

CONNECTIAMS[®]NS

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Farmington High School's Tiger Vision: Where Passion Meets Possibility

December 5, 2025 Board of Directors Meeting

7 a.m. - 9 a.m.

Quora Education Center
NE Metro 916
Little Canada

December 19, 2025 Executive/Legislative Committee Meeting

7:30 a.m. - 9 a.m.

Anderson Center
Bethel University
Arden Hills

January 9, 2026 Board of Directors Meeting

7 a.m. - 9 a.m.

Quora Education Center
NE Metro 916
Little Canada

January 30, 2026 Executive/Legislative Committee Meeting

7:30 a.m. - 9 a.m.

Anderson Center
Bethel University
Arden Hills

Like many districts across the state, Farmington Area Public Schools has faced significant budget challenges driven by rising costs associated with goods/services and state requirements not being fully funded or funded at all. This has resulted in significant budget reductions resulting in the loss of experiences and programs for students. The most heavily impacted areas have been experiences created in partnership with other districts. Loss can have a lasting impact if we allow it, but it also provides an opportunity to reevaluate and approach learning experiences differently.



Farmington High School is excited to have an Arts and Communication Pathway for learners interested exploring different opportunities within performing and visual arts.

At Farmington High School, this year marked the exciting beginning of our work to bring Tiger Vision, "Where passion meets possibility," to life in new and intentional ways. We launched a comprehensive effort to build career pathways from the ground up, with a focus on creating hands-on learning experiences that help students explore their interests, develop their strengths, and prepare for life after high school.

We know students learn best when they can apply their learning in real and relevant settings. Hands-on experiences allow them to "try on" potential

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The AMSD Legislative Committee has approved the 2026 legislative platform, and it will be presented to the board of directors for adoption at its next meeting on Dec. 5. Thank you to all who provided input over the past several months and a special thanks to the legislative committee members for their work. Please mark your calendar for AMSD's Annual Session Preview where we will share the platform with our legislators. The preview will be held on Friday, Feb. 6 with the option to attend in person at the Quora Education Center or join virtually. In the meantime, I wish you a very happy holiday season!

From the AMSD Chair, Jim DeMay, Mounds View Board Member

Turning Student's Interests Into Meaningful Next Steps

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careers, build confidence, and better understand the opportunities that await them after graduation, whether they choose college, technical training, the workforce, or military service. With that in mind, we set out this year to reimagine and strengthen how we support students in discovering what they are passionate about.

One of the major accomplishments of this first year was the development of the Tiger Vision Career Guide. This new tool maps out each of our pathways, highlights recommended course sequences, and outlines the hands-on opportunities available in every area. It was created to help students and families clearly see how their coursework connects to real-world skills and future careers in high-wage, high-skill, in-demand occupations. The guide provides a starting point for students to explore possibilities and understand how their interests can turn into meaningful next steps. Right now, we offer career pathways in 5 different areas:

- Health and Human Services
- Engineering/Technology/Manufacturing
- Arts and Communication
- Business and Marketing
- Animal, Plant and Environmental Studies

To support the development of these career pathways, we formed dedicated pathway teams. These groups, made up of teachers, counselors, administrators, and industry partners, are collaborating to shape curriculum, identify gaps, and strengthen course offerings around a specific career pathway. Their work ensures our pathways stay relevant and aligned with emerging industries and the needs of today's learners.

A key part of this year's progress has been the creation of new courses designed to fill those identified gaps. These classes offer students more opportunities to engage in authentic, hands-on learning. Whether in healthcare, communications, arts, business, engineering, trades, or education, these new courses give students access to tools, experiences, and environments that mirror the real world. They help students develop practical skills while exploring what excites them.

Although much of this work began only this year, it has already created strong momentum. We know the career pathway system will continue to grow, evolve, and strengthen over time, and we are committed to building on this foundation. Collaboration with staff, community partners, and industry experts will remain essential as we expand opportunities for students. Most importantly, our students' interests and voices will guide the direction of this work.

Tiger Vision represents our belief in what is possible for every learner. This year was just the start, laying the groundwork for pathways to careers that connect passions with possibilities in meaningful and transformative ways. We are proud of the progress made in this inaugural year and excited for the continued work ahead as we build even stronger opportunities for all students.



FHS student participating in Woodworking I which is a foundational class as part of the Engineering/Technology/Manufacturing Pathway.



FHS students taking part in the Certified Nursing Assistant program that is part of the Health and Human Services Pathway.

Teacher Recruitment and Retention Challenges Continue

Growth in the number of students of color continues to outpace the gains in Teachers of Color

Despite incremental increases in the number of Teachers of Color and American Indian Teachers (TOCAIT) across Minnesota, the state's teacher workforce still falls far short of proportionally reflecting the diversity of the student population in Minnesota.

That's just one of several findings from the recently released [2025 Teacher Supply and Demand Report](#) from the Professional Educator Licensing and Standards Board (PELSB).

PELSB, by direction of the Minnesota Legislature, must produce a biannual report on the state of the teacher workforce. The report was released annually in March until 2023, with the report now released every other year in November.

