



January 15, 2017

The Honorable Carla J. Nelson
Chair, Senate E-12 Finance Committee
Minnesota Senate Building, Room 3231
95 University Avenue W.
Saint Paul, MN 55155

The Honorable Jenifer Loon
Chair, House Education Finance Committee
449 State Office Building
100 Rev. Dr. Martin Luther King Jr. Blvd
Saint Paul, MN 55155

Dear Senator Nelson and Representative Loon:

We are pleased to submit our programs' reports to your committees in accordance with the requirement of 2016 Session Laws, Chapter 189, Article 25, Section 47, Subdivision 12:

Each institution shall prepare for the legislature, by January 15 of each year, a detailed report regarding the funds used. The report must include the number of teachers prepared as well as the diversity for each cohort of teachers produced. The report must also include the graduation rate for each cohort of teacher candidates, the placement rate for each graduating cohort of teacher candidates, and the retention rate for each graduating cohort of teacher candidates, among other program outcomes.

For more than 20 years, Concordia University-Saint Paul's Southeast Asian Teachers (SEAT) program, Hamline University's Center for Excellence in Urban Teaching (CEUT), and the University of St. Thomas' Collaborative Urban Educator (CUE) program have been the State of Minnesota's only continuous partners working intentionally to recruit, train and retain more teachers of color. In 2013, our institutions were joined by Augsburg College's East African Student to Teacher (EAST) program.

With the support of the State of Minnesota's Collaborative Urban Educator grant program, our universities are the state's leaders in preparing new teachers of color to join Minnesota classrooms and providing them ongoing professional support to keep them there. However, Minnesota's teacher workforce has not diversified at a rate that matches the growth of its diverse student population. Today, 30% of Minnesota's students are of color and American

Indians, while teachers of color only make up a paltry 3.8% of all teachers in the state. If not for the State of Minnesota's modest investment in the Collaborative Urban Educator grant program, this disparity would be even wider.

Our universities' programs are all homegrown initiatives working to ensure that our state's student population is met by equally diverse teachers. In addition to the state grant dollars – which primarily help subsidize student tuition – we leverage significant amounts of our own resources, as well as philanthropic gifts, to ensure that our programs are adequately funded, innovative, and adaptable to the needs of our state's future educators. The long-term state commitment to this grant program has been essential to our success.

We are proud of our programs' outcomes. Addressing the shortage of teachers of color and increasing equity in education are closely connected to the faith-based missions of each of our universities. Together, we have recruited and trained hundreds of new teachers of color, but we are not looking to stop there. We are poised and eager to do more – whether it's sharing our knowledge with other institutions or expanding our partnership with the State of Minnesota to train teachers of color elsewhere in the state.

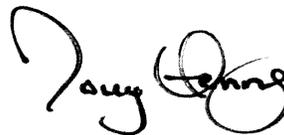
We know that there are many requests for funding public education that your committees consider. We are grateful for the additional one-time appropriation that our programs received in 2016, and we sincerely hope that the results of our programs justify additional investment to continue tackling this disparity head on.

Thank you for your ongoing support.

Sincerely,



Lon Maly
Dean, College of Education
Concordia University-Saint Paul



Doug Hennes
Vice President for University and
Government Relations
University of St. Thomas



Marcela Kostihova
Interim Dean, College of Liberal Arts
Hamline University



Concordia
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Southeast Asian Teacher Program
January 15, 2017

Concordia University, St. Paul

2016 Collaborative Urban Educator grant program

Legislative Report - Southeast Asian Teacher Program

The Southeast Asian Teacher (SEAT) Program with a current registration of 22 students and approximately 200 graduates over its history, is directed by Dr. Sally A. Baas, who has provided the program leadership since 2003.

Background of the Program:

The discussion about SEAT begun in the early 1980's. After P Lee Pao Xiong, current Director of the Center for Hmong Studies, came to Concordia University, St. Paul as a legislative assistant, a series of meetings with Southeast Asian educational and teacher assistants were held with the help of Dr. Yang Dao (formerly Deputy Director of St. Paul School District ELL office) and Neal Thao (former St. Paul Board of Education member) to frame the program. Those meetings eventually resulted in a group going to the Minnesota State Legislature and securing a \$1.5 million in legislative appropriation to begin the program. Original sponsors of the bill included Senator Sandy Pappas and Representative Matt Entenza. The original purpose of the grant was to prepare Southeast Asian students, primary Hmong, for their teaching degree and licensure.

There is a tremendous need for teachers of color throughout the state of Minnesota. The Southeast Asian Teacher Program is a baccalaureate degree / teacher licensure program for culturally and linguistically diverse educational and teaching assistants who are currently employed in Minnesota schools. It promotes student success through expanding their potential, skills, talents, and intellect while providing them with a circle of support from entrance to the program, through passing the MTLE exams, and into their first years of teaching.

PREPARE: The SEAT Program provides academic and personal advising, tutoring, evening classes, technical assistance, and financial support for students whose faces reflect those of the diverse students in urban and urban - like schools.

PLACE:

Our students who are 100% students of color have been placed in schools at a rate of 93%, and are currently teaching in St. Paul School District (Jackson, Central, Arlington, Harding, Maxfield, Adams, Como, Minneapolis School District, Osseo, Brooklyn Park, Hopkins, North St. Paul, Maplewood, Oakdale District, and a variety of urban and suburban charter schools (Prairie Seeds, Hmong College Prep Academy, College Prep Elementary, Life Prep Academy, New Millennium, Noble Academy, Higher Ground, and others). In addition, SEAT graduates are moving into school communities outside the 7-county metro area.

Since its inception, the SEAT Program has had a majority of students being Hmong. This year our program has broadened its impact across several ethnicities. Our SEAT students now are from the following countries/ethnicities: Cameroon, Columbia, Thailand/Laos (Hmong), Liberia, Nigeria, Paraguay, Peru, Somalia, United States (African American and Native American- Cherokee). The chart below shows the diversity of our currently enrolled students. It is exciting to see the SEAT Program reflects the faces of the students in the current school populations.

