



Collaborative Urban and Greater Minnesota Educators of Color (CUGMEC) Grant Program

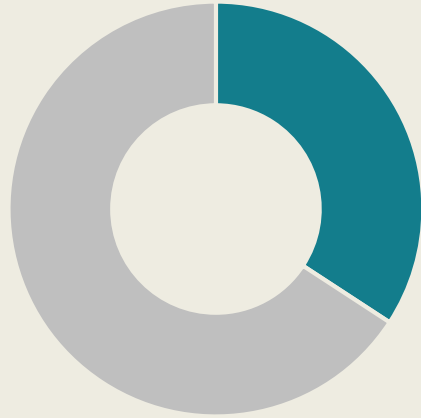
March 2, 2021

Key Findings

- It is difficult to measure the CUGMEC grant program's impact
- The Professional Educator Licensing and Standards Board (PELSB) generally managed the program well
- Legislature has not defined a clear focus for the program

Minnesota Student and Teacher Diversity

2018-2019 School Year



34 percent of public school **students** were people of color or American Indian



5 percent of public school **teachers** were people of color or American Indian

CUGMEC Program Overview

- PELSB administers program
- Provides grants to higher education institutions
- Grants “to increase the number of teacher candidates of color or who are American Indian” and who meet certain licensing requirements
- Eligibility limited to institutions of higher education with PELSB-approved teacher preparation programs

CUGMEC Program History

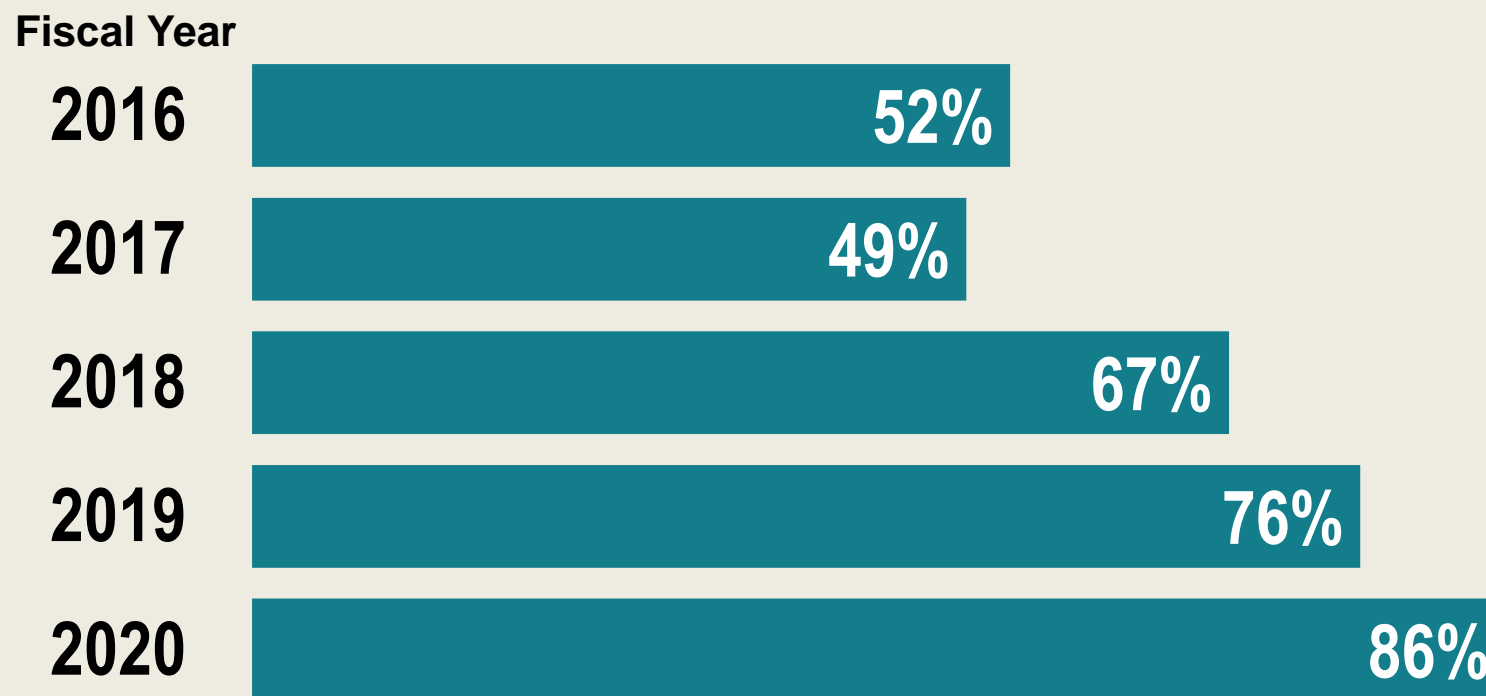
- Established in 1997
- Previously provided to small group of private higher education institutions named most years in law
- Changed to partially competitive for FY 2018
- Changed to fully competitive grant program for FY 2020
- Administration moved to PELSB for FY 2020