Table 14: Comparison of Teachers and Students for 2021-2022 to 2024-2025

Economic Development Region	2021-2022 Percent of TOCAIT	2024-2025 Percent of TOCAIT	2021-2022 Percentage of SOCAIS	2024-2025 Percentage of SOCAIS
01: Northwest	1.44%	2.19%	18.36%	19.40%
02: Headwaters	4.41%	5.52%	41.76%	44.12%
03: Arrowhead	3.10%	(2.95%)	17.65%	18.50%
04: West Central	2.01%	3.04%	18.87%	20.91%
05: North Central	1.73%	1.73%	15.40%	16.79%
06E: Southwest Central	1.10%	2.23%	30.13%	32.08%
06W: Upper Minnesota Valley	2.22%	(2.17%)	20.58%	24.31%
07E: East Central	1.33%	1.42%	13.39%	15.44%
07W: Central	2.10%	2.68%	20.74%	24.07%
08: Southwest	2.16%	3.17%	34.46%	36.97%
09: South Central	2.59%	3.15%	23.69%	25.90%
10: Southeast	2.41%	2.83%	29.35%	31.75%
11: 7-County Twin Cities	9.68%	11.09%	48.13%	51.18%
Statewide	6.24%	7.40%	36.91%	39.74%

According to the new 2025 report, teachers of color have increased by just more than 1 percent statewide since the 2023 report, while students of color in Minnesota outpaced that increase across all Economic Development Regions and by nearly 3 percent statewide. Overall statewide, as noted in Table 14, Teachers of Color represent less than 8 percent of teachers holding a tiered license, while the percentage of students of color is nearly 40 percent across the state.

There is, however, a sliver of good news in the demographic data: Candidates completing teacher preparation in Minnesota are more diverse than Minnesota's existing teacher workforce. Teacher candidates of color comprised nearly 16 percent of candidates who completed teacher preparation in

Minnesota — and more than 4 percent higher than in 2023, when they comprised just 11 percent.

The report also notes an increase in the percentage of teaching assignments filled by teachers holding a Tier 1 or Tier 2 license, or out-of-field permission (OFP) — reflecting the teacher shortage in certain areas. In addition, new data shows that the number of teachers entering the profession has continued to incrementally drop year-over-year since 2022.

Overall Minnesota counted 110,254 teachers and related service providers holding 174,054 field specific licenses as of June 30 this year — an “extremely minimal increase” from 2023-2024 of only four (110,250) and a decrease of just more than 4,000 from 2022-2023 (114,312).

Equally concerning is the data showing that nearly one third of new teachers leave teaching within the first five years in the profession, despite recently boosted efforts to recruit and retain them. As the data

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Multiple Pathways, Grant Programs Critical To Address Shortage Areas

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in Table 42 shows, the attrition, combined with decreases in new teachers, “exacerbates demand,” the report notes.

Table 42: Teacher Attrition by Cohort³⁸

Cohort Year	Newly Licensed Teachers	Returned in 21-22		Returned in 22-23		Returned in 23-24		Returned in 24-25	
		Teachers	Difference	Teachers	Difference	Teachers	Difference	Teachers	Difference
20-21	1,696	1,464	(13.68%)	1,420	(16.27%)	1,298	(23.47%)	1,202	(29.13%)
21-22	1,838			1,514	(17.63%)	1,398	(23.94%)	1,268	(31.01%)
22-23	1,960					1,684	(14.08%)	1,534	(21.73%)
23-24	1,754							1,465	(16.48%)
24-25	1,738								

To address teacher shortages, the report concludes that state agencies and policymakers must continue supporting high-demand, low-supply geographic areas, focusing recruitment strategies on special education teachers and teachers of color.

Notably for special education, the report identifies the high number of underfilled positions and low supply of licensed teachers as particularly significant, even putting the state at risk of violating the Individuals with Disabilities Education Act (IDEA).

And data shows that increasing the number of teachers of color helps close the dramatic and persistent achievement gap between students of color and white students. [MNSPIRE](#), a survey of licensed teachers published by PELS in 2022, also showed that negative perceptions of the profession and unsupportive school climates led to teachers of color leaving the profession.

The 2025 Supply and Demand Report concludes that policy objectives that support the increased recruitment, preparation, and retention of these teachers — which have long been advocated by the AMSD, along with support for new teacher recruitment and teacher candidate grants (Table 24) — could have a significant increase in the supply of TOCAIT throughout Minnesota.

Table 24: Teacher Recruitment & Teacher Candidate Grants²⁷

Grant	Fiscal Year 2024 Funding	Fiscal Year 2025 Funding	FY24 Individuals Impacted
Grow Your Own Grant – Student Pathway	\$6.4 million	\$25 million	750
Concurrent Enrollment Intro to Teaching Grant	\$500k	\$500k	262 (76 TOCAIT)
Collaborative Urban and Greater Minnesota Educators of Color (CUGMEC) Grant	\$5.3 million	\$5.3 million	830
Underrepresented Student Teacher Grant	\$1.9 million	\$1.9 million	131
Grow Your Own Grant – Adult Pathway	\$6.4 million	\$25 million	276 (222 TOCAIT)
Minnesota American Indian Teacher Training Program	\$2.2 million	\$600k	38

- [LINK: View the 2025 Teacher Supply and Demand Report](#)
- [LINK: View the 2023 Teacher Supply and Demand Report](#)