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**HAMLIN**  
**UNIVERSITY**

School of Education

January 15, 2014

The Honorable Chuck Wiger, Chair  
Senate E-12 Division  
205 Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
Saint Paul, MN 55155-1606

The Honorable Paul Marquart, Chair  
House Education Finance Committee  
597 State Office Building  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
Saint Paul, MN 55155

Dear Senator Wiger and Representative Marquart:

I have attached our required report in accordance with the Minnesota Session Laws of 2011, 1st Special Session, Chapter 11, Article 2, Section 50, Subdivision 14, which states that "[e]ach institution [which received a Collaborative Urban Educator (CUE) grant] 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 of each cohort of teachers produced."

Thank you for your continuing confidence in our efforts to increase the number of teachers of color in Minnesota.

Sincerely,

Nancy L. Sorenson  
Dean  
Hamline University  
School of Education

CC Sen. Sean Nienow Rep. Kelby Woodard  
Rep. Kelby Woodard  
Legislative Reference Library

**Deans' Office**

**Hamline University – School of Education**  
**January 15, 2014 Legislative Report**  
**Collaborative Urban Educator (CUE) Grant**  
**2011-2013 Grant Period Report**  
**July 1, 2011-June 30, 2013**

**Legislative Requirement**

In 2011, the Legislature required that “[e]ach institution [which received a Collaborative Urban Educator (CUE) Grant] 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 of each cohort of teachers produced” (Laws 2011, 1st Special Session, Chapter 11, Article 2, Section 50, Subdivision 14). In 2013, the Legislature also included in its appropriation a similar reporting requirement (Laws 2013, Chapter 116, Article 3, Section 37, Subd. 12), however our program has only begun to receive some of those grant monies.

**Report as Required by Minnesota Session Laws 2011**

This report covers the period July 1, 2011-June 30, 2013, during which the FY2012-2013 grant was used. The grant funding from the state’s FY2014-2015 appropriation has only recently been received from the Department and used by Hamline, and our activities for the 2013-2014 academic year are still proceeding. Our current efforts will be summarized in next year’s annual report.

- Use of Funds

The use of state funds under the CUE Program has been focused on two major areas.

The first is in the continued research, development, evaluation and implementation of the “Certificate in Urban Teaching” program (established in 2000), which is the result of long-term legislative support, through the CUE grant program, that focused on the preparation and retention of teachers of color.

As noted below this certificate program will be extended to students in their first licensure program. This is another pioneering effort that holds great promise for a national model for induction, initial licensure, support during the first three critical years of practice, and an opportunity to become board-certified through the National Board for Professional Teaching Standards.

Hamline has opened conversations with the National Board for Professional Teaching Standards and has received positive comments about a joint venture in this area. The result would be a cadre of teachers of color who are board certified.

Finally, the use of funds received through the CUE appropriation were reviewed by the Department of Education, during the period February through July 2013, through a regularly scheduled desk audit. The Department stated that there were no items concerning the use of the funds that required a response.

- Number of Teachers Prepared

Hamline is unique among the three (now four) private colleges that receive legislative support through the CUE program. Since the 2000/2001 biennium, the CUE funding for Hamline has

focused not on the preparation of new teachers of color, but on the support and additional professional development that are needed during their first three years of their professional practice.

Hamline has not been funded to prepare new teachers of color (although Hamline does that with its own funds). The focus has been, and continues to be, to support new teachers of color during their first three years of practice leading to the granting of tenure.

Hamline has been focused on the retention of teachers of color, and therefore the number below of “teachers prepared” reflects teachers supported during their first three years, not teachers being prepared for their first license.

Further the support of teachers of color during their first three years is not done using a cohort model. Since the inception in 2000, the urban learner framework has supported 812 new and non-traditional teachers who have enrolled in the Certificate in Urban Teaching program.

During the period July 1, 2011, through June 30, 2013, Hamline has supported 124 teachers of color through the programs based on the urban learner framework and as participants seeking the Certificate in Urban Teaching

- Diversity of Each Cohort of Teachers Produced

While the focus of Hamline’s “Certificate in Urban Teaching” program is primarily on teachers of color, the certificate is also open to non-students of color. The following is a compilation of teachers served over the past two years:

<b>ETHNICITY</b>	<b>(%)</b>
American Indian or Alaska Native	(0.4)
Asian	(3.4)
Black or African American, non-Hispanic	(2.8)
Native Hawaiian or other Pacific Islander	(0.0)
Hispanic or Latino	(2.5)
White, non-Hispanic	(51.9)
Two or More Races	(0.3)
Other	1.3)
Race/Ethnicity Unknown	(37.3)
<b>Total</b>	<b>(100)</b>

### **Supporting Information**

Hamline University and its School of Education have, since 1995, focused intensely on increasing the number of teachers of color prepared in Minnesota.

