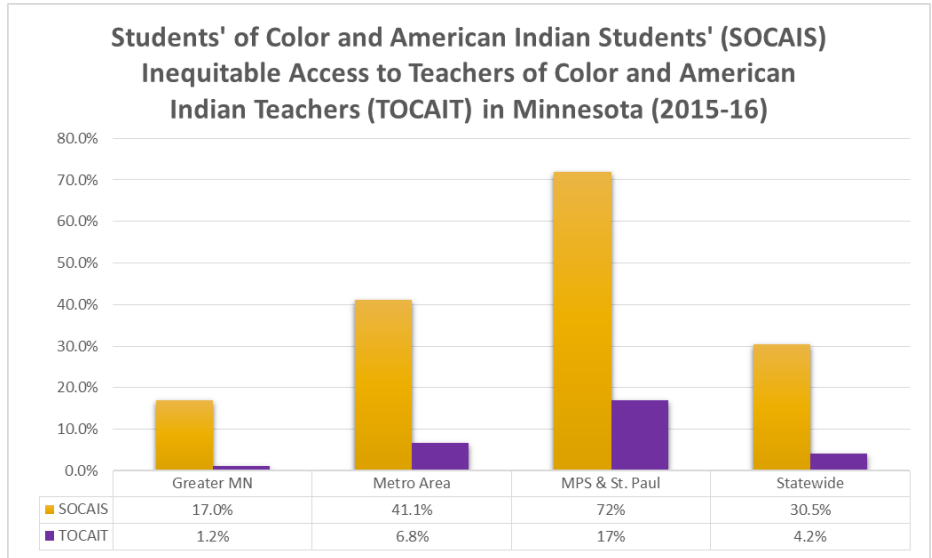


Minnesota's Severe Shortage of Teachers of Color

Minnesota's students and families are facing a chronic, severe shortage of teachers of color and American Indian Teachers. This shortage **contributes to our persistently wide opportunity and achievement gaps** and limits our state's ability to close these gaps. Meanwhile, the percentage of students of color and American Indian students continues to increase (now 33% of all K-12 students in 2017, and the majority of students in many schools). State law in 2016 amended several statutes guaranteeing that all of Minnesota's K-12 students shall have **"equitable access to effective and diverse teachers...[who] reflect the diversity of students in [their] district or school."**



Research is clear that **all students benefit from a racially diverse teaching workforce**, and that students of color and American Indian students and their families benefit in particular ways, including: improved attendance, retention, test scores, advanced-level course enrollment, graduation rates, and college-going rates. There are also **significant economic benefits and returns on investment for MN** by closing equity gaps when diversifying the teacher workforce.

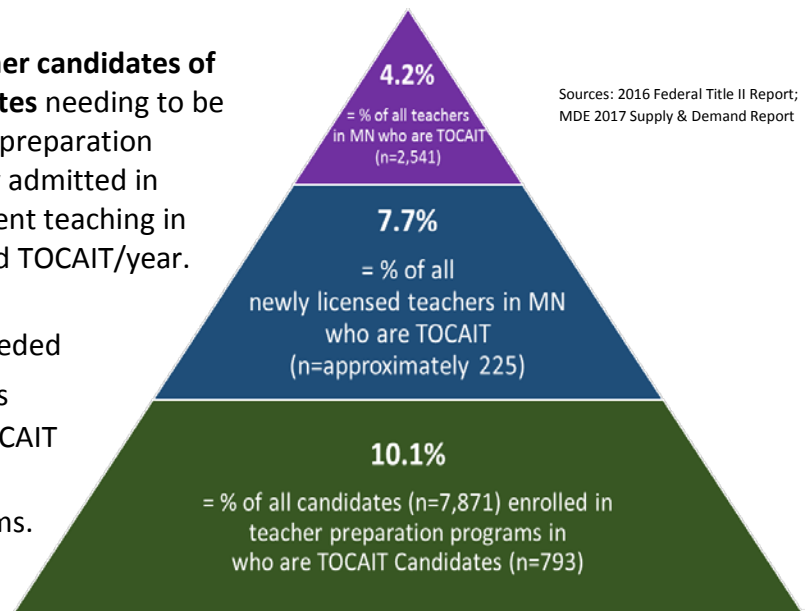
What will it take to "Move the Needle" just 1%?

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



1600 = The minimum estimated # of teacher candidates of color and American Indian candidates needing to be recruited and supported in teacher preparation programs ranging from those newly admitted in programs to those completing student teaching in order to result in 600 newly licensed TOCAIT/year.

\$30 Million = The estimated amount needed to directly support 1,600 TOCAIT candidates with \$10,000 scholarships/year and 600 TOCAIT candidates \$7,500 during student teaching along with recruitment & retention programs.



Economic Benefits from Increasing Teachers of Color in Minnesota

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

- Research has shown that teachers of color positively impact student achievement, especially for students of color¹.
- Given Minnesota's World's Best Workforce legislation, Higher Education Attainment Goal, and the Governor's goal of increasing state employees of color to 20%, more diverse teachers are urgently needed to help reach these goals.
- Minnesota's opportunity and achievement gaps are widely known to be some of the largest gaps in the country. For example, students who are of color and American Indian represent 21% of 54,255 total students in 2015 who graduated in 4 years, but they are 46% of all dropouts (3,413) and 48% of all who stay longer in high school (7,002).²
- Yet, Minnesota students don't have "equitable access to effective and diverse teachers" as promised in 2016 by the MN Legislature and Governor (HF2749). Teachers of color and American Indian teachers (2,541) still represent only 4.2% of all teachers in the state, while students of who are of color and American Indian represent 31% of the state's increasingly diverse population in rural, suburban and urban communities.³

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

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

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

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

¹ Educator Policy Innovation Center. (2016). *Smart Solutions to Minnesota's Teacher Shortage: Developing and Sustaining a Diverse and Valued Educator Workforce*. Education Minnesota.

<http://www.educationminnesota.org/EDMN/media/edmn-files/advocacy/EPIC/EPIC-Recruitment-Retention-Report.pdf>

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

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

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

⁵ Auguste, B., Hancock, B. and M. Laboissière. (2009, June). "The economic cost of the US education gap." <http://www.mckinsey.com/industries/social-sector/our-insights/the-economic-cost-of-the-us-education-gap>

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

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

⁸ Freudenberg N, Ruglis J. "Reframing school dropout as a public health issue." *Preventing Chronic Disease* 2007;4(4). http://www.cdc.gov/pcd/issues/2007/oct/07_0063.htm.

