



Minnesota  
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# The Tale of Two States: How Policy and Funding Affect Efforts to Diversify the Teaching Corps in Oregon and Minnesota

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## Executive Summary

Approximately 96 percent of Minnesota K-12 teachers identify as white. They are teaching a much more diverse student population: 31 percent of Minnesota's K-12 students identify as students of color or American Indian. The disproportionately white teaching corps limits the potential of students of color and American Indian students who see fewer role models during their formative years; it limits the ability of school districts to incorporate more culturally-sensitive practices into classrooms; and it limits the exposure of white students to teachers who do not look like them and often have different backgrounds.

Minnesota Education Equity Partnership (MnEEP) requested the Humphrey School of Public Affairs Capstone team in the Master's of Public Affairs program to analyze this issue and compare Minnesota's efforts with those in Oregon, which has made much greater progress in expanding teachers of color/American Indian teachers (TOCAIT) as a share of the state's teaching corps.

The Capstone team conducted a policy scan of both states, reviewing documents and interviewing content experts to answer the following questions: ***How does Minnesota's policy efforts for recruiting and retaining TOCAIT compare to policy efforts in Oregon? And how has Minnesota distributed legislative funding for TOCAIT efforts across the teacher career phases of Explore, Become, Grow, and Thrive?***

Four key differences were uncovered between Minnesota and Oregon in their approaches to expanding the diversity of the teaching corps: aspiration, accountability, consistency, and investment. The study also found that Minnesota has focused almost exclusively on enrolling students into teacher preparation programs, thereby limiting its TOCAIT efforts around recruitment, retention, and mentorship.

The following actions are recommended for for Minnesota:

1. Develop a definition for TOCAIT "diversity" for funding eligibility.
2. Set specific TOCAIT goals.
3. Create accountability mechanisms.
4. Maintain high levels of consistency for programs so outcomes are consistently tracked and TOCAIT strategies are improved upon.
5. Make strategic investments in programs that work and are spread more evenly across the teacher career phases.

Finally, further research in the following areas is recommended in order to develop strategies for expanding and retaining TOCAIT in Minnesota:

1. Evaluate the two major state-funded TOCAIT programs: The Collaborative Urban Educators program and American Indian Teachers Grant program.
2. Examine TOCAIT retention strategies in the state.
3. Explore cross-industry workforce development partnerships.
4. Conduct more localized research to find additional "bright spots" of innovation.

**Introduction**

Minnesota’s K-12 student body becomes more racially diverse each year. In the 2006-2007 school year, students of color and American Indian students made up 23 percent of all public school students. By the 2016-2017 school year, students of color and American Indian students were 31 percent of students in the public school system (MDE, 2017).

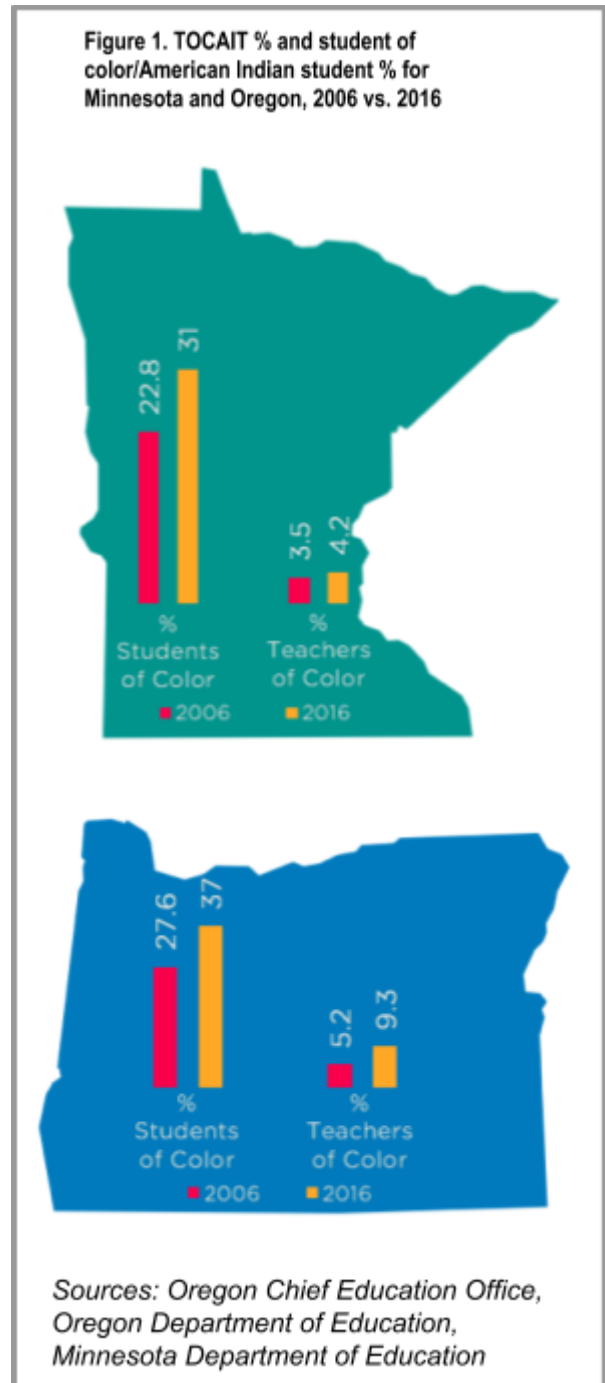
While the state becomes increasingly diverse with each passing year, Minnesota’s teaching corps remains overwhelmingly white: Only four percent of teachers identify as people of color or American Indian (MDE, 2017). This percentage has remained stagnant for decades.

A diverse teaching corps matters. A review of academic literature (see page four) shows that the presence of teachers of color and American Indian teachers (TOCAIT) creates benefits for all students — students of color and American Indian students, as well as their white peers. A teaching workforce that more closely mirrors its student population is a critical goal that can advance racial equity.

Minnesota Education Equity Partnership (MnEEP) was formed to reduce racial disparities in Minnesota’s K-12 education system (MnEEP, 2018). Diversifying Minnesota’s teaching corps is one of MnEEP’s five focus areas.

MnEEP leaders have identified Oregon as a peer state that may hold some solutions to Minnesota’s long-standing lack of teacher diversity. Statistically, Oregon’s student demographics are similar to Minnesota’s (see Figure 1 and Appendix A); however, only Oregon has seen improvements in teacher diversity.

MnEEP sought assistance from the Humphrey School of Public Affairs to answer two questions:



1. How does Minnesota's policy efforts for recruiting and retaining teachers of color and American Indian teachers compare to policy efforts in Oregon?
2. How has Minnesota distributed legislative funding for TOCAIT efforts across the teacher career phases of Explore, Become, Grow, and Thrive?

### **Methodology**

The Capstone team researched this issue through four methods: a policy scan, interviews with content experts, a document review from advocacy organizations, and an academic literature review on the subject.

#### *Policy Scan*

A policy scan systematically gathers and analyzes public policies on a particular topic (Cox, 2014). For this project, TOCAIT policies enacted in Minnesota and Oregon since 1991 (the year Oregon passed the Minority Teacher Act) were searched. Inquiry also included bills passed by the state legislatures; executive actions taken by the governors or state education departments; and policy actions taken by heads of university systems or school districts related to the recruitment of, retention of, and support for TOCAIT. State websites of Minnesota and Oregon, particularly the sites managed by the state legislatures and state education agencies were key sources of the policy scan.

