. During the spring semester, the Director of Recruitment and Retention and ICAP Liaison hosted multiple student panels and information sessions about MNSU, Mankato's teacher preparation programs and about teaching as a profession.

Based on the 2021-2022 academic year, the program completion/graduation rate for Teacher of Color and Indigenous Teacher (TOCAIT) candidates was 76%, graduating 28 TOCAIT program completers with a licensure rate of 78%.

St Cloud State University – Awarded \$60,000

During the 2022-2023 academic year, the university partnered with 4 school districts to offer concurrent enrollment of teacher preparation courses, collaborating closely with high school teachers, school counselors, and administrators in order to increase the number students of color and American Indian students who enrolled in the program. A need for online coursework to meet the needs of geographically diverse students was identified.

Funding was also used to host The Day of an Educator events for high school students to participate in short education classes, have lunch and a Q & A with current Education students, and tour the campus, an important event for many first-generation students.

Identifying a need that multilingual students, especially teacher candidates, have, the university designed and piloted a College Writing Course for Multilingual students, successfully recruiting 12 students, who met published Somali author during a campus visit. CUGMEC funds were utilized to hire a multilingual graduate assistant to support its BIPOC teacher candidates. The graduate assistant supports the candidates and assists with outreach.

Additionally, the university was able to award \$28,000 in scholarships to students of color and American Indian students who were in their field placements or student teaching semesters.

Based on the 2021-2022 academic year, the program completion/graduation rate for Teacher of Color and Indigenous Teacher (TOCAIT) candidates was 100%, graduating 19 TOCAIT program completers with a licensure rate of 100%.

University of Minnesota, Twin Cities – Awarded \$80,000

The University of Minnesota, Twin Cities utilized the CUGMEC grant to provide 12 teacher candidates enrolled in its dual language teacher preparation program with tuition scholarships.

The program is a two-year, graduate-level teacher preparation program where teacher candidates earn a Master's of Education degree and qualify for an initial teaching license in K-6 Elementary Education, teaching languages such as Dakota, French, German, Hmong, Korean, Mandarin Chinese, Ojibwe, and Spanish with the ultimate goals of bilingualism, biliteracy,

academic achievement and intercultural competence.

2022-2024 cohort members funded by the CUGMEC grant include paraprofessionals, international students from China, teachers of record on Tier 2 licenses, substitute teachers, and career changers. The majority of teacher candidates are located within the seven-county Twin Cities metropolitan area. The program's intentional design includes hybrid courses offered both on campus and online, allowing for greater geographical diversity of the teacher candidates enrolled, as well as access and flexibility for working professionals.

Based on the 2021-2022 academic year, the program completion/graduation rate for Teacher of Color and Indigenous Teacher (TOCAIT) candidates was 88.52%, graduating 54 TOCAIT program completers with a licensure rate of 80.33%.

University of St. Thomas – Awarded \$70,000

With CUGMEC funds, the university was able to award twelve \$5,343.33 scholarships and pay \$490 in graduate testing fees to qualified teaching candidates of color and indigenous teaching candidates for initial teacher licensure programs.

With the support of additional external grant funding, a Residency Program Manager was hired to lead recruitment efforts, develop affinity groups, and track the individual progress of teacher candidates in the university's Residency Partnership program.

Based on the 2021-2022 academic year, the program completion/graduation rate for Teacher of Color and Indigenous Teacher (TOCAIT) candidates was 95%, graduating 36 TOCAIT program completers with a licensure rate of 94%.

Grantee Reported Data

By January 15, 2023, CUGMEC grantees were required to submit a report to the legislative library. The report included:

CUGMEC Program Narrative – A description of the grantee’s efforts to recruit, retain, and induct teacher candidates who are of color and who are Indigenous, as well as how CUGMEC funding supports these efforts.

Program Data – Data from the past 3 years, as well as the year funded by the grant, detailing the demographic makeup of teacher candidates from recruitment to induction.

CUGMEC Grant Funds Expenditure – A list of all awarded funds and progress monitoring method.

In addition to this data, each grantee submitted public data on recruitment, program completion, and induction rates as part of their fiscal year 2023 applications. This section synthesizes all of this data for the purpose of answering the following questions:

How many teacher candidates of color and Indigenous teacher candidates are enrolled in funded programs?

How effective have grant recipients been at recruiting, preparing, and inducting teacher candidates who are of color or who are Indigenous in to the Minnesota teaching profession?

How many teacher candidates of color and Indigenous teacher candidates received support (direct or indirect) through the grant program?

Grantee Teacher Candidate Demographics

CUGMEC grantees are required by statute to report the following information by January 15th of each year they are awarded funding. Because program structures vary, fall 2022 data does not allow for the most accurate comparative analysis. As such, **the data in Section 3 is from the 2021-2022 academic year.**

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

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

Recruitment Data

American Indian or Alaskan Native	Number of teacher candidates recruited to grantee institution (unit)	Percentage of all candidates recruited to licensure programs
Metro State University	Low n	0.8%
Minnesota State University, Mankato	Low n	0.3%
Augsburg University	Low n	0.0%
Hamline University	Low n	0.0%
Concordia University, St Paul	Low n	0.0%
University of St Thomas	Low n	0.0%
University of MN, Twin Cities	Low n	Low n
St Cloud State University	Low n	1.9%

Source: 2023 CUGMEC Grantee Reports

Asian	Number of teacher candidates recruited to grantee institution (unit)	Percentage of all candidates recruited to licensure programs
Metro State University	36	9.5%
Minnesota State University, Mankato	Low n	1.4%
Augsburg University	Low n	0%
Hamline University	Low n	0.0%
Concordia University, St Paul	11	9.8%
University of St Thomas	18	6%
University of MN, Twin Cities	45	8.60%
St Cloud State University	22	13.6%

Source: 2023 CUGMEC Grantee Reports

Black	Number of teacher candidates recruited to grantee institution (unit)	Percentage of all candidates recruited to licensure programs
Metro State University	88	23.2%
Minnesota State University, Mankato	15	5.1%
Augsburg University	20	16.95%
Hamline University	Low n	0.0%
Concordia University, St Paul	Low n	6.3%
University of St Thomas	46	16%
University of MN, Twin Cities	32	6.12%
St Cloud State University	39	24.1%

Source: 2023 CUGMEC Grantee Reports

Hawaiian or Pacific Islander	Number of teacher candidates recruited to grantee institution (unit)	Percentage of all candidates recruited to licensure programs
Metro State University	Low n	0.0%
Minnesota State University, Mankato	Low n	0.0%
Augsburg University	Low n	0.0%
Hamline University	Low n	0.0%
Concordia University, St Paul	Low n	0.0%
University of St Thomas	Low n	0.0%
University of MN, Twin Cities	Low n	0.0%
St Cloud State University	Low n	0.0%

