

Summary of Legislative Outcomes from the 2023 Increase Teachers of Color Act (ITCA)

E12: HF320 (Hassan)/SF619 (Kunesh) and Higher Ed: HF381 (Kozlowski)/SF267 (Fateh)

GOAL: Provide all students with “equitable access to effective and diverse teachers” who reflect student diversity in schools (120B.11, 122A.40, 122A.41, 124D.861)

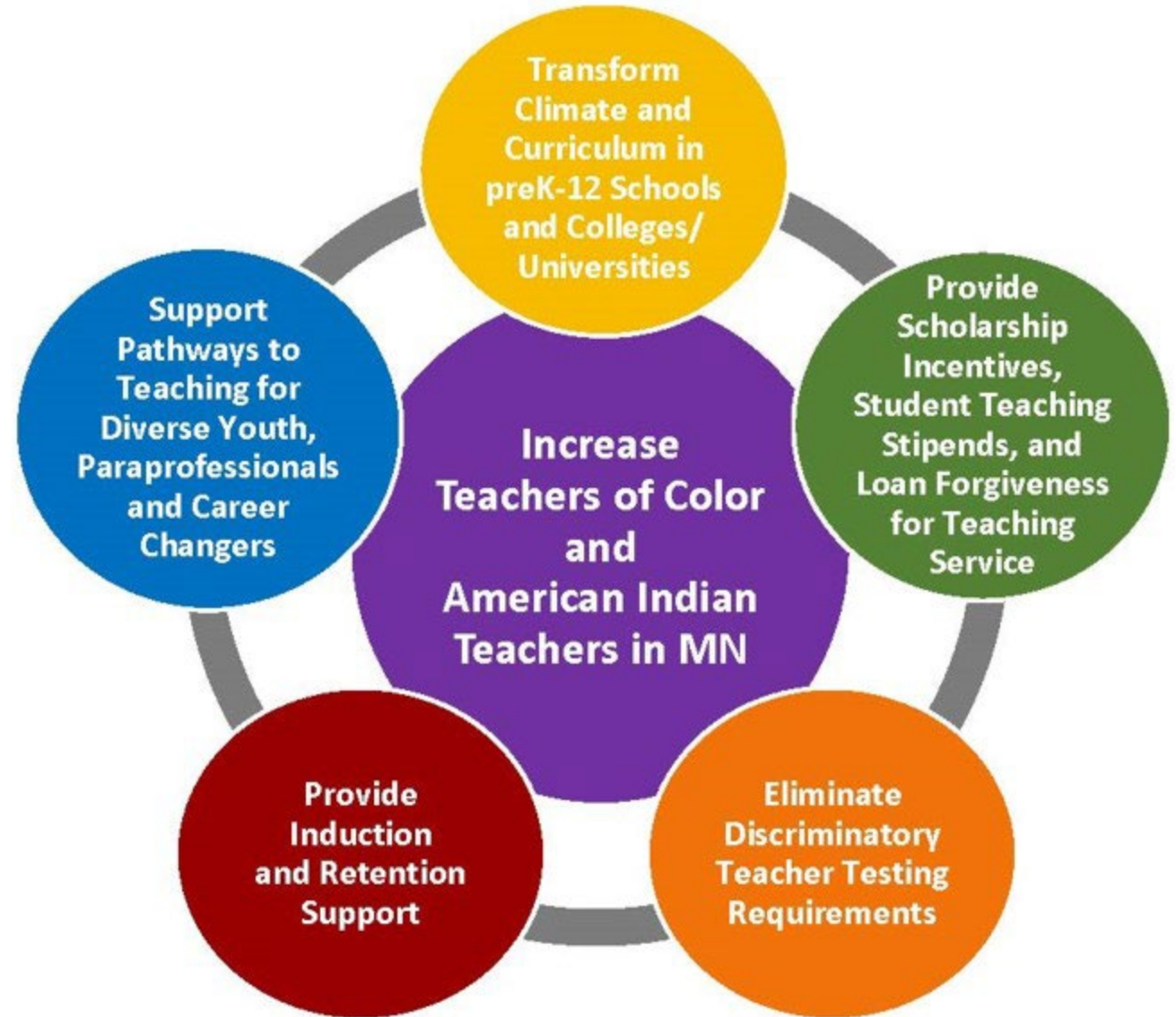
Ratio of BIPOC Teachers to BIPOC Students in MN: 1 to 90

Ratio of White Teachers to White Students in MN: 1 to 9

IF our teaching workforce of approximately 62,000 reflected our student population of 37% BIPOC students in 2022, there would be approximately 23,000 BIPOC teachers in MN. We only have approximately 3,800.

ITCA 2023 proposals included 5 Key, Stakeholder-Informed and Research-Based Strategies Needed to Increase the Percentage of TOCAIT in MN.