Its focus has been two-fold. First, it has focused on attracting new teachers of color and supporting them through their initial preparation and first licensure.

Second, it has pioneered a model to support teachers of color during the critical first three years of their professional practice. This is at the heart of the creation of a center at Hamline that would lead the way in

transitioning Hamline's entire School of Education into a focus on both the preparation of teachers of color, and also on their support and retention during the critical first three years of their practice.

Hamline's model of post first licensure support forms one of the key foundation elements of the current Bush Foundation Teacher development effort of which Hamline is a part.

The idea for an educational center, which was named "The Center for Excellence in Urban Teaching" (CEUT), to support urban teachers, particularly teachers of color, was conceived jointly in 1996 by representatives of Hamline University and The St. Paul Companies Foundation.

During the period 1999-2001, Hamline, through its Center for Excellence in Urban Teaching, developed an urban learner framework and a differentiated program to serve the needs of teachers of color who are in their first three years of service.

The urban learner framework, a theoretical model, provided the research basis for the development of the Certificate in Urban Teaching.

The urban learning framework is a way of viewing urban learners and learners in urban-like conditions from the perspective of their strengths and the prospects for success, as opposed to their weaknesses and potential for failure. Characteristics of students living in "urban-like" conditions, regardless of geographical location, may include students with some or all of the following life conditions and personality traits:

#### **Urban-Like Variables in Classroom Populations**

1. Diverse racial, cultural, religious and economic backgrounds
2. Linguistic diversity; first home-languages other than English
3. Amazing resilience; students who remain capable and hopeful despite the odds
4. A high degree of self-motivation and self-sufficiency
5. Living in conditions of generational or seasonal poverty
6. Families experiencing unhealthy relationships, violence, substance abuse, etc.
7. Families in communities experiencing stress, dislocation, violence, etc.
8. Abusive relationships at home or in the community
9. Attending under-served, under-resourced, dysfunctional schools
10. Ignored, isolated, depressed, lonely
11. Physically or mentally challenged
12. Communities and families that appear to be homogeneous, middle class and functional

Source: compiled by the Center for Excellence in Urban Teaching, 2000

Narrowing the 12 environmental and personality factors listed above into a framework for "urban" learners, four salient attributes emerged that teachers can use as a starting point.

## **Key Components of the Urban Learner Framework**

### **Urban learners:**

1. Can be, and are, resilient despite tough conditions
2. Are capable even if viewed as underachievers
3. Are culturally diverse and different, not deficient
4. Are self-motivated when instruction is contextual (relevant) to their lived experience

Source: The Center for Excellence in Urban Teaching, 2000

This effort is leading to the aligning of the Certificate in Urban Teaching with master's degree completion options for students in the first licensure program. This will lead to a masters of arts in teaching degree with strong preparation for meeting the needs of students in urban settings. Another option that is being explored is to redesign the Certificate in Urban Teaching so that it provides preparation for National Boards. This will also allow for a special emphasis on preparing them to be board-certified through the National Board for Professional Teaching Standards.

This will be a national model and will continue Hamline's pioneering efforts in the induction, preparation, and support of teachers of color during the critical first three years of their service as they become national leaders in teaching.

### **Relevant and Related Programs Supported by Hamline Outside of the CUE Grant**

In addition to its urban learner framework, Hamline University's School of Education, through its Center for Excellence in Urban Teaching (CEUT), the "Certificate in Urban Teaching," the support of teachers of color during their first three years, also offers professional development and advanced academic study to non teachers of color in urban and urban like schools.

Through CEUT, Hamline offers programs for both teachers of color and non-teachers of color to increase knowledge, strategies, and skills to work with and within complex social and socio-cultural economic situations and recognize learners living in urban and urban-like conditions as diverse, capable, motivated and resilient. These complex social situations include:

- Economics (economic disparity, achievement gaps);
- Language (linguistic diversity, second language learners, immigrant students);
- Culture (race, customs, traditions, norms, and community environments);
- Social issues (violence, substance abuse, mobility, health issues, etc); and
- Parent, family, and community involvement.

During the past 24 months, Hamline's School of Education and its Center for Excellence in Urban Teaching, beyond the scope of its CUE funding, have also conducted professional development for more than 1,200 teachers and administrators in 26 metro area schools, 14 school districts, and at 42 local, regional, national and international conferences and workshops (see Attachment 1).

