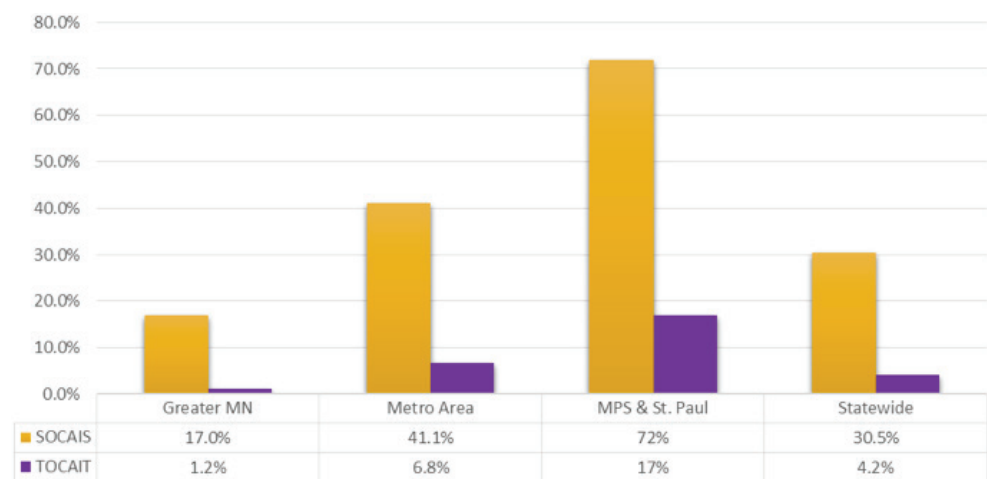




Coalition to Increase Teachers of Color and American Indian Teachers in Minnesota

Minnesota's Severe Shortage of Teachers of Color

Minnesota's students and families are facing a chronic, severe shortage of teachers of color and American Indian Teachers. This shortage **contributes to our persistently wide opportunity and achievement gaps** and limits our state's ability to close these gaps. Meanwhile, the percentage of students of color and American Indian students continues to increase (now 33.5% of all K-12 students in 2018, and the majority of students in many schools). State law in 2016 amended several statutes guaranteeing that all of Minnesota's K-12 **students shall have "equitable access to**



Students of Color and American Indian Students (SOCAIS) Inequitable Access to Teachers of Color and American Indian Teachers (TOCAIT) in Minnesota (2015-16)

Source: MDE 2017 Teacher Supply & Demand Report.

effective and diverse teachers...[who] reflect the diversity of students in [their] district or school." Research is clear that all students benefit from a racially diverse teaching workforce, and