Source: 2023 CUGMEC Grantee Reports

Hispanic	Number of teacher candidates recruited to grantee institution (unit)	Percentage of all candidates recruited to licensure programs
Metro State University	47	12.4%
Minnesota State University, Mankato	Low n	3.1%
Augsburg University	Low n	0.0%
Hamline University	Low n	0.0%
Concordia University, St Paul	13	11.6%
University of St Thomas	Low n	0.0%
University of MN, Twin Cities	25	4.78%
St Cloud State University	69	42.6%

Source: 2023 CUGMEC Grantee Reports

Multiple Categories	Number of teacher candidates recruited to grantee institution (unit)	Percentage of all candidates recruited to licensure programs
Metro State University	27	7.1%
Minnesota State University, Mankato	Low n	0%
Augsburg University	Low n	0.0%
Hamline University	Low n	0.0%
Concordia University, St Paul	Low n	2.7%
University of St Thomas	20	7%
University of MN, Twin Cities	Low n	Low n
St Cloud State University	28	17.3%

Source: 2023 CUGMEC Grantee Reports

Total Candidates who are of color or who are Indigenous	Number of teacher candidates recruited to grantee institution (unit)	Percentage of all candidates recruited to licensure programs
Metro State University	379	100%
Minnesota State University, Mankato	29	9.9%
Augsburg University	20	16.95%
Hamline University	Low n	0.0%
Concordia University, St Paul	34	30.3%
University of St Thomas	96	33%
University of MN, Twin Cities	116	22.18%
St Cloud State University	162	100%

Source: 2023 CUGMEC Grantee Reports

Admission Data

American Indian or Alaskan Native	Number of teacher candidates admitted to education department	Percentage of all candidates admitted to education department
Metro State University	Low n	0.0%
Minnesota State University, Mankato	Low n	0.0%
Augsburg University	Low n	0.0%
Hamline University	Low n	2.9%
Concordia University, St Paul	Low n	0.0%
University of St Thomas	Low n	0.0%
University of MN, Twin Cities	Low n	Low n
St Cloud State University	Low n	Low n

Source: 2023 CUGMEC Grantee Reports

Asian	Number of teacher candidates admitted to education department	Percentage of all candidates admitted to education department
Metro State University	30	13.4%
Minnesota State University, Mankato	Low n	2.7%
Augsburg University	Low n	4.29%
Hamline University	Low n	4.3%
Concordia University, St Paul	11	9.8%
University of St Thomas	16	10%
University of MN, Twin Cities	28	9.09%
St Cloud State University	16	15.7%

Source: 2023 CUGMEC Grantee Reports

Black	Number of teacher candidates admitted to education department	Percentage of all candidates admitted to education department
Metro State University	57	25.6%
Minnesota State University, Mankato	22	8.5%
Augsburg University	Low n	4.29%
Hamline University	Low n	4.3%
Concordia University, St Paul	Low n	6.3%
University of St Thomas	22	14%
University of MN, Twin Cities	19	6.17%
St Cloud State University	25	24.5%

Source: 2023 CUGMEC Grantee Reports

Hawaiian or Pacific Islander	Number of teacher candidates admitted to education department	Percentage of all candidates admitted to education department
Metro State University	Low n	0.0%
Minnesota State University, Mankato	Low n	0.0%
Augsburg University	Low n	0.0%
Hamline University	Low n	0.0%
Concordia University, St Paul	Low n	0.0%
University of St Thomas	Low n	0.0%
University of MN, Twin Cities	Low n	0.0%
St Cloud State University	Low n	0.0%

Source: 2023 CUGMEC Grantee Reports

Hispanic	Number of teacher candidates admitted to education department	Percentage of all candidates admitted to education department
Metro State University	21	9.4%
Minnesota State University, Mankato	12	4.6%
Augsburg University	Low n	5.71%
Hamline University	Low n	0.0%
Concordia University, St Paul	13	11.6%
University of St Thomas	Low n	0.0%
University of MN, Twin Cities	19	6.17%
St Cloud State University	42	41.2%

Source: 2023 CUGMEC Grantee Reports

Multiple Categories	Number of teacher candidates admitted to education department	Percentage of all candidates admitted to education department
Metro State University	13	6.0%
Minnesota State University, Mankato	Low n	0%
Augsburg University	Low n	4.29%
Hamline University	Low n	4.3%
Concordia University, St Paul	Low n	2.7%
University of St Thomas	Low n	6%
University of MN, Twin Cities	Low n	Low n
St Cloud State University	19	18.6%

Source: 2023 CUGMEC Grantee Reports

Total Candidates who are of color or who are Indigenous	Number of teacher candidates admitted to education department	Percentage of all candidates admitted to education department
Metro State University	224	100%
Minnesota State University, Mankato	41	15.8%
Augsburg University	13	18.7%
Hamline University	Low n	11.4%
Concordia University, St Paul	34	30.3%
University of St Thomas	53	33%
University of MN, Twin Cities	71	23.05%
St Cloud State University	102	100%

Source: 2023 CUGMEC Grantee Reports

Enrollment Data

American Indian or Alaskan Native	Number of teacher candidates enrolled in education programs	Percentage of all candidates enrolled in education programs
Metro State University	Low n	0.3%
Minnesota State University, Mankato	Low n	0.5%
Augsburg University	Low n	.01%
Hamline University	11	1.8%
Concordia University, St Paul	Low n	0.3%
University of St Thomas	Low n	0.0%
University of MN, Twin Cities	Low n	Low n
St Cloud State University	Low n	0.0%

Source: 2023 CUGMEC Grantee Reports

Asian	Number of teacher candidates enrolled in education programs	Percentage of all candidates enrolled in education programs
Metro State University	28	8.2%
Minnesota State University, Mankato	30	2.6%
Augsburg University	24	5.91%
Hamline University	47	7.6%
Concordia University, St Paul	39	11.4%
University of St Thomas	Low n	3%
University of MN, Twin Cities	25	10.55%
St Cloud State University	21	20.6%

Source: 2023 CUGMEC Grantee Reports

Black	Number of teacher candidates enrolled in education programs	Percentage of all candidates enrolled in education programs
Metro State University	94	27.6%
Minnesota State University, Mankato	50	4.4%
Augsburg University	46	11.33%
Hamline University	31	5%
Concordia University, St Paul	15	4.4%
University of St Thomas	35	10%
University of MN, Twin Cities	15	6.33%
St Cloud State University	36	35.3%

Source: 2023 CUGMEC Grantee Reports

Hawaiian or Pacific Islander	Number of teacher candidates enrolled in education programs	Percentage of all candidates enrolled in education programs
Metro State University	Low n	0.0%
Minnesota State University, Mankato	Low n	0.1%
Augsburg University	Low n	0.01%
Hamline University	Low n	0.0%
Concordia University, St Paul	Low n	0.3%
University of St Thomas	Low n	0.0%
University of MN, Twin Cities	Low n	0.0%
St Cloud State University	Low n	0.0%

