

# Why Invest in Teachers of Color in MN?

The economic loss to ALANA/BIPOC students for failing to graduate or for taking longer to graduate!

Bruce P. Corrie, PhD

Professor of Economics, Concordia University

Chair Chamberlain, Vice Chair Eichorn, Senator Wiger and Members of the Senate Education Finance and Policy Committee. This testimony builds on my presentation to the Minnesota House Select Committee on Racial Justice and to the House Committees on Education Policy and Higher Education Finance and Policy.

I am a professor and economist with over 30 years of experience in higher education and have served as part of an accreditation team evaluating and mentoring academic institutions in the US, India, China and Mongolia. I also served as the Director, Planning and Economic Development for the City of Saint Paul and in that role worked with Greater MSP and the Saint Paul Chamber of Commerce to help recruit large companies to Minnesota. One of the most important things these companies needed was a highly skilled workforce and so we would tout our outstanding institutions of higher education to these companies.

Today that asset of a highly skilled workforce is under a threat at two levels. The current educational system is not serving our ALANA/BIPOC youth well and at the same time the Pandemic has pushed back academic progress in our ALANA/BIPOC communities because of our lack of preparedness of our educational institutions to deliver online education in an effective way. This is a grave threat to our global economic competitiveness.

**You have under your stewardship \$1.5 trillion dollars in possible lifetime earnings of ALANA/BIPOC students currently in the school and university systems in Minnesota.** \$1.5 trillion reflects the value to Minnesota if all ALANA/BIPOC students currently in the school or university systems will ultimately earn at least a four-year degree. If the students do not complete the four-year degree this value will be much lower - with the resulting negative impact on productivity and tax revenue.

Here are some estimates derived from research from the Federal Reserve Bank of Boston and the Minnesota Private College Council.

If the state adopted a comprehensive plan to graduate ALANA/BIPOC students, which includes, the hiring of Teachers of Color – the net fiscal impact of this would be an estimated \$901 million in lower spending on services and increases in tax revenue.

If ALANA/BIPOC students had the same four-year graduation rate as White students, they would collectively save an estimated \$19 million in lost earnings.

If they graduated in 4 years versus 6 years, they would save an estimated \$53 million in lost earnings.

**The 43 percent of ALANA/BIPOC students who did not graduate at all in 2017-18 for example, lost an estimated \$2.6 billion in lifetime earnings.**

ALANA/BIPOC students pay a huge cost for delayed or for not graduating with a four-year degree.

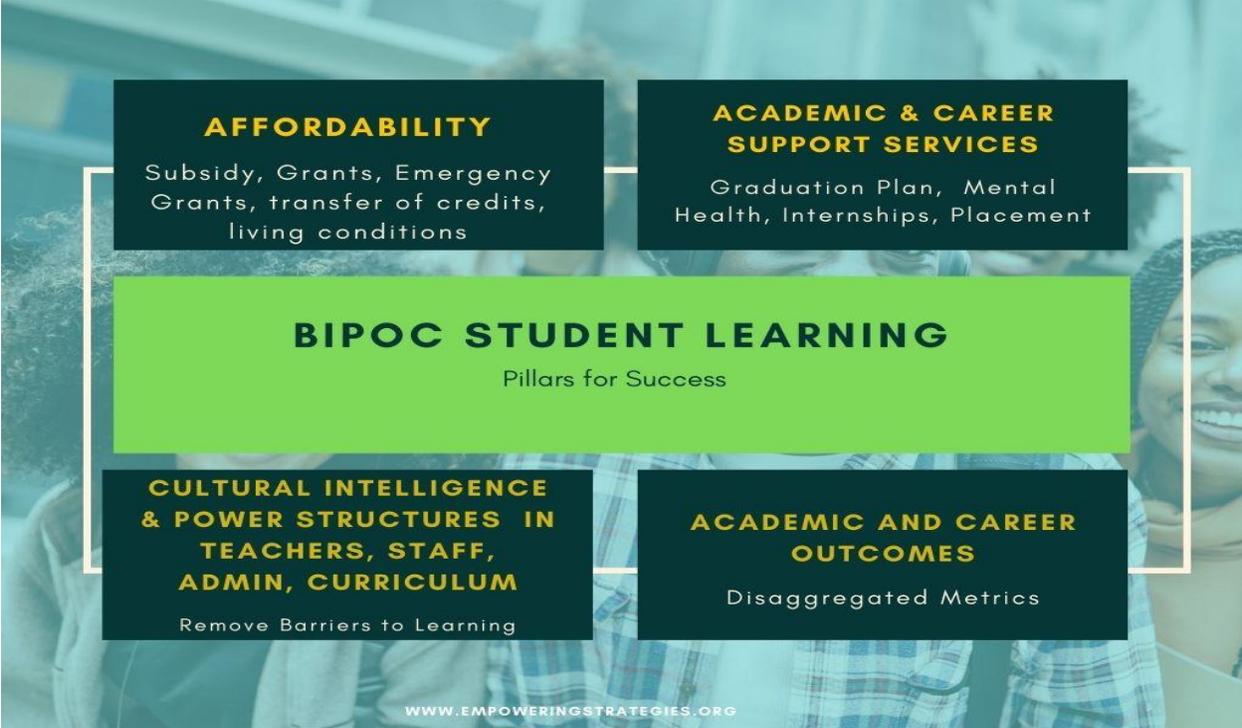
The investments in ALANA/BIPOC students have the potential of improving their lifetime earnings in a very substantial way and bring to Minnesota increased tax revenue and lower costs on social support services.

I encourage you to think differently about investments in education this year. 25 years from now the results of our action or inactions will be starkly evident in the quality of life in Minnesota – for Seniors who will rely on the tax paying ability of workers, to workers who must meet their living expenses, and for Minnesota’s ability to be a global competitor.

I also offer you this framework for success for ALANA/BIPOC students in learning so you can see where various strategies such as “Teachers of Color” are needed for student academic and career success. **Affordability** includes important Minnesotan tools such as subsidized public education, the state grant program and emergency and other grants programs and easy transfer of academic credits between institutions. **Academic and career support services** are important to build the “whole” student, especially those needing critical academic and wellness support. **Cultural intelligence and shared and responsible governance** will ensure an inclusive learning environment for our students. Finally, we should monitor academic and career outcomes with disaggregated data to evaluate the effectiveness of our institutions.

The investments in “teachers of color” will help in the areas of Cultural Intelligence and shared and responsible governance in the learning environment of our students. These areas are very weak in Minnesota and have a negative impact on BIPOC/ALANA student learning.

I am also available to share the short presentation I was invited to offer to the House committees on education. Thank you very much.



**AFFORDABILITY**

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

**ACADEMIC & CAREER SUPPORT SERVICES**

Graduation Plan, Mental Health, Internships, Placement

**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