

# Resources to better understand Minnesota's Achievement Gap

Federal, State, and Nongovernmental Agencies that create timely, authoritative, and substantial reports that shed light on the myriad factors that contribute to the achievement gap in Minnesota.

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I am a reference librarian and work at Minnesota State University, Mankato.

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Entwined in the Complex Tapestry of Schooling: The Experience of Being Somali Newcomer Students in Minnesota Outstate...  
by [Moriarty, Sheila Marie](#)

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Student teachers learning together to enact culturally relevant pedagogy for English learners  
by [Benegas, Michelle Elizabeth](#)

2015

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Generation Next pushes ambitious plan to reduce **achievement gap**  
by [Kim McGuire](#)

TCA Regional News, Aug 19, 2014

Aug. 19--A sweeping plan to tackle the **achievement gap** between white and minority students calls for expanding early childhood screenings to cover all 3-year-olds, developing common practices...

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Coalition crystalizes education goals; Generation Next says literacy tutors, college prep can help reduce the gap

**Annie E. Casey Foundation.** (June 20, 2016). Engaging Parents as Key Partners in Closing the Vocabulary Gap. Armor, D. (2016). Retrieved from <http://www.aecf.org/blog/engaging-parents-as-key-partners-in-closing-the-vocabulary-gap>.

Studies show that language disparities begin early. Children who are 18 months old and growing up in middle-income families already know 60% more words than do children of the same age from poor backgrounds. Those middle-class kids also understand words more quickly. By kindergarten, the language gap has widened considerably. **Another study reveals that by the age of 3, children growing up in poor families have heard up to 30 million fewer words being spoken in their homes or child care settings than their middle class peers.** Not surprisingly, this widening vocabulary and language gap soon turns into an enduring achievement gap— with many children already falling behind academically in the early years and at risk of never catching up as they get older. By age 5, children living in poverty score two years behind their middle-class peers on standardized language development. By the fourth grade, studies show that half the children in poverty are unable to read with even basic proficiency, putting them at risk for chronic academic underperformance and diminished job prospects later on.

The Annie E. Casey Foundation is devoted to developing a brighter future for millions of children at risk of poor educational, economic, social and health outcomes. Our work focuses on strengthening families, building stronger communities and ensuring access to opportunity, because children need all three to succeed. We advance research and solutions to overcome the barriers to success, help communities demonstrate what works and influence decision makers to invest in strategies based on solid evidence. As a private philanthropy based in Baltimore and working across the country, we make grants that help federal agencies, states, counties, cities and neighborhoods create more innovative, cost-effective responses to the issues that negatively affect children: poverty, unnecessary disconnection from family and communities with limited access to opportunity. Since 1948, these efforts have translated into more informed policies and practices and yielded positive results for larger numbers of kids and families.

**Boynton Health Survey.** (2015). 2015 College Student Health Survey. Retrieved from: [http://www.bhs.umn.edu/surveys/survey-results/2015/UofMTwinCities\\_CSHSReport\\_2015.pdf](http://www.bhs.umn.edu/surveys/survey-results/2015/UofMTwinCities_CSHSReport_2015.pdf)

Seventeen postsecondary institutions in Minnesota joined together with Boynton Health Service at the University of Minnesota in spring 2015 to collect information from undergraduate and graduate students about their experiences and behaviors in the areas of health insurance and health care utilization, mental health, tobacco use, alcohol and other drug use, personal safety and financial health, nutrition and physical activity, and sexual health. This report highlights the findings of this comprehensive survey and serves as an essential first step in identifying health and health-related behavior issues affecting college students. Boynton Health Service hopes that the information contained in this report will be helpful to college and university leaders as they strive to develop programs and policies that will assure a safe institutional environment, promote access to health care and essential services, encourage responsible student decision making and behavior, and contribute to the health, well-being, and academic success of students enrolled in their schools. **The survey results are also intended to raise awareness among state and local policymakers and community leaders concerning the importance of the health of college students to the overall educational, health, and economic status of Minnesota.**

**Students were asked to respond to the following question:**  
 During the past 12 months, how have the following affected your academic performance?

**The response options were:**

- I do not have this issue/not applicable
- I have this issue—my academics have not been affected
- I have this issue—my academics have been affected

| Health or Personal Issue                                      | Percent |      |
|---|---------|------|
| Alcohol Use   | 22.0    | 10.7 |
| Any Disability (Learning, ADD/ADHA, Physical, etc.)           | 8.2     | 57.1 |
| Chronic Health Condition                                      | 10.8    | 19.4 |
| Concern for Family Member or Friend                           | 32.9    | 28.5 |
| Eating Disorder   | 4.7     | 26.7 |
| Excessive Computer/Internet Use                               | 49.1    | 42.8 |
| Financial Difficulties  | 32.8    | 26.1 |
| Food Insecurity   | 6.1     | 31.6 |
| Homeless  | 0.7     | 38.5 |
| Marijuana Use   | 7.9     | 12.7 |
| Mental Health Issue (Depression, Anxiety, etc.)               | 31.4    | 56.3 |
| Pregnancy   | 2.3     | 34.9 |
| Relationship Issue with Roommate/Housemate                    | 19.1    | 28.5 |
| Relationship Issue with Someone Other Than Roommate/Housemate | 21.8    | 35.7 |
| Serious Injury  | 2.5     | 42.6 |
| Sexual Assault  | 2.0     | 47.4 |
| Sexually Transmitted Infection                                | 1.7     | 6.3  |
| Sleep Difficulties  | 40.2    | 52.0 |
| Stress  | 72.6    | 45.6 |
| Upper Respiratory Infection (Cold/Flu, Sinus, Strep, etc.)    | 30.7    | 34.5 |

■ Report Having the Issue  
■ Report the Issue Impacted Academics (Among Those Who Report Having the Issue)

**Brookings Institution** Whitehurt, G.J., Reeves, R.V. & Rodrigue, E. (October, 2016). Segregation, Race, and Charter Schools: What do we know? Retrieved from: [https://www.brookings.edu/wp-content/uploads/2016/10/ccf\\_20161021segregation\\_version-10\\_211.pdf](https://www.brookings.edu/wp-content/uploads/2016/10/ccf_20161021segregation_version-10_211.pdf)

