

# Minnesota's Teacher Crisis

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How do we recruit and retain the  
teachers we need to prepare  
the World's Best Workforce?

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## OVERVIEW

Recent research in both education and economics clearly demonstrates that teacher quality is key to student and school success. Minnesota is falling behind. The growing crisis of teacher shortages directly threatens the ability of public schools to deliver high quality education for all students and already has impacted academic opportunities and achievement.

MREA member districts have reported a severely shrinking pool of applicants and increasing difficulty in finding qualified teachers for the past four years. This difficulty was further documented in the [2015 Minnesota Supply and Demand Report](#) from the Minnesota Department of Education (MDE):

**CONSIDER THIS >>** Minnesota fell short 1,200 in new teachers graduating from Minnesota teacher preparation institutions and receiving licenses in 2012-13 to replace those who left the profession.

MREA Analysis of the Supply & Demand Report

Many teachers are leaving due to retirement, and Minnesota will need an increasing number of teachers to meet the slow but steady increase in the number of youth.

### Key Drivers

MREA identifies these key drivers of the teacher shortage:

1. Slowing growth and increasing diversity in Minnesota's workforce
2. Fewer young people choosing education as a career
3. Increased challenges of entering the teaching profession and sustaining a satisfactory and impactful career
4. Low income potential and growing wage gap compared to other skilled workers

Minnesota cannot turn a blind eye to the severe teacher shortages and long-term teacher supply issues in the state. The achievement of our state's students and our ability to prepare the World's Best Workforce are at stake.

## DRIVER 1 >> POPULATION TRENDS

The Minnesota State Demographic Center highlights these population trends that have major effects on the size and composition of the Minnesota workforce:

- **Fewer young people.**  
In the coming two decades, the number of Minnesotans under the age of 18 will grow modestly, gaining about 28,000 between 2015 and 2035.
- **More older adults.**  
During the same period, the state's 65 and older population will grow much more rapidly, adding more than half a million people in the next 20 years. By 2035, the number of older adults (65+) will eclipse the child (0-17) population for the first time in our state's history.
- **Fewer potential workers.**  
The share of the total population that is age 18 to 64 will fall from 62 percent in 2015 to 57 percent by 2028.
- **Growing diversity.**  
The percent of Minnesota's population that is non-white and/or Latino is projected to grow from 14 percent in 2005 to 25 percent in 2035.
- **Growing international migration.**  
Minnesota currently loses a net of about 12,000 residents ages 16 to 64 per year to domestic migration. Minnesota only maintains a positive migration of 8,000 working-age residents a year because of an annual influx of about 20,000 international migrants.

### Retirements & Reduced Participation

Retirements and reduced participation rates further exacerbate the state's shrinking pool of teachers. The state's large baby boomer population is expected to cut its labor force participation rates by more than half — from 72 percent to 30 percent — in the next 10 years. ([In the Shadow of the Baby Boomers](#), Minnesota State Demographic Center, Dec. 2013)

**CONSIDER THIS >>** In the education profession, this trend delivered a 30 percent increase in teachers retiring annually between 2008 and 2013. More than 1,500 teachers

retired in Minnesota in the 2012-13 alone.

[MDE Teacher Supply and Demand Report, 2015](#)

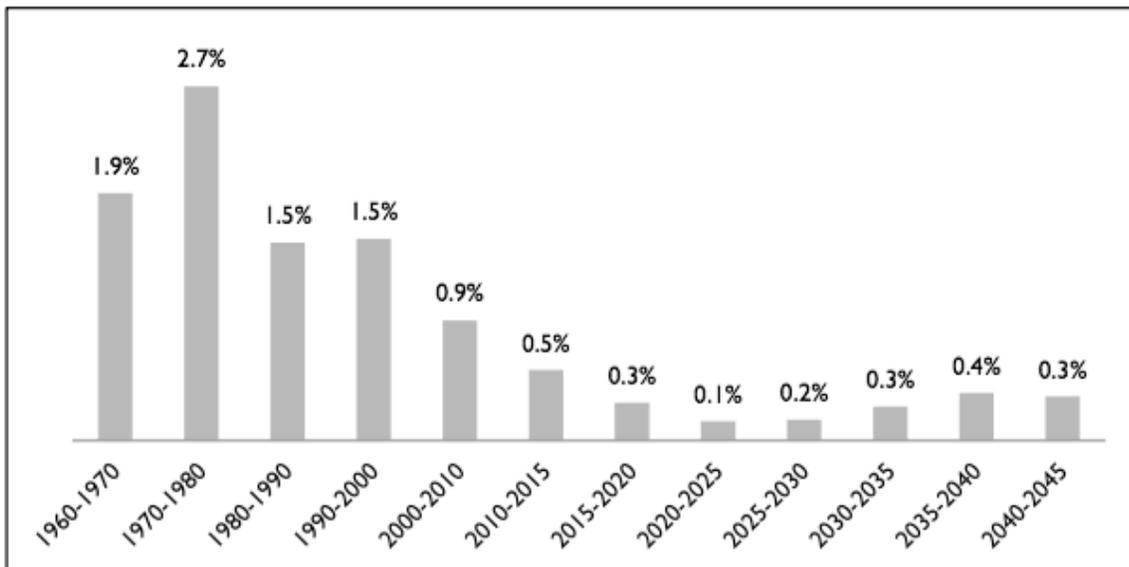
## No Longer a Boom

Minnesota's workforce grew rapidly in the 70s and 80s due to baby boomers entering the workforce and women entering the workforce at all ages.