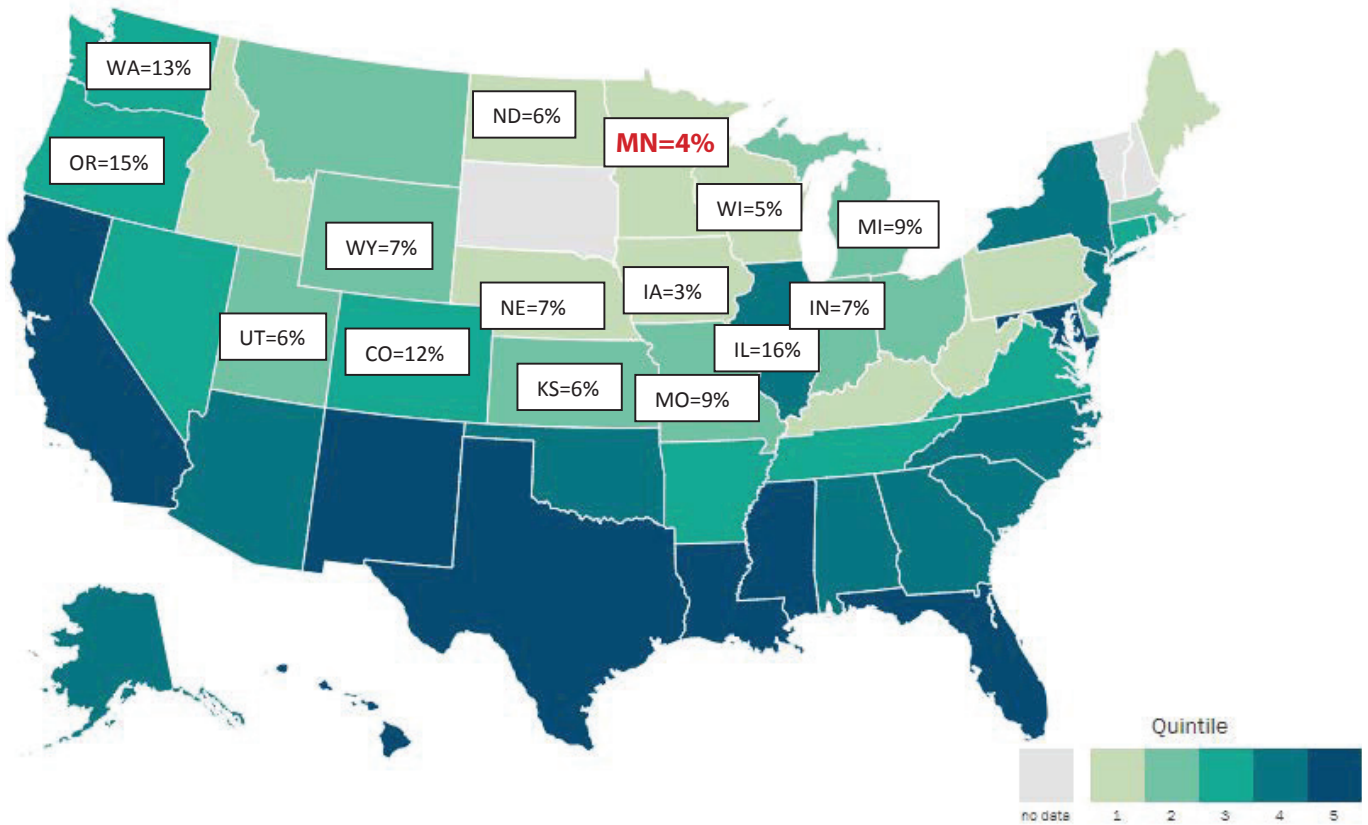
that students of color and American Indian students and their families benefit in particular ways, including: improved attendance, retention, test scores, advanced-level course enrollment,

graduation rates, and college-going rates. There are also **significant economic benefits and returns on investment for MN** by closing equity gaps when diversifying the teacher workforce.

Minnesota Lags Behind Other States

Percentages of Teachers of Color and American Indian Teachers (TOCAIT) in Various States (2016)

