



House Select Committee on Racial Justice

The Minnesota Solution: Higher Education

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B. Select Committee Membership

The Speaker of the House, Melissa Hortman, appointed the 13 members of the Select Committee on Racial Justice:

- Committee Co-Chair Representative Rena Moran
- Committee Co-Chair Representative Ruth Richardson
- Committee Vice Chair Representative Lisa Demuth
- Representative Jamie Becker-Finn
- Representative Rob Ecklund
- Representative Heather Edelson
- Representative Kaohly Her
- Representative Erin Koegel
- Representative Sandy Layman
- Representative Jamie Long
- Representative Anne Neu
- Representative Steve Sandell
- Representative Dean Urdahl

“Racism is a system, not an individual character flaw or a personal moral failing. It is a system of power that structures opportunity (education, housing, jobs, justice) and assigns value (worthy or unworthy, full of potential or full of menace) based on so-called “race”, the social interpretation of how we look.”³

Conclusion of House Select Committee on Racial Justice

As documented in this report, history and data leads the Select Committee to conclude the following:

- (1) Systemic racism exists.
- (2) Systemic racism is harmful.
- (3) Systemic racism must be addressed.

Minnesota Racial Disparities



Racial Income Gap

Blacks earn 71 cents on the dollar compared to whites. Native Americans 68 cents, Latinos 70 cents, Asians 94 cents.

Racial Education Gap

There is a 21 percent gap in the six-year graduation rates between Blacks and whites, 19 percent gap for Native Americans, 12 percent for Latinos, 4 percent for Asians

Racial Housing Gap

There is a 53 percent homeownership gap between Blacks and whites, over 30 percent gap for Native Americans and Latinos and 25 percent gap for Asians

Racial Investment Gap

Average sales of ALANA firms in Minnesota were \$165,000 compared to \$1.4 million of all firms in Minnesota

Source: BLS for Wage Gap, 2017 ACS for housing gap, OHE for education gap, SBO 2012 for business gap

ECONOMIC LOSS TO MINNESOTA

\$287 Billion

Growth in ALANA income, assets and lifetime earnings if racial gaps are eliminated in Minnesota

\$2 billion+

Loss in state and local tax revenue

Cost of Achievement Gap



Current
workers

\$174 Billion Loss in Income

IF All BIPOC Kids in School & University in MN Achieved a Bachelor's Degree?



\$1.5 Trillion Dollars Lifetime Earnings

Stewards of
this
Important
Asset!

GDP of Mexico - \$1.2 Trillion

How Severe is Minnesota's Shortage of Teachers of Color and American Indian Teachers?

SOURCE: 2021 Teacher Supply and Demand Report (PELSB)

Table 5: Proportion of Teachers of Color and Indigenous Teachers (TOCIT) Compared to Students of Color and Indigenous Students (SOCIS) by Economic Development Region (EDR)

Region	Description	Total Number of TOCIT	Percent of Total TOCIT within the EDR	Total Number of SOCIS ¹¹	Percent of Total SOCIS within the EDR
1	Northwest	16	1.18%	3,097	22.08%
2	Headwaters	55	4.16%	11,175	76.44%
3	Arrowhead	89	2.24%	11,580	26.16%
4	West Central	45	1.44%	7,988	22.36%
5	North Central	34	1.44%	5,651	21.53%
6E	Southwest Central	16	1.12%	4,666	27.96%
6W	Upper Minnesota Valley	14	1.96%	1,600	21.36%
7E	East Central	51	2.36%	3,953	15.34%
7W	Central	102	1.61%	16,145	19.83%
8	Southwest	31	1.49%	7,270	34.27%
9	South Central	45	1.40%	7,987	22.95%
10	Southeast	113	1.62%	22,232	28.34%
11	7-County Twin Cities	4,886	12.09%	236,325	47.99%
TOTAL		5,497¹²	7.28%	339,669	38.03%

Table 5 compares the proportion of teachers of color and indigenous teachers (TOCIT) with the proportion of students of color and indigenous

to revisit policies around recruitment, preparation, and retention specifically addressing populations of color and indigenous

Recent Testimony show importance of BIPOC students for Workforce Development Across Minnesota Economic Development Regions

Very low percentage of ALANA/BIPOC Teachers relative to students

Need Students to be Connected to Jobs in High Demand/High Pay Area

5 Ways to Connect College to Careers

Georgetown University

- Education projections and workforce quality to attract employers
- Align Programs to labor market demand
- Align curriculum to workforce requirements
- Counseling and Career Pathways
- Job Placement and skills gap analysis