Diversity of Students 2016

Ethnicity	
American Indian (Cherokee) or Alaska Native	1 (5%)
Asian (Hmong)	7 (32%)
Black or African American, non-Hispanic (African=Cameroon, Liberia, Nigeria, Somalia) (9), African American (1)	10 (45%)
Native Hawaiian or Other Pacific Islander	0 (0%)
Hispanic (Peru, Columbia)	4 (18%)
White, non-Hispanic	0 (0%)
Two or more races	0 (0%)
Other	0 (0%)
Race / Ethnicity Unknown	0 (0%)
Total 22 students	100%

Moving on to pursue and receive advanced degrees:

Our students of color having graduated from the SEAT Program are now pursuing Master's Degrees in educational leadership, differentiated instruction, education, and seeking endorsements in reading, etc. We have 16 SEAT graduate students now preparing and completing advanced degrees (Master's, Educational Specialist, and Doctoral) to prepare themselves to serve in local schools. We have very successful graduates who are serving as principals, deans, curriculum directors, as well as successful teachers.

Program Leadership: Dr. Baas earned her Doctor of Education degree from St. Mary's University in Minneapolis. Dr. Baas has over 45 years of experience in teaching students of all ages, administration, and project management. She has been particularly successful in increasing the number of teachers of color entering and persisting in teaching in the Twin Cities metropolitan area.

The SEAT Program Associate and Adjunct Instructor is Nao Thao, M.A., who is a graduate of the SEAT Program with training in English as a Second Language, and Co- director with Baas of the Hmong Culture and Language Program and Building Cultural Bridges Camp which have been created by Baas and Thao along with former SEAT graduates.

Both professionals have been a part of the program for over 13 years and have successfully led and counseled the students who are in the program as part of the circle of their success, from the entry into the program, to well into their second and third years of successful teaching in local schools.

The SEAT Program is also supported by administrators at Concordia University, St. Paul, including: President Dr. Tom Ries, VP for Academic Affairs, Dr. Marilyn Reineck; VP for Finance Michael Dorner; Vice President and Dean of Diversity, Dr. Cheryl Chatman; and Dean of the College of Education and Science, Lonny Maly.

If you have any questions, please contact me by office phone 651-603-6188, cell phone 651-238-7570 or through e-mail baas@csp.edu .

Sincerely,



Dr. Sally A. Baas
Professor and Program Director
College of Education and Science

Narrative Section:

Work Plan for the 2016-2017 Academic Year with goals to be reached by June 30, 2017:

Goal #1 Provide a culturally responsive education for the SEAT students' preparation to become classroom teachers.

Activity 1.1 Concordia University faculty will be provided cultural responsive competency training and use curricular and delivery options that meet the needs of students of color, particularly those reflected among the student body in the SEAT Program (Hmong, Somali, Nigerian, Cameroon, African American)

Activity 1.2 SEAT Students will participate in seminar activities to develop their cultural competence in alignment with CAEP Standards.

Goal #2 Provide an average of 10 credits a semester for the students currently enrolled in the program.

Activity 2.1 Students' program of study to reach completion of licensure recommendation will be created with each student during their advising time each semester, through the use of Degree Works and in collaboration with Karla Hansen, academic advisor.

Activity 2.2 Students will register for an average of 10 credits each semester

Goal #3 Provide half of student's tuition and an electronic voucher to purchase textbooks from the Concordia University, St. Paul Bookstore or through other book providers.

Activity 3.1 After registering for classes under the advisement of the SEAT Program Director and/ or content advisor, students will receive an electronic voucher to purchase their textbooks from the Concordia University Bookstore or other book provider.

Goal #4 Provide the academic and "academic cultural" support for students to be successful in the program.

Activity 4.1 The Program Director will provide support for the students through one to one meetings with individual students.

Activity 4.2 The Program Director will initiate support from other services at the university on behalf of the SEAT students.

Goal #5 Provide preparation, mentoring and support for the students in making the shift from paraprofessional or unlicensed teacher to teacher.

Activity 5.1 Speakers will attend the SEAT Seminar and present to the SEAT students on topics related to the move from paraprofessional/unlicensed teacher to licensed teacher.

Activity 5.2 Students will receive assistance in the preparation of the NES tests in Basic Skills.

Goal #6 Provide e-mentoring and face to face mentoring for SEAT graduates who are in their first and second year of teaching.

Activity 6.1 SEAT Program Director will e-mentor with students who have graduated from the SEAT Program for their first two years of teaching and beyond once each quarter of the year.

Activity 6.2 SEAT Program Director will partner with other CUE Grant university program directors to mentor students who have completed CUE programs.

Goal #7 Work with the MN school districts to recruit students, and to assist in the hiring and placement of SEAT graduates as classroom teachers.

Activity 7.1 SEAT Director will work with MN school districts in recruiting students to the program, meeting a minimum of twice a year with St. Paul School District, Minneapolis School District, charter schools, and other districts in the 7-County Metro area, and greater MN.

Goal #8 Recruit and enroll six new students from a current waiting list of 10 potential students.

Activity 8.1 SEAT Director will enroll five new students in the Fall Semester and potentially five more during the Spring Semester.

Goal #9 Provide opportunities for the University community to improve the multicultural environment and teaching through events focused on cross-cultural communication.

Activity 9.1 SEAT Director will present information for the Department of Undergraduate Education students on cross cultural working/teaching within the context of the university setting.

Activity 9.2 SEAT Director will provide a seminar on the Howard Glasser Nurtured Heart Approach ® to assist faculty with strategies for building social emotional skills in their students who include SEAT students.

Goal #10 Enable students to be involved in service learning and leadership roles in the Concordia University, St. Paul community through the Hmong Culture and Language Program & Building Cultural Bridges, summer program.

Activity 10.1 SEAT students will attend the Hmong Culture and Language Program a minimum of three times each semester to provide assistance in literacy and ethnic identity lessons.

University of St. Thomas
Legislative Report to the Minnesota Department of Education
Regarding the
Collaborative Urban Educator (CUE) Program

January 2017

Submitted by Nanette Missaghi, Program Director

Collaborative Urban Educator (CUE) Program

Nmissaghi@stthomas.edu

651-962-4659

This report details the Collaborative Urban Educator Program as funded by Minnesota legislative action in 2015 and 2016. The report has also been submitted to the Minnesota Department of Education in compliance with the Department grant contract from July 2015-June 30, 2017. It also includes the supplemental CUE grant funding appropriated for FY 17.

Introduction

The CUE program at the University of St. Thomas is intended to prepare persons for the teaching profession at the graduate level whose racial, ethnic, cultural, linguistic and/or experiential background would help make them effective 21st century educators for a diverse student population.

Since 1992, CUE has had an exceptional results:

- 437 participants have completed the program
- 90.1 percent of participants have passed required teacher licensure exams
- 74 percent received master's degrees in education
- 76 percent retention rate (vs. national rates of 50 percent within the first five years of teaching for those in urban settings)
- Our alumni teach in 24 school districts and 125 schools
- 80 percent of alumni are people of color

In September 2015, 53 people started their graduate programs to earn a teaching license in either Special Education (SPED) or English as a Second Language (ESL). Of the 48 current students in the program, 85.4 percent are persons of color. With these graduates, the CUE alumni base will grow to 485strong in 2017.