The first version of ITCA was in 2017.





Support
Pathways to
Teaching for
Diverse Youth,
Paraprofessionals
and Career
Changers

- **Concurrent Enrollment “Intro to Teaching” grants**
 - Continued \$500K/FY
- **Expanded Grow Your Own (GYO) grants**
 - Increase from \$6.5M/FY to \$25M/FY
- **Collaborative Urban and Greater MN Educators of Color grants**
 - Clarified priorities and strengthened
 - Increase from \$1M/FY to \$5.44M/FY
- **Come Teach in MN bonuses**
 - Increase from \$200K to \$400K in FY25
- **Teacher Recruitment & Marketing Campaign**
 - Increase from \$250K/FY to \$500K/FY



Transform
Climate and
Curriculum in
preK-12 Schools
and Colleges/
Universities

- District strategic plans for World's Best Workforce must address curriculum and climate opportunity gaps
- Achievement & Integration program requirements to address institutional racism and various opportunity gaps
- Access to Ethnic Studies coursework in all high schools by 2026-7 and elementary & middle schools by 2027-28
- Closing Education Opportunity Gaps grants
- MDE providing resources to improve school climates
- Affirming right to wear tribal regalia at graduation ceremonies
- Prohibiting American Indian mascots
- Prohibiting discrimination and punishment against teachers who teach about contributions to society of persons from protected classes
- Require principals to be evaluated on culturally responsive leadership skills

Transform
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EXAMPLE:

World's Best Workforce statute 120B.11 is now guided by new definitions that are the first time ever these terms appear in MN law:

(f) "Antiracist" means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.

(g) "Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.

(h) "Institutional racism" means structures, policies, and practices within and across institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.

Note: Legislators edited the definitions of these terms proposed in ITCA.



Transform
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Universities

EXAMPLE:

District strategic plans for World's Best Workforce must include:

- curriculum that is rigorous, accurate, antiracist, and culturally sustaining;
- ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees
- provide a collaborative professional culture seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students....

EXAMPLE:

Amendments to 124D.861, Achievement & Integration Program

- 24.21 (c) The plan must include strategies to validate, affirm, embrace, and integrate cultural
24.22 and community strengths of all students, families, and employees in the district's curriculum
24.23 as well as learning and work environments. The plan must address issues of institutional
24.24 racism as defined in section 120B.11, subdivision 1, in schools that create opportunity and
24.25 achievement gaps for students, families, and staff who are of color or who are American
24.26 Indian. Examples of institutional racism experienced by students who are of color or who
24.27 are American Indian include policies and practices that intentionally or unintentionally
24.28 result in disparate discipline referrals and suspension, inequitable access to advanced
24.29 coursework, overrepresentation in lower-level coursework, inequitable participation in
24.30 cocurricular activities, inequitable parent involvement, and lack of equitable access to
24.31 racially and ethnically diverse teachers who reflect the racial or ethnic diversity of students
24.32 because it has not been a priority to hire or retain such teachers.

**Approved amendments also identify 9 various actions to close gaps that plans may include

Provide
Scholarship
Incentives and
Student Teaching
Stipends, and
Loan Forgiveness
for Teaching
Service

- **Underrepresented Student Teacher Grants**
 - Increase from \$1.125M/FY to \$1.925M/FY
- **Expanded Grow Your Own (GYO) grants**
 - Increase from \$6.5M/FY to \$25M/FY
- **Collaborative Urban and Greater MN Educators of Color grants**
 - Increase from \$1M/FY to \$5.44M/FY
- **Come Teach in MN hiring and retention bonuses**
 - Increase from \$200K to \$400K in FY25
- **Teacher Shortage Loan Repayment program**
 - Increase from \$200K/FY with no priority for TOCAIT to \$1M/FY with top priority for awards to go to TOCAIT

**Eliminate
Discriminatory
Teacher Testing
Requirements**

Sec. 39. Minnesota Statutes 2022, section 122A.185, subdivision 1, is amended to read:

188.2 Subdivision 1. ~~Tests. (a) The Professional Educator Licensing and Standards Board~~
188.3 ~~must adopt rules requiring a candidate to demonstrate a passing score on a board-adopted~~
188.4 ~~examination of skills in reading, writing, and mathematics before being granted a Tier 4~~
188.5 ~~teaching license under section 122A.184 to provide direct instruction to pupils in elementary,~~
188.6 ~~secondary, or special education programs. Candidates may obtain a Tier 1, Tier 2, or Tier~~
188.7 ~~3 license to provide direct instruction to pupils in elementary, secondary, or special education~~
188.8 ~~programs if candidates meet the other requirements in section 122A.181, 122A.182, or~~
188.9 ~~122A.183, respectively.~~