For Minnesota policies, the Minnesota House Research library, located in the State Office Building beside the State Capitol, was an important resource. Legislative research analysts pointed the team to biennium budget books, which mapped funding levels by program. Particularly, the scan involved K-12 Finance Committee budget books between the years 1991 to 2018 for any programs that specifically funded recruitment and retention efforts. See Appendix B for a full list of Minnesota policies and expenditures for these years.

#### *Interviews*

The team conducted three informal, in-person or phone interviews with education policy experts and advocates. First, Dr. Hilda Rosselli, Director of Career and College Readiness for the Oregon Chief Education Office, provided valuable high-level context for Oregon statutes and policies. In addition, Beth Blumenstein with the Oregon Department of Education was a great resource to field quantitative analysis questions.

Second, Tim Strom and Cristina Parra, both nonpartisan legislative analysts with the Minnesota House of Representatives Research Department, provided expert knowledge on the history and context of legislative action on TOCAIT measures. Through their guidance, the Capstone team had access to state budget books from 1991 to 2018, which provided details on the policy and expenditure amounts for each TOCAIT measure (see Appendix B for a list of these policies and expenditures).

Finally, Scott Croonquist, Executive Director, Association of Metropolitan School Districts, generously shared a local school district vantage point on TOCAIT strategies. He has more than 18 years of experience with the organization and has seen the evolution of local TOCAIT efforts during his tenure.

#### *Document Review From Advocacy Organizations*

Several nonprofit organizations and groups are involved in TOCAIT advocacy efforts in Minnesota and Oregon. Their documents—such as annual reports, legislative priorities, or white papers—offered additional information on the TOCAIT policies and landscapes in both states. Documents were reviewed from the following organizations: MnEEP, Educators for Excellence, the Minnesota Coalition to Increase TOCAIT, the Chalkboard Project, TeachOregon, the (Oregon) Educator Advancement Council, and The Education Trust.

### **Literature Review**

A rich body of literature has found numerous societal benefits from a racially diverse teaching corps. A racially diverse teaching force correlates positively with the academic performance of students of color (Egalite & Kisida, 2018; Su, 1996; Cabrera-Duran, 2016; Dee, 2004; Hanushek et al., 2005; Clewell et al., 2005); reduces teacher turnover, thereby benefiting the school district (Kauchak and Burbach, 2003); provides role models for students of color and white students alike (Klopfenstein, 2005; Villegas & Irvine, 2010); and reduces implicit bias among students (Paluck & Green, 2009; Pettigrew & Tropp, 2006; 2011; Noguera, 2009).

Despite these positive outcomes, and despite the fact that the U.S. is becoming more racially diverse, the teaching workforce remains racially homogenous. Nationally, TOCAIT make up only 18 percent of the teaching force, while more than 40 percent of the school-age population are students of color or American Indian (Learning Policy Institute, 2016; Boser, 2014).

MnEEP lays out four crucial teacher career phases that must be addressed in order to increase the statewide percentage of TOCAIT:

1. “Explore” (get people interested in the teaching profession)
2. “Become” (enrollment in a teaching program)
3. “Grow” (through strong onboarding and teacher-to-teacher mentoring during a teacher’s first three years in front of the classroom)
4. “Thrive” (enhancing the leadership capacity of a teacher)

A review of the literature found numerous factors that affect these areas.

*Recruitment of TOCAIT (“Explore” and “Become”).* By the 1980s, the disproportionately small share of teachers of color caught the attention of policymakers, who proposed a number of actions designed to recruit more TOCAIT into the teaching profession (Villegas & Lucas, 2004). The Education Commission of the States drove this effort nationally. It called on school districts, institutions of higher education, and state education departments to adopt comprehensive and coordinated TOCAIT recruitment policies and programs (Villegas & Lucas, 2004). By 2008, 36 states had adopted policies to recruit more people of color into teaching (Villegas & Davis, 2008).

These programs have been successful in increasing the total number of elementary and secondary teachers of color. Since the 1980s, the number of TOCAIT nationally doubled from about 325,000 to 666,000 (Ingersoll, 2015). The percentage of TOCAIT has also increased steadily during this time, from 12 to 17 percent. However, as the K-12 student body in the U.S. grew more diverse at a faster rate, the gap between the percentage of students of color and teachers of color in the school system also grew wider.

Even as programs worked to increase the total *supply* of TOCAIT, it has not done enough to increase the *demand* for TOCAIT through more equitable hiring practices at the local level. School districts, in particular, do not strategically recruit diverse candidates. Today, forty percent of districts consider workforce diversity “minimally important” or “not important at all” when hiring teachers (Konoske-Graf et al., 2016).

Teacher certification tests are also seen a major barrier for people of color and American Indians trying to enter the teaching field. These exams attempt to gauge candidate’ basic academic skills in reading, writing, and math. The passing rates of people of color on these tests are lower than those of white candidates, in part due to the overall inequities people of color and American Indians experience in the educational system (Villegas & Lucas, 2004). Ironically, this is a disparity TOCAIT initiatives can diminish.

The use of teacher certification tests boomed during the 1980s. At the start of the decade, 15 states required prospective teachers to pass a standardized certification test. By the end of the decade, 42 states had instituted this requirement (Villegas & Lucas, 2004). The expansion of these tests played a major role in the exclusion of disproportionate numbers of TOCAIT from teaching. Interestingly, Oregon does not require such tests (Oregon Teacher Standards and Practices Commission, 2018), while Minnesota does (Minnesota Professional Educator Licensing and Standards Board, 2017).

Researchers have questioned the value of these exams in predicting the effectiveness of teachers in the classroom. For example, Goldhaber and Hansen (2010) found that subject matter teacher licensure exams in North Carolina did not strongly correlate with teacher effectiveness. Further, when isolating specific teacher-student interactions, there was evidence that Black teachers have more consistent success than white teachers when teaching students of color, and Black teachers at the lower achieving end of exam performance noticeably showed the greatest difference between their exam performance and teaching performance (Goldhaber & Hansen, 2010). The use

of performance-based assessments -- rather than standardized reading, writing, and math skills tests -- results in much smaller racial and ethnic disparities (Partelow et. al, 2017).

*Retention of TOCAIT (“Grow” and “Thrive”).* Although attracting more people of color into teaching is a worthwhile and necessary goal, it is not enough to ensure the diversity of the teacher workforce (Villegas & Lucas, 2004). The *retention* of teachers of color/American Indian teachers must also be a focus of policymakers. Nationally, teachers of color (specifically Black, Latinx, and Asian/Pacific Islander teachers) are leaving the profession at higher rates than their white counterparts (Marvel et al., 2007; Achinstein et al. 2010; Ingersoll 2015).

Some factors affect the retention of TOCAIT even before they step foot in a classroom. The structure of college teacher preparation programs, for instance, plays a substantial role in setting up TOCAIT for professional success. Achinstein et al. (2010) found significantly higher retention rates compared to the overall teaching corps among TOCAIT who graduated from programs that explicitly prepare and support teachers of color to work in urban schools.