Source: 2023 CUGMEC Grantee Reports

Hispanic	Number of teacher candidates enrolled in education programs	Percentage of all candidates enrolled in education programs
Metro State University	33	9.7%
Minnesota State University, Mankato	36	3.2%
Augsburg University	22	5.22%
Hamline University	23	3.7%
Concordia University, St Paul	26	7.6%
University of St Thomas	12	4%
University of MN, Twin Cities	16	6.75%
St Cloud State University	27	26.5%

Source: 2023 CUGMEC Grantee Reports

Multiple Categories	Number of teacher candidates enrolled in education programs	Percentage of all candidates enrolled in education programs
Metro State University	23	6.8%
Minnesota State University, Mankato	Low n	0%
Augsburg University	22	5.42%
Hamline University	22	3.5%
Concordia University, St Paul	Low n	2.9%
University of St Thomas	19	6%
University of MN, Twin Cities	Low n	Low n
St Cloud State University	18	17.6%

Source: 2023 CUGMEC Grantee Reports

Total Candidates who are of color or who are Indigenous	Number of teacher candidates enrolled in education programs	Percentage of all candidates enrolled in education programs
Metro State University	340	100%
Minnesota State University, Mankato	123	10.8
Augsburg University	118	23.32%
Hamline University	112	18.1%
Concordia University, St Paul	92	27%
University of St Thomas	78	18%
University of MN, Twin Cities	59	24.89%
St Cloud State University	102	100%

Source: 2023 CUGMEC Grantee Reports

Student Teaching Data

American Indian or Alaskan Native	Number of teacher candidates who completed student teaching	Percentage out of all candidates who completed student teaching
Metro State University	Low n	2.3%
Minnesota State University, Mankato	Low n	0.0%
Augsburg University	Low n	.02%
Hamline University	Low n	100%
Concordia University, St Paul	Low n	0.0%
University of St Thomas	Low n	0.0%
University of MN, Twin Cities	Low n	Low n
St Cloud State University	Low n	0.0%

Source: 2023 CUGMEC Grantee Reports

Asian	Number of teacher candidates who completed student teaching	Percentage out of all candidates who completed student teaching
Metro State University	Low n	7.0%
Minnesota State University, Mankato	Low n	1.9%
Augsburg University	Low n	8.62%
Hamline University	Low n	100%
Concordia University, St Paul	Low n	10%
University of St Thomas	Low n	0%
University of MN, Twin Cities	18	6.94%
St Cloud State University	Low n	15%

Source: 2023 CUGMEC Grantee Reports

Black	Number of teacher candidates who completed student teaching	Percentage out of all candidates who completed student teaching
Metro State University	15	34.8%
Minnesota State University, Mankato	Low n	3.3%
Augsburg University	24	20.69%
Hamline University	Low n	100%
Concordia University, St Paul	Low n	2.9%
University of St Thomas	13	8%
University of MN, Twin Cities	Low n	Low n
St Cloud State University	Low n	42%

Source: 2023 CUGMEC Grantee Reports

Hawaiian or Pacific Islander	Number of teacher candidates who completed student teaching	Percentage out of all candidates who completed student teaching
Metro State University	Low n	0.0%
Minnesota State University, Mankato	Low n	0.0%
Augsburg University	Low n	0.0%
Hamline University	Low n	0.0%
Concordia University, St Paul	Low n	1.4%
University of St Thomas	Low n	0.0%
University of MN, Twin Cities	Low n	0.0%
St Cloud State University	Low n	0.0%

Source: 2023 CUGMEC Grantee Reports

Hispanic	Number of teacher candidates who completed student teaching	Percentage out of all candidates who completed student teaching
Metro State University	Low n	21.0%
Minnesota State University, Mankato	Low n	2.8%
Augsburg University	Low n	6.03%
Hamline University	Low n	100%
Concordia University, St Paul	Low n	5.7%
University of St Thomas	Low n	0.0%
University of MN, Twin Cities	Low n	4.26%
St Cloud State University	Low n	11%

Source: 2023 CUGMEC Grantee Reports

Multiple Categories	Number of teacher candidates who completed student teaching	Percentage out of all candidates who completed student teaching
Metro State University	Low n	0.0%
Minnesota State University, Mankato	Low n	0%
Augsburg University	Low n	4.31%
Hamline University	Low n	100%
Concordia University, St Paul	Low n	1.4%
University of St Thomas	Low n	0.0%
University of MN, Twin Cities	Low n	4.15%
St Cloud State University	Low n	32%

Source: 2023 CUGMEC Grantee Reports

Total Candidates who are of color or who are Indigenous	Number of teacher candidates who completed student teaching	Percentage out of all candidates who completed student teaching
Metro State University	43	100%
Minnesota State University, Mankato	17	7.9%
Augsburg University	48	41.38%
Hamline University	17	100%
Concordia University, St Paul	15	21.4%
University of St Thomas	34	20%
University of MN, Twin Cities	45	17.44%
St Cloud State University	19	100%

Source: 2023 CUGMEC Grantee Reports

Program Completion Data

American Indian or Alaskan Native	Number of program completers	Percentage out of all program completers
Metro State University	Low n	2.3%
Minnesota State University, Mankato	Low n	0.0%
Augsburg University	Low n	1.87%
Hamline University	Low n	1.6%
Concordia University, St Paul	Low n	0.0%
University of St Thomas	Low n	0.0%
University of MN, Twin Cities	Low n	Low n
St Cloud State University	Low n	0.0%

Source: 2023 CUGMEC Grantee Reports

Asian	Number of program completers	Percentage out of all program completers
Metro State University	Low n	7.0%
Minnesota State University, Mankato	Low n	2.2%
Augsburg University	Low n	7.48%
Hamline University	19	15.1%
Concordia University, St Paul	Low n	10%
University of St Thomas	Low n	0.0%
University of MN, Twin Cities	18	6.94%
St Cloud State University	Low n	15.8%

Source: 2023 CUGMEC Grantee Reports

Black	Number of program completers	Percentage out of all program completers
Metro State University	15	34.8
Minnesota State University, Mankato	Low n	1.8%
Augsburg University	15	14.02%
Hamline University	Low n	6.3%
Concordia University, St Paul	Low n	2.5%
University of St Thomas	13	16%
University of MN, Twin Cities	Low n	Low n
St Cloud State University	Low n	42.1%

Source: 2023 CUGMEC Grantee Reports

Hawaiian or Pacific Islander	Number of program completers	Percentage out of all program completers
Metro State University	Low n	0.0%
Minnesota State University, Mankato	Low n	0.0%
Augsburg University	Low n	0.0%
Hamline University	Low n	0.0%
Concordia University, St Paul	Low n	1.3%
University of St Thomas	Low n	0.0%
University of MN, Twin Cities	Low n	0.0%
St Cloud State University	Low n	0.0%