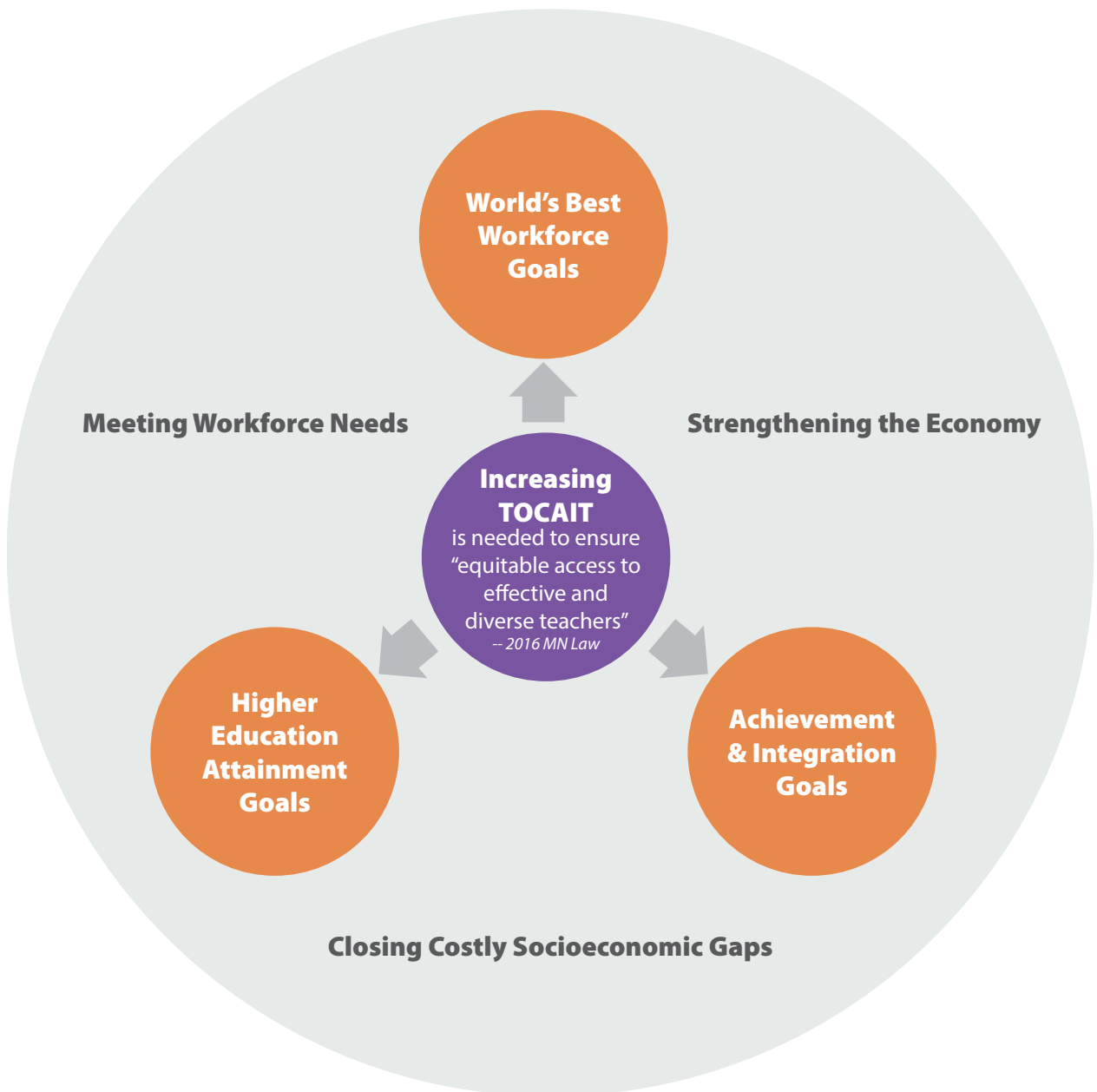
The lack of teacher racial and ethnic diversity is a national problem with only 20% of the nation's teacher workforce being teachers of color and more than half of all students being of color. However, as our K-12 student population of color continues to increase, Minnesota lags behind other states and our lack of teacher diversity contributes to our nation leading achievement gaps.



Source: <https://learningpolicyinstitute.org/product/understanding-teacher-shortages-interactive>



Increasing Teachers of Color and American Indian Teachers (TOCAIT) in Minnesota is necessary to meet important state goals established by the Legislature





Economic Benefits from Increasing Teachers of Color in Minnesota

1) Investing to increase teachers of color and American Indian teachers is a key strategy for closing Minnesota's gaps that will significantly strengthen and grow the state and national economy.

- According to a 2015 analysis by the Alliance for Excellent Education⁴, if the graduation rate for the Class of 2013 in MN was 90% instead of 80% (i.e., 6,000 more graduates), a significant economic impact would have included:
 - » Annual state gross product increase of \$100 million
 - » State/local tax revenue increase of \$11 million
 - » 750 new jobs created
 - » Annual earnings increase \$78 million
 - » Home sales increase \$200 million, and auto sales increase \$7.9 million
- According to McKinsey & Company, achievement gaps in the U.S. “underscore the staggering economic and social cost of underutilized human potential.” They estimated through detailed analysis that the U.S. economy was “deprived of as much as \$2.3 trillion in economic output in 2008” because of the achievement gap, and that “the gap imposes a higher recurring annual economic cost on the US economy than the current [2009] recession does.”⁵

2) More teachers of color are needed to help close persistent gaps and meet workforce demands.