The aging of Minnesota's workforce is now reversing that trend as shown in the chart below from the Minnesota State Demographic Center report based on U.S. Census data.

Currently the 20,000 annual international migrants to Minnesota offset the full effects of the aging population, but that migration is expected to slow.

**Figure 1. Minnesota's Average Annual Labor Force Growth Rate**

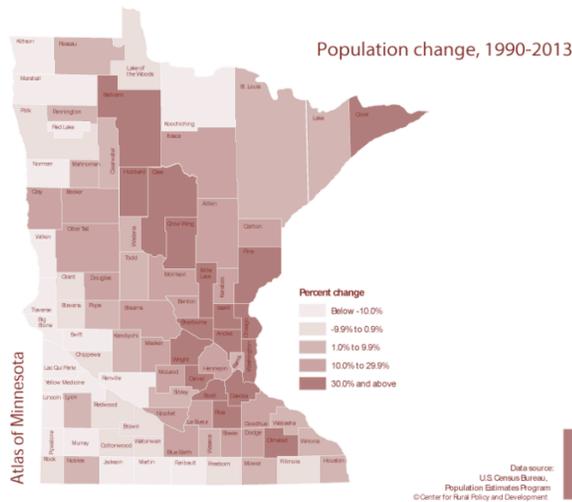


## Impact on Unemployment

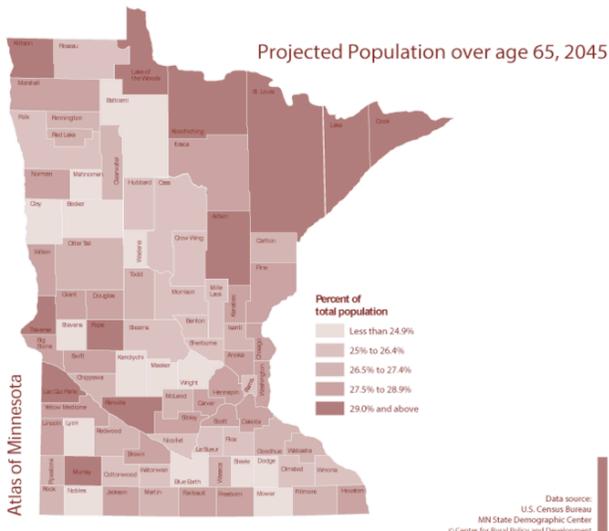
As a result of the labor force growth rate, Minnesota's unemployment rate was 3.5 percent in December 2015. It is expected to drop to 3.1 percent and remain below 4 percent for the rest of the decade. Minnesota State Economist Laura Kalambokidis predicts the significant impact of the retiring baby boomers is and will be Minnesota's economic story.

This squeeze on the workforce is most apparent in rural Minnesota, where many counties have experienced population decline over the past 15 years and have among the highest concentrations of people over 65 years of age, as seen in these two maps from the Center for Rural Policy and Development.

**Figure 2. Population Change, 1990-2013**



**Figure 3. Projected Population Age 65 and Over By 2045**



## KEY TAKEAWAYS >> POPULATION TRENDS

- **The competition is fierce.**

Education will need to attract and retain new teachers in a very competitive labor market.

- **Diversity needs to increase.**

The racial composition of Minnesota teachers, who in 2014 were 96 percent Caucasian, need to become more diverse to better serve the increasingly diverse student population in the state. About 32 percent of Minnesota's students in 2016 were of color, according to the Minnesota Report Card from MDE.

- **Rural areas have a higher hill to climb.**

Rural education will need to take extra steps to recruit and retain teachers.

- **An infusion of teachers is needed.**

Minnesota will need to not only replace its retiring teachers, and other education professionals leaving the industry, but it will need to add a minimum of 2,000 teachers in total to maintain the current 14:1 student teacher ratio in 2035.

## DRIVER 2 >> FEWER CHOOSING EDUCATION

The number of students interested in becoming educators continues to drop dramatically. From 2010 to 2014, the number of ACT-tested high school graduates interested in education majors or professions decreased by more than 16 percent, while the number of all graduates who took the ACT increased by nearly 18 percent, according to The Condition of Future Educators 2014 report from ACT Inc.

Another national survey, conducted by the University of California – Los Angeles (UCLA), also found the number of teachers has reached an all-time low. In the 2015 College Freshmen Survey, only 4.2 percent intended to major in education, the lowest percentage recorded since the survey began nearly 50 years ago. It follows a steady decline over the past 10 years. From 1971-2000, the percentage hovered around 10-11 percent consistently and in 2005 it was 9.9 percent.