Source: 2023 CUGMEC Grantee Reports

Hispanic	Number of program completers	Percentage out of all program completers
Metro State University	Low n	21.0%
Minnesota State University, Mankato	11	4.8%
Augsburg University	Low n	4.67%
Hamline University	Low n	3.2%
Concordia University, St Paul	Low n	3.8%
University of St Thomas	Low n	0.0%
University of MN, Twin Cities	Low n	4.26%
St Cloud State University	Low n	10.5%

Source: 2023 CUGMEC Grantee Reports

Multiple Categories	Number of program completers	Percentage out of all program completers
Metro State University	Low n	0.0%
Minnesota State University, Mankato	Low n	3.0%
Augsburg University	Low n	3.74%
Hamline University	Low n	5.5%
Concordia University, St Paul	Low n	1.3%
University of St Thomas	Low n	12%
University of MN, Twin Cities	Low n	Low n
St Cloud State University	Low n	31.6%

Source: 2023 CUGMEC Grantee Reports

Total Candidates who are of color or who are Indigenous	Number of program completers	Percentage out of all program completers
Metro State University	43	100%
Minnesota State University, Mankato	27	11.8%
Augsburg University	34	31.78%
Hamline University	40	21.4%
Concordia University, St Paul	15	18.8%
University of St Thomas	34	42%
University of MN, Twin Cities	45	17.44%
St Cloud State University	19	100%

Source: 2023 CUGMEC Grantee Reports

Induction Data

American Indian or Alaskan Native	Number of program completers licensed in their field(s)	Percentage out of all program completers licensed in their field(s)
Metro State University	Low n	3.5%
Minnesota State University, Mankato	Unknown	Unknown
Augsburg University	Low n	0.0%
Hamline University	Low n	50%
Concordia University, St Paul	Low n	0.0%
University of St Thomas	Low n	0.0%
University of MN, Twin Cities	Low n	Low n
St Cloud State University	Low n	0.0%

Source: 2023 CUGMEC Grantee Reports

Asian	Number of program completers licensed in their field(s)	Percentage out of all program completers licensed in their field(s)
Metro State University	Low n	10.5%
Minnesota State University, Mankato	Unknown	Unknown
Augsburg University	Low n	6.11%
Hamline University	19	80%
Concordia University, St Paul	Low n	5%
University of St Thomas	Low n	0.0%
University of MN, Twin Cities	18	6.94%
St Cloud State University	Low n	15.8%

Source: 2023 CUGMEC Grantee Reports

Black	Number of program completers licensed in their field(s)	Percentage out of all program completers licensed in their field(s)
Metro State University	12	21.0%
Minnesota State University, Mankato	Unknown	Unknown
Augsburg University	11	13.41%
Hamline University	Low n	100%
Concordia University, St Paul	Low n	0.0%
University of St Thomas	12	15%
University of MN, Twin Cities	Low n	Low n
St Cloud State University	Low n	42.1%

Source: 2023 CUGMEC Grantee Reports

Hawaiian or Pacific Islander	Number of program completers licensed in their field(s)	Percentage out of all program completers licensed in their field(s)
Metro State University	Low n	0.0%
Minnesota State University, Mankato	Unknown	Unknown
Augsburg University	Low n	1.22%
Hamline University	Low n	0.0%
Concordia University, St Paul	Low n	1.7%
University of St Thomas	Low n	0.0%
University of MN, Twin Cities	Low n	0.0%
St Cloud State University	Low n	0.0%

Source: 2023 CUGMEC Grantee Reports

Hispanic	Number of program completers licensed in their field(s)	Percentage out of all program completers licensed in their field(s)
Metro State University	Low n	1.8%
Minnesota State University, Mankato	Unknown	Unknown
Augsburg University	Low n	3.66%
Hamline University	Low n	100%
Concordia University, St Paul	Low n	1.7%
University of St Thomas	Low n	0.0%
University of MN, Twin Cities	Low n	4.26%
St Cloud State University	Low n	10.5%

Source: 2023 CUGMEC Grantee Reports

Multiple Categories	Number of program completers licensed in their field(s)	Percentage out of all program completers licensed in their field(s)
Metro State University	Low n	5.3%
Minnesota State University, Mankato	Unknown	Unknown
Augsburg University	Low n	2.44%
Hamline University	Low n	95%
Concordia University, St Paul	Low n	0.0%
University of St Thomas	Low n	14%
University of MN, Twin Cities	Low n	Low n
St Cloud State University	Low n	31.6%

Source: 2023 CUGMEC Grantee Reports

Total Candidates who are of color or who are Indigenous	Number of program completers licensed in their field(s)	Percentage out of all program completers licensed in their field(s)
Metro State University	57	100%
Minnesota State University, Mankato	Unknown	Unknown
Augsburg University	22	26.83%
Hamline University	27	85%
Concordia University, St Paul	Low n	8.3%
University of St Thomas	33	44%
University of MN, Twin Cities	45	17.44%
St Cloud State University	19	100%

Source: 2023 CUGMEC Grantee Reports

Employment Data

American Indian or Alaskan Native	Number of program completers employed as MN teachers in their field(s)	Percentage out of all program completers employed as MN teachers in their field(s)
Metro State University	Low n	9.5%
Minnesota State University, Mankato	Unknown	Unknown
Augsburg University	Low n	2.7%
Hamline University	Low n	50%
Concordia University, St Paul	Low n	0.0%
University of St Thomas	Low n	0.0%
University of MN, Twin Cities	Low n	Low n
St Cloud State University	Low n	0.0%

Source: 2023 CUGMEC Grantee Reports

Asian	Number of program completers employed as MN teachers in their field(s)	Percentage out of all program completers employed as MN teachers in their field(s)
Metro State University	Low n	9.5%
Minnesota State University, Mankato	Unknown	Unknown
Augsburg University	Low n	5.41%
Hamline University	15	80%
Concordia University, St Paul	Low n	5%
University of St Thomas	Low n	0.0%
University of MN, Twin Cities	17	5.43%
St Cloud State University	Low n	16.6%

Source: 2023 CUGMEC Grantee Reports

Black	Number of program completers employed as MN teachers in their field(s)	Percentage out of all program completers employed as MN teachers in their field(s)
Metro State University	Low n	9.5%
Minnesota State University, Mankato	Unknown	Unknown
Augsburg University	Low n	16.22%
Hamline University	Low n	100%
Concordia University, St Paul	Low n	0.0%
University of St Thomas	11	Unknown
University of MN, Twin Cities	Low n	Low n
St Cloud State University	Low n	50%