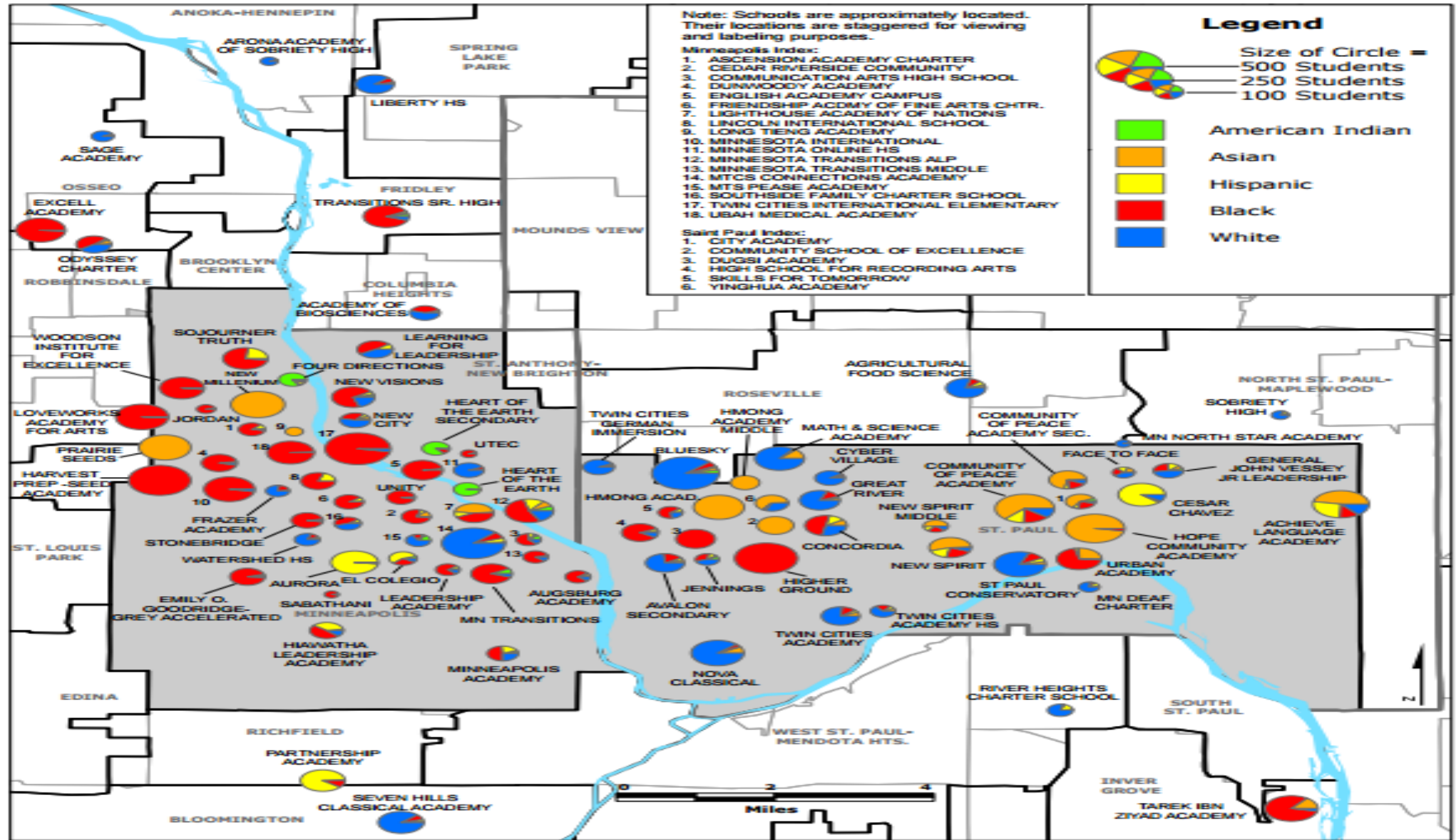
Also important to the segregation discussion is the body of research on the impact of public charter schools. Whereas overall, charter schools across the nation perform only slightly better than regular public schools, the story is different for a subset of charter schools serving overwhelmingly black and poor students in large cities with a so-called “no excuses” education model. Students in these schools have dramatically higher levels of achievement than comparable students attending regular public schools. Studies providing the strongest evidence for the effectiveness of this particular type of charter school take advantage of the requirement that oversubscribed charters use a lottery to determine who among the applicants receives an offer of admission. Comparisons of state test scores, high school graduation rates, and college going of students who win vs. lose their lottery for admission are, effectively, gold-standard randomized experiments on the impact of these charter schools on student outcomes.

Brookings is a 100 year old nonprofit public policy organization based in Washington, DC. Our mission is to conduct in-depth research that leads to new ideas for solving problems facing society at the local, national and global level. brings together more than 300 leading experts in government and academia from all over the world who provide the highest quality research, policy recommendations, and analysis on a full range of public policy issues.

**Figure 8.**

 institute on race and poverty  
Research, Education and Advocacy

**MINNEAPOLIS - SAINT PAUL (CENTRAL REGION)  
Race and Ethnicity  
Charter Schools, 2007-2008**



Source: Institute on Race and Poverty, "Failed Promises: Assessing Charter Schools in Twin Cities" (Minneapolis: University of Minnesota Institute on Race and Poverty 2008)

**Center for Advanced Studies in Child Welfare.** (2014). Child protection and the achievement gap. *MinnLink 21*. Retrieved from [http://www.lcc.leg.mn/tfcp/meetings/02252016/Brief\\_21\\_CPSAchievementGap.pdf](http://www.lcc.leg.mn/tfcp/meetings/02252016/Brief_21_CPSAchievementGap.pdf)

**While approximately 70% of youth in the general population demonstrated proficiency on these [reading and math] tests, less than half of the youth in the Child Protection and Out of Home Placement groups demonstrated proficiency.**

Additionally, prior to adjusting for race/ethnicity and socioeconomic status, the odds of a child from the CP or OHP groups demonstrating proficiency on these tests were significantly lower compared to the odds of a child from the general population demonstrating proficiency. Because of the racial/ethnic and socioeconomic disparities that exist in CPS and in the achievement gap overall, additional regression analysis was conducted to control for these factors. For youth with CPS involvement, the odds of demonstrating proficiency on standardized tests of reading and math increased when race/ethnicity and socioeconomic status were included in the analysis.

CASCW's Outreach activities connect child welfare stakeholders in Minnesota to dynamic, relevant, accessible, research-informed practice and policy resources and trainings. We produce a variety of training events and publications that bridge the worlds of research, policy, and practice, bringing the latest information to students, administrators, policymakers, and practitioners working directly with children and families.