Number of Grantee Institutions Increased in Recent Years

Fiscal Year	Appropriation	Number of Grantees
2016	\$780,000	4
2017	1,090,000	4
2018	1,000,000	9
2019	1,000,000	9
2020	1,099,000	6

Increased Percentage of Expenditures on Direct Financial Assistance to Beneficiaries

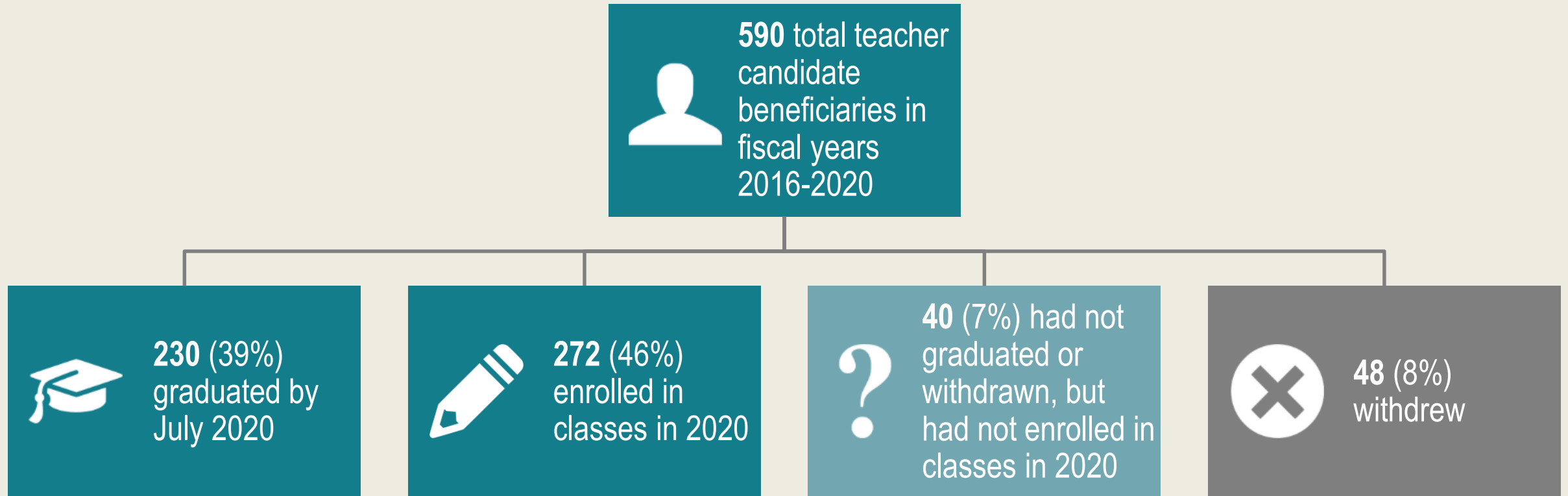
Percentage of Expenditures for Direct Financial Assistance