- Research has shown that teachers of color positively impact student achievement, especially for students of color.¹
- Given Minnesota's World's Best Workforce legislation, Higher Education Attainment Goal, and the Governor's goal of increasing state employees of color to 20%, more diverse teachers are urgently needed to help reach these goals.
- Minnesota's opportunity and achievement gaps are widely known to be some of the largest gaps in the country. For example, students who are of color and American Indian represent 21% of 54,255 total students in 2015 who graduated in 4 years, but they are 46% of all dropouts (3,413) and 48% of all who stay longer in high school (7,002).²
- Yet, Minnesota students don't have “equitable access to effective and diverse teachers” as promised in 2016 by the MN Legislature and Governor (Coalition's passed bill in 2016: HF2749). Teachers of color and American Indian teachers (2,541) still represent only 4.2% of all teachers in the state, while students of who are of color and American Indian represent 33.5% of the state's increasingly diverse population in rural, suburban and urban communities.³

3) Investing in education will save MN taxpayers millions of \$ in dealing with crime and health care.

- According to the Alliance for Excellent Education, “The nation could save as much as \$18.5 billion in annual crime costs if the high school male graduation rate increased by only 5 percentage points.”⁶
- According to the Center on Sentencing and Corrections, in FY2010 “the total cost of Minnesota's prisons—to incarcerate an average daily population of 9,557—was \$395.3 million,” or \$41,364 per inmate for one year.⁷
- Billions are spent treating preventable chronic illnesses. Research has shown that “the more schooling people have the better their health is likely to be....The less schooling people have, the higher their levels of risky health behaviors such as smoking, being overweight, or having a low level of physical activity.”⁸

¹Educator Policy Innovation Center. (2016). Smart Solutions to Minnesota's Teacher Shortage: Developing and Sustaining a Diverse and Valued Educator Workforce. Education Minnesota. <http://www.educationminnesota.org/EDMN/media/edmn-files/advocacy/EPIC/EPIC-Recruitment-Retention-Report.pdf>

²State Report Card. <http://rc.education.state.mn.us/>

³Minnesota Department of Education. (2017). Teacher Supply and Demand Report.

⁴See interactive data tool at <http://impact.all4ed.org>

⁵Auguste, B., Hancock, B. and M. Laboissière. (2009, June). “The economic cost of the US education gap.”

<http://www.mckinsey.com/industries/social-sector/our-insights/the-economic-cost-of-the-us-education-gap>

⁶Alliance for Excellent Education. (2013, September). Saving Futures, Saving Dollars: The Impact of Education on Crime Reduction and Earnings. <http://all4ed.org/>

⁷Center on Sentencing and Corrections. (2012, July). “The Price of Prisons |Minnesota: What Incarceration Costs Taxpayers”. Vera Institute of Justice, www.vera.org/priceofprisons

⁸Freudenberg N, Ruglis J. “Reframing school dropout as a public health issue.” Preventing Chronic Disease 2007;4(4).

http://www.cdc.gov/pcd/issues/2007/oct/07_0063.htm.



What will it take to “Move the Needle” just 1%?

600

The minimum # of new teachers of color and American Indian teachers (TOCAIT) needing to be hired in order to increase the percentage in MN from 4% to 5% (assuming the overall number of teachers in MN remains constant and no current TOCAIT leave the profession or retire). This is a 25% increase over the number of TOCAIT (n=2,541) in 2015-16. Yet, only 7.7% or approximately 225 of all newly licensed teachers are TOCAIT.

1600

The minimum estimated # of total TOCAIT candidates that need to be supported in teacher preparation programs ranging from those who are newly admitted and just beginning their programs to those who are ready to student teach and complete their programs. In 2015-16, there were only 991 TOCAIT candidates enrolled in teacher preparation programs.