**Center for American Progress.** Teacher Absence as a Leading Indicator of Student Achievement: New National Data Offer Opportunity to Examine Cost of Teacher Absence Relative to Learning Loss. Retrieved from:

<https://www.americanprogress.org/wp-content/uploads/2012/11/TeacherAbsence-6.pdf>

Minnesota ranks 11<sup>th</sup>, with a mean of mean of 42.3, a median of 38.7, percentage of teachers absent more than 10 days in 864 schools. **The percentage of African American students in a school helps predict the percentage of teachers absent more than 10 days. Holding constant the grade level and whether a school is a charter, a school at the 90th percentile for African American students has a teacher absence rate 3.5 percentage points higher than a school at the 10th percentile.** The corresponding differential based on the percentage of Latino students is 3.2 percentage points. These race-based differentials are statistically significant, but it's not clear how educationally significant they are. Further investigation of potential disparate impact of teacher absence by race should be on advocates' research agendas. Combined with existing knowledge about the negative impact of teacher absences on student achievement, it's fair to say that this evidence reaffirms teacher absence as a leading indicator of surveillance and accountability concerned with closing achievement gaps.

ABOUT:

The **Center for American Progress** is an independent nonpartisan policy institute that is dedicated to improving the lives of all Americans, through bold, progressive ideas, as well as strong leadership and concerted action. Our aim is not just to change the conversation, but to change the country. As progressives, we believe America should be a land of boundless opportunity, where people can climb the ladder of economic mobility. We believe we owe it to future generations to protect the planet and promote peace and shared global prosperity. And we believe an effective government can earn the trust of the American people, champion the common good over narrow self-interest, and harness the strength of our diversity.

## Children's Law Center of Los Angeles

Closing The Education Achievement Gap For Foster Youth --Education Information Sharing Challenges and Legal Provision. Retrieved from [http://impact.sp2.upenn.edu/fieldctr/wp-content/uploads/2013/05/Closing%20The%20Education%20Achievement%20Gap%20For%20Foster%20Youth Education%20Information%20Sharing%20Challenges%20and%20Legal%20Provision.pdf](http://impact.sp2.upenn.edu/fieldctr/wp-content/uploads/2013/05/Closing%20The%20Education%20Achievement%20Gap%20For%20Foster%20Youth%20Education%20Information%20Sharing%20Challenges%20and%20Legal%20Provision.pdf)

It is well documented that **children residing in foster care have significantly lower educational attainment than similarly situated peers**. Studies show that 75% of children in foster care are working below grade level, 35% are in special education, 46% do not complete high school (as compared to 16% of non-foster youth), and as few as 15% attend college.

Children's Law Center of California (CLC) represents children who have been abused, neglected, or abandoned that come under the protection of either the Los Angeles or Sacramento County Juvenile Dependency Court systems. We also provide representation in a host of related hearings that seek to ensure the well being and future success of each child. CLC is often seen at the forefront of much needed local, state and national policy change and system reform.

Children's Defense Fund MN. (2016).

MINNESOTA KIDS COUNT 2015: Developing Opportunities for All Minnesota Children.

Retrieved from: <http://www.cdf-mn.org/research-library/MN-kids-count/kc-mn-databooks/2015/2015-minnesota-kids-count.pdf>

| <b>FOURTH GRADERS PROFICIENT IN READING BY RACE</b> |              |              |              |
|---|--------------|--------------|--------------|
|   | <b>2013</b>  | <b>2014</b>  | <b>2015</b>  |
| American Indian                                     | 29.9%        | 34.4%        | 37.5%        |
| Asian   | 46.8%        | 46.2%        | 50.6%        |
| Hispanic/Latino                                     | 31.1%        | 30.2%        | 35.9%        |
| Black   | 29.9%        | 30.3%        | 34.4%        |
| White   | 62.0%        | 64.1%        | 66.4%        |
| Enrolled in School Meal Program                     | 35.8%        | 35.4%        | 38.6%        |
| <b>TOTAL</b>  | <b>54.2%</b> | <b>55.2%</b> | <b>57.9%</b> |

*Minnesota Report Card, Minnesota Department of Education. Note: Includes data on all reading accountability tests. New standards in reading were implemented in 2013, so comparison to prior years shouldn't be made.*

Established in 1985, Children's Defense Fund-Minnesota (CDF-MN) is the only policy organization in Minnesota to focus solely on the needs of children. CDF-MN targets all Minnesota children, particularly children being raised in low-income households who suffer greater barriers to full participation in society as a result of being born into poverty. CDF-MN pays particular attention to the needs of our most vulnerable children — children of color, children from low-income families and children with disabilities. To achieve its goals, CDF-MN does advocacy, research, outreach and youth development.

## Council on Black Minnesotans

The findings of the research showed that, despite increased awareness of the disparities among policy makers and civic leaders, **there have been no significant reductions in the disparity rates in all four areas since 2000. Amongst all states, the State of Minnesota was found to have the highest levels of disparities between Whites and Blacks in the areas of education and criminal justice.** Rose, J. (2014). Disparity Analysis: A review of disparities between White Minnesotans and other racial groups. Prepared for State of Minnesota Council on Black Minnesotans. Retrieved from <https://www.leg.state.mn.us/docs/2014/other/141227.pdf>

The Council shall:

(a) advise the governor and the legislature on the nature of the issues confronting Black people in this state; (b) advise the governor and the legislature on statutes or rules necessary to ensure that Black people have access to benefits and services provided to people in this state; (c) recommend to the governor and the legislature any revisions in the state's affirmative action program and other steps that are necessary to eliminate underutilization of Blacks in the state's work force; (d) recommend to the governor and the legislature legislation to improve the economic and social condition of Black people in this state; (e) serve as a conduit to state government for organizations of Black people in the state; (f) serve as a referral agency to assist Black people to secure access to state agencies and programs; (g) serve as a liaison with the federal government, local government units, and private organizations on matters relating to the Black people of this state.

MN **DEED** Sherman, A, Trisi, D. & Parrott, S. (2013). Various Supports for Low -Income Families Reduce Poverty and Have Long-Term Positive Effects On Families and Children. Minnesota Statewide Longitudinal Education Data System (SLEDS). (2016). Getting Ready: 2016 Recent High School Graduates and Developmental Courses. St. Paul: Minnesota Office of Higher Education (OHE), Minnesota Departments of Education (MDE), and Employment and Economic Development (**DEED**). Retrieved from: <http://www.ohe.state.mn.us/pdf/GettingPrepared2016.pdf>

<http://www.cbpp.org/sites/default/files/atoms/files/7-30-13pov.pdf>

Workforce system race and class disparities in Minnesota July 2015. “Many reports have also made economic and moral cases for addressing those disparities and recommended specific policy changes to do so. This is the first report to examine **statewide disparities specifically among participants in workforce development programs** administered by the Minnesota Department of Employment and Economic Development (DEED) and targeted to low -income and recently laid-off adults and the first to engage workforce professionals from around the state regarding approaches and recommendations to addressing those disparities.” [http://mn.gov/deed/assets/disparities-report\\_tcm1045-133130.pdf](http://mn.gov/deed/assets/disparities-report_tcm1045-133130.pdf)

**MN DEED.** The Minnesota Department of Employment and Economic Development (DEED) is the state's principal economic development agency. DEED programs promote business recruitment, expansion, and retention; international trade; workforce development; and community development.