It is important to note that the 2015 College Freshmen were born in 1997 and were 7 years old when No Child Left Behind began with test results taking prominence and reading and mathematics instruction emphasized. Their entire schooling experience has been with annual tests, some of which were high stakes for students, and all were high stakes for their schools. Research on the connection between these students' experience and their intent to enter the teaching profession would be beneficial.

### Who's Interested?

The ACT report made the following observations about the students who indicated an interest in teaching nationwide:

- 75 percent were female
- 72 percent were white, an overrepresentation of the 56 percent white students who took the ACT
- All other races were underrepresented
- A lower than average percentage of potential teachers met the ACT College and Career Readiness Benchmarks in reading, math, and science — 3 out of the 4 tested subjects.

### Declining Interest

Of the 76 percent of Minnesota's juniors who took the ACT in 2014, only 6 percent indicated an interest in teaching as a career. If these 2,649 juniors graduate from college and get a teaching license in 2019-20, Minnesota will be short 2,300 teachers projecting the 2009-13 teacher attrition rate forward six years. This is double the shortage rate of 1,200 by 2012-13

**KEY TAKEAWAYS >> FEWER CHOOSING TEACHING**

- **Time is of the essence.**

This crisis is going to accelerate in intensity.

- **Let's uncover the why.**

This data does not answer why fewer young people are choosing teaching as a career.

- **Take advantage of mentor opportunities.**

Educators connect with junior high and high school students 175 days a year and can provide positive pre-teacher experiences that show youth the advantages of the teaching profession.

- **Remove barriers.**

This may be a very logical decision on the part of young people unless the next two drivers — the increased challenges of teaching and comparative salaries — are addressed in policy and funding.

## DRIVER 3 >> CHALLENGES ENTERING PROFESSION

Even if young adults are interested in the teaching profession, they face two separate but inter-related roadblocks in Minnesota:

1. Increasing challenges entering the profession
2. Increasing challenges staying in the profession and being a successful teacher

Over the past several decades, it's almost as if Minnesota has put up a "Do Not Enter" sign for the teaching profession.

Young people and other persons considering a teaching career in Minnesota face three hurdles that pose significant and unnecessary challenges:

- A broken licensure system
- Multiple types of testing
- Standards-based licensure requirements

## A Broken System

“The system is broken,” is how Minnesota Legislative Auditor James Nobles introduced the March 2016 Evaluation Report on Minnesota Teacher Licensure. In his letter to the legislature, he states:

*“We found that teacher **licensure laws are complex, unclear, and confusing**. We also found that because the Minnesota Board of Teaching and the Minnesota Department of Education share responsibility for licensing teachers in Minnesota, accountability is diffuse and decision making is not always transparent.”*

A series of specific issues identified in the report include:

- **Two Governing Bodies:** The Board of Teaching (BoT) and the Minnesota Department of Education (MDE) — share responsibility for licensing teachers. In general, BoT establishes requirements for teacher licensure. MDE reviews license applications, makes licensure decisions, and issues teaching licenses.
- **Lack of Accountability:** Minnesota’s structure for licensing teachers is confusing, which makes it difficult to hold BoT or MDE accountable for licensing decisions. Statutes blur the lines of responsibility and accountability between BoT and MDE.
- **Unclear Laws:** The constantly changing and poorly defined teacher-licensure laws make it difficult for BoT board members, MDE licensing specialists, and teacher candidates to understand Minnesota’s teacher-licensure requirements.
- **Diminishing Standards:** Multiple exceptions to licensure requirements have led to loopholes and meaningless standards.
- **Unaligned with Other States:** Actions taken by the 2015 Legislature have made the state’s licensure requirements more rigorous for candidates attending Minnesota’s teacher-preparation programs than for candidates trained and licensed in other states.

## Addressing the Challenges

The report outlines legislative recommendations to address the challenges, including:

- Consolidate all teacher-licensure activities into one state entity
- Clarify Minnesota statutes regarding teacher-licensure requirements
- Restructure the state’s teacher-licensure system to ensure consistency and transparency; consider establishing a tiered-licensure system

## Testing

Minnesota has a history of increasing requirements for teaching through testing, leading to the implementation of Minnesota Teacher Licensure Examinations (MTLE) in 2010.

Legislation enacted in 1985 required the Minnesota Board of Teaching to adopt examinations for assessing skills in reading, writing, and mathematics for teachers licensed.... In addition, effective September 1, 2001, examinations in content and pedagogy were adopted as requirements for first-time applicants for teacher licensure... Beginning Sept. 1, 2010, the Board's adopted testing series has been the Minnesota Teacher Licensure Examinations (MTLE).

(BoT Biennial Report, 2015, p. 11)

Results of the MTLE Skills Test with the cut scores that were adopted prior to 2010 led to (at a minimum) 12 percent of teacher candidates unable to be receive full licenses even after taking each test four times. The number of candidates who may have been unable to obtain a Standard (full) license is most likely more than 12 percent because teacher candidates must pass all three skills test. This contributes to the 3,504 teachers who "lacked the necessary licenses for the subjects and the grade levels taught" in 2013-14 and has led to an increase in the issuance of restricted and temporary licenses.