LEARNING AND EARNING EXCHANGE

FIVE WAYS TO CONNECT COLLEGE AND CAREERS

- EDUCATION PROJECTIONS, BUSINESS EXPANSION, AND WORKFORCE QUALITY**
 - Purpose of tools:** Attract new employers and retain existing ones with data demonstrating that the state postsecondary education and training systems can provide workers with needed skills.
 - Data to be integrated:** Projections of educational demand in the workforce, proprietary analytical information, and college administrative data can be linked with state wage records into the process of relating and attracting employers and industries to the state.
 - Audience:** Economic development agencies, workforce boards, and employers.
- PROGRAM ALIGNMENT WITH LABOR MARKET DEMAND**
 - Purpose of tools:** Help postsecondary programs related decisions that address labor market needs and demonstrate return on investment to state leaders.
 - Data to be integrated:** Occupational- and industry-specific employment and earnings data can be linked with student enrollment data to aid program design, planning, and review.
 - Audience:** College and system administrators, deans, and faculty.
- CURRICULUM ALIGNMENT WITH WORKFORCE REQUIREMENTS**
 - Purpose of tools:** Create curricula aligned with the applied skills and abilities that learners will need to succeed in their careers.
 - Data to be integrated:** Occupational data and employer/industry expert feedback can be combined with the process of developing competencies and learning outcomes for postsecondary education and training programs.
 - Audience:** Faculty, curriculum developers, and administrators.
- COUNSELING AND CAREER PATHWAYS**
 - Purpose of tools:** Support students as they make their educational and career decisions, and identify the learners who need additional support.
 - Data to be integrated:** Occupational and labor market data, employment projections, wages, and student skill, value, and interest assessment data can all be added to the student career counseling process to inform college major and career selection.
 - Audience:** College advisors and middle school and high school counselors.
- JOB PLACEMENT AND SKILLS GAP ANALYSIS**
 - Purpose of tools:** Help workers determine if and how the knowledge, skills, abilities, interests, and work values they possess are transferable to new jobs, as well as identify skills gaps, and connect them to postsecondary education and training options.
 - Data to be integrated:** Data on competencies, resumes, online job ads, and occupational demand can be used to connect job seekers to jobs and postsecondary education and training programs.
 - Audience:** Job seekers, training providers, and employment agencies.

Undergrad Students	Percent Receiving State Grant
American Indian	61
Asian	56
Black or African American	62
Hispanic/Latino	56
Total Undergrad Students	43

Recent student testimony document loss of income during pandemic and increased mental stress.

Disaggregated Data shows the two groups most in need are benefiting the most from the State Grant Program

Some Higher Education Recommendations – House Select Committee on Racial Justice

- Increase investment in recruiting, training, retaining, and promoting Teachers of Color and Indigenous Teachers through scholarship and loan forgiveness programs, Grow- Your-Own Pathway grants
- Implement stipends for mentor teachers and paid student teaching opportunities to address income inequality challenges that create barriers to diversifying our pipeline of future teachers
- Increase funding for youth apprenticeships and work experience
- Mandate training for teachers, paraprofessionals, and administrators in anti-racist, culturally responsive, trauma-informed, and restorative practices
- For districts with the most significant racial disparities, build protections for Teachers of Color and Indigenous teachers to improve retention rates
- Fund the hiring of school support professionals in order to meet recommended staff-to- student ratios for school counselors, social workers, behavior specialists, psychologists, and nurses
- Increase access to dual credit and other rigorous courses in high school for all students, not just high-achieving students
- Provide access to free post-secondary remedial classes
- Increases investments in tutoring for college students
- Provide tuition-free community college for students with financial needs
- Develop emergency funding program for post-secondary students

AFFORDABILITY

Subsidy, Grants, Emergency Grants, transfer of credits, living conditions

ACADEMIC & CAREER SUPPORT SERVICES

Graduation Plan, Mental Health, Internships, Placement Career Pathways

BIPOC STUDENT LEARNING

Pillars for Success

CULTURAL INTELLIGENCE & POWER STRUCTURES IN TEACHERS, STAFF, ADMIN, CURRICULUM

Remove Barriers to Learning

ACADEMIC AND CAREER OUTCOMES

Disaggregated Metrics

AFFORDABILITY

**ACADEMIC & CAREER
SUPPORT SERVICES**

EVALUATING BIPOC PROPOSALS

Do the bills in the current legislative session address all 4 dimensions?

**CULTURAL INTELLIGENCE
& POWER STRUCTURES IN
TEACHERS, STAFF,
ADMIN, CURRICULUM**

**ACADEMIC AND CAREER
OUTCOMES**

Metrics with an ALANA/BIPOC Focus



Dis-aggregated graduation and placement rates

Cultural Intelligence in the Learning environment

Affordability

Representation in Faculty, Staff, Senior Leadership, Board

Minnesota Gains

If all of the BIPOC students of the 2013 cohort graduated in four years, Minnesota would gain an estimated \$1.5 billion in increased tax revenues and reduced government costs.

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Minnesota Gains

The incidence of poverty is 3.5 times lower;
Likelihood of having health insurance is 47 percent higher;
Likelihood of having a retirement plan is 72 percent higher;
The probability of being employed is 24 times higher;
Life expectancy at age 25 is 7 years longer;
The probability of being in prison or jail is 4.9 times lower;
volunteering is 2.3 times more likely;
Voting and political involvement is significantly higher;
and neighborhood interactions and trust are significantly
higher. .

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