**EdExcelencia.org**. Latino College Completion – Minnesota. Retrieved from:  
<http://www.edexcelencia.org/research/college-completion/mn>

*EdExcelencia* in Education accelerates Latino student success in higher education by providing data-driven analysis of the educational status of Latinos, and by promoting education policies and institutional practices that support their academic achievement. A not-for-profit organization founded in 2004 in Washington, DC, *Excelencia* in Education has become a trusted information source on the status of Latino educational achievement, a major resource for influencing policy at the institutional, state, and national levels, and a widely recognized advocate for expanding evidence-based practices to accelerate Latino student success in higher education. *Excelencia* is also building a network of results-oriented educators and policymakers to address the U.S. economy's need for a highly educated workforce and for civic leadership.

## Latino College Completion - Minnesota

### FAST FACTS

#### STATE RANKING

Minnesota had the **28th** largest Latino population in the U.S.

#### LATINO POPULATION

K-12 Population **7%**  
State Population **5%**

#### MEDIAN AGE

Latino **24**  
White **41**

#### DEGREE ATTAINMENT

Latino **19%**  
Total **42%**

### Equity Gap in Degree Completion

#### GRADUATION RATES

Latino **32%**      White **52%**      Equity Gap **20%**

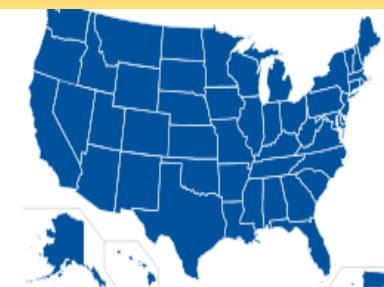
#### COMPLETIONS PER 100 FTE

Latino **16%**      White **22%**      Equity Gap **6%**

#### COMPLETIONS RELATIVE TO THE POPULATION IN NEED

Latino **19%**      White **31%**      Equity Gap **12%**

[Download the Fact Sheet PDF](#)



[BACK TO MAIN MAP](#)

**Education Policy Analysis Archives.** 2015. Measuring the Alignment between States' Finance and Accountability Policies: The Opportunity Gap by Sala, M.R & Knoepfel, R.C. Retrieved from <http://epaa.asu.edu/ojs/article/view/1782>

Of the states with low economic hardship, Massachusetts was found to have performance equity in both reading and math while Colorado had performance equity in reading and was approaching performance equity in math. **Minnesota was well below the standard, suggesting wider variation in student achievement with the bottom part of the distribution performing well below the average of the state.**

EPAA/AAPE is a peer-reviewed, open-access, international, multilingual, and multidisciplinary journal designed for researchers, practitioners, policy makers, and development analysts concerned with education policies. EPAA/AAPE accepts unpublished original manuscripts in English, Spanish and Portuguese without restriction as to conceptual and methodological perspectives, time or place. EPAA/AAPE publishes issues comprised of empirical articles, commentaries, and special issues at roughly weekly intervals, all of which pertain to educational policy, with direct implications for educational policy.