Difficult to Measure Program's Impact

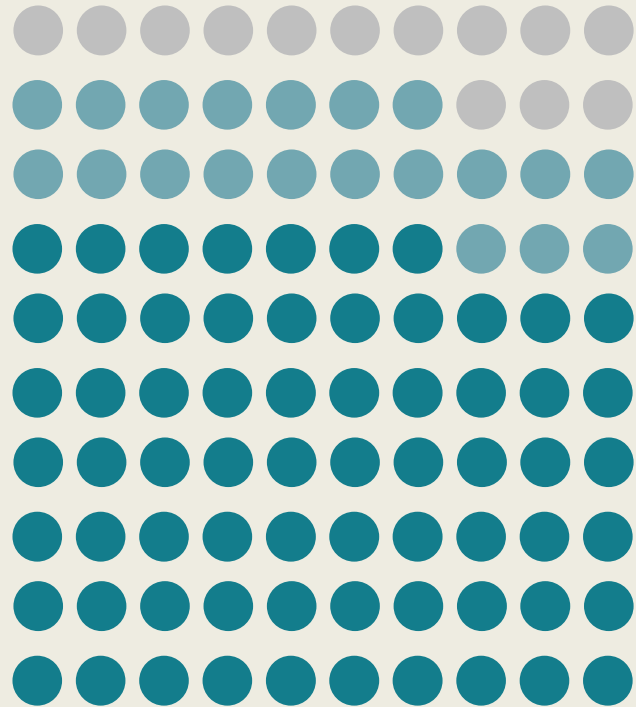
- Recent changes
- Focus not clear
- State lacks certain necessary data
- Grantees have provided variety of supports and financial assistance using CUGMEC
- Grantees reported supporting beneficiaries using other funding as well as CUGMEC

Grant Beneficiaries: Graduation



Grant Beneficiaries: Licensing and Employment

Based on our analysis, of the beneficiaries that graduated in fiscal years 2016-2019:



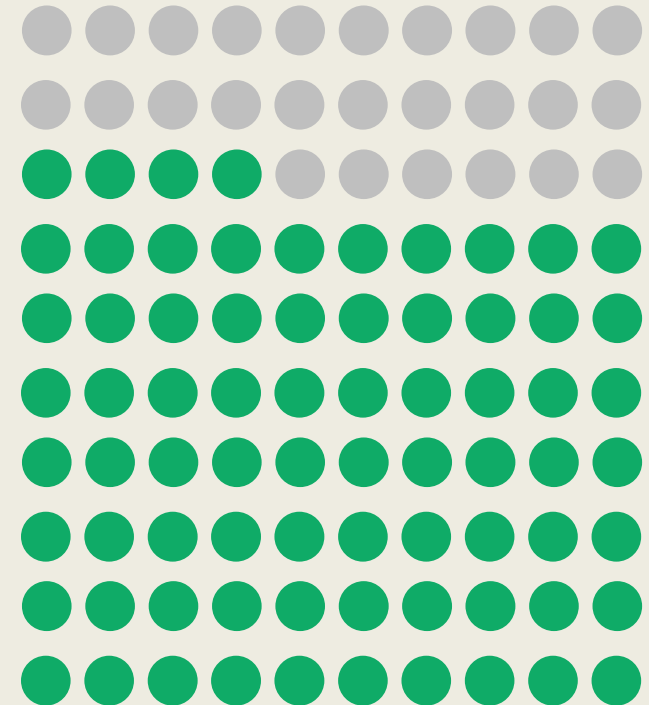
20% earned a limited teaching license by July 2020