**Figure 4. MTLE Basic Skills Test Passage Rates All Test Takers 2010-2013**

Skills Subject	12-13 Initial Pass Rate	10-13 Pass Rate with up to 3 Retakes	10-13 Total Pass with up to 3 retakes	10-13 Total Not Pass with up to 3 Retakes
Reading	72%	89%	11,966	1,405
Writing	73%	91%	12,141	1,156
Math	72%	88%	11,563	1,505

MTLE Technical Report, BoT, April 2014

The BoT report disaggregated the 2012-13 initial pass rate by race. All racial groups other than white (non-Hispanic) had passage rates less than the average rate for each subject. The BoT has started the process to replace the MTLE with a new skills test, but it will have a legislatively mandated cut score.



[View the latest information on testing from the BoT.](#)

## Standards-Based Licensure

Somewhat unnoticed is Minnesota's standards-based license preparation system. It identifies over 130 standards that teacher preparation institutions accredited by the BoT place in their courses. This has made it very difficult for education majors to transfer between Minnesota colleges and universities and unmanageable for the Educator Licensing Division of MDE to identify requirements for out-of-state teacher candidates.

In 2009, the BoT began to require teacher candidates to video their classroom lesson delivery and write reflection statements as a part of its new [edTPA](#) teacher performance assessment program. The costs of the content, pedagogy, skills tests, and the edTPA are all borne by students. At the typical Minnesota State College and University (MnSCU) institution, these costs in addition to the license application start at \$615 for a single license area. Adding license areas or retaking tests can add up hundreds of dollars.

## Sustaining a Satisfactory Career

The amount of work per week, expectations, and number of children in poverty have all increased, making teaching a more challenging profession for today's generation of teachers.

In 1999, a major study reported the average secondary teacher worked 51.4 hours and elementary teachers worked 48.4 hours for an average teacher workweek of 49.8 hours. This represented an increase from the reported average of 46.3 hours per week in 1990, according to the Schools and Staffing Survey (SASS) report. By 2013, this trend was confirmed in an online survey of over 1,000 teachers by [WeAreTeachers](#).

### **Almost all teachers worked at least 50 hours a week.**

- 2% worked less than 45 hours per week
- 7% worked 45-49 hours per week
- 48% worked 50-54 hours per week
- 43% worked 60+ hours per week

The increased expectations on teachers with disaggregated achievement testing and evaluations based in part on student data have been unrelenting for the past decade. Even with the passage of Every Student Succeeds Act (ESSA), testing is required with disaggregation in grades 3-8 and high school. This is not to question the importance of knowing how well students are learning, but to point out the obvious: This has raised expectations and scrutiny of teachers.

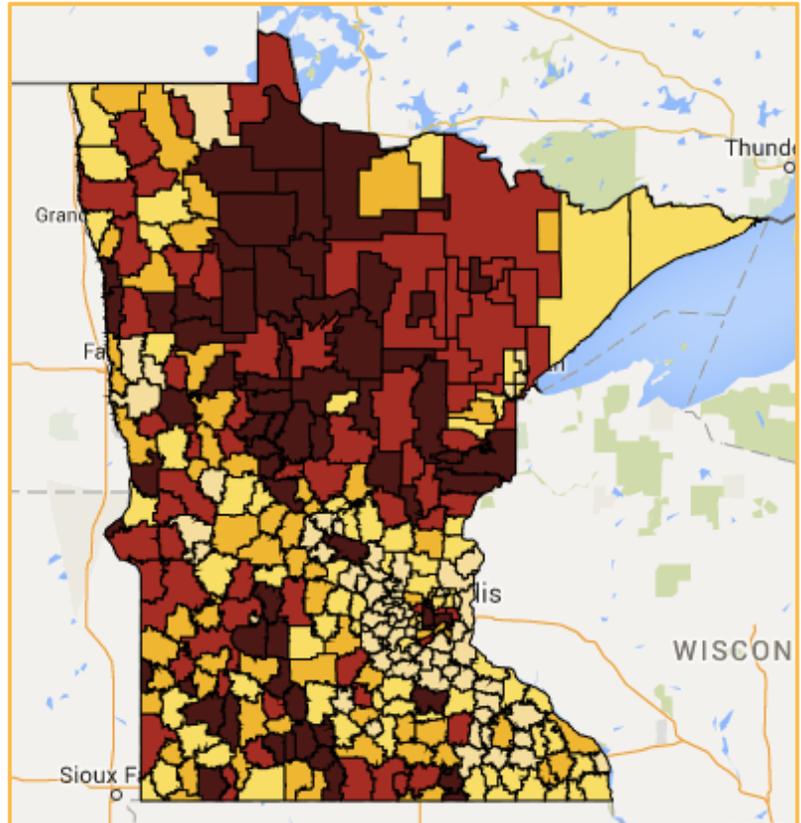
## Increased Student Poverty

The nonmetropolitan area child poverty rate rose to 26 percent in 2013. This exceeds the metropolitan rate of 21 percent and rose from 19 percent for the same area in 2000, according to the U.S. Census Bureau's American Community Survey (ACS) .