# The Equality of Opportunity Project

Papers, Slides, and Summaries

Data

Team

Press

Contact

Job Opening

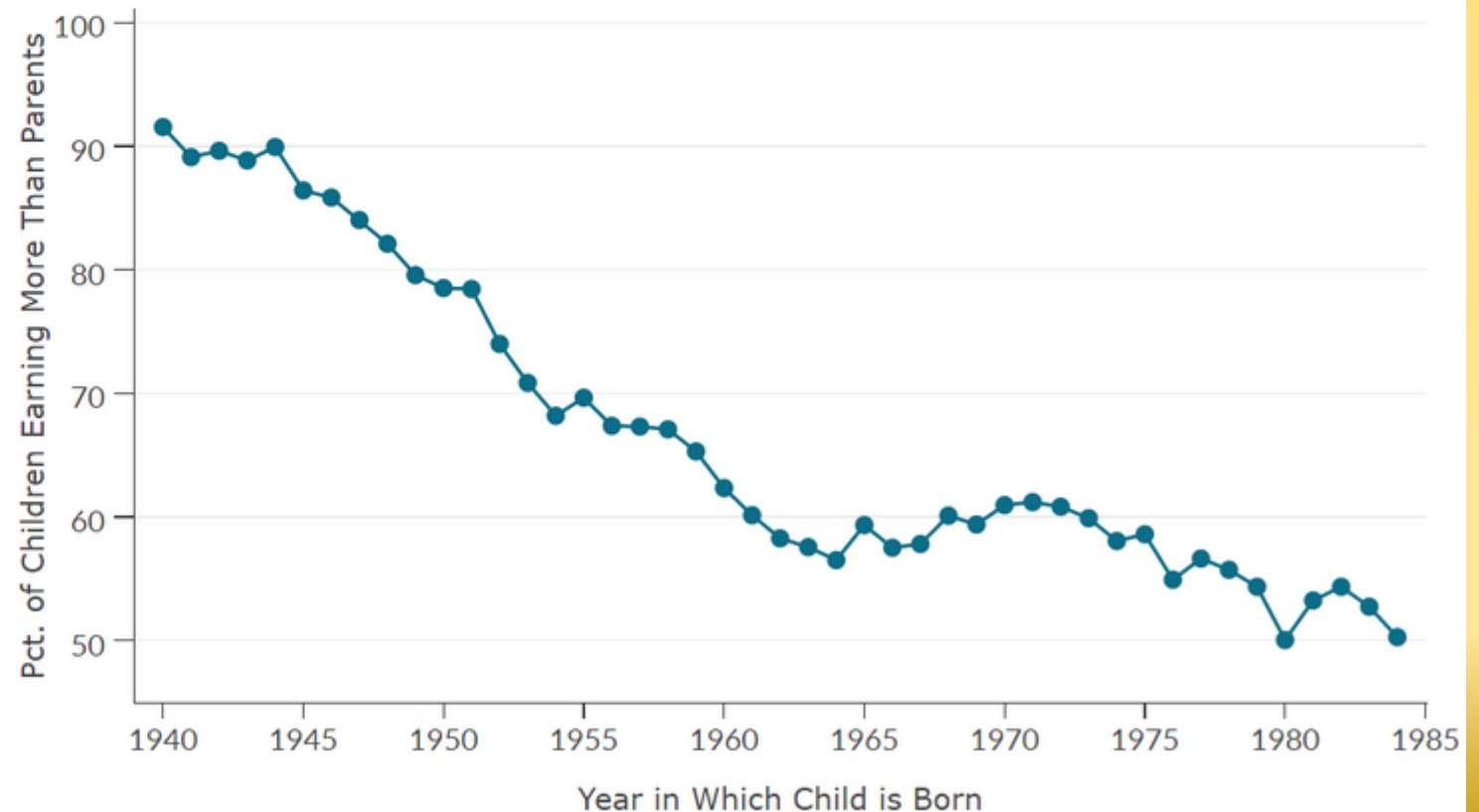
## Project Motivation

A defining feature of the “American Dream” is upward income mobility: the ideal that children have a higher standard of living than their parents. Our [work](#) shows that children's prospects of earning more than their parents have fallen from 90% to 50% over the past half century. Understanding what has led to this erosion of the American Dream – and how we can revive it for future generations – is the motivation for the Equality of Opportunity Project.

For an overview of our work, please listen to [this podcast](#) on Freakonomics Radio.

## The Fading American Dream

Percent of Children Earning More than their Parents, by Year of Birth





**HACER** . A Study with Immigrant and Refugee Communities in the Twin Cities. Retrieved from:  
<https://www.wilder.org/Wilder-Research/Publications/Studies/Speaking%20for%20Ourselves/Ideas%20at%20Work%20-%20Addressing%20Needs%20and%20Assets%20in%20Immigrant%20and%20Refugee%20Communities.pdf>

HACER has been a Latino-led organization for over 25 years. Our researchers are well-versed in working with diverse populations, having worked with Latinos in Minnesota and across the country. In addition to being a multicultural and multilingual team, our staff have expertise in both qualitative and quantitative projects.

#### KEY FINDING



**15%** of respondents said they spoke English well, and even fewer can write in English well. Almost half of Latino respondents with school-age children have children enrolled in ELL programming.

#### HACER

**Goals:** To have a positive impact on the academic success of English language learners through an improved curriculum that is able to address the unique educational needs of each student.

**Activities:** HACER has been working in partnership with MinnCAN, MN Latino Education First, and the Minnesota Office of Higher Education to revamp ELL programming to be more customizable in order to better serve students at varying levels of English proficiency. There is such diversity within each ELL classroom. HACER's work in this area is to develop a curriculum that moves away from a one-size-fits-all model to a curriculum with options that can better meet the unique needs of each student. In addition to curriculum development, we are working to increase the number of teachers in the classroom. This project is still in the development phase due to challenges in finding funding.

**Ingredients for success:** It is often challenging to change trends. One of the greatest challenges in implementing this program and others like it is to convince the people with the resources to be a part of it.

There are eight basic elements related to success among Latino education programs and they all point toward engagement with the community and cultural appropriateness.

**FEEDING AMERICA.** (2014). Map the Meal Gap 2016: Overall Food Insecurity in Minnesota by County in 2014. Retrieved from: [http://www.feedingamerica.org/hunger-in-america/our-research/map-the-meal-gap/2014/MN\\_AllCounties\\_CDs\\_MMG\\_2014.pdf](http://www.feedingamerica.org/hunger-in-america/our-research/map-the-meal-gap/2014/MN_AllCounties_CDs_MMG_2014.pdf)

Hunger hurts everyone, but it is especially devastating in childhood because hunger deprives kids of more than just food. On empty stomachs, kids don't have the energy to focus, engage, learn and grow. Yet, this is the reality for 1 in 6 children in the U.S. who worry about when they'll have their next meal.

Today, Feeding America is the nation's largest domestic hunger-relief organization—a powerful and efficient [network of 200 food banks across the country](#). As food insecurity rates hold steady at the highest levels ever, the Feeding America network of food banks has risen to meet the need. We feed 46 million people at risk of hunger, including 12 million children and 7 million seniors. Learn more about how we get food to people in need in our "[How We Work](#)" section. Support Feeding America and help solve hunger. Donate. Volunteer. Advocate. Educate.

| County     | Population | Food insecurity rate | Estimated number food insecure individuals (rounded) |
|------------|------------|----------------------|--|
| Aitkin     | 15,964     | 10.9%                | 1,740  |
| Anoka      | 336,316    | 8.3%                 | 27,760   |
| Becker     | 32,971     | 10.2%                | 3,370  |
| Beltrami   | 45,236     | 12.9%                | 5,850  |
| Benton     | 38,980     | 11.7%                | 4,540  |
| Big Stone  | 5,180      | 10.1%                | 520  |
| Blue Earth | 64,720     | 12.0%                | 7,790  |
| Brown      | 25,513     | 9.1%                 | 2,330  |
| Carlton    | 35,430     | 10.7%                | 3,780  |
| Carver     | 94,212     | 6.4%                 | 6,020  |
| Cass       | 28,499     | 12.1%                | 3,430  |
| Chippewa   | 12,235     | 9.9%                 | 1,210  |
| Chisago    | 53,798     | 7.8%                 | 4,190  |
| Clay       | 60,249     | 10.0%                | 6,050  |
| Clearwater | 8,735      | 13.9%                | 1,210  |
| Cook       | 5,197      | 10.4%                | 540  |
| Cottonwood | 11,676     | 10.4%                | 1,210  |
| Crow Wing  | 62,900     | 11.1%                | 6,990  |
| Dakota     | 405,521    | 8.2%                 | 33,440   |
| Dodge      | 20,246     | 7.1%                 | 1,440  |
| Douglas    | 36,413     | 9.4%                 | 3,410  |
| Faribault  | 14,337     | 10.1%                | 1,440  |
| Fillmore   | 20,842     | 9.7%                 | 2,020  |
| Freeborn   | 31,034     | 9.0%                 | 2,800  |
| Goodhue    | 46,336     | 9.2%                 | 4,260  |
| Grant      | 5,977      | 9.5%                 | 570  |
| Hennepin   | 1,184,091  | 11.6%                | 136,920  |

Check & Connect, the "Check" component refers to the process where mentors systematically monitor student performance variables (e.g., absences, tardies, behavioral referrals, grades), while the "Connect" component refers to mentors providing personalized, timely interventions to help students solve problems, build skills, and enhance competence. **Mentors work with caseloads of students and families for at least two years, functioning as liaisons between home and school and striving to build constructive family-school relationships.**

The Institute on Community Integration (ICI) was established in 1985 on the Twin Cities campus of the University of Minnesota. We are a federally designated University Center for Excellence in Developmental Disabilities (UCEDD - pronounced U Said), part of a national network of similar programs in major universities and teaching hospitals across the country. The Institute is home to 74 projects and 5 Affiliated Centers addressing disability issues across the lifespan. In addition, it works in