Lessons Learned

As the current CUE cohort of 48 students transition to clinical practice this 2017 spring semester, the program is aware of the significant role it plays as a model for bringing experienced urban and diverse persons into the teaching profession.

The University of St. Thomas continues to learn from the development and implementation of the CUE program:

- CUE alumni are the program's best source for recruiting new participants, bringing hundreds of inquiries from paraprofessionals in schools each year.

- Providing a culturally competent environment for course instruction, curriculum, and advising is essential to building a great program. The supplemental funding this year enables the program to include training and support with the inclusion of the Intercultural Developmental Inventory (IDI) assessment and coaching.
- Students are in need of specialized culturally competence learning opportunities that enhance their cohort experience and better prepare them for their future work in school environments that are very multicultural and linguistically diverse.
- A CUE focus group and listening session opportunities provided data that have informed the creation of a mentor program to better support students on their journey to licensure and serve as a retention tool. MTLE/NES testing support is being developed as well to ensure students successfully pass the exams.
- CUE has adapted to the changing needs of the student population in Minnesota, bringing more diversity to the teaching profession, more teachers to meet the needs of a growing English language learner population, more teachers who speak a second language (26 in our current cohorts), more special education teachers who are aware of the over-identification of black males (compared to their school population) in special education and teachers who want to be part of reversing that trend.
- CUE participants complete their license coursework within the two-year grant period. This timeframe places new teachers in the field quickly. Using the “grow your own” philosophy, the CUE program seeks people who live in and intend to stay in Minnesota. Retention in the education profession is very high for CUE alumni (76% retention versus national attrition rates of 50% in urban settings within the first five years of teaching). CUE alumni are in 125 public, charter and private schools in Minnesota serving as teacher leaders, principals, assistant principals, superintendents, and school board members.

The remaining sections include the revised work plan and progress on each of the Goal areas listed in the Evaluation of Outcomes section.

PART ONE

2015-2017 WORKPLAN NARRATIVE REVISED

July 8, 2015

Goals, Activities, Outcomes and Estimated Timelines

The University of St. Thomas Collaborative Urban Educator (CUE) Program is a graduate program dedicated to bringing people from underrepresented populations, ethnic, cultural, linguistic and other unique urban backgrounds into the teaching profession. Previous participants earned licensure in elementary, middle, secondary, and special education areas. Participants attend the program in exchange for teaching in urban or urban like districts, charter and private schools in Minnesota.

Statement of Need

There are many factors that go into erasing the achievement gap between students of color and white students. Among the important factors are a student’s ability to interact and learn from a teacher of color. According to the Minnesota Department of Education, for the 2009-2010 year, 25% (208,782) of the 836,630 K-12 students were minority. Also for the 2013-2015 school year, 3.8 percent of Minnesota’s 51,211 teachers (FTE) were persons of color. That percent is even smaller when talking about Special Education teachers. (Source: Minnesota Department of

Education, 2009-10 academic year). "It is important for minority students to see people like themselves represented in these places of authority in order to stimulate their self-confidence and ignite their aspiration for the future," according to Bondo Nyembwe, of the Cilingo Foundation (2008). Some dispute a direct link between same race teachers and student gains, saying that students can benefit from all talented teachers, but a 2005 Texas-based study "The Market for Teacher Quality," released by the National Bureau of Economic Research, reports "a positive value of matching students and teachers by race... and Black teachers tend to be more effective with minority students."

The Collaborative Urban Educator Program has placed close to 270 teachers from its program just in the St. Paul, Minneapolis and surrounding suburban school districts. With over 39,000 students in St. Paul Public Schools, more than 75% of the population is students of color. More than 44% speak a language at home other than English. Students speak over 103 languages and dialects. Similarly, Minneapolis Public Schools has over 32,000 students and more than 68% of the student body is children of color with issues of different home language. The need is strong for teachers of color who understand the languages, culture, and diverse backgrounds unique to this student population.

Capacity and Partners

The University of St. Thomas is uniquely qualified to provide this program. The university has been strongly committed to the CUE Program for 25 years. Past and current presidents of St. Thomas and numerous deans of the College of Education, Leadership and Counseling have all supported the inclusion of the CUE program participants on the St. Paul and Minneapolis campuses. The College of Education, Leadership and Counseling is NCATE-accredited.

From the beginning of the CUE program in 1991, St. Thomas has hosted 12 CUE alternative routes to licensure cohorts, three CUE expansion K-8 licensure cohorts, eight CUE Special Education licensure cohorts, and one ESL cohort. Of the 442 teaching licenses granted to CUE participants, 88% self-report as persons of color.

The university is committed to working with schools and districts with high minority populations and is also affiliated with 10 charter schools with high student of color populations. The College of Education, Leadership and Counseling is an authorizer of seven area charters school: Academia Cesar Chavez, HOPE Community Academy, Community of Peace, Main Street School of Performing Arts, Metro Deaf School, Twin Cities Academy, and Twin Cities Academy High School.

The most-recent CUE program participants have earned Special Education licensure and English as a Second Language licensure. Our Special Education Department is uniquely qualified to provide coursework leading to numerous Special Education licenses and certificates. The Department offers licensure and Master's in Special Education in six license areas (DD, ECSE, EBD, LD, ASD, ABS), a Director of Special Education license, and certificates in Autism Spectrum Disorders, Twice Exceptional, and Gifted, Creative and Talented Education. Coursework in licensure and certificate areas is led by five fulltime faculty and additional adjunct faculty who excel in their practice in schools. The Teacher Education Department has a long history of providing excellent teacher preparation licensure options and the Master's in Education. The department offers the ESL license along with 20 other license areas (undergraduate and graduate elementary, secondary, K-12, and Middle School endorsements). It has seven full time

faculty, adjunct faculty with strong backgrounds in their fields, and two staff people who monitor curriculum, assessment, field experiences and clinical practice.

Work Plan: Goals, Activities, Outcomes, and Estimated Timelines 2015-2017

Goals and Activities

Goal One: Project Director supports the CUE Special Education and English as a Second Language Licensure Preparation Programs to license two cohorts of 27 and 25 participants respectively.