Source: 2023 CUGMEC Grantee Reports

Hawaiian or Pacific Islander	Number of program completers employed as MN teachers in their field(s)	Percentage out of all program completers employed as MN teachers in their field(s)
Metro State University	Low n	0.0%
Minnesota State University, Mankato	Unknown	Unknown
Augsburg University	Low n	0.0%
Hamline University	Low n	0.0%
Concordia University, St Paul	Low n	1.7%
University of St Thomas	Low n	0.0%
University of MN, Twin Cities	Low n	Low n
St Cloud State University	Low n	0.0%

Source: 2023 CUGMEC Grantee Reports

Hispanic	Number of program completers employed as MN teachers in their field(s)	Percentage out of all program completers employed as MN teachers in their field(s)
Metro State University	Low n	0.0%
Minnesota State University, Mankato	Unknown	Unknown
Augsburg University	Low n	8.11%
Hamline University	Low n	100%
Concordia University, St Paul	Low n	1.7%
University of St Thomas	Low n	0.0%
University of MN, Twin Cities	13	4.15%
St Cloud State University	Low n	0.0%

Source: 2023 CUGMEC Grantee Reports

Multiple Categories	Number of program completers employed as MN teachers in their field(s)	Percentage out of all program completers employed as MN teachers in their field(s)
Metro State University	Low n	9.5%
Minnesota State University, Mankato	Unknown	Unknown
Augsburg University	Low n	2.7%
Hamline University	Low n	95%
Concordia University, St Paul	Low n	0%
University of St Thomas	Low n	0.0%
University of MN, Twin Cities	Low n	Low n
St Cloud State University	Low n	33.3%

Source: 2023 CUGMEC Grantee Reports

Total Candidates who are of color or who are Indigenous	Number of program completers employed as MN teachers in their field(s)	Percentage out of all program completers employed as MN teachers in their field(s)
Metro State University	21	100%
Minnesota State University, Mankato	Unknown	Unknown
Augsburg University	12	32.43%
Hamline University	34	85%
Concordia University, St Paul	Low n	8.3%
University of St Thomas	27	38%
University of MN, Twin Cities	43	13.74%
St Cloud State University	Low n	100%

Source: 2023 CUGMEC Grantee Reports

Projected Teacher Candidate Support

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

CUGMEC Grantee	Number of teacher candidates who are of color or who are Indigenous in the grantee’s teacher preparation program as of spring 2023
Augsburg University	Unknown/Unreported
Concordia University, St Paul	81
Hamline University	40
Metro State University	186
Minnesota State University, Mankato	76
St Cloud State University	Unknown/Unreported
University of St Thomas	71
University of MN, Twin Cities	67
Total	521

Source: 2023 Grantee Reported Summer Updates

Progress Monitoring & Outcomes

Outcomes

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

Augsburg University

Goal/Outcome 1: During FY 2022-2023, 92% of scholarship recipients will successfully complete required coursework and be retained within the unit.

Unknown/Unreported

Goal/Outcome 2: During FY 2022-2023, 92% of all eligible teacher of color candidates will successfully complete student teaching.

Unknown/Unreported

Goal/Outcome 3: In FY 2022-2023, 95% of students who complete the program will pass Content and Pedagogy Exams, receive Tier 3 licensure, and obtain teaching position in their licensure area in a Minnesota.

Unknown/Unreported

Concordia University, St. Paul

To a certain degree, candidate progress toward competence for teaching in urban and multicultural educational settings is monitored monthly during the SEAT Seminar. The program director develops a close relationship with each candidate through this affinity group gathering and is able to customize learning experiences that benefit individuals or the entire group. Progress is more formally measured at the close of each semester including at the end of Practicum and at the end of Student Teaching. Such measures include course grades, the Practicum Final Evaluation, and the Student Teaching Final Evaluation completed jointly by the University Supervisor and the Cooperating Teacher.

Three surveys are also used to gather important data – an end of program survey, the Transition to Teaching Survey (one year out), and the Supervisor Survey (one year out).

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

This goal was articulated during the CUGMEC grant process in spring 2022. Our application asked for \$202,000 to continue preparing the 10 candidates we had rolling forward in our Southeast Asian Teacher Licensure Program (SEAT) and for adding 10 new candidates – for a total of 20 candidates. However, we were only awarded \$100,000 for FY 2023. Thus, we had funds available to only add five new candidates. We did indeed add five new candidates for the fall 2021 semester so there were 14 enrolled in the SEAT program during FY 2022. One completed her studies in fall 2022 so there were 13 candidates in the SEAT program for spring 2023. Funding determines how many new candidates we can add each year.

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

One candidate completed all university graduation / certification requirements during fall 2022 and another nine were completers in spring 2023. So, 10 completers for FY 2023. We know that at least three are fully licensed at this point and the other six are in process given that there have been recent changes regarding testing requirements. We believe that all 10 FY 2023 completers will be fully licensed by September 1, 2023.

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

All 10 completers demonstrated better than average knowledge, skills, and dispositions during the Student Teacher semester according to the final evaluation of the experience completed jointly by the Cooperating Teachers and the University Supervisors.

Goal/Outcome 4: All fully licensed completers find employment as an educator within one year of completion.

All completers from last year and this year have pending job placements. These offers are contingent on the completion of the licensing process. All have been guaranteed jobs at the schools until the licensing officially occurs.

Goal/Outcome 5: SEAT program completers are mentored in their first year of teaching and are able to demonstrate competence as an educator and particularly in teaching in urban and multi-cultural settings.

All completers in the CUGMEC funded SEAT program are invited to attend the monthly *Saturdays at Concordia* online mentoring sessions. The sessions are held one Saturday each month and are hosted by fulltime faculty from the Department of Undergraduate Teacher Education. Topics during FY 23 for previous completers included culturally competent pedagogy, classroom management, teaching children considered English learners, and other topics of interest requested by participants

Progress Monitoring: Lonn Maly, Dean of the College of Education and Humanities and the Program Director gathered attendance data; survey data; and data from contact sheets, telephone calls and visits with first-year teachers.

Projected Teacher Candidate Support

Based on current enrollment data:

What is the total number of Indigenous and/or teacher candidates of color enrolled at your unit as of spring 2023?	81
Of the total number of teacher candidates who are of color and/or who are Indigenous at your unit, how many are supported through CUGMEC funding?	13

Hamline University

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

Activity: Dispersed grant funds to 40 teacher candidates who are of color and/or who are Indigenous seeking teacher licensure.

Outcome - Provided 40 scholarships based on financial need to undergraduate and graduate teacher candidates

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

Activity: Conduct affinity group gatherings, hire BIPOC mentors for BIPOC teacher candidates, provide informational panel discussions

Outcome: Hired BIPOC mentors, paired mentees and mentors, and Held monthly in person and virtual affinity group gatherings for teacher candidates who are of color and/or who are Indigenous seeking teacher licensure.