\$30M

The estimated amount needed to directly support 1,600 TOCAIT candidates with \$10,000 scholarships/year and 600 TOCAIT candidates \$7,500 during student teaching along with recruitment & retention programs.

Small Percentages from Preparation into the Profession

4.2%

% of all teachers in MN who are TOCAIT (n=2,541)

7.7%

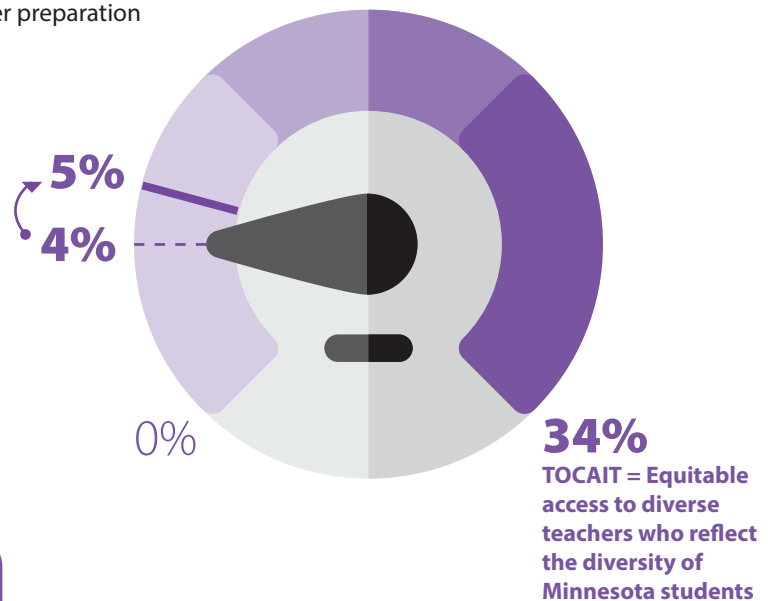
% of all new teachers in MN who are TOCAIT (n= approximately 225)

11.5%

% of all candidates enrolled in teacher preparation programs who are TOCAIT candidates (n=991) during AY 2015-16

33.5%

% of all students in MN who are of color or American Indian



Sources: 2017 Teacher Supply & Demand Report; 2017 Title II Report



List of State Investments and Policies Passed in 2017 to Support Teachers of Color and American Indian Teachers (TOCAIT)

In 2017, the Legislature and Governor approved several programs and provisions in the Increase Teachers of Color Act (SF1555/HF2077) and expanded the Grants to Teacher Candidates program (HF1409/SF1585) drafted by the Coalition. However, the modest and approximate **\$2.75 million of investments in FY18 directly supporting TOCAIT is not enough to “move the needle” above 4% TOCAIT in MN**; it will support an approximate total of only 190 diverse teacher candidates preparing to enter the profession and only 28 TOCAIT.

	Estimated Amount of Total FY18 Appropriation Directed to Invest in TOCAIT ^(*)	Estimated Number of TOCAIT Supported	Purpose
Higher Education	\$168,000	20 candidates 8 teachers	
Teacher Candidate Grants	\$160,000 = 32% of total appropriation based on estimated % of TOCAIT per statute	20	Program Completion
Teacher Shortage Loan Forgiveness	\$8,000 Estimate is 4% of total appropriation based on % of TOCAIT in workforce	8	Retention
E-12	\$2,692,500	170 candidates 20 teachers	
Collaborative Urban & Greater MN Educator of Color Program	\$900,000 90% of total appropriation based on estimated % of TOCAIT in CUE programs	100	Pathways and Program Completion
American Indian Teacher Prep programs	\$460,000	20	Pathways and Program Completion
Concurrent Enrollment “Intro to Teaching”	\$120,000 = 32% of total appropriation based on estimated % of SOCAIS	?	Pathways
Grow Your Own Grants	\$1,125,000 = 75% of total appropriation based on estimated % of TOCAIT in GYO programs	50	Pathways and Program Completion
Teacher Shortage Loan Forgiveness	\$20,000 Estimate is 4% of total appropriation based on % of TOCAIT in workforce	20	Retention
Estimated Total E-12 & Higher Ed	\$2.75 Million	190 candidates 28 teachers	