Recruit and prepare up to 52 people from area schools and metro communities who are persons from underrepresented populations with ethnically, culturally, racially, and linguistically diverse backgrounds or have experiential backgrounds to help them relate to the particular needs of urban and urban-like learners. Known as CUE SPED 9 and ESL 2, the cohort participants begin licensure coursework in Fall Semester 2015 and conclude coursework Spring Semester 2017.

Activity 1.0 Hire a CUE director to supervise the program and St. Thomas faculty full time and adjunct to teach the SPED and ESL courses. Year 1 (\$175,810) and Year 2 (\$158,108)

Measured Outcome: The program is efficiently and effectively supervised by the director and faculty with 52 candidates attending the program and receiving licensure by the spring semester 2017.

Activity 1.1 CUE Program Recruitment: Information on Special Education and ESL licensure offerings and application on website

Measured Outcome: website application materials and information

Timeline: January- April 2015

Activity 1.2 Recruit Cohort SPED 9 and ESL 2 participants via inquiry email lists, CUE alumni, community members and organizations

Measured Outcome: emails and phone calls

Timeline: January –April 2015

Activity 1.3 Partner between St. Thomas Special Education and Teacher Education Departments to interview and select participants for a license in Special Education and ESL

Measured Outcome: CUE and St. Thomas Department of Special Education and Teacher Education identify up to 52 participants from pool of applicants

Timeline: May 2015

Activity 1.4 Offer Special Education and ESL coursework beginning Fall 2015 to CUE SPED 9 and ESL 2 cohort members

Travel expenses (Year 1: \$1,300. Supervision of field experiences and clinical practice, Year 2: \$47,450 and travel \$5,300)

Measured Outcome: Schedule of coursework for Fall, J-Term, Spring semesters for 2015-2016 academic year, Summer, Fall, J-Term, Spring semesters 2016-2017

Timeline: September 2015–May 2017

Activity 1.5 Printing supplies to support the CUE program

(Year 1: \$800, Year 2: \$700)

Measured Outcome: The program is fully supported with the necessary printed documents.

Goal Two: Continued Support of Retention Efforts

Continue to monitor the impact and retention of CUE alumni through electronic and personal mentoring and networking.

Activity 2.0 The CUE director will support the retention efforts through the grant period.

Measured Outcome: The alumni list will be current and create new ways to stay in contact.

Activity 2.1 Identify CUE alumni in metro area school districts for their current teaching or leadership positions.

Measured Outcome: Updated CUE alumni list by district, position and email address

Timeline: ongoing throughout grant period July 2015 – May 2017

Activity 2.2 Network electronically with ongoing news and information to updated CUE alumni distribution list

Measured Outcome: Email communication on relevant information to CUE alumni, program flyers about licensure opportunities and Special Education and Teacher Education Department sponsored events

Timeline: ongoing throughout grant period July 2015 – May 2017

Goal Three: Continued Support for Research and Information Dissemination

Continue research and follow-up studies and dissemination of results related to recruiting and retaining educators appropriate for urban and urban-like settings.

Activity 3.0 The CUE director will conduct research and write reports regarding feedback and future development of the program.

Measured Outcome: The program is fully supported by current research and results are disseminated to key stakeholders.

Activity 3.1 Feedback from outgoing CUE cohort members and from previous from CUE alumni.

Measured Outcome: exit interview reports and CUE Alumni emails

Timeline: ongoing throughout grant period July 2015 – May 2017

Evaluation of Outcomes

Goal One: Support Special Education and English as a Second Language licensure Preparation

Activity 1.0 Hire a CUE director to supervise the program and St. Thomas faculty full time and adjunct to teach the SPED and ESL courses. (Year 1:\$175,810, Year 2: \$158,108)

Measured outcome: 23 faculty members will instruct and support 53 candidates to complete the graduate licensure program.

Progress: This goal was met with the hire of Nanette Missaghi on July 1, 2015. Currently, 48 candidates remain in the program. Five dropped out due to life circumstances of poor health and lack of funds to support them in the program. 85.4 percent are persons of color.

Activity 1.1 The CUE Program continually attempts to refine the information in the CUE Program Brochure or website. The program uses feedback from applicants on the helpfulness of the detailed information on the Special Education and ESL licensure offerings, the admission criteria, testing information, application materials and the website as a venue for providing quick and easy access to information.

Measured outcome: Feedback from participants on CUE Application material on website, Satisfaction Survey of completing cohort participants

Progress: This goal was met by posting materials on the website and hosting events in the local metro schools and at the University of St. Thomas.

Activity 1.2 The CUE Program uses its extensive CUE alumni network to “pass the word” along to communities of color and organizations to alert the many ethnic, cultural and racial groups living in the metro area. Local metro school districts and charter schools are alerted because many potential applicants are school paraprofessional employees. The response is overwhelming with the number of applicants usually 2-3 times the number that can be accepted.

Measured outcome: emails, number of applicants (i.e. 96 people applied for the CUE program in 2015).

Progress: This goal was met with 53 participants chosen from a pool of 96 applicants.

Activity 1.3 CUE and the University of St. Thomas Special Education and Teacher Education work together as an interview team to review applications and jointly select participants for Special Education and ESL licensure

Measured outcome: interviewing dates, materials, and list of accepted participants.

Progress: This goal was met with a pool of 58 SPED applicants.

Activity 1.4 CUE SPED 9 and ESL 2 cohort members participate in coursework from Fall 2015 through May 2017

Measured Outcome: Schedule of coursework for 2015-2017

Progress: This goal was partially met in July of 2015. The entire schedule was planned and orientations held for the students. The clinical practice will start spring 2017.

Activity 1.5 Printing supplies to support the CUE program
Year 1 \$800 and Year 2 \$700.

Measured Outcome: The program is fully supported with the necessary printed documents. Printing costs will not exceed \$1,500.

Progress: This goal is still in progress because copies still are in need for the remaining year.

Goal Two: Continued Support of Retention Efforts

Continue to monitor the impact and retention of CUE alumni through electronic and personal mentoring and networking.

Activity 2.0 The CUE director will support the retention efforts through the grant period.

Measured outcome: An updated and current alumni list.

Progress: The alumni list continues to be updated and email is the current way to stay connected.

Activity 2.1 CUE Alumni are surveyed yearly to identify schools they are currently teaching in or hold leadership positions.

Measured Outcome: Updated CUE alumni list by district, position and email address.

Progress: This goal is still in progress as emails have sent and the current data being collected.

Activity 2.2 An updated Email list allows the CUE program to network with CUE alumni on opportunities, ongoing news and information in their districts, mentor each other as they advance their careers in education.