### Figure 5. Free & Reduced Lunch by District, 2013

MREA has documented the widespread nature of child poverty in Minnesota. Rural school districts outside the 7-county metropolitan area average 42 percent students eligible for Free or Reduced meals (FRE). In contrast, suburbs average 26 percent and urban core and inner ring suburbs average 64 percent.

Districts highlighted in the darkest color (brown) have the greatest number of poor children as a percentage of total students enrolled. Districts highlighted in red exceed the average while the golden color identifies the districts at the average.



[View the interactive map.](#)

Minnesota's English Language Learners (ELL) population also is growing. From 2002 to 2011, the population grew 5 percent and comprised 6.8 percent of the student population. This falls below the national average of 9.2 percent, but still puts Minnesota in the top half of the states, according to the [Condition of Education 2015](#) report from the National Center for Educational Statistics.

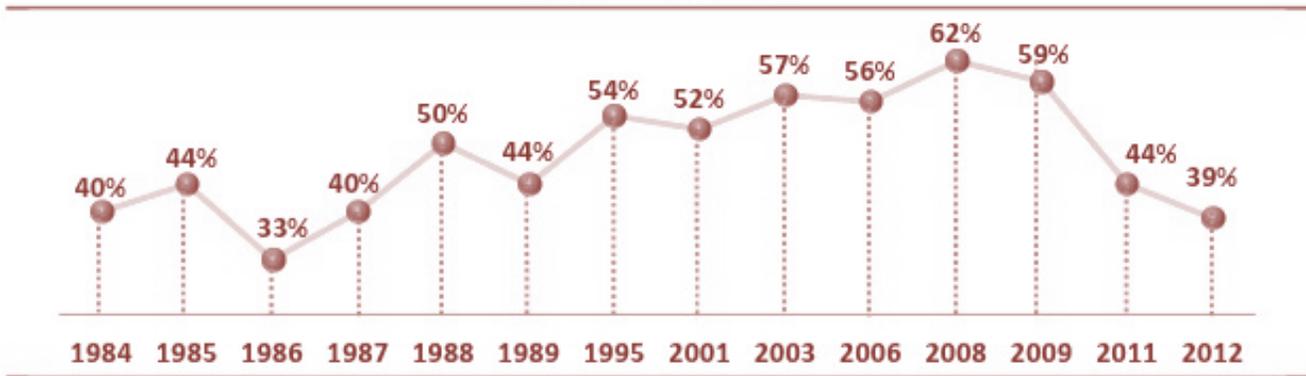
## Alarming Attrition

Experienced teachers report higher stress, lower job satisfaction and greater reconsiderations of teaching as a career choice.

The increasing challenges also have led to an alarming attrition rate among new teachers. About one-third of Minnesota's 2,338 first-year teachers in 2008 left the profession within five years. An average of 16.4 percent of first-year teachers did not come back for a second year, and that percentage steadily grows for every year teachers are in the field up to year five, according to the [MDE 2015 Minnesota Teacher Supply and Demand Report](#).

### Figure 6. Teacher Satisfaction by Percentage

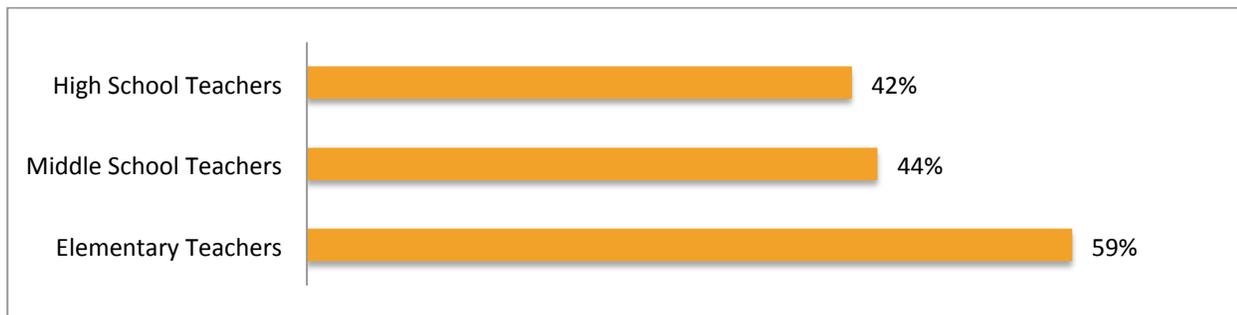
The annual MetLife Survey of the American Teacher showed teacher satisfaction in 2012 was the lowest it had been since 1986 and dropped five percentage points in one year. The chart below shows the percentage of teachers who reported being very satisfied.