Goal/Outcome 3: Provide stipends to student teachers

Activity: Disperse grant funds to teacher candidates who are of color and/or who are Indigenous seeking teacher licensure during student teaching

Outcome: Provided student teaching stipends to teacher candidates who are of color and/or who are Indigenous seeking teacher licensure during student teaching

Goal/Outcome 4: Provide financial support for licensing fees, testing preparation materials, textbooks, background checks costs, and transportation costs to practicums

Activity: Disperse grant funds to teacher candidates who are of color and/or who are Indigenous seeking teacher licensure for licensing fees, testing preparation materials, textbooks, and travel vouchers to practicums

Outcome: Reimbursed and paid for licensing fees, testing preparation materials, and textbooks to teacher candidates who are of color and/or who are Indigenous seeking teacher licensure

Progress Monitoring: Hamline personnel, including Director of Financial Aid, Sponsored & Restricted Funds Accounting Manager, Director of Business Operations, and Executive Director of Center for Excellence in Urban Teaching gathered/collected, tracked, reviewed, and utilized a variety of data sources, including direct student survey data, academic records data, teacher preparation

programmatic data, financial aid data, financial transactions information. The Director of Center for Excellence in Urban Teaching (CEUT) will led and confirmed appropriate monitoring of progress toward project goals and outcomes, as well as development and dissemination of reports. The Director of CEUT and License Certification Officer monitored MTLE pass rates/completion, licensure attainment, and placement and retrieved MTLE data from Pearson to determine scores and calculate pass rates. Additionally, they, the Department Chair, and the License Certification Officer worked to identify rates of licensure attainment and placement, MTLE test pass rate completion comparison; MTLE content/pedagogy/basic skills scores, and course evaluations.

Data from student surveys; qualitative and quantitative data regarding academic progress, student enrollment, and eligibility for Tier 3 licensure; licensure and graduation completion data; student and programmatic financial information; MTLE pass and completion rates, and licensure attainment, measured through the university’s data management system were used to track progress and outcomes in how well our teacher candidates are progressing toward earning a teaching license.

Projected Teacher Candidate Support

Based on current enrollment data:

What is the total number of Indigenous and/or teacher candidates of color enrolled at your unit as of spring 2023?	40
Of the total number of teacher candidates who are of color and/or who are Indigenous at your unit, how many are supported through CUGMEC funding?	40

Metro State University

Goal/Outcome 1: Increase program completion rates above 90% by providing all TOCAIT candidates with significant scholarships during and prior to student teaching, along with periodic affinity gatherings for communal support

UPDATE: We had 18 total prospective completers who identify as BIPOC in FY23. Of all those who student taught, 100% successfully completed coursework and passed student teaching evaluations by their cooperating teachers and university supervisors. However, among them 12 (67%) successfully completed and submitted their edTPA to Pearson for evaluation and thus completed the program. The lower-than-expected completion rate was due to the barrier that the edTPA poses to teacher candidates focused on providing the best learning experiences to the preK-12 learners whom they taught during student teaching. We are providing supports to those who haven't completed because we want all our student teachers to be program completers.

Goal/Outcome 2: Increase licensure rates above 70% by supporting all TOCAIT candidates to complete and demonstrate proficiency with MTLE content area licensing exams to increase the likelihood of their placement into the profession by having earned a Tier 3 license

UPDATE: During FY23, 12 BIPOC teacher candidates fully completed their licensure program and 10 (83%) of them got licensed at Tier 3 level.

Goal/Outcome 3: Increase placement rates above 70% and provide early career alumni with induction support
Unknown/Unreported

UPDATE: During FY23, 10 BIPOC teacher candidates who completed their program received their license and 9 (90%) of them are currently teaching in an educational setting as teachers on record. One of the BIPOC licensed teacher is teaching in a PreK setting at YMCA.

Goal/Outcome 4: Increase the number of BIPOC students (both non-licensed staff in schools and secondary school youth) recruited to UED degree/licensure programs

UPDATE: During FY23 we had a total of 126 BIPOC students who enrolled in and successfully completed the Urban teacher education

program entry courses (EDU 200, 203 or 600) as compared to 67 in FY22. This is an increase of 88%. This forms a large pool of potential candidates who will newly be recruited and enrolled into the program.

Progress Monitoring:

Goal/Outcome 1 Methods/Data – data gathered from institutional and unit databases and rate comparison; student survey and/or focus group interview

Goal/Outcome 2 Methods/Data – spreadsheet tracking and data analysis from PELSB license lookup

Goal/Outcome 3 Methods/Data – spreadsheet tracking and data analysis from PELSB license look up tool and their Education Employment Report database.

Goal/Outcome 4 Methods/Data – UED Director of Recruitment, Retention and Induction will track prospective student contact data and university admission data lists

Projected Teacher Candidate Support

Based on current enrollment data:

What is the total number of Indigenous and/or teacher candidates of color enrolled at your unit as of spring 2023?	186
Of the total number of teacher candidates who are of color and/or who are Indigenous at your unit, how many are supported through CUGMEC funding?	106

Minnesota State University, Mankato

During the 2022-23 academic year, the CUGMEC grant team focused on distributing scholarships and MTLE test vouchers and ensuring that students of color and Indigenous students had access to multiple supports and resources. With the \$70,000 CUGMEC funds MNSU, Mankato received for the 2023 fiscal year, the College of Education awarded scholarships to 28 students and MTLE vouchers to 46 students, with some students receiving both a scholarship and testing vouchers. The College of Education recruitment efforts have been supported by other grants including the Intervention for College Attendance Program (ICAP) grant from the Minnesota Office of Higher Education. The goal of the ICAP grant is to increase recruitment in middle and high schools. With the grant funding, the College of Education hired a liaison to coordinate events to inform and encourage middle and high school students to consider teaching as a profession and to support students interested in applying to Minnesota State University, Mankato. During the spring semester, the Director of Recruitment and Retention and ICAP Liaison hosted multiple student panels and information sessions about MNSU, Mankato's teacher preparation programs and about teaching as a profession.

Goal/Outcome 1: Increase the completion rates of our teacher candidates of color and American Indigenous candidates by providing financial support in the form of scholarships and test vouchers.

With the \$70,000 CUGMEC funds received for the 2023 fiscal year, the MNSU, Mankato College of Education awarded scholarships to 28 students and MTLE vouchers to 46 students, with some students receiving both a scholarship and test vouchers. Of the students who received CUGMEC funding, 95% are enrolled or have graduated as of spring 2023.

Goal/Outcome 2: Increase efforts to recruit teacher candidates of color and American Indigenous candidates.

MNSU, Mankato engages in multiple, multifaceted strategies to recruit, retain, and induct students of color and Indigenous students into teacher preparation. The Director of Recruitment and Retention for the College of Education is key in the success of these efforts, as is the Student Advising Director, the Director of the Office of Field and International Experience, the Director of Assessment and Research, and the Director of the Center for Educator Partnerships and Student Support.