When TOCAIT begin their careers, it is important for school districts to keep them attracted to the profession. Mentorship from experienced teachers is an important strategy. While many kinds of mentoring programs for new teachers exist, very few of them are centered specifically on issues of equity and social justice (Ginsberg & Budd, 2017). The prospect of career-switching must also be confronted. Konoske-Graf et al. (2016) argues that school districts must modernize their human capital systems to compete with other sectors that lure away good teachers. Half of all teachers of color who depart the teaching profession cite job dissatisfaction (Ingersoll, 2015). Other reasons for this attrition include job options that make career switches more attractive due to better pay and less stress (Villegas & Lucas, 2004), a failure of school districts to provide any specific supports geared toward inducting TOCAIT (Konoske-Graf et al., 2016), and frequent racism and microaggressions experienced in the workplace by TOCAIT (Kohli, 2016).

Finally, it is important for schools to develop TOCAIT so they can thrive as teachers. Districts often fail to provide new teachers with enough opportunities to build their skills gradually and assume increased responsibility, eventually leading to dissatisfaction (Konoske-Graf et al., 2016). Innovative professional development for teachers involves opportunities for teachers to share their expertise, learn from peers, and collaborate on real-world projects (Charlambos & Glass, 2004).

### **Findings on comparisons between Oregon and Minnesota**

Based on the research and analysis conducted on literature scan of TOCAIT issues, the funding of TOCAIT efforts in Minnesota, and the TOCAIT efforts of Minnesota and Oregon, the following key conclusion is made. Oregon features a higher TOCAIT percentage due to four key factors: ***aspiration, accountability, consistency, and investment.*** These are interrelated issues: Having a tangible aspiration or target sets the stage for higher degrees of accountability and consistency,



and provides guidance for investments of public dollars. How Minnesota has distributed legislative funding across teacher career phases is discussed in the fourth finding (investment) below.

### ***Finding #1: Aspiration***

“Aspiration” is described as widely accepted and communicated definitions and goals. In 1991, Oregon passed a landmark TOCAIT legislation, the Minority Teacher Act. This legislation set a statewide goal that the number of minority teachers, and administrators employed by school districts “shall be approximately proportional to the number of minority children enrolled in the public schools of this state” (Governor’s Office of Education and Workforce Policy, 2001). The Act also required biennial progress reports from the Oregon Office of Educational Policy and Planning to the state legislature.

The goal was audacious. When it passed, the disparity between students of color and educators of color was already apparent: students of color made up about 13 percent of the student population, while TOCAIT made up slightly less than four percent of the teaching workforce. The Minority Teacher Act also did not come with new funding for institutions of higher education to increase their recruitment, admission, retention, and completion efforts for TOCAIT (Governor’s Office of Education and Policy, 2001). Unfortunately, Oregon did not meet its parity goal by 2001. Still, the Minority Teacher Act put a tangible TOCAIT goal on the state’s agenda.

The Oregon assembly amended the Minority Teacher Act in 2015 with the passage of HB 3375. This Act set a target of increasing TOCAIT by 10 percent in three years (the state met this goal). It also broadened the definition of diversity to include a person whose first language is not English.

No equivalent legislation in Minnesota was found in this research study. The state has funded various TOCAIT programs for decades, primarily for colleges and universities to train and graduate future TOCAIT (see Appendix B). However, these programs are not working toward any particular goal, and are siloed rather than components of a unified statewide strategy.

The states also approach equity differently. Oregon state agencies demonstrate (through a public-facing website), a much higher overall commitment to equity compared to Minnesota state agencies. Oregon’s Chief Education Office, which coordinates a comprehensive cradle-to-career education system in the state, uses an equity lens as a foundational aspect of its work. The office recognizes the significance of historical and structural barriers that have led to disparate outcomes for students of color and American Indian students and other historically marginalized people.

According to the Chief Education Office, its equity lens “emphasizes historically underserved students, such as out of school youth, emerging bilingual students (English language learners), and students in some communities of color and some rural geographical locations, with a particular focus on racial equity.”

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*While students of color make up over 30% of our state, systemic gaps persist. As our diversity grows and our ability to meet the needs and recognize the strengths of these students remains stagnant or declines, we limit the opportunity of everyone in Oregon.*

- equity statement of the Oregon Chief Education Office

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Minnesota's state education agencies, on the other hand, have only recently expressed a commitment to educational equity (MDE, 2018). Minnesota's new World's Best Workforce Act (WBWA), passed in 2013, requires every school district in the state to develop a plan to increase student performance. The Act includes five goals, one of which is that "all racial and economic achievement gaps between students are closed." The legislation was amended in 2016 to include a requirement that school districts must include a system to periodically review and evaluate students' access to effective teachers who are members of populations underrepresented among the licensed teachers in the district or school and who reflect the diversity of enrolled students.

The capstone team analyzed 73 district websites and publicly accessible strategic plans, including the WBWA district plans, which are now required by law. This analysis included all districts in the metro area as well as districts in Greater Minnesota that are contained in counties in which students of color and American Indians students make up more than 40 percent of the population (see Appendices C for a full list and analysis). The analysis showed that only 16 of these 73 districts mention TOCAIT at all on their websites. Of those 16 districts, most TOCAIT references were very passive and had little associated action. Only one metro area district, South Washington County, had a public statement on their website about a commitment to increasing the number of new hires of color.

### ***Finding #2: Accountability***

It is not enough to simply have high aspirations; entities must also be accountable for following through on progress toward those aspirations. This study found that Oregon's public agencies have stronger accountability mechanisms in place compared to Minnesota's public agencies.

The Minority Teacher Act of 1991 (which was retitled the Educators Equity Act in 2015) directed the Oregon Department of Education to deliver regular reports to the state assembly detailing the state's progress in its TOCAIT goals. In 2016, the Chief Education Office assumed primary responsibility for the reports, in collaboration with the Oregon Higher Education Coordinating Commission (HECC), the Oregon Department of Education, and the Oregon Teacher Standards and Practices Commission.

These reports serve as an important source of information on TOCAIT data, state TOCAIT trends (including education program enrollment trends), and promising practices of TOCAIT efforts in the state (Chief Education Office, 2017). Policymakers can use these reports to understand how well

the state is meeting its TOCAIT goals, as well as learn about innovative practices that can be scaled or replicated.

Minnesota state agencies have no equivalent reporting mechanism in place for TOCAIT efforts. Some data is contained in an annual “Teacher Supply and Demand” report created by the MDE. However, the information in this report is geared toward general teaching and student data in the state; racial breakdowns make up a small part of the report, and it does not provide an in-depth analysis of TOCAIT efforts.

The states also take different approaches to convening advisory groups on TOCAIT efforts. The Oregon Educator Equity Advisory (formerly the Oregon Education Investment Board) has met regularly since 2011 to advise the Oregon state education agencies (and now, simply the Chief Education Office). This group is made up of educators and community leaders from across Oregon. It plays a leading role in the creation of the annual Oregon Education Equity Report.