**1. Comprehensive Professional Development**

<i>District(s)/Organization/Schools</i>	<i>Training/Activity Timeline: 7/20/11-6/30/13</i>	<i>Participants Impacted</i>
<b>Moorhead Public Schools</b>	In-service trainings held in Moorhead. Professional development training topics: culturally responsive teaching, mindset, college readiness, bullying, and team development	575 teachers, 5,270 students, and 8 administrators, including superintendent
<b>St. Cloud Public Schools</b>	In-service trainings including culturally responsive teaching, working with Somali students, mindset, college readiness, bullying, pipeline to prison, and team development	100 teachers and 3,710 students
<b>LEAP Academy, St. Paul</b>	Presentation to math master students	120 students and teachers received training
<b>Hancock Hamline Collaborative Magnet</b>	Two cultural competency trainings for students who tutor K-6 students through work study program.	50 students received training
<b>Como Senior High School</b>	Presentation to students	25 teachers and students received training
<b>Interfaith Outreach and Community Partners</b>	Planning meetings and on-site professional development training for preschool teachers	18 teachers, 4 directors and 5 partners received training
<b>St. Paul Public Schools Foundation</b>	Planning for cultural competency training for team and partners	Meeting with top two administrators and three staff
<b>Friendship Academy, Minneapolis</b>	Two trainings for teachers and one parent academy	15 teachers and administrators received phased training, and 50 parents received training
<b>Minnesota Department of Education Parent Engagement workshop</b>	Six planning meetings and the workshop	Administrative staff, assistant commissioner, and the Humanities Center staff
<b>Minnesota Department of Education Parent Engagement Framework meetings</b>	Eight planning meetings	Assistant commissioners, CEUT staff, and grant consultant

**2. Regional Trainings (multiple districts)**

<i>District(s)/Organization/Schools</i>	<i>Training/Activity Timeline</i>	<i>Participants Impacted</i>
<b>Northwest Suburban Integration District</b>	<p>Power of Cultural Competency for Academic Achievement</p> <p>Comprehensive professional development, Summer Institute on ULF, Poverty, Culturally Responsive Curriculum, standards and language</p> <p>Provide services to develop the Multicultural Center</p> <p>Summer Writing Academy and Fall follow the training. Year four and ongoing 2006/07</p>	150 teachers from 10 participating districts
<b>Minnesota Literacy Council</b>	<p>Partnership created for grants and assistance with SOAR literacy. Book drive and donations for other CEUT partners.</p>	
<b>Friendship Academy Charter</b>	<p>Instructional materials and design training to develop a special education model for the school. On-site professional development to prepare staff to work more effectively with students in complex social situations from diverse backgrounds. CEUT mentor relationship.</p>	<p>20 teachers and staff participants</p> <p>Impacting 135 students</p>

### 3. Seminars, Workshops, Conferences, Institutes/Academies

District(s)/Organization/Schools	Training/Activity Timeline:	Participants Impacted
<b>Minnesota Association of Colleges of Teacher Education (MACTE)</b>	Winter Conference – invited by Asst. Commissioner Chu for parent engagement training	64 professors
<b>YCC and University of Minnesota</b>	Presentation to early childhood providers throughout Minnesota	150 participants
<b>Ed. Minnesota</b>	Presented workshops on culture. Set up a booth to share information with educators throughout Minnesota.	2000 conference attendees
<b>Hamline University/CEUT</b>	Training for minority college students interested in teaching as a profession	27 college students
<b>SOAR (Students Opportunity to Achieve in Reading)</b>	Celebration for students and families of SOAR program at Hamline’s CEUT, held at the Center for Families	25 parents and students
<b>Givens Foundation Symposium</b>	Four planning meetings for Givens Foundation Symposium at Open Book	7 foundation board members and community members
<b>University of Minnesota STEM</b>	Presentation: Addressing the Needs of Urban Learners Through Service-Learning	400 teachers and professors as conference participants
<b>Minnesota Name Conference</b>	Co-facilitation of conference	231 teachers and administrators
<b>Universal Peace Foundation</b>	Co-facilitation of conference	122 teachers
<b>Givens Foundation Conference</b>	Co-facilitation of conference and presentations – hosted Dr. Geneva Gay, cultural expert	500 teachers administrators
<b>Get Ready Program</b>	Provided college visitation and orientation to students from the Minneapolis and St. Paul public school districts	500 students