During the past academic year, College of Education staff partnered with the University Post-Secondary Options (PSEO) program to increase enrollment, access, and education pathway courses in concurrent enrollment offerings throughout secondary schools. In

the last year, additional education pathway courses, including Human Development and Psychology of Learning, were added to Exploring Careers in Education. Access to concurrent enrollment courses broadened with the implementation of a comprehensive review process developed in partnership with the College of Education Director of Recruitment and Retention, the Director of PSEO, and the Director of Admissions. This past year, 29% of the 329 students enrolled in education pathway concurrent enrollment courses were students of color.

The College of Education staff have worked to build and strengthen partnerships with two-year schools including Normandale Community College and South Central College to streamline the transfer experience for students. From a curriculum perspective, this partnership has resulted in the identification of equivalent courses between the schools, which creates efficiencies and transparencies as students explore how their credits will transfer into our programs. From a student support perspective, the enhanced partnerships have resulted in personalized support and advocacy for students transferring from two-year schools, many of whom are students of color. CUGMEC scholarships have been used to support some of these transfer students financially as they transition into MNSU, Mankato's teacher preparation programs.

The CUGMEC grant team collaborated with the ICAP grant team to develop relationships and collaborate with middle and high school personnel to coordinate events to inform and encourage students to consider teaching as a profession and to engage in outreach with interested students including supporting students interested in applying to Minnesota State University, Mankato. The goal of the ICAP grant is to increase recruitment of students of color and Indigenous students into teacher preparation from middle and high schools. With the grant funding, the College of Education hired a liaison to coordinate events with district staff. During the current academic year, the Director of Recruitment and Retention and the ICAP Liaison hosted large and small on-campus events with more than 20 schools in attendance. In addition, staff conducted one-on-one meetings with individual students of color who had questions about the program and application process. Staff also presented information about the College of Education to schools in their buildings, at college fair events and at on-campus orientations. These efforts resulted in contact with 764 students, 581 who were students of color.

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

Since 2017, the year before MNSU, Mankato first received CUGMEC (CUE) funds, the percentage of students of color earning undergraduate teacher preparation degrees has increased from 8% in 2017 to 12% in 2022. In 2019 and 2020, the percentages were 16% and 18%, respectively. From 2017 to 2022, students of color have been receiving an average of 13% of teacher preparation

awards, corresponding to 138 students of color and Indigenous students. The average percentage increase from 8% in 2017 corresponds to 70 more students of color earning teacher preparation awards. This is a notable increase in representation of students of color and Indigenous students completing licensure programs.

Progress Monitoring: Institutional database queries regarding enrollment, award, graduation rates, and demographic data and teacher candidate surveys will be utilized to measure progress and the helpfulness of grant funds.

The grant team continues to monitor enrollment and award data to observe demographic trends in teacher preparation programs. As described under outcome 3, the percentage of students of color competing undergraduate teacher preparation programs has increased since 2017. In addition to tracking demographic trends in academic awards, the grant team collects term and course enrollment data to monitor trends in the demographics of students moving through teacher preparation programs.

In addition to university enrollment and award data, the CUGMEC grant team follows up with scholarship recipients with a post-award survey. The goal of the survey is to gather information on students' progress in the program, their anticipated graduation, and their financial and academic status. The grant team uses information from the survey to engage in additional outreach with students and advocates as appropriate for additional financial and academic support.

Projected Teacher Candidate Support

Based on current enrollment data:

What is the total number of Indigenous and/or teacher candidates of color enrolled at your unit as of spring 2023?	76
Of the total number of teacher candidates who are of color and/or who are Indigenous at your unit, how many are supported through CUGMEC funding?	46

St. Cloud State University

Goal/Outcome 1: Increase the 2022-23 incoming teacher candidate of color pool by 1% and then by 5% for the 2023-24 academic year.

Unknown/Unreported

Goal/Outcome 2: Increase the 4- and 6-year graduation rates for candidates of color by 5% and 10%, respectively, within the next three years.

Unknown/Unreported

Goal/Outcome 3: Post-secondary and career pathway development for our school district partner for students of color interested in education professions.

Unknown/Unreported

University of St. Thomas

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

For FY 21/22 our BIPOC MTLE pass rate was 100%, allowing all our completers to be recommended for licensure. 95 percent of completers have applied and have been granted at least a Tier 3 license.

Goal/Outcome 2: Increase completion percentage for BIPOC students to 95% or greater

For FY 21/22 our BIPOC completion rate for all licensure requirements is 95 percent, compared with 97 percent for their white peers.

Goal/Outcome 3: Successfully complete 7 current graduate students and recruit and enroll 18 new graduate students for initial teaching licensure

Of the 7 current graduate students who received funding, 5 successfully completed. 1 is still in progress toward completion, and one withdrew. We have added 12 of the 18 new students to date receiving CUGMEC funding and will add the remaining in AY23-24.

Progress Monitoring: The department and the faculty program manager worked with advising, other faculty members, and the students to track and analyze feedback from teacher candidates and data from internal sources, including a Student Completion Report, advising spreadsheets, and Murphy, an internal advising database, as well as MTLE Test Results Reports.

Projected Teacher Candidate Support

Based on current enrollment data:

What is the total number of Indigenous and/or teacher candidates of color enrolled at your unit as of spring 2023?	71
Of the total number of teacher candidates who are of color and/or who are Indigenous at your unit, how many are supported through CUGMEC funding?	22

University of Minnesota, Twin Cities

The University of Minnesota’s College of Education and Human Development (CEHD) has a long history of commitment to creative and innovative solutions to prepare teachers of color and American Indian teachers in Minnesota. Our FY23 CUGMEC grant directly supports bilingual teacher candidates of color in our PELSB approved K-6 Dual Language and Immersion licensure and M.Ed. program (DLI-L). The program has a full-time program coordinator/licensure program leader. This person provides leadership in the program, coordinates the clinical components, supervises the instructors and clinical supervisors, and teaches courses. The program also has a full-time academic advisor who supports three cohorts of students, including the DLI-L cohort. The program staff is supervised by a full-time director who is the PI on the CUGMEC grant. These three full-time positions are funded by the College. The principal investigator of the grant is in charge of the grant administration and awarding of scholarships on a semesterly basis. The grant funding is used to support and retain our teacher candidates in their program. Our CUGMEC funded program (currently the DLI-L program) has high rates of retention and completion.