Minnesota does not have an active statewide group charged with monitoring TOCAIT improvements. However, the state has used educational equity advisory groups in the past, albeit for short periods. For example, in the first half of 2015, MDE convened a Teacher Equity Stakeholder Steering and Advisory Group. MDE tasked this group with creating a plan to meet federal Elementary and Secondary Education Act (ESEA) obligations. The ESEA required each state take steps to ensure that poor students and students of color are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers (MDE, 2015). While not explicitly focused on TOCAIT, the advisory group’s final plan included two references to TOCAIT policies:

- *Improve teacher recruitment, including recruitment of candidates of color, by providing financial support through grants to paraprofessionals already working in schools who wish to become fully licensed teachers, and providing forgivable loans to candidates who are seeking teacher preparation which will serve in high needs subject areas.*
- *Schools will report improvements in their ability to recruit teachers to meet their requirements in high needs subject areas, in all geographical regions, and their ability to create a diverse teacher workforce.*

This study also revealed differences in the way the two states’ higher education systems are held accountable for producing TOCAIT. In Oregon, the HECC (which regulates higher education) requires each public teacher preparation program to create a plan with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of diverse educators. The HECC reviews the plans for adequacy and feasibility with the governing board of each public university and, after necessary revisions are made, approves the plans (Oregon Chief Education Office, 2017). This active oversight by the state demonstrates a high level of accountability for TOCAIT efforts at publicly-funded universities in the state.

In contrast, Minnesota's higher education programs geared toward TOCAIT do not involve the same level of scrutiny and oversight by the state. The largest TOCAIT-related expenditure in Minnesota since 1991 has been the Collaborative Urban Educators (CUE) program (see Appendix B for a comprehensive list of Minnesota TOCAIT programs funded through K-12 legislative budgets). The CUE program addresses the need to recruit and train teachers prepared to meet the educational needs of urban schools and a diverse student population. The state has provided \$11.8 million (or \$13.3 million in today's dollars) for this program since its inception.

The legislature has consistently specified that four private colleges receive CUE funds: the University of St. Thomas, Augsburg University, Hamline University, Concordia University-St. Paul. Other institutions have also received CUE funding, though not as consistently as the four aforementioned private colleges.

State law requires each institution to prepare for the legislature a detailed report on the use of the funds. The report must include the total number of teachers prepared, 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 (HF 2749, 2016). However, there seemed to be no strong oversight from the state based on these reports.

As of 2014, 332 people completed CUE programs, the equivalent of nearly \$23,000 per completion, according to data reported in the K-12 Finance Committee budget books. In 2014, approximately 2,400 TOCAIT were employed in Minnesota out of a total of 58,000 total teachers (MDE, 2017). This means that CUE graduates would make up, at most, only 14 percent of all TOCAIT in the state, and only five out of every 1,000 teachers in Minnesota. Such a small number of CUE graduates is not enough to noticeably improve the overall TOCAIT percentage in the state.

Worth noting is Metropolitan State University's Urban Teacher Program, which was created by a one-time appropriation from the Minnesota legislature in 2000 (\$1.25 million funded via the Higher Education budget, rather than the K-12 budget). A couple of notable appropriations in the last three years from the Higher Education budget through FY19 were i) \$3.3 million to support teacher candidates who will teach in shortage areas or who "belong to an underrepresented racial or ethnic group", and ii) \$375,000 for "Introduction to Teaching/Education" concurrent enrollment courses in high schools, to "... "to encourage students, especially American Indian students and students of color, to consider teaching as a profession...". Because of time and capacity limitations on this project, the current scan and analysis did not fully capture other TOCAIT programs (if any) funded

### Figure 2. Collaborative Urban Educator (CUE) Programs

**Concordia University-St. Paul:** Providing a pathway to a bachelor's degree and teacher licensure for paraprofessional, education assistants, and teaching assistants through the Southeast Asia Teacher (SEAT) Licensure Program

**University of St. Thomas:** Preparing teachers at the graduate level leading to licensure in Special Education and English as a Second Language

**Hamline University:** Preparing educators for urban settings and providing support for in-service teachers

**Augsburg:** Preparing teachers of East African origin on multiple licensure areas (EAST Program)

through Higher Education or other committees (see limitations section below). In the future, a more comprehensive scan should be conducted beyond the state K-12 budget.

The Minnesota legislature recently moved away from only funding the four private colleges under the CUE program. In 2017, the legislature allocated \$220,000 for competitively-awarded grants to higher education institutions (HF 2, 2017). Beginning in 2020, all CUE funding must be awarded via competitive grants to institutions. This competitive process must take into account licensure rates, participation rates, and on-time graduation rates. The MDE may also require additional criteria. This adds a layer of accountability to the funding; however, it is not clear if the reporting requirement on the race/ethnicity of program participants is explicitly part of this competitive process.

The Minnesota legislature has also provided funding to specifically support prospective American Indian teachers through special programs outlined in state legislature budget books under varying names including Indian Teacher Grants, Indian Teacher Preparation, Indian Teacher Preparation Grants, Indian Teacher Prep Grants, and the Indian Teacher Program. In the 2018 budget book, the program reported 63 graduates since 1979. With funding from 1991 to 2018 of over \$5 million (or \$7 million in today's dollars), that equals an investment of over \$80,000 per graduate. Data available in the budget books did not state if and where these graduates are still teaching.

### ***Finding #3: Consistency***

Another key difference between the TOCAIT approaches of Oregon and Minnesota is the consistency of their policy strategies. The need for TOCAIT has been on Oregon's state policy agenda since the passage of the 1991 Minority Teacher Act. The state has built accountability mechanisms to track TOCAIT progress since that time, resulting in continuous feedback and consistent reporting on increasing the percentage of TOCAIT in the state. For example, the state has released Educator Equity Reports (formerly titled Minority Teacher Act Progress Reports) in 1995, 1997, 2001, 2005, 2011, and 2014-2018. These reports are required by law (Oregon Chief Education Office, 2017).

No central report or data hub exists to gauge Minnesota's TOCAIT trends. MDE's Teacher Supply and Demand report, for example, only reports the race/ethnicity of current teachers and newly licenced teachers (MDE, 2017). By contrast, the annual Oregon Educator Equity Report attempts to capture and communicate a range of data to assess and improve TOCAIT expansion efforts. Specifically, the report highlights efforts of each publicly-funded educator preparation program to meet equity plan requirements, data from the Oregon Teacher Standards and Practices Commission on teacher program enrollment and completion by race and ethnicity, and attrition patterns by demographic group for first-year teachers over a five year period.

**Finding #4: Investment**

MnEEP was interested in understanding the investments of the two states across the teacher career phases of **Explore, Become, Grow, and Thrive**. This research study found that Minnesota and Oregon invest in the four teacher career phases differently. The vast majority of Minnesota’s TOCAIT policies and funding supported the “Become” phase of educator development. Meanwhile, Oregon’s efforts have been more evenly spread across all four phases of Explore, Become, Grow, and Thrive.

Since 1991, the State of Minnesota has spent over \$45 million (\$60 million in today’s dollars) on TOCAIT policy efforts according to K-12 Finance books. Of that amount, almost all funded programs supported the “Become” teacher career phase (see Appendix B for full list of policies enacted). Most dollars flowed to teacher preparation programs at institutions of higher education.