## Increasing Stress

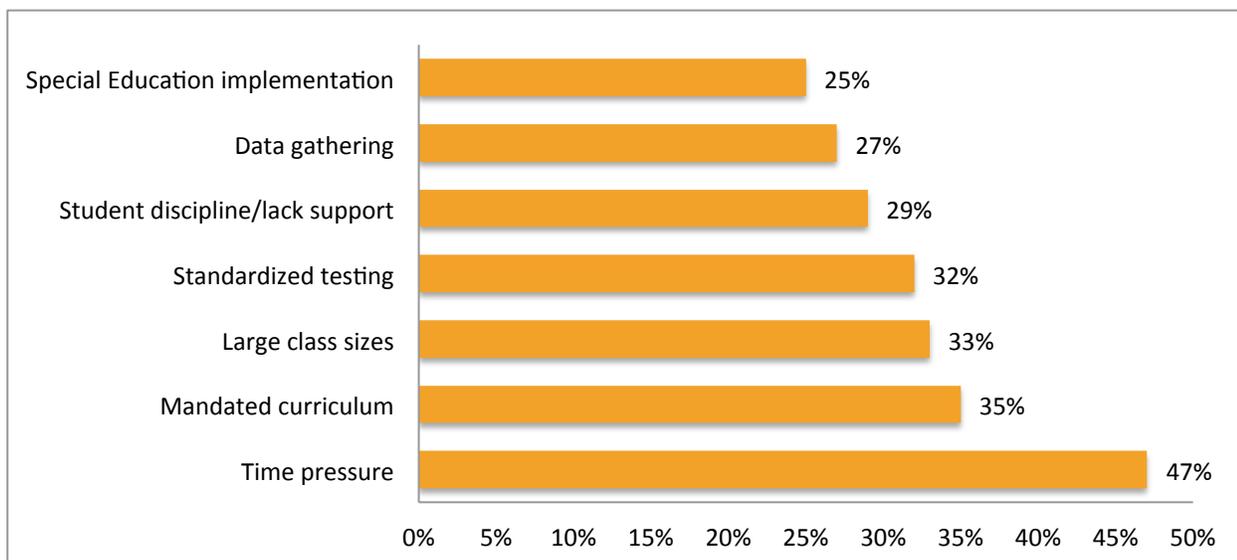
Stress among teachers has increased since 1985, the last time this question was asked and when job satisfaction was also low. More than one-third (36 percent) of teachers reported feeling under great stress at least several days a week in 1985. That grew to nearly half of teachers (51 percent) feeling under great stress by 2012.

**Figure 7. Teacher Stress by Where Teach, 2012.**



The stress of elementary teachers rose from 35 percent in 1985 to 59 percent in 2012, according to [The MetLife Survey of the American Teacher](#). This was later confirmed in a major [2015 survey of 30,000 teachers by the American Federation of Teachers](#) (AFT) where 73 percent of teachers reported their work being stressful often. This Quality of Worklife Survey reported that lack of proper training for new initiatives topped the list (71 percent), followed by negative portrayal of teachers and staff in the media (55 percent), and uncertain job expectations (47 percent).

**Figure 8. Daily Sources of Stress**



## Lack of Respect

Overlapping the stressors of teaching, large percentages of teachers reported not being treated with respect by elected officials, media and their school board:

- 79% did not feel respected by elected officials
- 77% did not feel respected by media
- 53% did not feel respected by their school board

The 2013 international poll "[Global Teacher Status Index](#)," published by the Varkey GEMS Foundation, confirmed these perceptions. The United States landed in the middle of the pack for countries that respected teachers.

The dampening effect on the teachers' enthusiasm for teaching in the AFT survey was significant. Only 15 percent strongly agreed with the statement "I am enthusiastic about my profession." This compared to 89 percent of the teachers who reported starting their career enthusiastic about their profession.

The WeAreTeachers survey found similar results. "While 69 percent of teachers say they are satisfied with their choice of careers, only one-third say they would choose an education profession if they were to start their careers over."

## Special Education

For Special Education teachers, this combination of increased challenges to enter the field and the increased demands of the job have made the shortages most acute. In Minnesota the Alternative Behavior Strategies (ABS) license is now an initial license for new teachers. This requires new teachers to return for a master's degree in a specific disability area. For specialists such as speech therapists and occupational therapists, national professional associations require master's degrees and even PhDs to practice and deliver services.

The workload for special educators is described as one of "[long hours and crushing workload](#)." This leads to burn out and special education teachers leaving the profession or not entering the classroom.

As a result, "the demand for special educators is expected to grow at about a 35 percent rate over the next 10 years," says Dr. K. Lynn Boyer, director of the National Clearinghouse for Professions in Special Education at the Council for Exceptional Children (CEC). That growth rate is based on estimated increases in the number of students receiving services as well as the number of teachers leaving their jobs and retiring.

## TAKEAWAYS >> CAREER PATH CHALLENGES

- **Unnecessary Barriers**

Minnesota needs to remove unnecessary barriers for qualified individuals to enter the field of teaching. Addressing the issues identified in the Office of the Legislative Auditor report will take a coordinated and comprehensive effort by a state task force.

- **Better Support**

Minnesota needs to learn in more detail what new teachers need to continue in the field and need to support our new teachers more effectively. Minnesota's school districts and charter schools, teacher preparation institutions, and Regional Centers of Excellence need to cooperate in robust, collaborative, multi-layered teacher mentoring and growth opportunities for new teachers.