Measured Outcome: Email communication on relevant information to CUE alumni, and those seeking advanced degrees or partnering with St. Thomas in a variety of capacities such as serving as an instructor for our graduate courses by becoming an adjunct faculty in our on campus graduate courses, serving as mentor or cooperating teacher at the school sites.

Department licensure flyers and sponsored events are distributed to CUE alumni

Progress: This goal is in process.

Goal Three: Continued Support for Research and Information Dissemination

Initiate and continue research, assistance with other state initiatives, and dissemination of results related to recruiting and retaining educators appropriate for urban and urban-like settings.

Activity 3.0 The CUE director will conduct research and write reports regarding feedback and future development of the program.

Measured outcome: The research and reports are submitted in the final report to MDE.

Progress: The director co-wrote a [blog post](#) on the need for increasing teacher diversity for the AACTE organization. She also analyzed the entire history of the University of St. Thomas CUE program regarding the number of applicants; acceptance, retention, and attrition rates, number of program completers, and passage of license exams disaggregated by race and gender. Her findings will be included in the final report due June 2017. The director also participated in a December 2016 AACTE national webinar called: Diversifying the Teacher Pipeline at Florida Atlantic University and the University of St. Thomas: Lessons From AACTE's NIC.

The director is actively involved in the national AACTE Networked Improvement Committee (NIC) action research work (with nine other universities) to assist university teacher preparation programs improve their efforts in recruitment and retention of teachers of color, specifically Black and Latino men with proven programs, efforts, and strategies that can be replicated across the country. The specific aim of this NIC is to increase the number of Black and Hispanic males who are admitted as teacher candidates into 10 teacher preparation programs by 25% (per program) by the Fall of 2016.

Activity 3.1 Feedback from previous CUE cohorts from exit interviews and ongoing conversations with CUE alumni, testimony from CUE alumni at legislative hearings

Measured outcome: exit interview reports, emails, legislative testimony

Progress: A survey was given to the 2013-15 cohort last June 2015. In addition, the director hosted a focus group aimed at the CUE black and Latino alumni and current students to learn about their experience at the University of St. Thomas. An outcome of the survey and focus group was hosting a mentor activity in January 2016 for the black and Latino students. A meeting was held each month during the spring of 2016.

In addition, the director testified several times at spring 2016 legislative hearings on the need for increased teachers of color and the CUE program, which continues to supply high quality teachers of color.

PART TWO

Supplemental Funds Statement of Need

The CUE supplemental funds will be used to support the CUE program in the areas of retention, cultural competency support, and expansion in an effort to increase the number of underrepresented teachers of color in Minnesota school districts.

1. Expand retention efforts for the successful matriculation of current and future students in the program.
 - a. Create a culturally relevant mentor program for the underrepresented CUE students of color targeting black and Hispanic male students who have typically have differing needs and struggles to complete the entire program in the two year time frame.
 - i. Identify mentors and mentees
 - ii. Host planning meeting with mentors
 - iii. Create curriculum
 - iv. Host first meeting
 - b. Create a culturally relevant training program for faculty CUE mentors, advisors, tutors and clinical practice supervisors that will aid in retention efforts.
 - i. Create training plan
 - ii. Attend Intercultural Development Inventory (IDI) conference
 - iii. Schedule IDI pre tests
 - iv. Schedule one day of training for each group
 - v. Provide IDI coaching
 - vi. Schedule follow up training dates
 - vii. Provide copies of reports
2. Conduct a statewide study to examine the feasibility of expanding St. Thomas' CUE licensure program outside the Twin Cities area and prepare a report for the 2017 Legislature on where expansion could occur.
 - a. Hire research assistant
 - b. Study MDE 2015 Supply & Demand Report to collect data to:
 - i. Study shortage areas in each MN region
 - ii. Study diversity needs in each MN region
 - c. Create a survey for K-12 districts to identify needs regarding education of more teachers of color and interest in CUE like program.
 - i. Analyze data and identify site visits
 - d. Visit interested districts, tribal colleges, and institutes of higher education (IHEs)
 - i. Analyze data collected from visits
 - e. Identify potential partnerships
 - f. Create data sets, charts and recommendations
 - g. Write draft report
3. Provide a cultural competency strand for the students.
 - a. Provide Intercultural Development Inventory (IDI) assessments with training:

- i. Residents- 100 pre & post
 - ii. Mentor teachers- 100 pre & post
 - iii. Provide targeted training sessions
 - b. Host Community Voices Tour
4. MTLE/NES Test Support: Provide needed testing support for the five areas of testing to ensure that all CUE students pass.
 - a. Host math, reading, and writing study sessions. Create video sessions for ongoing viewing.
 - b. Host pedagogy and content area study sessions (four instructors)
 - c. Provide copies of materials
5. Recruit underrepresented student applicants of color for the next CUE cohort.
 - a. Attend the Minnesota Indian Education Conference and host a University of St. Thomas table
 - b. Attend targeted multicultural community events to recruit potential CUE students representative of Minnesota k-12 student diversity
 - c. Host several recruiting sessions for potential applicants
 - d. Provide flyers and informational materials to potential applicants

Rational for Goals:

The supplemental funding will assist the University of St. Thomas in providing support for its underrepresented students in the program and increase the number of culturally competent fully licensed teachers of color teaching in Minnesota schools. The goals were informed from several data such as surveys, drop out data, MTLE pass/fail data, focus groups, listening sessions, and affinity group recommendations. Within the first year of the program, five students dropped out for a variety of reasons, including lack of funding for clinical practice and experiencing the rigorous cohort program. Many students report feeling overwhelmed because they have to work several jobs, do not understand the licensure process despite having attended orientations and having advisors, and do not pass the MTLE/NES licensure exams. The issue of the hidden curriculum of higher education is a factor with the students being first generation college students. Other factors are listed as follows-

Listening Sessions Themes include:

- Students would like a stronger support system from UST when they go out into the field, knowing requirements of field experiences and clinical practice far ahead of time.
- Additionally, the students have reported in several listening sessions that their faculty and advisors lack cultural competence

A focus group of CUE Men of Color Alumni stated the following:

- There is a need for culturally responsive teaching training for UST faculty, clinical practice teachers, mentors and supervisors.
- Common challenges were being men of color working in mostly white, female environments where their voices are discounted. It can be disheartening when the clients are students of color and they are more poised to be able to respond in more culturally relevant ways.
- Among the barriers to receiving full licensure is passing the MTLE exams.