**Institute of Educational Sciences.** National Center for Educational Statistics. 2016. The Condition of Education 2016. Retrieved from <https://nces.ed.gov/pubs2016/2016144.pdf>

In 2015, some 36 percent of 25- to 29-year-olds had attained a bachelor's or higher degree. The percentage of White 25- to 29-year-olds who had attained this level of education increased from 1995 to 2015, as **the size of the White- Black gap in the attainment of a bachelor's or higher degree widened from 13 to 22 percentage points and the size of the White-Hispanic gap widened from 20 to 27 percentage points.**

The Institute of Education Sciences (IES) is the statistics, research, and evaluation arm of the U.S. Department of Education. We are independent and non-partisan. Our mission is to provide scientific evidence on which to ground education practice and policy and to share this information in formats that are useful and accessible to educators, parents, policymakers, researchers, and the public. Thomas W. Brock, commissioner of the National Center for Education Research, has been delegated the duties of IES director. [Learn more about Dr. Brock](#)

IES conducts six broad types of work that addresses school readiness and education from infancy through adulthood and includes special populations such as English Learners and students with disabilities.

**We provide data that describe how well the United States is educating its students.** We collect and analyze official statistics on the condition of education, including adult education and literacy; support international assessments; and carry out the National Assessment of Educational Progress. They do surveys, fund developmental approaches to education, conduct evaluations of federal policies, provide resources to encourage use of research and support the advancement of statistics through training.

## Minnesota Office of Higher Education

Minnesota Measures: A 2016 Report on Higher Education Performance. White and Asian public high school graduates enrolled in Minnesota postsecondary institutions at rates higher than other populations. Since there are large gaps in Minnesota public high school graduation rates by race/ethnic background even less students who are American Indian, Black and Hispanic attend college than their White and Asian younger aged peers White student college enrollment (67 percent) was higher than the rate for those who were Black (57 percent). The national rate for those who were Hispanic (66 percent) was similar to White students. The immediate college enrollment rate for Asians (81 percent) was higher than the rates for Whites, Blacks, and Hispanics in 2013 and in each year since 2003. There are large differences in college participation by family by whether student enrolled in free or reduced price lunch at any time during high school. College participation gaps by family income are also reported nationally. **The college participation rate for high school graduates from high-income families (80 percent) was 31 percentage points higher than the rate for those from low-income families (49 percent).**

The Minnesota Office of Higher Education is a cabinet-level state agency providing students with financial aid programs and information to help them gain access to postsecondary education. The agency also serves as the state's clearinghouse for data, research and analysis on postsecondary enrollment, financial aid, finance and trends.

**Minnesota Statewide Longitudinal Education Data System (SLEDS).** (2016). *Getting Ready: 2016 Recent High School Graduates and Developmental Courses.* St. Paul: Minnesota Office of Higher Education (OHE), Minnesota Departments of Education (MDE), and Employment and Economic Development (DEED). Retrieved from: <http://www.ohe.state.mn.us/pdf/GettingPrepared2016.pdf>

Minnesota has developed the Minnesota Statewide Longitudinal Education Data System (SLEDS) matching student data from pre-kindergarten through completion of postsecondary education and into the workforce. By bridging existing data with other incoming data a range of education programmatic and delivery questions can be answered to gauge the effectiveness of current programs and design targeted improvement strategies to help students.

## Language Spoken at Home

**Across all graduating classes public high school students who spoke Somali at home had much higher rates of college enrollment than other primary language groups.**

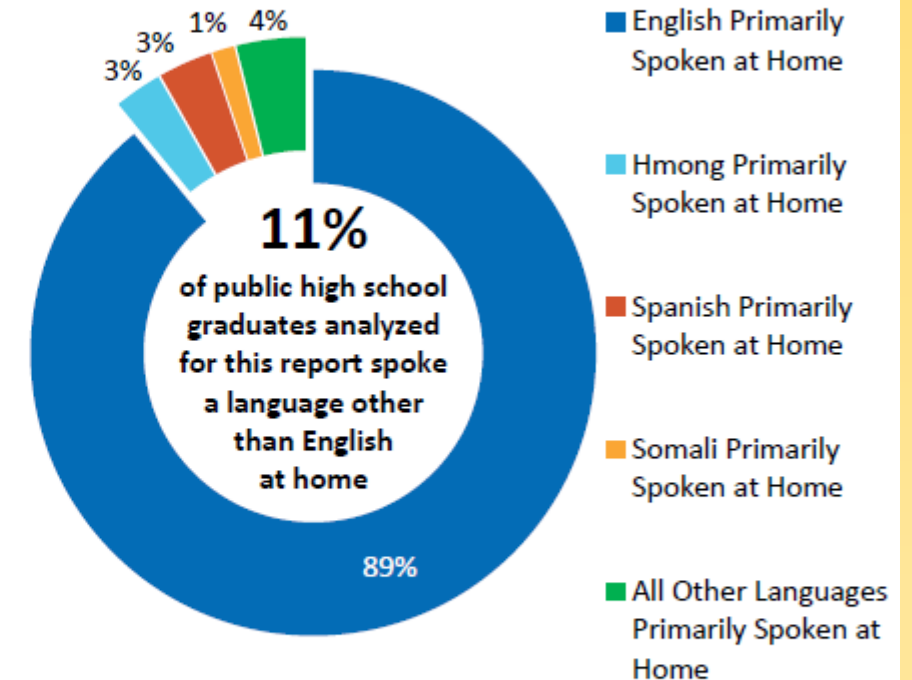
Approximately 11 percent of Minnesota public high school graduates spoke a language other than English at home. The languages most commonly spoken were Hmong, Spanish and Somali.

### Primary Language Spoken at Home

Minnesota public high school graduates who spoke Somali at home enrolled (82%) in college within two years at higher rates than any other primary language group including English speakers.

Minnesota public high school graduates who spoke Spanish at home enrolled (59%) in college within two years at rates lower than other primary language groups.

Spanish speaking graduates may encounter barriers to college enrollment based on residency issues. Passage of the Minnesota Dream Act may result in an increase in college enrollment for these graduates. Analysis of college enrollment rates over time shows Spanish speaking public high school graduates enrolled in college within two years increased sharply from 2007 to 2013.



