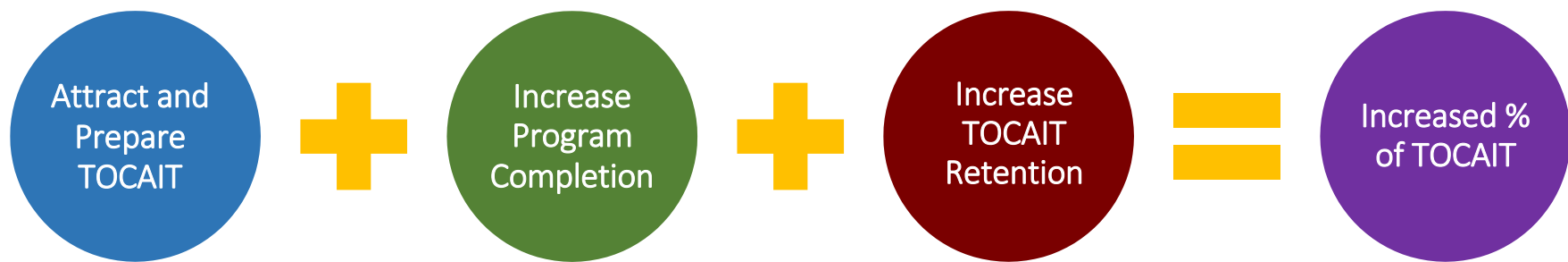


Detailed Bill Summary

Increase Teachers of Color Act of 2021

OVERVIEW: The 2021 Increase Teachers of Color Act (ITCA) is a **comprehensive package** of legislation with an **E12 bill** (HF___/SF___) and **Higher Ed bill** (HF___/SF___) for systems change that strengthen existing programs and propose new efforts to attract, prepare and retain an increased percentage of teachers of color and American Indian teachers (TOCAIT) in MN. It builds upon previous ITCA's of 2017, 2018, 2019 and 2020 that have garnered **bipartisan authorship** and **endorsements from more than 55 education and community organizations**.

This graphic shows the three major categories of proposals in ITCA needed for increasing the percentage of TOCAIT above 4%:



WHY ITCA IS NEEDED: Increasing the percentage of TOCAIT in MN is needed to close our nation-leading **opportunity and achievement gaps**, and to meet established state goals for the World's Best Workforce, Achievement and Integration, and Higher Education Attainment. Rather than continue the approaches of the past 20+ years (i.e., make relatively small state investments for relatively small and few good programs) that have not decreased the overall severe and chronic shortage of TOCAIT in the state, **ITCA does something different, historic and unique in the United States as a comprehensive set of interconnected efforts**. It proposes **systemic change and significant state investment** needed to increase the percentage of TOCAIT and start **moving the needle above 4%**. Furthermore, it allows the state to meet its commitment passed in 2016 law with bipartisan support which stated that **all students shall be provided with "improved and equitable access to effective and diverse teachers"** who reflect the diversity of students (now 35% of all students in MN are of color or American Indian).



ESTABLISH A STATE GOAL AND REPORT

PURPOSE: Increase transparency and accountability while providing further recommendations for addressing the TOCAIT shortage.

**RELATED E12
APPROPRIATION**

Sect. 5	Increasing Teachers of Color and American Indian Teachers in Minnesota Goal and Report. Establishes a state goal to increase overall percent of TOCAIT each year, and directs PELSB to publish a report in collaboration with state agencies administering various state grant programs that intend to increase TOCAIT in light of state goal. (NEW 120B.117)	FY22: \$15K
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ATTRACT and PREPARE MORE TOCAIT

PURPOSE: These sections focus on getting more teachers of color and American Indian teachers into teaching preparation programs or teaching in MN, although sections 13 & 15 are not exclusively for TOCAIT.