In Oregon, many TOCAIT efforts often did not come with associated funding. Rather, they were actions taken through the governor, state agencies, or institutions of higher education. For example, the Oregon chancellor’s office mandated public institutions of higher education to create campus plans in the mid-1990s to recruit people of color to teacher education (Governor’s Office of Education and Workforce Policy, 2001).

Program	Years Funded	# Years	Funds Allocated	Funds Allocated in Today's Dollars	Phase
Alternative Licensure, Minority Fellowship	1992-1997	6	\$650,000	\$1,068,000	Become
Collaborative Urban Educator Program (CUE)	1997-present	17	\$11,825,000	\$13,362,000	Become
Grow-Your-Own Paraprofessional Pathway	2017-present	3	\$3,500,000	\$3,531,000	Become
Indian Teachers Grants/Indian Teacher Prep	1991-present	28	\$5,851,000	\$7,235,268	Become
Minority Teacher Incentives/Grants/Faculty Development	1991-1997	7	\$3,092,000	\$5,303,000	Become
Teachers for the 21st Century	2002-2005	4	\$20,000,000	\$26,953,000	Become
Teachers of Color Program	1994-1997	6	\$1,616,000	\$2,619,000	Become

Oregon universities also leveraged non-state funds to assist with TOCAIT strategies. They were successful in the 1990s in receiving federal dollars to make progress on TOCAIT goals. Portland State University provided leadership to attract a \$5 million Oregon Collaborative for Excellence in Preparation of Teachers (OCEPT) grant from the National Science Foundation, a goal of which is to increase the number of TOCAIT in math and science. The Oregon chancellor’s office, working with the campuses and several state agencies, attracted a \$5 million grant to address teacher shortages, including the lack of diversity in the teaching corps (Governor’s Office of Education and Workforce Policy, 2001). Southern Oregon University, Oregon State University, and Portland State

University have each received federal bilingual teacher education grants to prepare instructional aides in school districts to become licensed teachers (Governor's Office of Education and Workforce Policy, 2001).

More recently, private foundations and nonprofit coalitions have supported universities in Oregon as they create more opportunities for TOCAIT. In 2012, the Chalkboard Project awarded design grants to five University/district partnerships to design innovative models for preparing the next generation of teachers and address the lack of diversity in the educator workforce (Oregon Chief Education Office, 2017). Using a combination of public and private funds, the initiative provided \$1.5 million for the programs. In 2017, Meyer Memorial Trust awarded the Oregon Graduate School of Education a grant to fund Project LEAD (Leadership for Equity and Diversity), a two-year effort to increase diversity among Oregon's school leaders.

### **Recommendations for the State of Minnesota**

Based on the findings from this research, the following five recommendations are for the State of Minnesota so it can continue to expand the numbers of TOCAIT.

1. ***Develop a definition for TOCAIT “diversity” for funding eligibility.*** Minnesota does not have a legislative definition for “diversity”. One Minnesota legislative analyst noted that this lack of a definition has caused challenges in drafting statutes to address some of these TOCAIT issues. Oregon's definition, while flawed (it also includes “linguistically diverse” teachers, who could be white) provides clarity for TOCAIT efforts. Ideally, Minnesota's definition for diversity in the teaching workforce should focus exclusively on racially diverse individuals.
2. ***Set specific TOCAIT goals.*** The State of Minnesota needs to set tangible TOCAIT goals. Without a specific goal, TOCAIT efforts fall off the policy agenda and no one can determine if individual TOCAIT programs are sufficiently successful. The individual programs must be working toward a larger statewide goal.
3. ***Create accountability mechanisms.*** In Oregon, a single office (the Chief Education Office) oversees the state's TOCAIT efforts plus other cradle-to-career initiatives. It must coordinate among several state education agencies who also share in the responsibility for delivering the various programs. In addition, the Chief Education Office, working with the Oregon Educator Equity Advisory Group, tracks TOCAIT data annually, monitors trends, and reports these findings to the governor and the public. This creates a state system that is accountable for its TOCAIT goals. Minnesota needs to implement a similar strategy. A single office must oversee TOCAIT efforts and “own” this work on behalf of the state. The oversight of TOCAIT programs is currently too scattered among several agencies.
4. ***Maintain high levels of consistency for programs.*** TOCAIT has been on Oregon's statewide policy agenda since 1991. It has received uninterrupted support through numerous gubernatorial administrations and state assemblies. Minnesota has consistently funded

programs (although some programs faced years of cutbacks), but the governor's office and state officials have shown inconsistent support for TOCAIT efforts. The political dynamics of the two states are different, but a steady growth in TOCAIT requires consistent support from the state.

5. ***Make strategic investments.*** Almost all of the \$45 million Minnesota has allocated for TOCAIT programs is reserved for the "Become" phase of educator career growth. The creation of TOCAIT is certainly important, but so is their retention in the field and their continued growth and ability to thrive. Minnesota should fund more programs that include exploration of the teaching profession to attract more to the profession and the investment of current TOCAIT so they are fulfilled in their teaching career.

### Research Recommendations

The experience and analysis from this study shows that TOCAIT efforts in Minnesota is a topic ripe for further research. Some areas to explore include the following:

1. ***Evaluate the CUE and Indian Teacher Grants (ITG) programs.*** CUE and ITG are the two most prominent and long-standing programs that focus on training future TOCAIT. However, little research has been done to analyze the effectiveness of these programs. For example, it is unclear if the CUE program achieves better results in the recruitment of, support for, graduation of, and placement of TOCAIT compared to non-CUE programs that also graduate TOCAIT. Recent changes to the program have provided CUE funding to additional institutions, and, starting in 2020, MDE will distribute all CUE funding through a competitive grant process. This transition period is an opportune time to conduct a deeper analysis of this program to sharpen its focus and find ways to make it more accountable. The inclusion of new programs will also provide an opportunity to compare and contrast approaches taken by a wider variety of institutions.

Additionally, the Indian Teacher Grants (which has also been referred to and funded as Indian Teacher Preparation, Indian Teacher Preparation Grants, Indian Teacher Prep Grants, and the Indian Teacher Program) is the only state program dedicated solely to growing the number of American Indian teachers in the state. Yet, through the analysis of state budget books, the program has only yielded 63 graduates since its inception in 1979 (despite receiving more than \$5 million in state funding). Lack of easily accessible information on program outcomes or impacts suggests opportunities for research and evaluation into American Indian teaching programs and how to effectively increase and retain American Indian teachers.

2. ***Examine TOCAIT retention strategies in the state.*** The literature review uncovered two related facts: TOCAIT leave the profession at higher rates than white teachers, and that a contributing factor is the lack of support geared toward TOCAIT. While outside of the scope of this project, research into the inclusiveness of schools may provide valuable insights for school



leaders and for the community at large. If more inclusive school practices attract and retain teachers of color, this may be a highly-effective strategy for increasing the state's TOCAIT percentage. Oregon has recently supported such efforts. A 2016 law (HB 4033, 2016) specifies that state funds may be used to improve the cultural competence of individual educators and support educators as they develop culturally relevant educational practices. Additionally, it would be valuable to research current and past Minnesota mentoring programs (such as the Teacher Assistance Through Mentorship program and Teachers for the 21st Century program) to assess lessons for TOCAIT that can be replicated or avoided.