67% earned a standard teaching license by July 2020

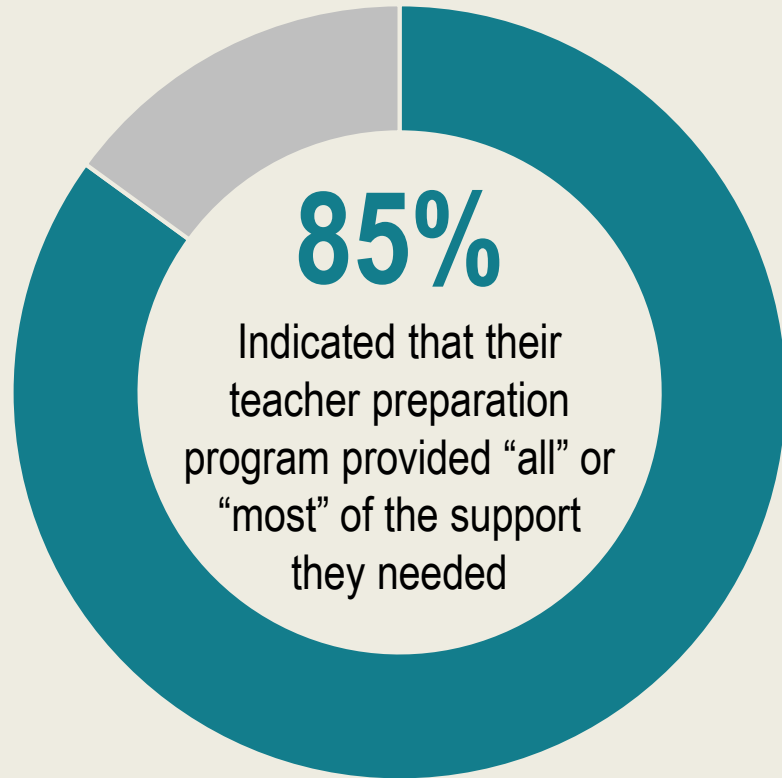
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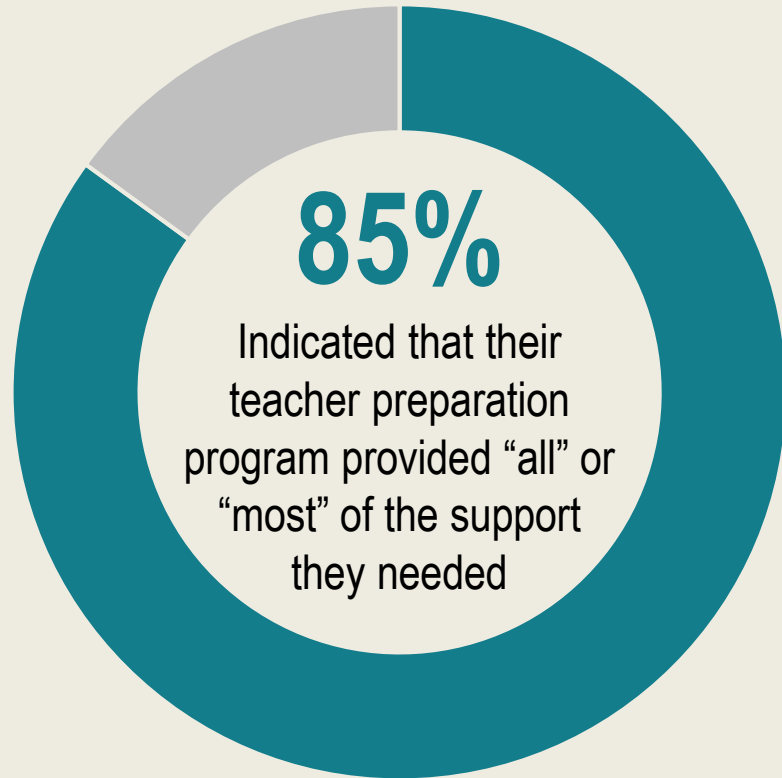
74% had been employed as Minnesota public school teachers as of the 2019-2020 school year



Majority of beneficiaries who responded reported programs provided needed support



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The [financial assistance] was also very **encouraging** as sometimes I don't know if I'll have the means (financial, emotional, fortitude) to forge ahead and complete my teacher license.