**RELATED E12
Biennium
APPROPRIATIONS
(Sect 21)**

Sect. 16	Expanded Grow Your Own (GYO) Pathways. Amends session law and makes program a new statute (122A.685) with an updated title and broader, more accurate definition of GYO programs. Funds 3 different types of GYO grants: post-bacc residencies, other GYO undergrad and grad programs for adults, and GYO programs for secondary students besides concurrent enrollment. Expands eligibility for more districts and improves outcomes with eligibility based on the diversity of actual GYO program participants.	FY20-21: \$3M FY22-23: \$17M
Sect. 14, 15	Collaborative Urban and Greater Minnesota Educators of Color Program Grants. Amends 122A.635 allowing funds to be used over a two-year implementation period and moving the reporting deadline after the school/fiscal year rather than due in January.	FY20-21: \$2.1M FY22-23: \$12M
Sect. 13 (and 8, 9, 11, 12)	Come Teach in Minnesota Bonuses program. Establishes new program to support districts and schools recruiting out-of-state teachers of color and providing up to \$2,500 hiring and \$2,500 retention bonuses each FY to teachers prepared in other states who would qualify for a Tier 3 license to come teach in MN. Estimated total of TOCAIT incentivized = 400 (New 122A.59) <ul style="list-style-type: none"> • Added bonus for those who teach in economic development regions with a specific licensure area experiencing a shortage. • Sect. 8 & 9 amend licensing requirements (122A.183 & 122A.184) to remove barriers for TOCAIT prepared at minority-serving institutions in other states such as HBCU's and Tribal Colleges and those who achieved tenure in other states • Sect. 11 & 12 allow districts to negotiate 1-yr probationary periods for teachers from other states who achieved tenure (Amends 122A.40 & 122A.41) 	New FY22-23: \$2.1M
Sect. 21	"Intro to Teaching" Concurrent Enrollment Courses. (No proposed policy changes to 124D.09, only increased appropriation)	FY20-21: \$750K FY22-23: \$1M
Sect. 21	American Indian Teacher Preparation Programs. (No proposed policy changes to 122A.63, only increased appropriation)	FY20-21: \$920K FY22-23: \$1.2M
Sect. 21	Teacher Recruitment Marketing Campaign. Awards two grants to develop and implement an outreach and marketing campaign to recruit teachers, especially teachers in identified shortage areas and teachers of color.	New FY22-23: \$1M



INCREASE PREP PROGRAM COMPLETION FOR TOCAIT

****These two sections are the highest fiscal priorities in the bill.**

PURPOSE: They seek appropriations to meet the needs of E-12 teacher candidates and E-12 schools by providing direct financial support to complete preparation programs.

RELATED
Higher Ed
Biennium
APPROPRIATIONS

<p>High Ed Sect. 1, 4</p>	<p>**Aspiring MN Teachers of Color Scholarship Program to be established which would support 1,000 TOCAIT candidates in FY20 and 1,600 in FY21 who have financial need and of color and are admitted to preparation programs. \$10,000 scholarships/year before student teaching up to \$25,000 total per candidate. Includes base appropriation. (NEW 136A.1274)</p>	<p>New FY22-23: \$26.3M</p>
<p>High Ed Sect. 2, 4</p>	<p>**Student Teacher Candidate Grants in Shortage Areas program amends statute 136A.1275 to clarify intent and targeting financial support to most needed licensure shortage areas in the state as well as diverse candidates. Appropriation supports 300 TOCAIT candidates in FY20, and 400 candidates in FY21 with base appropriation established to support more TOCAIT candidates complete their programs.</p>	<p>FY20-21: \$2.5M FY22-23: \$5.42M</p>
<p>E12 Sect. 10</p>	<p>Exams Required for Licensure (122A.185) amended so that:</p> <ul style="list-style-type: none"> • Completers of MN preparation programs who have demonstrated meeting hundreds of content and pedagogy licensure standards are no longer required to take costly licensure exams; such exams have proven over two decades to have no predictive validity for teacher effectiveness and they produce racially inequitable outcomes. Exams are only required for those teachers prepared out-of-state who have not passed similar exams required in Minnesota or those seeking licensure through portfolio. • Testing centers must provide monthly opportunities for untimed skills exams and other additional supports. 	<p>none</p>



INCREASE RETENTION OF TOCAIT

PURPOSE: These sections address some of the most significant reasons why teachers, especially teachers of color and American Indian teachers (TOCAIT), leave the profession after few years in the classroom so that all students will have “improved and equitable access to effective and diverse teachers” who reflect the diversity of students (per 2016 MN law).