3. ***Explore cross-industry workforce development partnerships.*** As Minnesota enters into an era where most baby boomers have reached the average age of retirement, the competition for workers will continue to remain high. This trend, coupled with a strong economy, means it may be difficult for TOCAIT recruitment efforts to find success as a standalone effort. As a state, we must connect with state workforce development agencies (such as the Department of Employment & Economic Development and the Department of Labor and Industry) to infuse teacher recruitment and career pathways into broader efforts directed at diversifying our state workforce, and leverage the resources available to attract the increasingly diverse Minnesota workforce. This also includes developing strategic relationships with the business and community organizations, particularly in communities of color and American Indian communities, with workforce collaboratives and civic alliances such as GreaterMSP, Center for Economic Inclusion, The Itasca Project, Chambers of Commerce and many more.
4. ***Investigate local TOCAIT strategies in Minnesota.*** Most school policies are set at the district level rather than the state level. This study found some examples of local districts creating their own TOCAIT strategies. There are likely many more examples of “bright spots” of innovation found throughout the state. Further, the TOCAIT gap (the difference between the percentage of students of color/American Indian students and TOCAIT) is concentrated in a handful geographies in the state (Appendix C contains a list and analysis of these areas). Valuable insights and learnings may be gained to advance statewide TOCAIT efforts by deploying a more localized approach to researching local solutions and strategies especially in districts with higher numbers of students of color and American Indian students.

### **Limitations of this study**

Given the scope of this project, the availability of information and research on this subject, and the short timeframe for this project, the following factors limited this study:

- ***Racial analysis comparison between Minnesota and Oregon.*** This research study does not factor in the different state contexts that exist in Minnesota and Oregon related to race and racial barriers. The two states certainly have different racial dynamics at play due to numerous factors (such as historical, political, and economic factors). However, an in-depth analysis that

controls for or takes these dynamics were not taken into account here. See Appendix A for basic comparisons between the two states.

- *Further research needed for American Indian teachers.* The literature review found minimal scholarship on factors that influence the lack of American Indian teachers. This research would be valuable because the issues at play with American Indians and Native communities are distinct from issues that affect other marginalized people of color. Issues of tribal sovereignty, treaty promises, and historical factors (especially related to education) make this a subject that deserves further academic attention.
- *Availability of, access to, and time to review all programs explicitly funding TOCAIT recruitment and retention efforts.* This study focused only on programs funded through the K-12 budget in Minnesota. Higher Education budget books did not receive the same research and analysis given time and recommendation of the House Research staff.
- *Availability of time to interview other leaders and stakeholders in TOCAIT efforts.* This study included only three in-person or phone interviews. There were many more leaders and stakeholders who would have contributed insights to this study.

## Conclusion

There is no “silver bullet” or cluster of policy efforts that will guarantee TOCAIT make up a larger share of the teaching workforce. It requires a blend of aspiration, accountability, consistency, and strategic investments to steadily make inroads on this issue, along with a strengthening of collaborative efforts across state agencies, school districts, nonprofit organizations, educators, school administrators, parents, and the business community.

Minnesota has made some progress in addressing its lack of TOCAIT, especially in recent years. Still, it has a lot of room to improve. Oregon provides some promising practices that can inform Minnesota’s path in the near term. Yet, even Oregon can take many more strides to achieve its ambitious goals.

This issue will remain incredibly important. The opportunities and challenges surrounding TOCAIT touch on some of the most important issues Minnesota faces. The closure of the achievement gap, racial equity in education and the workforce, and the need to provide our students with the best possible educational experience can all be improved through TOCAIT efforts. It is clearly a subject that has enormous implications for the future of Minnesota. MnEEP and its partners are working hard to support TOCAIT efforts across the state. Minnesota’s students -- especially students of color and American Indian students -- deserve a better chance at fulfilling their potential.

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**Appendix A**

**Fast Facts: Oregon vs. Minnesota**

The following is an informal and quick-glance list of criteria used to initially compare Oregon and Minnesota across a number of spaces, from economic characteristics to population trends to racial disparities.

CRITERIA	OREGON	MINNESOTA
<b>Average starting teacher salary, according to the National Education Association (NEA)</b>	\$35,534	\$37,644
<b>Definition of “teachers of color” and/or diverse teaching corp</b>	Yes	No
<b>Students of Color (2016-17)</b>	37%	31%
<b>Teachers of Color (2016-17)</b>	9.3% teachers of color 11.3% culturally or linguistically diverse	4%
<b>Students of Color (2009-2010)</b>	31.5%	25%
<b>Teachers of Color (2009-2010)</b>	5.6%	4%
<b>State Government Entity(s) Overseeing Education</b>	Oregon Chief Education Office is a state agency created in 2014 to “coordinate and support Oregon’s system of education, from birth through post-secondary education, through five state education divisions: Oregon Early Learning Division, Oregon Department of Education, Oregon Youth Development Division, the Oregon Higher Education Coordinating Commission, and the Oregon Teachers Standards and Practices Commission.”	Minnesota Department of Education (cabinet-level, organized around four pillars - Student Success, Educator Excellence, Early Learning + Family Support, and Accountability with the goals include kindergarten readiness, closing the achievement gap, ensuring teacher and principal excellence)  Minnesota Office of Higher Education (cabinet-level state agency providing financial aid programs and information to help students gain access to postsecondary education. Also keeper of postsecondary data and analysis)  Professional Educator Licensing

		and Standards Board (PELSB)
<b>Communicated commitment of these entities to address equity, specifically teacher-to-student diversity parity</b>	<p>OCEO: equity in vision statement, and equity lens approach featured prominently on <a href="#">website</a> (teachers called out within lens approach)</p> <p>OHECC: vision statement explicitly calls out “those whom our systems have underserved and marginalized”</p>	<a href="#">MDE 2015 Equity Plan</a>
<b>Does state have a cabinet-level Equity Office?</b>	Yes, <a href="#">Equity Office</a> is a state agency reporting to the governor	Closest would be <a href="#">MN Department of Human Rights</a>  James Burroughs II Chief Inclusion Officer for the state of MN
<b>Teacher Licensing Programs</b>	17	33 <i>(note the data disclaimer <a href="#">on this page</a>)</i>
<b>Achievement Gap</b>	Black-White Gap: 22 Hispanic-White Gap: 21	Black-White Gap: 31 Hispanic-White Gap: 23
<b>Per-Pupil Spending</b>	\$11,515	\$12,692
<b>TOCAIT increase as annual K-12 key performance measure</b>	Yes (shared measure with Teaching Standards Practices Commission and OUS “Percentage of schools increasing or maintaining a high percentage of minority staff” <a href="#">(page 38 here)</a> )	Not explicitly

**Appendix B****Minnesota K-12 Program Funding, 1991-2019**

Below is a comprehensive list of all K-12 education programs focused on TOCAIT. First, a chart outlines funds allocated by year. Second, these programs are defined by stated purpose, including any metrics available from state budget books.