**Note: Estimated appropriation figures in the table above reflect the percentage of total program appropriations directed to support TOCAIT, as most of these programs also address license and geographic shortage areas or they don't only include TOCAIT.*

Policies Adopted in 2017 and Advocated by the Coalition to Support TOCAIT

- Higher Education**
 - Percent of TOCAIT teacher candidates receiving grants, under the Teacher Candidate Grants Program, is linked to the increasing % of K-12 students of color and American Indian students (SOCAIS) in MN
- E-12**
 - Tier 3 license can be earned with unlimited renewal without needing to pass “skills” exams that have shown to be an inequitable barrier to the profession
 - “Q Comp” funds can be used for hiring bonuses to teachers who can close gaps
 - TOCAIT are added to the definition of shortage area
 - Program accountability data needs to include demographics of candidates by race, ethnic group



About the Coalition to Increase Teachers of Color and American Indian Teachers in Minnesota

An Overview and Brief History

[The Coalition to Increase Teachers of Color and American Indian Teachers in Minnesota](#) unites individuals, organizations and communities concerned about the lack of racial, cultural, and linguistic diversity in the teaching force which is 96% white even though students of color and Native American students make up 34% of the K-12 population in MN and are the majority of students in many urban, suburban and rural schools. **While E-12 student diversity has increased and will continue to increase throughout the state, teacher diversity has not increased over the past two decades.** We believe in our experience and compelling research that proves racially and ethnically diverse teachers are important to the success and learning of ALL students, especially students of color and American Indian students.

The Coalition was created in November **2015** by seven teacher educators from public and private colleges and universities along with two urban school district administrators who **are committed to quality in teacher preparation and concerned about barriers that especially impact persons of color who want to enter and stay in the teaching profession.** These barriers are especially problematic for adult learners and non-licensed employees of color who want to be well-prepared licensed teachers of diverse E-12 learners. They are systemic barriers that require changes in policy and institutions along with major financial investments. At this time, we were inspired by 2015 Policy Briefs published by the MN Educational Equity Partnership (MnEEP) and Educators 4 Excellence (E4E) that had common findings and recommendations.

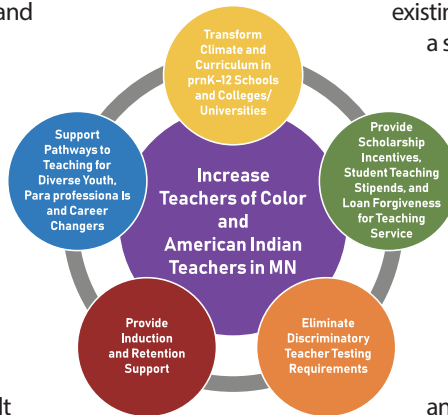
The Coalition expanded on December 11, **2015** when 40 people from various institutions and organizations in the state gathered to affirm the Coalition’s goal, 5-point Platform, and generate ideas of a Summit to inform the upcoming legislative session. The notion of the summit turned into a “Call for Action” with more than 200 people from dozens of organizations and institutions from throughout the state coming together on February 6, 2016 around **a common goal to double the current number of teachers of color and ensure that 20% of candidates in teacher preparation are of color and American Indian by 2020.** The Coalition worked to draft and see a bill pass that revised several existing state statutes to ensure that all students have “equitable

access to effective and diverse teachers” who reflect student diversity in schools. The success of the February 6 event led to a Bush Foundation grant to host a conference August 10-12, 2016 for nearly 250 current and aspiring teachers who are of color and American Indian. In November 2016, a Core Steering Committee with a majority people of color formed to provide direction to work of the Coalition.