**RELATED
E12 Biennium
APPROPRIATIONS
(Sect. 21)**

Sect. 17	<p>Teacher Mentorship and Retention of Effective Teachers. Amends existing statute 122A.70 to improve the new grant program established in 2019 given implementation lessons learned by:</p> <ul style="list-style-type: none"> • clarifying eligibility requirements • allowing grant recipients to use funds over a two-year implementation period • changing reporting deadline from June 30 to Sept. 30 so as to determine the impact of teacher retention efforts 	<p>FY20-21: \$1.5M FY22-23: \$6M</p>
Sect. 1-3	<p>World’s Best Workforce. Amends existing statute 120B.11 requiring that district strategic plans include:</p> <ul style="list-style-type: none"> • practices that ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees • practices that seek to retain qualified, racially and ethnically diverse staff effective at working with diverse students • curriculum that is rigorous, accurate, anti-racist, and culturally sustaining • access for all learners to ethnic studies curriculum using culturally responsive methodologies • Amendments also add definitions for the following terms that themselves do not even exist anywhere in current state statutes, laws or rules: “anti-racist”, “culturally sustaining”, “ethnic studies curriculum”, and “institutional racism” 	<p>See new Equitable School Enhancement grant program</p>
Sect. 4	<p>Equitable School Enhancement Grants. Establishes new grant program to support districts’ and schools’ efforts to implement world’s best workforce strategies that address issues of curricular, environmental, and structural inequities in schools that create opportunity and achievement gaps for students, families, and staff who are of color or who are American Indian. (NEW 120B.113)</p>	<p>New FY22-23: \$6M</p>
Sect. 20	<p>Achievement and Integration program. Amends existing statute 124D.861 to specify that plans “must include strategies to validate, affirm, embrace, and integrate cultural and community strengths of all students, families, and employees in the district’s curriculum as well as learning and work environments, and to address issues of institutional racism in schools that create opportunity and achievement gaps for students, families, and staff who are of color or American Indian.” Adds several possible activities that districts may include in plans for closing opportunity and achievement gaps.</p>	<p>No extra appropriation proposed for amendments</p>
High Ed Sect. 3	<p>Teacher Shortage Loan Forgiveness Program. Amends existing statute 136A.1791 to focus eligibility on licensure areas specific to economic development regions where teachers work along with demographic shortages, and increases support up to \$2,000/yr for up to 10 yrs for each shortage area eligibility met. Ensures that the percentage of TOCAIT receiving loan forgiveness equals the percentage of students of color and American Indian students in the state.</p>	<p>(Higher Ed, Sect 4) FY20-21: \$400K FY22-23: \$4M</p>



INCREASE RETENTION OF TOCAIT

PURPOSE: These sections copied from the Governor’s 2020 policy bill into the 2021 ITCA were endorsed by the Coalition last session because they closely align with ITCA and address climate issues that can cause teachers of color and American Indian teachers (TOCAIT) to leave the profession.