— **CUGMEC Beneficiary**

Issues with Reliability of Data on Teachers' Race and Ethnicity

- PELSBS did not require uniform data collection
- Data entry errors
- Changes to licensing and employment data system
- Determined 2019-2020 data not reliable enough to report

Recommendation

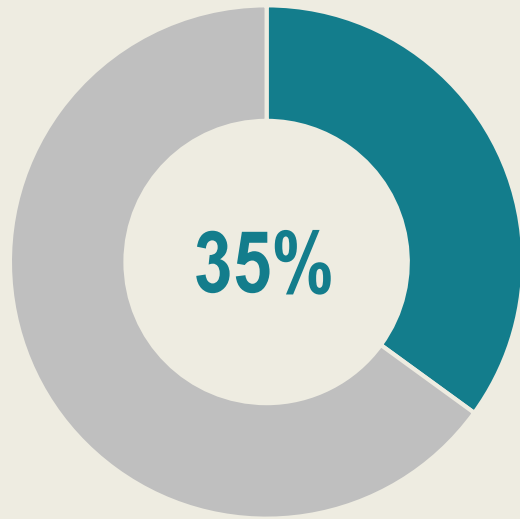
- PELSB should standardize and improve the processes and systems used to collect data on teacher candidates and licensed teachers' race and ethnicity

Minnesota Teacher Workforce

Based on our analysis of 2015-2016 through 2018-2019 school year data:

- Slight increase in percentage of teachers who are people of color or American Indian
- About 300 or fewer newly licensed teachers of color or American Indian teachers who graduated from Minnesota programs each year

Requests Exceeded Available Funds



In **Fiscal Year 2021**, PELSB awarded 35 percent of the total funding requested

Award Process Met Most Requirements

- Statutes and Office of Grants Management requirements
- PELSB's application and application scoring rubric reflected most, but not all, required information
 - Example: Did not include information on sustaining support for candidates

Recommendation

- PELSB should ensure the CUGMEC grant application and scoring rubric incorporate all information needed to meet requirements for awarding grants

Award Process Generally Transparent; Some Aspects Lacked Clarity

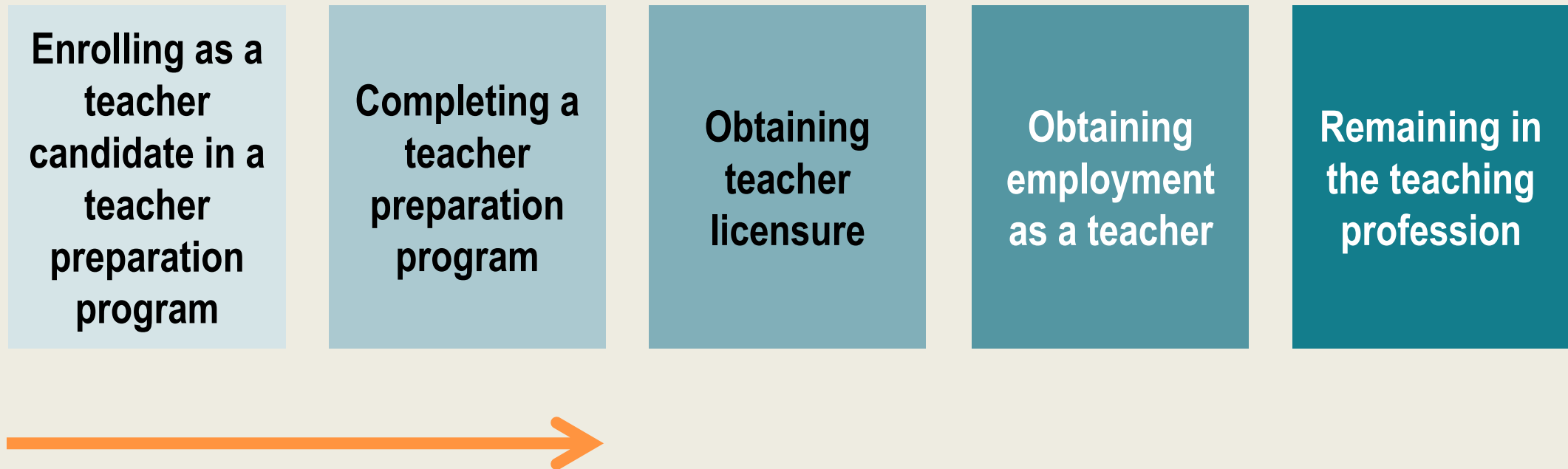
- Instructions for applicants and reviewers improved from Fiscal Year 2020 to Fiscal Year 2021
- Certain instructions remained unclear
 - Instructions to applicants for reporting certain data
 - Instructions to reviewers how to calculate certain scores