**Minnesota Education Equity Partnership. (2015). Increasing Teachers of Color and American Indian Teachers. Retrieved from [www.MnEEP.ORG](http://www.MnEEP.ORG).**

**In Minnesota, while students of color and American Indian students now represent 28 percent of the school-age population, only 4 percent of the teacher workforce represents this population...For students of color and American Indian students who enter college and get into the professional field without additional programmatic support, the remaining barriers can still be overwhelming. This is demonstrated by the fact that half of these students never complete their studies and by the number of paraprofessionals that never make it to the front of the class....Collaboration is critical...**

**About:**

**Our Values**

Minnesota Education Equity Partnership holds these core beliefs in the work we do:

**Equity Matters.**

We believe all children deserve to achieve their full potential, regardless of race, creed, nationality or class.

**Justice Matters.**

We believe in the validity of all lived experiences.

**Critical Thinking and Self-Actualization Matters.**

We believe academic success cannot be narrowly defined. The ability for students to be engaged learners to understand themselves, their histories, their identities, and the world are necessary to build critical thinking and self-actualization skills to release their power in *shaping* themselves and the world.

**History Matters.**

We believe the histories of communities of color and low-income people in our society bring context to the treatment by current-day institutions, policies, and practices. We cannot address those systems by ignoring the complexity of their histories with our communities.

**Relationships Matter.**

We believe in the interconnectedness of community to change systems and the world. Cross-cultural dynamics matter in our work and collaborative relationships are key to changing the world.

Hamilton, J. L., Spies, P., Godinez, J. & Marian, C. 2016 *State of Students of Color and American Indian Students Report*. Accessed from: <http://mneep.org/wp-content/uploads/2016/04/SOSOCAI-Report-2016.pdf>

The notable characteristic of the data on disciplinary actions is the over-representation of American Indian & Black students among the total disciplinary actions. In 2013-2014, Black students were 11.5 percent of Minnesota k12 student enrollment but constituted 40.3 percent of all discipline actions (3 ½ times their population). American Indian students were similarly over-represented, including 2.4 percent of the student enrollment but 6.9 percent of disciplinary actions (3 times their population).



**National Conference on State Legislatures.** *Performance-Based Funding for Higher Education.* Retrieved from:

<http://www.ncsl.org/research/education/performance-funding.aspx>

Historically, many colleges have received state funding based on how many full-time equivalent students are enrolled at the beginning of the semester. This model provides incentives for colleges to enroll students and thus provide access to postsecondary education, **but this model does not necessarily provide incentives for institutions to help students successfully complete degree programs.** Many states are reconsidering the enrollment-based funding model and instead are aligning funding models with state goals and priorities.

Davis-Bell, (November 2015). A world apart. *Phi Delta Kappan*, Retrieved from: <http://www.ncsl.org/bookstore/state-legislatures-magazine/looking-abroad-to-improve-american-student-achievement.aspx>

In Finland, the emphasis is on excellent teachers, one high-stakes exam at the end of high-school, a fair distribution of educational resources and flexibility in the school day for play and sports.

NCSL is committed to the success of all legislators and staff. Our mission is to improve the quality and effectiveness of state legislatures; promote policy innovation and communication among state legislatures, & Ensure state legislatures a strong, cohesive voice in the federal system. Provides news, state-by-state comparisons of initiatives in any number of areas.

## NATIONAL GOVERNORS' ASSOCIATION

Unfortunately, despite that acknowledgement, there are simply too few highly skilled teachers in our nation's schools to ensure that all children have access to effective teaching throughout their K-12 experiences. **Research shows that poor and lower-performing schools are consistently staffed at higher rates by new, inexperienced, and less-effective teachers than are wealthier and higher-performing schools.** Governors and their education teams can improve educational outcomes in their states by building a pipeline to supply effective teachers for all schools. If students were consistently taught by excellent teachers, most of the achievement gap could be closed in just five years.

The National Governors Association (NGA) is the bipartisan organization of the nation's governors. Through NGA, governors share best practices, speak with a collective voice on national policy and develop innovative solutions that improve state government and support the principles of federalism. Founded in 1908, the National Governors Association (NGA) is the collective voice of the nation's governors and one of Washington, D.C.'s most respected public policy organizations. Its members are the governors of the 55 states, territories and commonwealths. NGA provides governors and their senior staff members with services that range from representing states on Capitol Hill and before the Administration on key federal issues to developing and implementing innovative solutions to public policy challenges through the NGA Center for Best Practices. NGA also provides management and technical assistance to both new and incumbent governors. Through NGA, governors identify priority issues and deal collectively with matters of public policy and governance at the state and national levels.

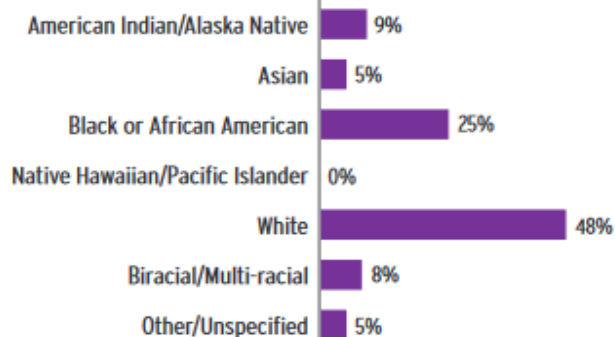
## MINNESOTA Head Start & Early Head Start