A CUE survey summary over a 20-year period revealed the following themes:

- Lack of faculty cultural competence
- Mentors need training in cultural competence, coaching and communication skills
- Create a mentoring program with CUE alumni

The request for mentoring also came from the 2014 Special Education Student Multicultural Affinity Group. They ditto the request for supervisors, faculty, and mentor teachers to be culturally competent. Another issue that came up in the surveys, focus groups, and scan of our own data show that many students have not passed the MTLE/NES Basic skills exams. Hosting on-site study sessions will support the remaining students in passing them.

This data resulted in the creation of a retention plan that includes a culturally competent mentor program and training program for the staff and faculty who work with the students. School districts that the University of St. Thomas works with expressed the need for the university to deliver more teachers of color, and we are committed to do so. As a result, the University of St. Thomas wants to know where it could expand a CUE-like program outside the Twin Cities area, using the 2015 MDE Teacher Supply and Demand Report. This supplemental funding will support the student's needs and the CUE Feasibility Study.

CAPACITY

Provide information on your organization's capacity to administer this grant project. Identify the project staff and their role in the project.

Nanette Missaghi, CUE Director, will oversee the goals and carry out the feasibility study, mentor program, and cultural competency support. As needed, an additional IDI coach will be hired to support the students and mentor teachers. A research assistant will be hired in preparing and completing the feasibility study. CUE alumni will be hired to co-create the mentor program with Nanette Missaghi and serve as mentors.

WORK PLAN GOALS, ACTIVITIES, OUTCOMES AND ESTIMATED TIMELINES

Describe the project goals and the activities within each goal along with expected outcomes for each goal and estimated timelines. List out the goals and activities in a SMART – specific, measurable, attainable, relevant and time bound format as below:

Goal #1: Create a culturally relevant mentor program for CUE students designed for retention.

Activity 1.1: Identify mentors and mentees

Activity 1.2: 1 staff attend IDI conference

Activity 1.3: Host planning meeting with mentors

Activity 1.4: Create curriculum with CUE alumni

Activity 1.5: Create year schedule

Activity 1.6: Provide copies of reports

Measured Outcomes: A fully operationalized culturally competent mentor program will be up and running by June 30, 2017. All students will matriculate from the program and pass all licensure exams.

Estimated Timelines: Start November 2016 and be fully operational by May 2017.

Goal #2: CUE Feasibility Study- Conduct a statewide study to examine the feasibility of expanding St. Thomas' CUE licensure program outside the Twin Cities area, and prepare a report for the 2017 Legislature on where expansion should occur.

Activity 2.1: Hire assistant

Activity 2.2: Study Supply & Demand Report to collect data:

- a. Study shortage areas in each region.
- b. Study diversity needs in each region
- c. Provide copies as needed for research

Activity 2.3: Visit up to 20 school districts

Activity 2.4: Create data sets, charts, and recommendations

Activity 2.5: Write draft report

Measured Outcomes: A report will be given to the 2017 Minnesota Legislature to relation to its funding of the CUE program. The University of St. Thomas will have recommendations on how to expand the CUE program in order to prepare more teachers of color and reduce the teacher licensure shortages.

Estimated Timeline: September 2016 through December 31, 2016.

Goal 3: Provide a cultural competency strand for the students and mentor teachers who support the students in clinical practice.

Activity 3.1: Provide 100 pre IDI assessments to students and mentor teacher

Activity 3.2: Provide 100 post IDI assessments to students and mentor teachers

Activity 3.3: Host Community Voices Tour for students and faculty.

Measured Outcomes: Students and mentors will be culturally competent by understanding the role and impact of their culture in their teaching and relationships. They will have skills to address their bias, and possess cross-cultural communication skills.

Estimated Timeline: Begin September 2016 and complete by June 30, 2017.

Goal 4: MTLE/NES Test Support

Activity 4.1: Host math, reading, and writing study sessions.

Activity 4.2: Create video sessions for ongoing viewing.

Activity 4.3: Host pedagogy and content area study sessions (4 instructors)

Measured Outcomes: All students will pass the MTLE/NES exams. Online and paper materials will be available for students use regularly and repeatedly as needed until exams are passed.

Estimated Timeline: Begin December 2016 and be complete by June 30, 2017.

Goal 5: Recruit underrepresented students for the next CUE cohort

Activity 5.1: Attend the Minnesota Indian Education Conference and host a University of St. Thomas table

Activity 5.2: Attend targeted multicultural community events to recruit potential CUE students representative of Minnesota k-12 student diversity

Activity 5.3: Host several recruiting sessions for potential applicants

Activity 5.4: Provide flyers and informational materials to potential applicants

Measured Outcomes: Recruitment strategies will reach far and wide to have a large number of underrepresented, multicultural CUE applicants.

Estimated Timeline: November 2016 to May 2017

EVALUATION

The state is committed to funding projects that produce a measurable result for the targeted population identified in the application. Identify the indicators used to measure success and the effectiveness of the project. Please describe the methods you will use to evaluate your project. Please consider reporting requirements to MDE.

Applicant please add in narrative response:

Evaluation will include the following data sets:

- Graduate school exit survey results
- MTLE/NES pass/fail data
- Teacher Education matriculation data
- Specific CUE end of survey
- Intercultural Development Inventory pre/post assessment results
- Partnership recommendations for CUE like expansion
- Increased numbers of licensed teachers of color graduating from the University of St. Thomas

Hamline University - School of Education
Collaborative Urban Educator Grant Program (CUE)
Legislative Report

This report details Hamline University's use of Collaborative Urban Educator funding as provided by the Minnesota Legislature in 2015 and 2016. The report has also been submitted to the Minnesota Department of Education in compliance with the Department grant contract from July 2015-June 30, 2017. It also includes the supplemental CUE grant funding appropriated for FY 17.

Introduction

For the last 21 years, Hamline University and its School of Education have been focused on attracting, preparing and supporting the professional development of teachers of color. As a result, Hamline has developed a successful model to support teachers during their critical first years of professional practice. This model of professional support is the primary focus of Hamline's CUE work.

Hamline utilizes its CUE funding and supports teachers of color and through three successful initiatives: the Center for Excellence in Urban Teaching (CEUT), the Aspiring Teachers of Color scholarship program, and the Teaching Fellows program. Since 1996, Hamline University has prepared more than 275 students of color for the field of teaching in Minnesota and trained more than 900 new and non-traditional teachers in effective, real-life strategies for the urban classroom. In calendar year 2016, 152 students have been supported through these initiatives and 18 new teachers of color completed the Teaching Fellows program.