188.10 ~~(b)~~ (a) The board must adopt rules requiring ~~candidates~~ applicants for Tier 3 and Tier 4
188.11 licenses to pass an examination or performance assessment of general pedagogical knowledge
188.12 and examinations or assessments of licensure field specific content. An applicant is exempt
188.13 from the examination requirements if the applicant completed:

188.14 (1) a board-approved teacher preparation program;



**Provide
Induction
and Retention
Support**

- **Teacher Mentorship & Retention Grants**
 - Increase from \$2.996M/FY to \$3.5M/FY
- **Come Teach in MN hiring and retention bonuses**
 - Increase from \$200K to \$400K in FY25
 - Increased allowable amounts of maximum retention bonuses per teacher from \$2500 to \$4,000 or \$5,000 if the teacher meets at least two shortage areas
- **Teacher Shortage Loan Repayment program**
 - Increase from \$200K/FY with no priority for TOCAIT to \$1M/FY with top priority for awards to go to TOCAIT
- **Various policy changes to improve climate and curriculum**

Official State Goal to Increase TOCAIT is finally established!



170.1 Sec. 4. [120B.117] INCREASING PERCENTAGE OF TEACHERS OF COLOR
170.2 AND AMERICAN INDIAN TEACHERS IN MINNESOTA.

170.3 Subdivision 1. Purpose. This section sets short-term and long-term attainment goals for
170.4 increasing the percentage of teachers of color and who are American Indian teachers in
170.5 Minnesota and for ensuring all students have equitable access to effective and racially and
170.6 ethnically diverse teachers who reflect the diversity of students. The goals and report required
170.7 under this section are important for meeting attainment goals for the world's best workforce
170.8 under section 120B.11, achievement and integration under section 124D.861, and higher
170.9 education attainment under section 135A.012, all of which have been established to close
170.10 persistent opportunity and achievement gaps that limit students' success in school and life
170.11 and impede the state's economic growth.

170.12 Subd. 2. Equitable access to racially and ethnically diverse teachers. The percentage
170.13 of teachers in Minnesota who are of color or who are American Indian should increase at
170.14 least two percentage points per year to have a teaching workforce that more closely reflects
170.15 the state's increasingly diverse student population and to ensure all students have equitable
170.16 access to effective and diverse teachers by 2040.

170.17 Subd. 3. Rights not created. The attainment goal in this section is not to the exclusion
170.18 of any other goals and does not confer a right or create a claim for any person.

Links to Chapters in Session Law and Omnibus Bills Passed in 2023

Education Finance Omnibus Bill

[Chapter 55](#)

[HF2497](#)

Early Childhood Omnibus Bill

[Chapter 54](#)

[HF2292](#)

Higher Education Omnibus Bill

[Chapter 41](#)

[HF2073](#)

For other topics, see: <https://www.revisor.mn.gov/laws/2023/0/>

33 Positive Outcomes from Investing to Increase the % of Teachers of Color

Things expected to Increase

- ↑ Student attendance
- ↑ Student engagement
- ↑ Literacy and reading proficiency
- ↑ Parent engagement
- ↑ Achievement
- ↑ Role models for all students
- ↑ Feelings of belonging in school
- ↑ Cross-cultural understanding
- ↑ Unity between groups
- ↑ Preparation for life/work in a diverse society
- ↑ Graduation rates
- ↑ College admission
- ↑ Higher education attainment
- ↑ Opportunity
- ↑ Jobs & Workforce Development
- ↑ BIPOC Teacher candidate recruitment
- ↑ BIPOC Teacher candidate preparation
- ↑ BIPOC Teacher retention
- ↑ % of BIPOC teachers in MN

Expected decreases

- ↓ Opportunity gaps
- ↓ Achievement gaps
- ↓ Discipline problems
- ↓ Suspensions
- ↓ Dropouts
- ↓ Racial discrimination in schools
- ↓ Crime
- ↓ Prison rates
- ↓ Unemployment
- ↓ Homelessness
- ↓ Health care problems and costs
- ↓ College debt
- ↓ Overall teacher shortage
- ↓ Severe shortage of teachers from students' diverse backgrounds

For more information, see:

Teacher Diversity and Student Success by
Gershenson, Hansen & Lindsay, 2021



THANK YOU!



The Coalition acknowledges and gives **BIG THANKS** to the dozens of testifiers and endorsing organizations and individuals who have contacted legislators advocating for the Increase Teachers of Color Act during the 2023 legislative session as well as the previous six sessions since the Coalition was formed.

We also give **BIG THANKS** to the legislators from both parties who have authored and co-authored ITCA as well as the committee chairs who have adopted our proposals in full or in part.

Much has been accomplished and much more work remains in legislative sessions to come as well as in classrooms, schools, districts, communities, colleges/universities, and organizations to increase the percentage of TOCAIT to reflect the racial and ethnic diversity of E12 students in Minnesota schools.



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