- **Communicating Value**

Minnesota and the nation need to realize and publicly articulate publicly that our teachers matter for students and for our future to thank and honor our current teachers and to encourage more young people to consider teaching as a career.

- **Address Stress**

Minnesota needs to seriously address stressors on teachers, including:

- Providing reasonable timelines and scalability support for legislated education reforms
- Addressing the paperwork and litigious environment of special education
- Addressing the multiple licensures for special education requiring graduate degrees and excessive levels of specialization

## DRIVER 4 >> LOWER INCOME & WAGE GAP

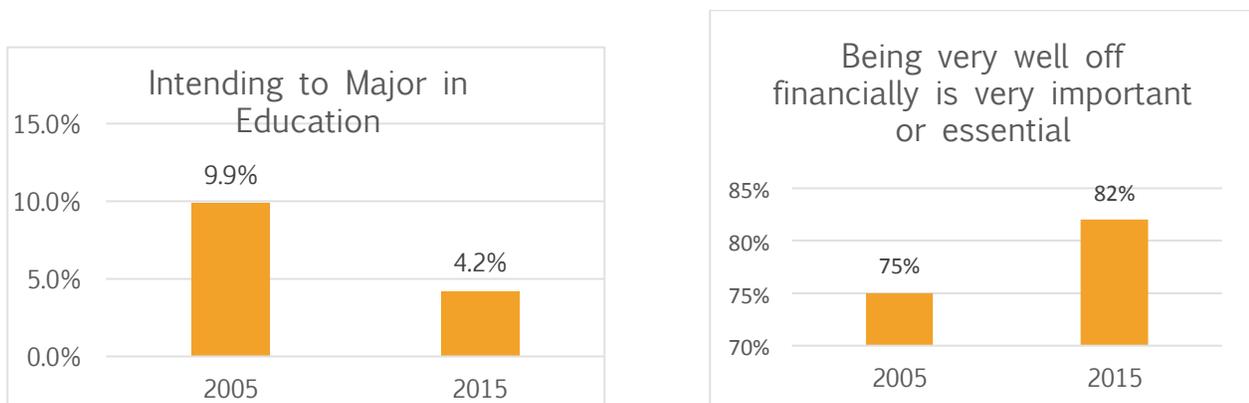
A thorough and detailed [2004 study of comparative teacher pay](#) from the Economic Policy Institute concluded that teachers earn significantly less than comparable workers, and this wage disadvantage grew considerably from 1993-2003. It raised concerns that teacher pay is not sufficient to attract and retain quality teachers. They noted that trends in relative teacher pay seem to coincide with trends in teacher quality over the long run.

An analysis of weekly wage trends shows that teachers' wages have fallen behind those of other workers since 1996, with teachers' inflation-adjusted weekly wages rising just 0.8 percent, far less than the 12 percent weekly wage growth of other college graduates.

Competitive wages have become increasingly important to the next generation of teachers. The annual Freshman Survey from University of California – Los Angeles (UCLA) asks what “life goals” they consider very important or essential. In the 2015 survey, 82 percent of the freshmen identified “being very well off financially.” That’s up from 75 percent 10 years prior and marks the first significant uptick in decades. The percentage ranged between 72 and 75 percent from 1990-2005 and remained below 70 percent prior to 1990.

It is important to note that the 2015 College Freshmen were born in 1997 and were 11 years old when the Great Recession began. That economic uncertainty affected them would be an understatement and is playing out in these expressed attitudes.

**Figure 9. Declining Interest and Financial Expectations**



Data from *Today's Freshman Class Is the Most Likely to Protest in Half a Century*, Courtney Kueppers. *The Chronicle of Higher Education*, February 11, 2016

## Gender Differences

A comparison of teachers' weekly wages to those of other workers with similar education and experience shows that since 1993 female teacher wages have fallen behind 13 percent and male teacher wages 12.5 percent (11.5 percent among all teachers). Since 1979 teacher wages relative to those of other similar workers have dropped 18.5 percent among women, 9.3 percent among men, and 13.1 percent among both combined.

## Skills

A comparison of teachers' wages to those of workers with comparable skill requirements, including accountants, reporters, registered nurses, computer programmers, clergy, personnel officers, and vocational counselors and inspectors, shows that teachers earned \$116 less per week in 2002, a wage disadvantage of 12.2 percent. Because teachers worked more hours per week, the hourly wage disadvantage was an even larger 14.1 percent.

## Benefits

Better benefits offset the teacher wage disadvantage only to a modest extent. The inclusion of benefits reduces the gap by only 1.5 percentage points, according to a MREA analysis.

Of greater concern is how the hourly wage data is measured for teachers compared to other workers following a more traditional year-round schedule in the National Compensation Survey, the relatively new Bureau of Labor Statistics survey. The inconsistencies create a 23.4 percent greater hourly wage advantage for professionals relative to K-12 teachers.