Recommendations

- PELSB should specify in its grant application instructions how applicants should report data
- PELSB should provide clear instructions on how to calculate scores related to all criteria in the application scoring rubric

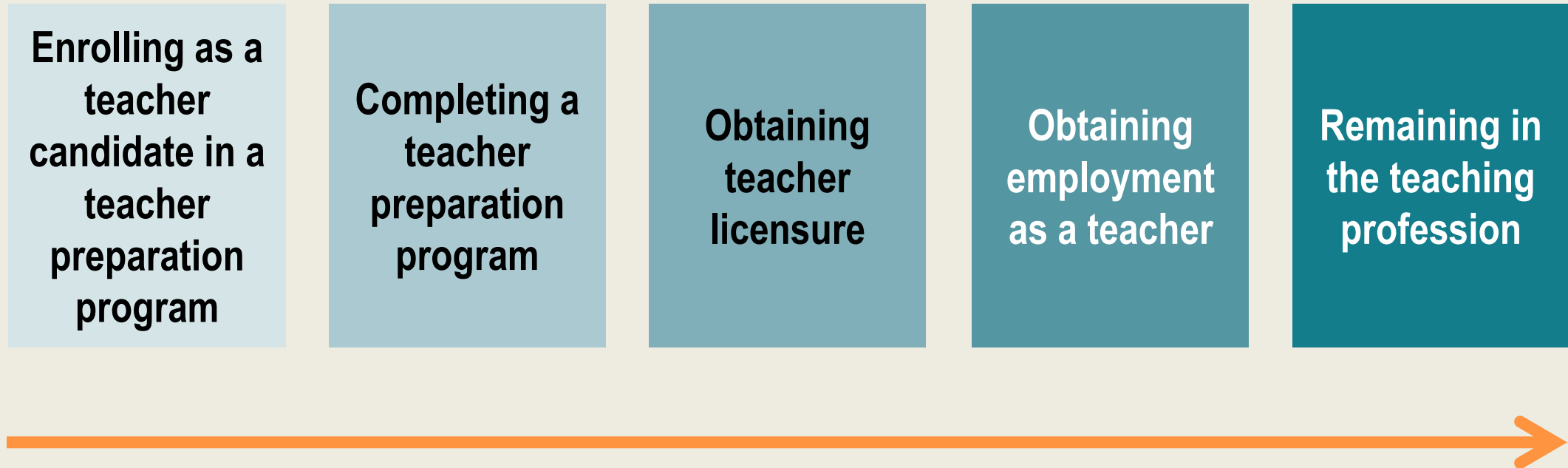
CUGMEC Program Focus Not Clear: Teacher Candidates or Teachers?

Example of a Teacher Career Pathway



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Example of a Teacher Career Pathway



Use of Funds

- Statutes and appropriations laws have not indicated types of activities that may be funded
- PELSB prioritized funding for direct financial assistance to teacher candidates

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93%

**awarded for direct
financial
assistance to
teacher
candidates in
Fiscal Year 2021**

Prioritizing All Criteria Difficult

- Statutes contain numerous requirements for awards
- Tension among some requirements:
 - Priority for previous grantee institutions
 - Award grants to institutions in various economic development regions throughout the state

Recommendations

The Legislature should:

- Clearly define the focus of the CUGMEC grant program
- Outline how grant funding may be used and establish corresponding outcome measures
- Review requirements for awarding grant funds

Recommendation

- As the Legislature makes decisions related to CUGMEC, it should determine how CUGMEC fits into Minnesota's efforts to increase the number of teachers of color and American Indian teachers in Minnesota

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www.auditor.leg.state.mn.us