During the 2017 legislative session with the crucial support of the state ethnic and Indian Affairs councils, the Coalition drafted the Increase Teachers of Color Act of 2017 (HF2077/SF1555 and HF1409/SF1585) that was passed and expanded several existing programs to include teachers of color as a shortage area and include modest increased appropriations along with creating several new programs. The Coalition held its second conference for current and aspiring TOCAIT in August 2017. During the **2017-18** school year to support TOCAIT retention, we offered micro-grants for teams of two or more TOCAIT to attend equity conferences together, and held a series of Affinity Group Dinner Dialogues. By November 2017, there were over 1100 individuals from 150 schools, districts, institutions, organizations and communities who have joined the Coalition.

During the 2018 legislative session, the Coalition drafted and worked to pass the Increase Teachers of Color Act of 2018 bill (HF3594/SF3263), which had bipartisan support, and was able to keep attention on the issue, but the bill ultimately wasn’t passed.

As of October 2018, **the Coalition now unites more than 1,250 people from throughout Minnesota including students, parents, teacher candidates, teacher educators, paraprofessionals, teachers, and administrators from urban, suburban and rural area schools and districts.** In these polarized times, the Coalition also unites Republican and Democratic legislators, school board members and other elected officials from throughout MN, as well as a range of community-based and education organizations in support of bills we have drafted. If you aren’t yet a member, **join us to support meaningful change needed to help close unacceptable, persistent opportunity and achievement gaps that are among the largest in the United States**—the economic development and social fabric of our state needs all students to be successful in school.





Where are Coalition Members from?

A List of Cities, Towns, Institutions and Organizations

Cities & Towns Represented

Anoka
Belle Plaine
Belview
Bemidji
Bena
Blaine
Bloomington
Brooklyn Center
Brooklyn Park
Burnsville
Champlin
Circle Pines
Columbia Heights
Cottage Grove
Deer River
Denver, CO
Duluth
Edina
Grand Rapids
Hopkins
Hutchinson
Inver Grove Heights
Jordan
Lakeville
Little Canada
Mankato
Mansfield
Maple Grove
Maplewood
Marshall
Medina
Minneapolis
Minnetonka
Moorhead
Morris
New Hope
North St. Paul
Northfield
Oakdale
Osseo
Plymouth
Prior Lake
Red Wing
Richfield
Rochester
Rosemount
Roseville
Shoreview
South St. Paul
Spring Lake Park
St. Cloud
St. Joseph
St. Louis Park
St. Paul
St. Peter
Virginia
Washington, DC
White Bear Lake
Willow River
Winona
Woodbury
Worthington

Institutions & Organizations Represented

Academia Cesar Chavez
African American Leadership Forum
AMAZE
American Indian Magnet School, SPSS
Andersen United Community School
ANIKA Foundation
Anoka High School
Anoka-Hennepin Community Education
Armstrong High School
Ascend Performing Arts
Association of Metropolitan School Districts (AMSD)
Augsburg University
Aurora Charter School
Battle Creek Middle School
Big Picture Twin Cities
Birch Grove Elementary School
Blackduck High School Bemidji Regional Interdistrict Council
Black Votes Matter MN
Brimhall
Brooklyn Center Schools
Bugonaygeshig School & district