<b>Year</b>	<b>Program</b>	<b>Phase</b>	<b>FY Budget Allocation</b>	<b>FY Budget Allocation (in today's dollars)</b>
1991	Indian Teacher Program	Become	\$71,000	\$130,000
1991	Minority Faculty Development program	Grow	\$575,000	\$1,059,000
1992	Alternative Licensure, Minority Fellowship (Board of Teaching)	Become	\$50,000	\$89,000
1992	Indian Teacher Grants	Become	\$150,000	\$268,000
1992	Minority Teacher Incentives	Become	\$500,000	\$893,000
1993	Alternative Licensure, Minority Fellowship (Board of Teaching)	Become	\$100,000	\$173,000
1993	Indian Teacher Grants	Become	\$150,000	\$260,000
1993	Minority Teacher Incentives	Become	\$500,000	\$868,000
1994	Alternative Licensure, Minority Fellowship (Board of Teaching)	Become	\$100,000	\$169,000
1994	Indian Teacher Grants	Become	\$190,000	\$321,000
1994	Minority Teacher Incentives	Become	\$500,000	\$845,000
1994	Teachers of Color Program	Become	\$300,000	\$507,000
1995	Alternative Licensure, Minority Fellowship (Board of Teaching)	Become	\$100,000	\$164,000
1995	Indian Teacher Grants	Become	\$190,000	\$312,000
1995	Minority Teacher Incentives	Become	\$500,000	\$823,000
1995	Teachers of Color Program	Become	\$500,000	\$823,000
1996	Alternative Preparation Licensing, Minority Fellowship Grants (Board of Teaching)	Become	\$150,000	\$240,000



1996	Indian Teacher Grants	Become	\$190,000	\$305,000
1996	Minority Teacher Incentives	Become	\$245,000	\$393,000
1996	Teachers of Color Program	Become	\$408,000	\$655,000
1997	Alternative Preparation Licensing, Minority Fellowship Grants (Board of Teaching)	Become	\$150,000	\$233,000
1997	Collaborative Urban Educator Program (CUE)	Become	\$65,000	\$101,000
1997	Indian Teacher Grants	Become	\$190,000	\$295,000
1997	Minority Teacher Incentives	Become	\$272,000	\$422,000
1997	Teachers of Color Program	Become	\$408,000	\$634,000
1998	Indian Teacher Preparation Grants	Become	\$190,000	\$290,000
1999	Indian Teacher Preparation Grants	Become	\$190,000	\$285,000
2000	Collaborative Urban Educator Program (CUE)	Become	\$500,000	\$732,000
2000	Indian Teacher Preparation Grants	Become	\$190,000	\$278,000
2001	Collaborative Urban Educator Program (CUE)	Become	\$500,000	\$708,000
2001	Indian Teacher Preparation Grants	Become	\$190,000	\$269,000
2002	Indian Teacher Preparation Grants	Become	\$190,000	\$265,000
2002	Teachers for the 21st Century	Become	\$5,000,000	\$6,975,000
2003	Indian Teacher Preparation Grants	Become	\$190,000	\$258,000
2003	Teachers for the 21st Century	Become	\$5,000,000	\$6,813,000
2004	Indian Teacher Prep grants	Become	\$190,000	\$254,000
2004	Minority Fellowships Grants	Become	\$0	\$0
2004	Teachers for the 21st Century	Become	\$5,000,000	\$6,688,000
2005	Indian Teacher Prep grants	Become	\$190,000	\$246,000
2005	Minority Teachers Incentives	Become	\$0	\$0
2005	Teachers for the 21st Century	Become	\$5,000,000	\$6,477,000
2005	Teachers of Color Program	Become	\$0	\$0

2006	Collaborative Urban Educator Program (CUE)	Become	\$528,000	\$661,000
2006	Indian Teacher Preparation Grants	Become	\$190,000	\$238,000
2007	Collaborative Urban Educator Program (CUE)	Become	\$528,000	\$645,000
2007	Indian Teacher Preparation Grants	Become	\$190,000	\$232,000
2008	Collaborative Urban Educator Program (CUE)	Become	\$1,301,000	\$1,527,000
2008	Indian Teacher Prep grants	Become	\$190,000	\$223,000
2009	Collaborative Urban Educator Program (CUE)	Become	\$1,301,000	\$1,525,000
2009	Indian Teacher Prep Grants	Become	\$190,000	\$222,000
2010	Collaborative Urban Educator Program (CUE)	Become	\$528,000	\$602,000
2010	Indian Teacher Prep Grants	Become	\$190,000	\$216,000
2011	Collaborative Urban Educator Program (CUE)	Become	\$528,000	\$593,000
2011	Indian Teacher Prep Grants	Become	\$190,000	\$213,000
2012	Collaborative Urban Educator Program (CUE)	Become	\$443,000	\$483,000
2012	Indian Teacher Preparation Grants	Become	\$190,000	\$207,000
2013	Collaborative Urban Educator Program (CUE)	Become	\$613,000	\$658,000
2013	Indian Teacher Preparation Grants	Become	\$190,000	\$204,000
2014	Collaborative Urban Educator Program (CUE)	Become	\$780,000	\$825,000
2014	Indian Teacher Preparation	Become	\$190,000	\$201,000
2015	Collaborative Urban Educator Program (CUE)	Become	\$780,000	\$818,000
2015	Indian Teacher Preparation	Become	\$190,000	\$199,000
2016	Collaborative Urban Educator Program (CUE)	Become	\$780,000	\$812,000
2016	Indian Teacher Preparation	Become	\$190,000	\$198,000
2017	Collaborative Urban Educator Program (CUE)	Become	\$1,090,000	\$1,112,000
2017	Grow Your Own (Paraprofessional Pathway)	Become	\$1,500,000	\$1,531,000
2017	Indian Teacher Preparation	Become	\$190,000	\$194,000

2018	Collaborative Urban Educator Program (CUE)	Become	\$780,000	\$780,000
2018	Grow Your Own (Paraprofessional Pathway)	Become	\$1,000,000	\$1,000,000
2018	Indian Teacher Preparation	Become	\$460,000	\$460,000
2019*	Collaborative Urban Educator Program (CUE)	Become	\$780,000	\$780,000
2019*	Grow Your Own (Paraprofessional Pathway)	Become	\$1,000,000	\$1,000,000
2019*	Indian Teacher Preparation	Become	\$460,000	\$460,000
	TOTAL		\$46.5 million	\$60 million

\* Did not adjust for inflation

**Alternative Licensure, Minority Fellowship (Board of Teaching)**

*Purpose:*

To recruit minorities into teaching by providing fellowship grants to highly qualified minorities seeking alternative preparation for teacher licensure.

*Metrics, if available:*

200 fellowship grants provided.

**Collaborative Urban Educator Program (CUE)**

*Purpose:*

To increase the number of teachers from underrepresented populations, by providing funds to teacher preparation programs that prepare persons of color to teach in urban schools.

*Metrics, if available:*

332 people completed CUE programs between 1997 and 2014.

**Grow-Your-Own Paraprofessional Pathway**

*Purpose:*

This program addresses the need to recruit and train teachers prepared to meet the educational needs and diversity within the Minnesota teacher workforce. As of 2014, 1.4% of teachers were Hispanic, 1.6% were Black, 2.5% were API, and .4% were American Indian. Program provides tuition and stipends.

*Metrics, if available:*

Not available yet.