DLI-L is a two-year, graduate-level teacher preparation program that gives local and international bilingual candidates the experience, knowledge, and skills to teach in both dual language/immersion/bilingual and English language elementary education settings. Teacher candidates earn a Master’s of Education degree and qualify for an initial teaching license in K-6 Elementary Education. Teacher candidates learn how to teach K-6 elementary content in English and the immersion language such as Dakota, French, German, Hmong, Korean, Mandarin Chinese, Ojibwe, and Spanish. The goals are bilingualism, biliteracy, academic achievement and intercultural competence. Candidates complete six credits per semester in coursework (36 credits total), 100 hours of pre-student teaching field experience, and twelve weeks of student teaching in their second year. Below is a table that illustrates who our students are and some advantages of the program:

<p>DLI-L eligible teacher candidates are:</p> <ul style="list-style-type: none"> - Bilingual paraprofessionals with undergraduate degrees - Tier 2 teachers of immersion, indigenous and bilingual classrooms - International students - Indigenous language specialists - Career changers with an undergraduate degree 	<p>How DLI-L is appealing, successful, and supportive:</p> <ul style="list-style-type: none"> - In-school clinical experiences serving diverse dual language and immersion classrooms - Affordable due to CUGMEC scholarships and reduced fee in lieu of tuition - Saturday and evening classes allow candidates to work and study - Hybrid schedule: classes meet face-to-face, synchronous online, and asynchronous online - Candidates learn together the full 2 years as a cohort - Strong equity curriculum - Immersion options are in high demand by parents (job placement security)
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The CUGMEC grant funds are used to maintain efforts in recruitment and retention into the teaching profession through direct student scholarships to bilingual teacher candidates of color. At the time of this report:

- 12 teacher candidates qualify for the CUGMEC scholarship in the DLI-L program.
- Teacher candidates received \$2,222 scholarships fall 2022, spring 2023, and summer 2023 (\$6,666 total); the remaining balance per term is \$1,378.
- Scholarship funds from CUGMEC for the final two semesters (fall 2023 and spring 2024) have not yet been secured as we await the next round of CUGMEC grant competition to open.

Time and money are two major barriers candidates face in looking to enter a licensure and degree program. These scholarships and the supportive design of the program create much needed access, retention, and a career ladder for bilingual candidates of color. This financial support increases program retention, has a positive impact on the lives of our students, and reduces the burden of educational debt at the beginning of their careers.

Progress Monitoring and Outcomes

Goal/Outcome	FY23 Data
Goal/Outcome 1: Retain 100% of enrolled teacher candidates during the three semesters of the FY23 grant period (and beyond)	100% of enrolled teacher candidates in the cohort are retained from time of entry (summer 2022) to current semester (summer 2023)
Goal/Outcome 2: Support 100% of enrolled BIPOC teacher candidates during the three semesters of the FY23 grant period (and beyond)	100% of enrolled BIPOC teacher candidates in the cohort are retained from time of entry (summer 2022) to current semester (summer 2023)
Goal/Outcome 3: Identify school-based host teachers for Summer 2023 field experience for 100% of enrolled teacher candidates	All enrolled teacher candidates are on track to complete field experience requirements by summer 2023. This group will then all student teach fall 2023.
Goal/Outcome 4: Retain at least 85% of our teacher candidates from entry to completion of license and degree	100% of enrolled teacher candidates in the cohort are retained from time of entry (summer 2022) to current semester (summer 2023). Program completion is May 2024.
Goal/Outcome 5: 100% of teacher candidates pass required MTLE content and pedagogy tests	Not applicable - This requirement is no longer required following the change in the rule in 2023 following the passage of the K-12 Education Bill by the 2023 Legislature.

Progress Monitoring: Surveys, documents, and records were used to track and analyze the number of program completers hired, the perceived quality of preparedness of the program completers at the end of the program and after one year of teaching; and the number of candidates completing required prerequisite courses, the EdTPA, all required program courses for licensure and degree, and required content and pedagogy MN licensure exams. Note: The DLI-L teacher candidates in the 2022-2024 cohort that received the FY23 CUGMEC funding have not yet completed their programs.

CUGMEC Cohort Presentation to PELSB

Overview of Grant Program Activities

As part of the fiscal year 2023 CUGMEC grant program, grantees participated in cohort meetings designed to help share results promoting effective practices and lessons learned among grant recipients to present a summary to the Professional Educator Licensing and Standards Board on May 19, 2023.

During the presentation, which was organized by the grantees into three groups: state colleges; private colleges; and the University of Minnesota, the state's only land grant institution; effective practices for the use of grant funds were identified.

Augsburg University, Concordia University St Paul, Hamline University and the University of St Thomas identified direct financial support, emotional and academic support, affinity group support, non-conventional pathways, and partnerships with schools and school districts as successful ways to support teacher candidates of color and indigenous teacher candidates.

The University of Minnesota Twin Cities identified the use of direct support, detailing its cohort-based, non-conventional licensure program for bi and multi-lingual, including indigenous and international teacher candidates. The dual language program supports its

teacher candidates with weekend, evening, and hybrid online teacher preparation instruction.

Minnesota state colleges St Cloud State University, Metropolitan State University, and Mankato State University offered financial, test preparation, and affinity group support; advising and guidance, including a multi-lingual Somali advisor; field experience; student teaching; and partnerships with school districts in support of teacher candidates of color and Native American teacher candidates with CUGMEC grant funds.

All noted the need for multiple funding streams, a need for increased funding to support an increase in teachers of color and indigenous teachers, and the finding that direct support in the form of tuition assistance has been the most effective use of grant funds in terms of increasing the number of teacher candidates of color and American Indian teacher candidates.

Conclusions & Policy Recommendations

State Goals

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

Research-Based Recommendations

The literature on teacher diversity is vast and this report does not aim to synthesize all of the major studies conducted on the topic. However, the common themes presented in this research are worth highlighting. Experts have identified barriers like the cost of teacher preparation and the design of standardized testing as barriers for teacher candidates of color trying to enter the profession.¹ More recently, researchers have emphasized the issue of retention as a key contributing factor to low percentages of teachers of color nationwide.²

¹ 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.

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

Many of the reports published on this issue include federal, state, and local policy recommendations.³ While not exhaustive, common policy recommendations are that the State should:

Preparation

- Provide generous scholarship support to teacher candidates. This support should be tied to the effectiveness of the preparation program and of the teacher candidate, especially those in five-year programs.
- Strengthen educational pathways between two-year and four-year educational institutions, given the number of students of color at two-year schools.
- Ensure teacher preparation providers are offering mentoring, support, and training in culturally-responsive practices.
- Support alternative teacher preparation pathways.
- Provide service scholarships and loan forgiveness programs that cover all or a large percentage of tuition. This should be paired with recruiting academically strong and committed teachers.
- Support teacher residency programs that allow candidates to earn an income and gain experience while completing a credential in return for a commitment to teach for several years.
- Support local pathways and “Grow Your Own” programs.
- Invest in the development of high-quality principals who work to include teachers in decision-making and foster positive school cultures.

Induction & Retention

- Invest in induction/mentorship programs using ESSA, Title II funds, and competitive grant funds, such as the Supporting Effective Educator Development program.

³ Ahmad, F. Z., & Boser, U. (2014). America’s leaky pipeline for teachers of color. Center for

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

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

Additional Recommendations

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