Carleton College
Casa de Esperanza
CCSSO
Center for Authentic Intellectual Work
Center for School Change
Central Park Elementary
Century College
Champlin Park High School
Citizens League
Cityview Elementary
Coalition of Asian American Leaders
College of St. Benedict and St. John's University
College of St. Scholastica
Como Park Sr. HS
COMPAS
Comunidades Latinas Unidas En Servicio (CLUES)
Concordia College
Concordia University
Council for Asian Pacific Minnesotans
Council of Minnesotans of African heritage
Crest View Elementary
Cristo Rey Jesuit High School- Twin Cities
Crossroads Elementary
DEED
Deer River High School
Designs for Learning
District 279
District 916
Dugsi Academy
Duluth Public Schools - ISD 709
EdAllies
Edina High School
Edina Public Schools
Education Evolving
Education Minnesota
Educators for Excellence
El Colegio High School
Episcopal Church of Minnesota
Equity Alliance of MN
Episcopal Church of MN
Evergreen Park WCSS, Anoka-Hennepin Schools
Groveland Elementary
Gustavus Adolphus College
Hamline University
Harding High school
Hennepin County Public Defenders
Hiawatha Academies
Highland Park Middle School
Hmong College Prep Academy
Hmong International Academy
Hopkins High School
Hutchinson High School
Independent school district 77
Indian Affairs Council
Intermediate District 287
International Institute of MN
Inver Grove Heights Schools
ISD #2142
ISD 622
ISD 2397
ISD 535
Itasca Community College
Johnson Senior High School
JT Salaam & Associates
Latino Services Providers Network of Willmar
League of Latino Educators
LearningWorks at Blake: A Breakthrough Program
Metropolitan State University
Minneapolis Community and Technical College
Minneapolis Public Schools
Minneapolis Public Schools- Indian Education Dept
Minnesota Association of School Administrators (MASA)
Minnesota Association of School Personnel Administrators
Minnesota Connections Academy
Minnesota Council on Latino Affairs
Minnesota Department of Education
Minnesota Literacy Council
Minnesota State University- Mankato
Minnesota State-Moorhead
Minnesota West Community and Technical College
Minnesota Youth Council
Minnetonka Public Schools/Augsburg
MN Association of Colleges for Teacher Education (MACTE)
MN Association of Elementary School Principals
MN Association of Secondary School Principals
MN Business Partnership
MN Comeback

MN Education Equity Partnership (MnEEP)
MN Private College Council
MN Rural Education Association (MREA)
MN School Board Association (MSBA)
Mounds View Public Schools
MPS 2020 Advisory Committee
NAACP Minneapolis Child Protection Committee
National Council of Jewish Women Minnesota
Navigate MN
NCJW MN
NEC
Nellie Stone Johnson School
Normandale Community College
North Central University
North Education Center
North St Paul High school
Northeast College Prep
Northeast middle school
Osseo Area Schools
Park Center Senior High
Park High School
Parkview Center
Partnership Academy Charter School
Pathways2Teaching
Paul & Sheila Wellstone Elementary
Perpich Center for Arts Education
Poplar Bridge Elementary School
Prodeo academy
Reading and Math, Inc.
Richfield Dual Language School
Richfield STEM
Richfield ISD 280
Roan Educational Consulting
Robbinsdale Area schools
Rochester Public Schools
Rosemount High School
Roseville Area High School
Roseville Area Schools
Saint Cloud School District 742
Saint Mary's University of Minnesota
Saint Paul Public Schools
Saint Paul Public Schools Indian Education Program
SEIU
Skyline Math and Science Academy
South St. Paul Public Schools
South Washington County Schools
Southwest Minnesota State Univ.
Spring Lake Park School District
St. Catherine University
St. Cloud State University
St. Louis Park High School
St. Olaf College
St. Paul Academy and Summit School
St. Paul Community Literacy Consortium
St. Paul Federation of Teachers
St. Paul Promise Neighborhood
St. Paul Public Schools
Teach For America - Twin Cities
TerraLuna Collaborative
The College of St. Scholastica
The Southeast Asian Diaspora Development Project
Tribal Nations Education Committee
Ubah Medical Academy
UMOJA
University of Minnesota Duluth
University of Minnesota Morris
University of Minnesota, Multiple Pathways to Teaching Office, College of Education and Human Development
University of Minnesota-Twin Cities
University of Northwestern St Paul
University of St. Thomas
Voices for Racial Justice
Vora SERVICE Non-profit org
Washburn HS
Washington Technology Magnet School
Way to Grow
Wellstone
West Education Center
White Bear Lake Area Schools
Wilder Foundation
Wildflower Schools
Willow River Area School
Winona Area Public Schools
Woodbury HS; Equity Alliance Youth Exec Board
Xinxing Academy
YWCA Mankato
YWCA Minneapolis- Community Service Agency