### CHILD AND FAMILY CHARACTERISTICS

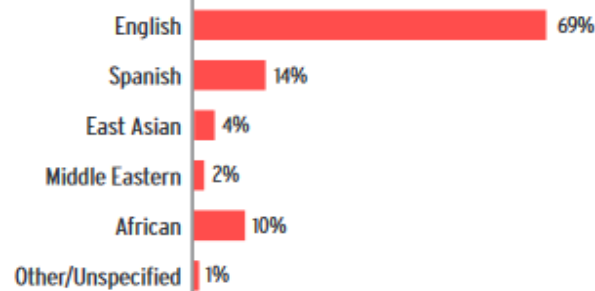
#### ETHNICITY



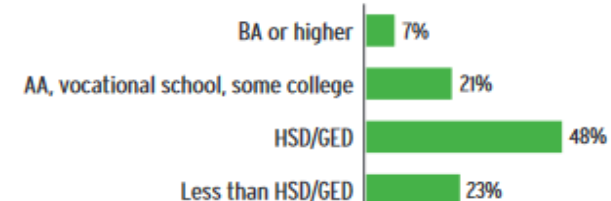
#### RACE



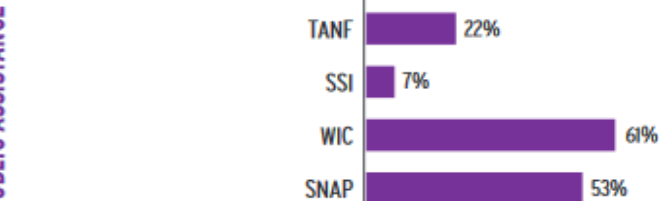
#### HOME LANGUAGE



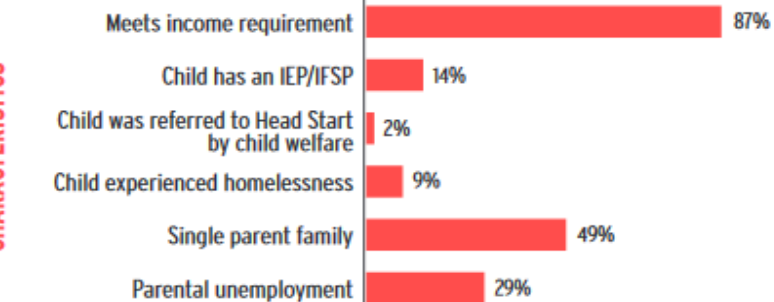
#### PARENT EDUCATION



#### FAMILY USE OF PUBLIC ASSISTANCE



#### OTHER CHILD AND FAMILY CHARACTERISTICS



NIEER conducts academic research to inform policy & provides independent, research-based analysis to policymakers, journalists, researchers, and educators.

**National Women's Law Center & NAACP Legal Defense Fund.** Unlocking Opportunity for African American Girls: A Call to Action for Educational Equity. Retrieved from: [http://nwlc.org/wp-content/uploads/2015/08/unlocking\\_opportunity\\_for\\_african\\_american\\_girls\\_report.pdf](http://nwlc.org/wp-content/uploads/2015/08/unlocking_opportunity_for_african_american_girls_report.pdf)

African American children are also more likely than white children to have teachers who do not meet state licensure and certification requirements. **Recent national data show that nearly 7 percent of the country's African American students — over half a million students — attend schools where 20 percent or more of their teachers have not yet met state certification or licensure requirements.** Additionally, teachers in high-minority and high-poverty schools are less likely to have the necessary materials available for their classes than those in low-minority and low-poverty schools.

The Center has worked for more than 40 years to protect and promote equality and opportunity for women and families. We champion policies and laws that help women and girls achieve their potential at every stage of their lives — at school, at work, at home, and in retirement. Our staff are committed advocates who take on the toughest challenges, especially for the most vulnerable women.

**Voices for Racial Justice.** 2015–2016 Minnesota Legislative Report Card on Racial Equity. Retrieved from [http://voicesforracialjustice.org/wp-content/uploads/2016/07/VRJ\\_ReportCard\\_2016\\_final\\_4web.pdf](http://voicesforracialjustice.org/wp-content/uploads/2016/07/VRJ_ReportCard_2016_final_4web.pdf)

A coalition to diversify MN's teaching staff was formed and although not everything in these bills made it into omnibus education bills, the final 600-page supplemental bill (HF2749) that emerged out of conference committee and was approved by the full legislature included 17 policy changes to several existing statutes that now can be building blocks for a diverse teacher workforce in Minnesota. Another success was a new policy to better use student data to inform education policies and practices. State Sen. Susan Kent's bill requires the Minnesota Department of Education to disaggregate and publish student data on measures like graduation rates and outcomes from standardized state assessments by race, ethnicity, refugee status, home language, foster care status and more.

Since 1993, we have built a stronger movement for racial justice organizing in Minnesota. Our mission is to advance racial, cultural, social and economic justice in Minnesota through organizer and leadership training, strategic convenings and campaigns, and research and policy tools. We have trained hundreds of organizers who are now social justice leaders. We took a visionary step many years ago, putting racial equity into the center of community organizing in Minnesota.

**Wilder Research.** (January 2014). *STEM in Minnesota: Education Disparities Income: A Cradle to College Perspective.*

St. Paul: Amherst H. Wilder Foundation.

Academic achievement is strongly connected to students' family income. Minnesota students from poor and low-income families tend to have considerably lower achievement than their classmates from higher income families. These large achievement gaps begin very early and persist throughout the school years. They represent a major barrier to developing a workforce with the skills to meet the states' current and future needs – such as sufficient numbers of workers with problem-solving skills, technological literacy, scientific reasoning, and mathematical skills.

The Amherst H. Wilder Foundation is a non-profit social services organization. We combine direct service, research and community initiatives to address the needs of vulnerable people in Saint Paul and the surrounding east metro area. Our approach is unique and highly effective. Through research we identify emerging needs facing our community. We use best practices models to develop innovative solutions for service delivery to respond to those needs. And we engage the community through partnerships and outreach to multiply our impact. We provide innovative services and programs to ensure the region's vulnerable children, families and older adults can thrive. MN COMPASS is their creation.

## TOPICS

Aging Arts & Culture Children & Youth Civic Engagement Demographics Disparities Early Childhood  
Economy Education Environment Health Housing Immigration Public Safety Transportation Workforce

 GO

## EDUCATION

## Overview

## Key measures

3rd grade reading scores

8th grade math scores

High school graduation

## More measures

## Ideas at work

## STEM

## Library

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## OVERVIEW

Goal: All Minnesota students graduate from high school and are prepared for postsecondary education.

Minnesota has long enjoyed a reputation for its high-quality public education, placing at or near the top in many nation-wide rankings and measures. But these encouraging statistics mask growing concerns of a widening achievement gap that is leaving many students unprepared for a successful future.

## WHAT'S HAPPENING

We need to address education issues early in children's lives and make sure academic progress continues through high school and beyond if we want our future workforce prepared for the challenges of a global economy. Currently:

- Fifty-seven percent of 3rd graders across the state **read at grade level** in 2016, but only 37% of those who **transferred schools** during the year did.
- Only 58% of Minnesota's 8th graders **achieved state standards** for math in 2016; about a fifth of 8th graders **partially met standards**.
- Just over 80% of Minnesota students **graduated on time** from high school in 2015.
- Statewide, there has been an 18-percentage point increase in on-time graduation rates among **students of color** from 2009 to 2015.
- In a national comparison, **Minnesota's graduation rate** (80%) ranks the state 33rd. However, looking at the rate for smaller communities—such as **Asian students** (ranking 46th at 78%) or **Hispanic students** (ranking 49th at 59%)—

## QUIZ



The Twin Cities expects to see a net gain of 23,600 STEM jobs between 2014 and 2024. This represents an 8 percent growth in the STEM sector, outpacing an expected 4 percent job growth overall in the Twin Cities.

Which STEM occupational group is expected to add the most jobs by 2024?

- Health
- Computer
- Engineering
- Math

## FEATURED TREND

Questions  
Comments