The **Center for Excellence in Urban Teaching (CEUT)** was created to train and support teachers in applying proven culturally relevant pedagogical practices in urban and urban-like schools. CEUT seeks to provide support for teacher candidates within and after earning their initial licensure, and also provides scholarships and mentoring through the Aspiring Teachers of Color and Teaching Fellows programs.

The **Aspiring Teachers of Color program** awards scholarships to students who are people of color or American Indian and admitted to Hamline's Master of Arts in Teaching (MAT) program. Students receive scholarships of \$2,000 per semester for up to three years. Scholarship recipients must identify their intention to be a licensed teacher in Minnesota, and a preference is given to candidates who are seeking licensure in high-need areas in urban public schools.

The **Teaching Fellows program** has been developed based on lessons learned and best practices developed from focus group feedback. Focus groups of diverse students enrolled in Hamline's initial licensure program identified the student teaching semester as a particularly problematic semester. Pre-service teachers from underrepresented groups can encounter challenges as they

engage in school cultures and new bureaucratic requirements. Students also face financial challenges as those who have been able to support themselves with full-time jobs while attending evening classes are unable to work during their student teaching term. Thus, the Teaching Fellows program has been developed to ensure that promising students from diverse backgrounds have financial support during the student teaching semester and have professional support from an experienced mentor during the student teaching semester and into the first year of practice.

Teaching Fellows primary goals:

- Support a diverse cohort of students (Teaching Fellows) as they enter the teaching profession.
- Provide scholarships for promising candidates from populations that are under-represented in the teaching profession as they seek initial licensure from the state of Minnesota.
- Establish partnerships with targeted first and second ring suburban schools to recruit diverse paraprofessionals and other school personnel into the licensure program.
- Conduct a thorough analysis and review the Urban Teaching Certificate with the intention of repositioning it to reach a broad audience.

Goal #1: Support a diverse cohort of students as they enter the teaching profession (Teaching Fellows program).

Hamline has worked toward this goal by continuing to support and evolve its Teaching Fellows program.

Activity 1.1: Provide funding for tuition costs and living expenses during the student teaching semester.

Outcome 1.1 Four cohorts of teacher candidates of color were identified for participation in the Hamline Teaching Fellows Program in January 2015, August 2015, January 2016, and September 2016. To date, 27 candidates have participated in the program. Each was supported with a tuition grant and stipend for living expenses during the student teacher semester. All have completed licensure requirements and are either currently teaching or will be teaching beginning January 2017.

Teaching Fellows entering program: January 2015 – September 2016

ETHNICITY (self-identified)	
American Indian or Alaska Native	1
Asian	8
Black or African American, non-Hispanic	6

Native Hawaiian or other Pacific Islander	
Hispanic or Latino	3
White, non-Hispanic	
Two or more races	2
Other	2
Did not identify	2

Activity 1.2: Develop a structured learning community to support the Teaching Fellows during the student teaching semester.

Outcome 1.2 Three experienced mentors designed a learning community to support the Fellows as they progressed through student teaching and transitioned into the first year of teaching. Though each mentor worked with separate cohort of Fellows, they collaborate on the development of specific objectives and activities. The Teaching Fellows mentor activities include:

- Scheduling and facilitating monthly meetings with the Teaching Fellows during the student teaching semester;
- Developing a framework of learning objectives, supporting materials, and additional activities to broaden pedagogical skills to support candidates in becoming highly skilled and culturally relevant teachers;
- Identifying professional development opportunities to further learning and skill development;
- Mentoring in a one-on-one and group consultation throughout the program;
- Reporting the progress and impact of the mentoring program on the Teaching Fellows to the School of Education.

Activity 1.3: Provide structured mentorship for Teaching Fellows during the first year of teaching.

Outcome 1.3 – To provide continuity and engender trust between mentor and student, mentors continue to work students throughout their first year of teaching. Mentors are responsible for scheduling monthly meetings, supporting job-specific skill development and assisting the students in navigating roles within the workplace. The mentors continue to be available for consultation with individuals and groups of Fellows.

Evaluation

A number of qualitative evaluation methods are used to measure not only the effectiveness of Teaching Fellows students and their mentors but also Hamline University’s program in order to help shape its learning community.

1. Teaching Fellows are evaluated by their student teaching supervisors and mentors at the end of each student teaching semester to assess effectiveness.
2. Participants in the Teaching Fellows learning community are surveyed to provide formative assessment to inform future program and to evaluate the overall effectiveness of the program.
3. The Teaching Fellows mentor collects employment data on Teaching Fellows.
4. Teaching Fellows are surveyed at the end of their first year of teaching to evaluate the impact of mentoring on their initial teaching experience.

As of December 2016:

- Nine Fellows completed their first year of teaching, Spring 2015
- Four Fellows in their first year of teaching, Fall 2016
- Nine Fellows earned licensure, Spring 2016
 - And are in their first year of teaching, Fall 2016
- Seven Fellows earned licensure, Fall 2016

Goal #2: Provide scholarships to promising candidates from populations that are under-represented in the teaching profession as they seek initial licensure from the state of Minnesota (Aspiring Teachers of Color program).

Activity 2.1: Develop program and award scholarships to promising incoming licensure candidates from underrepresented populations:

Outcome 2.1: Hamline developed Scholarships for aspiring teachers who are People of Color or American Indian.

Outcome 2.2: During Academic Year 2016-17, Hamline recruited 11 new candidates from underrepresented populations to participate in its initial licensure program and move into the teaching profession.

Outcome 2.3. Hamline's goal for these students is successful completion of the licensure program within two years of admission.

Outcome 2.4: Students will be placed in employment in an educational setting within one year of licensure program completion.

Activity 2.2: Implement a mentoring program to support this cohort through successful completion of the program and initial licensure. Development of the program will begin in Fall 2016 and will continue throughout the CUE grant period.

Outcome 2.1: Hamline is actively encouraging candidates to participate in mentioning and other support activities during their university-based studies.

Activity 2.3: Collect data on candidate experiences during the preparation program and into the first years of teaching. Data collection will be ongoing through the development and implementation of the scholarship program.

The primary focus of this scholarship program is to recruit and retain of teachers who understand the challenges of an increasingly diverse K-12 student population and who are committed to addressing the challenging achievement gap. To accomplish this, the Hamline School of Education will call upon its experience in preparing teachers for effective practice in urban and urban-like settings. The set of activities outlined here represents a comprehensive approach to recruitment, selection, support, and follow-up intended to attract promising students from diverse backgrounds and prepare them for successful service in the teaching field.

