

Minnesota State University, Mankato
Strategic Priority Funding
Application Form
2007-2008

#32

Project Name Building Bridges for Diversity in Undergraduate Teacher Education

Co-Applicant Name Sandra Mullins Mailing Address 313 AH
 Co-Applicant Signature Sandra Mullins

Email Address Sandra.mullins@mnsu.edu Phone Number x 1965

Co-Applicant Name Elizabeth Sandell Mailing Address 328 AH
 Co-Applicant Signature Elizabeth J Sandell

Email Address Elizabeth.sandell@mnsu.edu Phone Number x 5713

Co-Applicant Name John Solis Mailing Address 313 AH
 Co-Applicant Signature John D. Solis

Email Address John.solis@mnsu.edu Phone Number x 1183

Co-Applicant Name Patricia Hoffman Mailing Address 313 AH
 Co-Applicant Signature Patricia Hoffman

Email Address Patricia.hoffman@mnsu.edu Phone Number x 3233

Co-Applicant Name Ginger Zierdt Mailing Address 117 AH
 Co-Applicant Signature Ginger R. Zierdt

Email Address Ginger.zierdt@mnsu.edu Phone Number x 5444

Co-Applicant Name Michael Miller Mailing Address 117 AH
 Co-Applicant Signature Michael A. Miller

Email Address Michael.miller@mnsu.edu Phone Number x 5445

Co-Applicant Name Jessica Rowe Mailing Address 265 MH
 Co-Applicant Signature Jessica Rowe

Email Address Jessica.rowe@mnsu.edu Phone Number x 5663

Dept. Chair Signature Sandra Mullins Date 12/5/06
 Dept. Chair Signature Elizabeth J Sandell Date 12/5/06
 Dean Signature Michael A. Miller Date 12-5-06
 Vice President Signature Gill Date 12-5-06

Date Submitted to Office of Institutional Planning: _____
 (Deadline is November 30, 2006)

Strategic
Priority:
2

Minnesota State University, Mankato FY08 Strategic Priority Funding Request

1. **Which Strategic Priority and Objective does this funding request support? See link for Strategic Priority definitions.** <http://www.mnsu.edu/president/priorities/definitions/>

Strategic Priority 2: Promote Diversity

Strategic Priority Objective: Strengthen recruitment and retention of a diverse student population.

2. **Provide a brief description of your project. Please attach a one page project narrative:**

This project will build on and systematize already-existing smaller projects within the College of Education's Center for School-University Partnerships and the Departments of Educational Studies: K-12 and Secondary Programs and Educational Studies: Elementary and Early Childhood.

The College of Education and the MSU Office of Institutional Diversity will fine-tune existing activities and will design and implement several new programs to (1) increase the cultural competence of MSU faculty members and public school teachers and administrators and (2) "bridge" the gap between high school and university education experiences for students of under-represented groups who may consider teaching as a career option.

Activities will be organized through school districts that are partners with the College of Education's Community School-University Partnerships office:

- (1) Mankato Public Schools
- (2) Saint Peter Public Schools
- (3) Sibley East Public Schools
- (4) Owatonna Public Schools
- (5) Waseca Public Schools
- (6) LeSueur-Henderson Public Schools
- (7) Faribault Public Schools
- (8) Saint Paul Public Schools, including Arlington High School and the Freshmen Academy at Humboldt High School.

The cultural competency programs are designed to foster the intercultural capacity of MSU faculty members and public school teachers so that they are prepared to include under-represented students in meaningful ways. The activities to enhance cultural competency include participation by MSU faculty members in: (a) long-term Learning Communities with MSU faculty members and students and P-12 teachers from school districts in partnerships with the College of Education pre-service teacher education programs; (b) cross-cultural experiences to immerse MSU faculty members in experiences, such as the Urban Teacher Education Program (UTEPA); and (c) cross-cultural experiences to connect MSU faculty members with under-represented communities, such as the Families as Faculty (FAF) program.

The bridging programs are designed engage carefully identified students of diverse backgrounds to foster their interest in becoming teachers, to encourage them to see teaching as an option for their future careers, and to develop the academic skills and dispositions essential for entering teacher education. The project activities to "bridge" the gap include participation by middle school and high school students in: (a) on-going school-based Future Educators Clubs; (b) mentorship programs and exchanges with MSU students in teacher education programs; and (c) the MSU Office of Institutional Diversity's Summer Institute.

The project's activities will be coordinated by the Center for School-University Partnerships, which acts as a liaison between P-12 institutions and post-secondary programs involved in teacher education. It ensures successful transition from pre-service to in-service through new-teacher induction models and provides continuing enrichment and professional development activities for career educators.

3. How will the funding request support the Strategic Priority?

As mentioned above, this project will fine-tune existing activities and will design and implement several new programs to (1) increase the cultural competence of MSU faculty members and public school teachers and administrators and (2) "bridge" the gap between high school and university education experiences for students of under-represented groups who may consider teaching as a career option.

Cultural Competency Programs

(a) long-term Learning Communities with MSU faculty members and students and P-12 teachers from school districts in partnerships with the College of Education pre-service teacher education programs.

- Meeting and materials expenses for Learning Communities that foster cross-cultural relationships among P-12 teachers, community leaders and elders, and other professionals of diverse backgrounds.

(b) activities to immerse MSU faculty members in cross-cultural experiences, such as the Urban Teacher Education Program (UTEP).

- Transportation and materials expenses to send MSU faculty members to UTEP, for fostering relationships with P-12 teachers, community leaders and elders, and other professionals of diverse backgrounds.

(c) cross-cultural experiences to connect MSU faculty members with under-represented communities, such as the Families as Faculty (FAF) program and a "Cultural Connections" program.