**Indian Teacher Program / Indian Teacher Grants / Indian Teacher Prep Grants / Indian Teacher Preparation**

The name of this program has shifted slightly since inception in 1979, with purpose remaining consistent

*Purpose:*

To assist American Indian people to become teachers and to provide additional education for American Indian teachers. In addition, this program provides a source of certified American Indian teachers to specific school districts with significant concentrations of American Indian students.

*Metrics, if available:*

38 graduates of this program between 1979 and 1998. 63 graduates between 1979 and 2018.

**Minority Teacher Incentives / Grants***Purpose:*

To share fiscal responsibility with eligible school districts to employ additional minority teachers. More specifically to encourage minorities to become educators to serve as role models and demonstrate the importance of learning and education in desegregated/integrated schools, encourage minorities to enter the teaching field, and provide educational incentives to enter the teaching field. This program provides funding to districts that have a minority enrollment of more than 10%. Districts are eligible to receive one-half of a teacher's salary if it employs a minority teacher who has not taught in a Minnesota school district during the preceding year.

*Metrics, if available:*

22 districts consistently receive funds, no metrics on outcomes.

**Teachers for the 21st Century***Purpose:*

Created in 2002 to address teacher shortages across the state (set to sunset in 2005). Specific mention of TOCAIT in rationale: "In addition, Minnesota continues to struggle with a shortage of teachers of color." Program included loan forgiveness, provisional/transitional license changes, alternative licensure/teaching academy options, individual certificate accounts and mentoring and induction support.

*Metrics, if available:*

No TOCAIT goals set with this larger teacher recruitment program.

**Teachers of Color Program***Purpose:*

To increase the numbers of teachers of color in school districts with growing student-of-color populations. More specifically, the objectives of the Teachers of Color Program are to increase the numbers of teachers of color in Minnesota schools by subsidizing the education of promising students of color interested in careers in teaching; to build a compact between these students and the supporting school district whereby the sponsored students, once they become certified teachers, will teach in sponsoring schools; to establish collaborative partnerships between school districts and higher education institutions to encourage and support students of color pursuing teaching degree; and to provide a monetary and institutional support system for graduates of color from Minnesota schools who wish to become teachers.

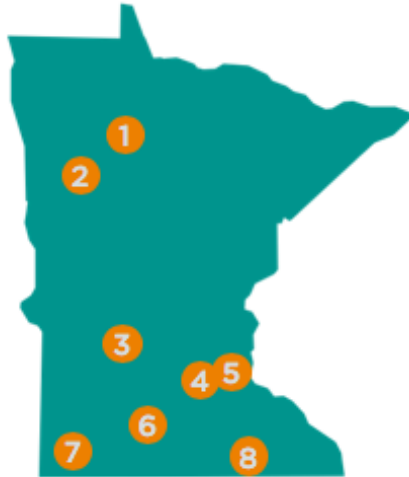
*Metrics, if available:*

13 districts received funds, no goals metrics.

**Appendix C**

**Minnesota counties with more than 40 percent students of color**

Public data pulled for the 2017-2018 school year, located on the Minnesota Department of Education website, showed that some Minnesota counties are diverse epicenters. Below is a map of those areas and their students of color/TOCAIT ratios, as well as, notable characteristics for each county.



	<b>County</b>	<b>Students of Color</b>	<b>TOCAIT</b>	<b>Notable County Characteristics</b>
1	Beltrami	44%	5%	American Indian reservation
6	Watonwan	51%	>1%	Food processing facility
3	Kandiyohi	45%	1%	Food processing facility
4	Hennepin	53%	10%	Urban population
5	Ramsey	64%	12%	Urban population
2	Mahnomen	83%	8%	American Indian reservation
7	Nobles	59%	2%	Food processing facility
8	Mower	40%	>1%	Food processing facility

**Appendix D**

**Analysis of the Presence of TOCAIT Goals  
for School Districts in Metro and Non-Metro Counties**

Analysis of district strategic plans posted on each district's public website.

**Metro School Districts**

District	Publically available legislative platform/priorities/strategic plan?	Includes TOCAIT?
Anoka-Hennepin	Y	N
Belle Plaine	Y	N
Bloomington	Y	N
Brooklyn Center	Y	Y
Burnsville/Eagan	Y	N
Eastern Carver County	N	N
Centennial	Y	N
Central	N	N
Columbia Heights	N	N
Eden Prairie	Y	Y
Edina	Y	Y in 2015
Elk River	Y	N
Farmington	N	N
Forest Lake	Y	N
Fridley	Y	N
Hastings	N	N
Hopkins	Y	Y
Inver Grove Heights	Y	N
Jordan	N	N
Lakeville	Y	N
Minneapolis	Y	Y
Minnetonka	Y	N
Monticello	N	N
Mounds View	Y	Y
North St Paul	N	N
Orono	Y	N

Osseo	Y	N
Prior Lake-Savage	Y	N
Richfield	Y	Y
Robbinsdale	Y	Y
Rockford	N	N
Rosemount-Apple Valley-Eagan	Y	N
Roseville	Y	Y
Shakopee	Y	N
South St. Paul	Y	N
South Washington County	Y	Y District 833 will increase the number of new hires of color, from 12% to 15%. This increase will be in looking at the number of new hires from May 1, 2017 to May 1, 2018.
Spring Lake Park	Y	Y
St. Anthony-New Brighton	Y	N
St. Francis	Y	N
St. Louis Park	Y	Y
St. Paul	Y	Y
Stillwater	Y	N
Waconia	N	N
Watertown-Mayer	Y	N
Wayzata	Y	N
West St. Paul/Mendota Heights/Eagan	Y	N
Westonka	Y	N

**Non-Metro School Districts in Counties with significant population of students of color and American Indian students (more than 40%)**

District	Publically available legislative platform/priorities/strategic plan?	Includes TOCAIT?
Mahnomen Public School District	N	N
Naytahwaush Community School	Y	N
Waubun-ogema-white Earth Public Sch	N	N
Austin Albert Lea Area Special Educ	Y	N
Austin Public School District	Y	N
Grand Meadow Public School District	Y	N

Leroy-ostrander Public Schools	N	N
Lyle Public School District	Y	N
Southern Mn Education Consortium	Y	N
Southland Public School District	N	N
Adrian Public School District	Y	N
Ellsworth Public School District	Y	N
Round Lake-brewster Public Schools	Y	N
Worthington Public School District	Y	N
Butterfield Public School District	N	N
Madelia Public School District	N	N
St. James Public School District	N	N
Bemidji Public School District	Y	Y
Bemidji Regional Interdist. Council	N	N
Blackduck Public School District	N	N
Kelliher Public School District	N	N
Red Lake Public School District	Y	Y
Schoolcraft Learning Community Chtr	N	N
Treknorth High School	N	N
Voyageurs Expeditionary	N	N



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Minnesota Education Equity Partnership uses a race equity lens to transform educational institutions, organizations, and leaders to ensure that students of color and American Indian students achieve full academic and leadership success.

We envision a just society in which an equitable educational ecosystem ensures all students achieve their full potential. Achieving this vision would mean that race is no longer a predictor of educational success. MnEEP utilizes research, policy development, and community empowerment models to build strong networks of communities of color, American Indian communities and education leaders for systems, structural and cultural shifts in education.

For more information, visit <https://mneep.org/bbg/big-bold-goal-3/>