Evaluation

1. This scholarship will be evaluated to determine if targets were met in terms of program retention and candidate completion rates.
2. Cohort participants will be surveyed throughout their studies to evaluate the overall effectiveness of the program.
3. The NExT Common Metrics data collection approach will be used to evaluate the success of candidates in their first year and third year of teaching. (NExT Common Metrics is a team comprised of representatives from 14 colleges and universities working together to transform how teachers are recruited, prepared, placed, and supported, using data to drive continuous improvement. The NExT team developed a valid and reliable set of common survey instruments aligned and administered at different points in time.)

Data

Aspiring Teachers of Color and American Indian Scholarship award recipients (Spring 2016 – Fall 2016)

ETHNICITY (self-identified)	
American Indian or Alaska Native	
Asian	5
Black or African American, non-Hispanic	5
Native Hawaiian or other Pacific Islander	
Hispanic or Latino	1
White, non-Hispanic	

Two or more races	
Other	
Did not identify	

Formal and informal data collection on candidate progress toward licensure will continue throughout the two years of the preparation program. Data on employment and persistence in the field will begin in spring 2017 and the NExT Common Metrics (Transition to Teaching) data collection approach will be used to evaluate the success of candidates in their first years of teaching. Individuals who completed the program were surveyed at the end of their first year of teaching to evaluate the effectiveness of preparation.

Goal #3: Establish partnerships with targeted first and second ring suburban schools to recruit diverse paraprofessionals and other school personnel into the licensure program. Partnerships will include mentorship programs and professional development provided by CEUT.

Activity 3.1: Identify 2-3 first- and/or second-ring suburban school districts for partnership.

Outcome 3.1: Two potential school district partners has been identified. Hamline faculty and staff will meet with school district officials in January 2017.

Activity 3.2: Collaborate with the districts on the development of a partnership plan.

Activity 3.3: Provide professional development for the participating districts.

Activity 3.4: Provide support for candidates during the licensure program.

Projected outcomes:

1. Participants will collaborate to develop a partnership plan that meets the needs and goals of the partner district and Hamline University.
2. Participants will work to identify potential candidates (paraprofessionals, teaching assistants, other roles) for teacher education licensure.
3. Participants will develop a plan to support potential candidates and support new teachers in the districts.

Estimated Timelines

1. Districts identified and approached in fall and winter 2016-2017.
2. Collaborative planning activities occur through June 2017 and ongoing.

This aspect of the work plan acknowledges the need to reach diverse audiences on the rim of the urban setting. First and second-ring suburban schools may be considered

urban-like by their demographics and are often untapped as potential educational partners. This goal is shaped by our understanding of how diverse staff who serve other roles in urban-like settings can be supported as they pursue a teaching license and during their first years of teaching.

There is a need to provide active mentoring at significant transition points such as the first years of teaching. This set of activities addresses that issue by working with persons who are currently serve in a role other than teacher in schools. The intent is to promote licensure opportunities and to support and mentor these candidates throughout their licensure program at Hamline and first year of teaching. This mentorship program will develop skills that will prepare these professionals to tend to the educational needs and goals of diverse student populations.

Goal #4: Urban Teaching Certificate: Conduct a thorough analysis and review the Urban Teaching Certificate with the intention of repositioning it to reach a broader audience.

Activity 4.1: Conduct focus groups with members of the community to gain insight on the trends and patterns in urban teaching and learning.

Outcome 4.1: Focus group scheduled for January 21, 2017.

Outcome 4.1: Participants will meaningfully engage and review the Urban Teaching Certificate program.

Activity 4.2: Revise and update the Certificate offerings so that they best address the needs of pre service and current teachers.

Outcome 4.2: Hamline expects that data-driven changes will be made to the Certificate program.

Activity 4.3: Identify strategies to encourage typically underrepresented student to pursue teaching as a profession and gain expertise in working in urban and urban-like settings.

1. Outcome 4.3: Participants will develop a plan to support potential candidates and support new teachers in the districts.

Estimated Timelines

1. Activities occur through winter and spring 2017.

Identifying and involving active members of the Hamline community such as School of Education Advisory Board, metro area Brothers Network, school administrators, teachers, and students to inform the program is essential to re-visioning and repositioning the Certificate as a key component of the School. When positioned well, the Urban Teaching Certificate will add value to existing degree programs and provide graduates with expertise in meeting educational needs and goals of diverse student populations.

Evaluation

1. Data garnered from focus groups
2. Completed re-envisioned Urban Teaching Certificate

Update

Data collected on number of participants, course registrations, and course offerings per term. First focus group meeting scheduled for January 21, 2017 for the purpose of re-visioning and repositioning of the Certificate as inspiration for teachers of color to choose Hamline for professional development and continuing education.

Current role and employment of Teaching Fellows

Current Role	Employment Location
Substitute & Long Call Substitute	St. Paul Public Schools, 2015-2016
Teacher, Second grade	Richfield Spanish Immersion School, Richfield Public Schools
Teacher, Third Grade	Noble Academy (Brooklyn Park, MN), Anoka Hennepin Public Schools
Teacher, First Grade	Little Canada School, Roseville School Dist. 623, 2016-17 Richfield Spanish Immersion School, Richfield Public Schools, 2015-16
Teacher, K-1	American International School of Niamey (Niger, Africa), two year contract starting August 2016
Physical Education Teacher	Ann Sullivan K-8, Minneapolis Public Schools
Teacher, Science 6-8	Franklin Middle School, Minneapolis Public Schools
Teacher, K-12 ESL	Valley View Elementary School, Bloomington School District
Teacher, K-12 Dance and Theater	Lakes International Language Academy, Forest Lake School District
Teacher, K-12 ESL	South High School, Minneapolis Public Schools
Teacher, K-6 Elementary	Hmong College Prep Academy, St Paul Public Schools
Licensed K-12 ESL	Hazel Park Prep Academy, St Paul Public Schools
Licensed 5-12 Math	Unknown
Teacher K-12 ESL	Washburn Elementary, Bloomington Public Schools
Licensed K-12 ESL	Applying and interviewing
Teacher K-12 ESL	Myanmar, Burma
K-12 ESL	Completed program for licensure, Fall 2016
K-12 ESL	Completed program for licensure, Fall 2016
K-12 ESL	Completed program for licensure, Fall 2016
K-12 ESL	Completed program for licensure, Fall 2016

5-12 Science	Completed program for licensure, Fall 2016
K-6 Elementary	Completed program for licensure, Fall 2016
K-6 Elementary	Completed program for licensure, Fall 2016