U.S. teachers in upper secondary education with 15 years of experience and a bachelor's degree earned **72 percent** of the earnings of other full-time, full-year workers with a bachelor's or higher degree in 2010, according to the Organization for Economic Cooperation and Development's 2012 Annual Report [Education at a Glance](#) report. The report also showed U.S. teachers spend more time teaching than most other countries

## TAKEAWAYS >> LOWER INCOME AND WAGE GAP

- **Competitive Pay**

Minnesota needs to guarantee the state's 845,000 students have highly qualified licensed teachers by offering competitive compensation packages.

- **Helping with Expenses**

Loan forgiveness for college loans and other expense reimbursements will help in the absence of major salary enhancements.

- **Comparable Pay**

The increased challenges and the erosion of comparable pay affect both factors of [Herzberg's Motivation-Hygiene Theory](#) of workplace satisfaction, a 50-year-old, well-supported theory of employee satisfaction and motivation. These factors will need to be addressed at local, state, and federal levels.

## NEXT STEPS

Based on the key drivers and trends impacting Minnesota's ability to attract and retain quality teachers, MREA identified recommended actions the Legislature and school districts need to take to pull the state out of a teacher crisis.

### Address Challenges Entering Teaching Profession

#### For Legislature:

- Provide one-time, start-up funding for teacher education programs for paraprofessionals and mid-career professionals
- Eliminate use of cut scores on any single standardized test to determine licensure
- Amend required "passage" of state board exams to required "completion" of state board exams and disclose results to hiring agencies including school districts
- Commission longitudinal analysis of the relationship of the Minnesota Teacher Licensure Exam score with teacher proficiency in the first three years of teaching
- Replace standards system with list of required course content for novice teachers
- Facilitate adoption of most, if not all, of the Minnesota Legislator Auditor report recommendations by creating a Task Force of education and public stakeholders
- Charge the BoT (or successor) with ensuring the quality and availability of teachers (similar to the Federal Reserve maximizing employment and minimizing inflation)

#### For School Districts:

- Ensure mentoring programs provide sufficient support for new teachers
- Monitor workload including extra curriculum responsibilities of new teachers

### Address Challenges Sustaining Satisfactory Teaching Career

#### For MDE and Legislature:

- Address accountability and support systems to implement ESSA
- Empower Regional Centers of Excellence to address teacher quality, motivation and satisfaction as factors in student achievement and fund the RCEs accordingly

#### For School Districts:

- Engage discussions of job satisfaction with teachers and other employees and address motivation and satisfaction directly and indirectly
- Consider a common book study for guidance
- Implement curriculum and instructional reform efforts that build on the work of district's best teachers rather than one-size-fits-all teaching strategies.

## NEXT STEPS ... continued

### Address Comparable Wage Differential

#### For Legislature:

- Secure adequate, ongoing funding for loan forgiveness to ensure teacher candidates are attracted to and retained in rural Minnesota
- Maintain a stable, defined-benefit retirement plan through a shared responsibility of the state, school districts, teachers and retirees
- Consider making Minnesota teaching year-round full-time work and compensated in line with other professions. This will require moving to a year-round calendar with shorter academic terms interspersed with weeks of collaborative planning, lesson design and vacations

### Address Lack of Interest in Teaching

#### For Legislature:

- Increase funding of loan forgiveness programs for persons entering teaching, especially in areas of most need, and publicize well in high school and college.
- Provide required testing content, pedagogical and skills testing and edTPA for free, or on a sliding fee schedule to match aid level received by student at college
- Consider making student teaching a paid internship
- Begin statewide campaign to encourage young people to choose teaching as a career. This could be as a [state affiliate](#) of [Rising Educators](#), a Phi Delta Kappa organization that supports implementation of co-curricular high school programs allowing students to explore the teaching profession and gain authentic, hands-on teaching experience

#### For School Districts:

- Encourage students to consider education as a career through programs like [Rising Educators'](#) co-curricular program
- Consider assisting in education costs of a student who agrees to teach for the district for an agreed upon number of years after successful completion of licensing

### Address Minnesota's Changing Demographics

#### For Legislature:

- Begin statewide campaign to encourage young people of color to choose teaching as a career. This could be adoption and support of [Rising Educators](#) in conjunction with organizations within each community of color

## TAKE ACTION

Inaction will have devastating impacts on Minnesota's ability to maintain its leadership in education and prevent the state from reaching its goal of developing the World's Best Workforce. With time, the crisis will only grow. Small and large steps need to be taken now at the legislative, district and community levels to ensure Minnesota students have quality teachers investing in them.

### What will you do to help fix Minnesota's teacher crisis?

At MREA, we believe teachers matter. Join us in raising awareness of this issue and commending the teachers we are investing in the lives of students' today.

Follow this issue and post a shout out to Minnesota teachers:

- **Website:** [MnREA.org/Teacher Shortages](http://MnREA.org/Teacher%20Shortages)
- **Facebook:** [Facebook.com/GreaterMNStudents](https://www.facebook.com/GreaterMNStudents)
- **Twitter:** @MREAVoice
- **Hashtag:** #MNTeachersMatter