- Transportation and materials expenses to establish and maintain Families as Faculty groups for fostering relationships with P-12 teachers, community leaders and elders, and other professionals of diverse backgrounds.
- Computer, web-cam, internet connections for project director to create "Cultural Connections" with MSU faculty members, students, and school district faculty for real-time problem-solving and information.

Bridging Programs

(a) participation by middle school and high school students in on-going school-based Future Educators Clubs.

- Teacher stipends as advisers for Future Educators Clubs.
- Transportation and materials expenses for "shadowing" experiences so under-represented students can spend time in P-12 classrooms observing teachers at work.

(b) participation by middle school and high school students in mentorship programs and exchanges with MSU students in teacher education programs.

- Transportation and materials expenses for exchange and immersion experiences for MSU teacher education students in schools with significant populations of under-represented students.
- Transportation and materials expenses for long-term mentoring experiences for MSU teacher candidates to work with P-12 learners of diverse backgrounds who are interested in teaching.
- Expenses for experiential education opportunities through the College of Education's Experiential Education programs in the Department of Educational Leadership.

(c) participation by middle school and high school students in the MSU Office of Institutional Diversity's Summer Institute.

- Student tuition and faculty stipends to enable under-represented students to participate in the Summer Institute.
- Faculty stipends to assist middle school and high school students with developing materials related to college admissions, including biographies, writing samples, resumes, mission statements, and achievement goals.

4. Describe the measurable outcomes:

As mentioned above, this project will fine-tune existing activities and will design and implement several new programs to (1) increase the cultural competence of MSU faculty members and public school teachers and administrators and (2) "bridge" the gap between high school and university education experiences for students of under-represented groups who may consider teaching as a career option.

Cultural Competency Programs

1. MSU faculty members will work with MSU Office of Institutional Diversity staff members to foster relationships and partnerships with leaders and elders of communities of individuals with diverse backgrounds.
2. MSU faculty members will demonstrate a partnership attitude in developing these relationships.
3. MSU faculty members and students will gather data regarding the strengths and needs of underrepresented students.

Bridging Programs

1. Middle school and high school students from under-represented groups will have increased exposure to and interest in teacher education as a career opportunity through reciprocal campus and P-12 school visits
2. Middle school and high school students from under-represented groups will demonstrate knowledge of skills and dispositions necessary for successful transition to college and teacher education.
3. Middle school and high school students from under-represented groups will identify what excites them about teaching, what concerns they have, and what they need from us as support for success.
4. Middle school and high school students from under-represented groups will identify personal short-and long-term goals for achievement that lead them in the direction of teaching as a career option.

5. Assessment Measures – Define what methods will be used in assessing the effectiveness of the project.

Cultural Competency Programs

1. Analysis of data collected about changes in organizational cultural competency and personal cultural competency as measured by the Intercultural Development Inventory.
2. Analysis of data gathered by MSU teacher education students regarding strengths and needs of under-represented students.

Bridging Programs

1. Administration and analysis of focus group discussion and a student survey about knowledge and dispositions for success in college and teacher education.
2. Analysis of personal short- and long-term goals statements written by students, including biographies, writing samples, resumes, mission statements, and achievement goals.
3. Analysis of focus group discussion of digital photo logs created by under-represented students to represent what they found most valuable in their project participation.

- Reports Due:**
6. **Mid Year Report due** January 31, 2008
7. **Summary Report due** June 30, 2008
8. **Budget Request:** From Strategic Initiative Funding

Item	Description	Request	Match
SALARIES			
Director	.5 FTE	19,000	
Graduate Assistant		9,000	
Translators		3,000	
Fringe Benefits			
Director		5,000	
Graduate Assistant		3,000	
NON-SALARY			
Summer Institute	Tuition and meals for 15 students; \$45/day	6,750	
Transportation	Bus and in-state mileage	6,000	2,000
Housing	Students		1,000
Materials	Student t-shirts and other	2,000	
Office space	Staff		5,000
Equipment	Staff computer, web cam		3,000
Classrooms	\$35.00/event		3,500
Telephone	Staff local and long-distance	600	300
Experiential learning	Student stipends		500
Meals and per diem	Students; faculty travel	5,000	
Meeting expenses	Families as Faculty, Future Educators Clubs, Cultural Connection	6,000	2,000
Travel	Staff conference attendance	3,000	2,000
Parking		650	300
Evaluation	IDI survey administration \$15/person	1,400	
TOTAL BUDGET		70,400	19,600

9. Special consideration (e.g. room, building, office or any impact on other divisions):

Residential Life dorm rooms for Summer Institute (paid through funded application)

* Pending funding.



December 5, 2006

Scott R. Olson, Ph. D.
Provost
Academic Affairs
315 Wigley Administration

Dear Dr. Olson:

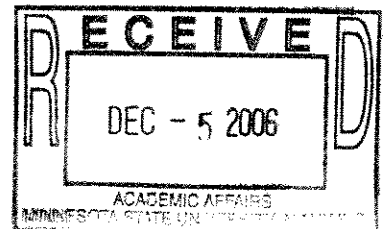
Enclosed is an application for Strategic Priorities Funding. Our colleague, Dr. Rene Hersrud, received permission from Dr. Avra Johnson, Interim Assistant Vice President for Planning, for our team to submit this application, even though it is after the original November 30 due date.

Thank you for considering our proposal.

Sincerely,

A handwritten signature in cursive script that reads "Michael A. Miller".

Michael A. Miller, Ph. D.
Dean
College of Education



DEPARTMENT OF EDUCATIONAL STUDIES:
ELEMENTARY AND EARLY CHILDHOOD
328 ARMSTRONG HALL · MANKATO, MN 56001
PHONE 507-389-1516 (V) · 800-627-3529 OR 711 (MRS/TTY) · FAX 507-389-5853

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