**RELATED
E12 Biennium
APPROPRIATIONS**

Sect. 6	Curriculum Policy. A proposed new statute [120B.25] that a “school board must adopt a written policy that prohibits discrimination or discipline for a teacher or principal on the basis of incorporating into curriculum contributions by persons in a federally protected class or protected class.”	none
Sect. 7	State Model Policy. Amends existing statute 121A.031 which states that the commissioner of education, in consultation with the commissioner of human rights, shall develop and maintain a state model policy for districts and schools to use if they don’t develop similar locally crafted policies on certain issues. Proposed added language is: “(d) The commissioner must develop and maintain resources to assist a district or school in implementing strategies for creating a positive school climate and using evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.”	none
Sect. 18	Principal Evaluation. Amends existing statute 123B.147 which states that to enhance a principal's culturally responsive leadership skills and practices, annual principal evaluations must: “(2) support and improve a principal's culturally responsive leadership practices that create inclusive and respectful teaching and learning environments for all students, families, and employees;”	none
Sect. 19	Graduation Ceremonies; Tribal Regalia and Objects of Cultural Significance. Establishes a new statute [124D.792] that would state: “A school district or charter school must not prohibit an American Indian student from wearing American Indian regalia, tribal regalia, or objects of cultural significance at graduation ceremonies.”	none



Needed ITCA Investments in Context:

	FY 2018-19	FY 2020-21 Forecast Base *	FY 2020-21 May Proj/ Enacted **	Change: Enacted - FY 2018-19	Change: Enacted - Fcst Base
E-12 Education	20,477.2	21,953.3	22,371.7	1,894.5	418.4
Higher Education	3,396.3	3,496.3	3,496.3	99.9	-

TOTAL STATE BUDGET (Source: Minnesota State Senate Fiscal Summary)

Total for Budget Area	79,645.6	86,746.1	89,279.7	9,634.1	2,533.5
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State E-12 Biennial (FY 2022-23) Investments Needed to Increase the Percentage of Teachers of Color

Grow Your Own pathways	17,000,000	31%
Collaborative urban and greater Minnesota educators of color grants	12,000,000	22%
Mentoring, induction, and retention incentive program grants for teachers of color	6,000,000	11%
Equitable School Enhancement grants	6,000,000	11%
<i>* Student Teacher grants</i>	5,000,000	9%
<i>* Teacher shortage loan forgiveness</i>	4,000,000	7%
Come Teach in Minnesota hiring bonuses	2,100,000	4%
American Indian teacher preparation grants	1,200,000	2%
Expanded concurrent enrollment grants	1,000,000	2%
Teacher recruitment marketing campaign	1,000,000	2%
Reports on increasing percentage of teachers of color	15,000	0.027%
	<u>\$55,315,000</u>	<u>100%</u>

* While these two programs are not included in the E12 ITCA, they do serve E12 teachers and students and have been funded by E12 budgets under past Republican leadership. They are listed here because their support from the larger E12 budget is needed.

All sectors of the economy and society will benefit from more TOCAIT

\$55.315 million is only 0.247% of the total FY20-21 biennial budget for E-12 Education and only 0.062% of the FY20-21 biennial overall total state budget

State Higher Ed Biennial (FY 2022-23) Investments Needed to Increase the Percentage of Teachers of Color

Aspiring MN Educators of Color Scholarships	26,300,000	74%
Student Teacher grants	5,418,000	15%
Teacher shortage loan forgiveness	4,000,000	11%
	<u>35,718,000</u>	<u>100%</u>

\$35,718 million is only 1.022% of the total FY20-21 biennial budget for Higher Education and only 0.039% of the FY20-21 biennial overall total state budget



The 2021 Increase Teachers of Color Act reflects our Coalition's 5-point platform for change that addresses the most significant and systemic barriers to increasing the percentage of TOCAIT based on research and extensive stakeholder input

State Councils and Organizations Endorsing the 2019 and/or 2020 ITCA's

- MN Council on Latino Affairs
- MN Indian Affairs Council
- Council on Asian-Pacific Minnesotans
- Council for Minnesotans of African Heritage
- MN Youth Council
- Education Minnesota
- MN School Board Association
- MN Association of School Administrators
- MN Association of Elementary School Principals
- MN Association of Secondary School Principals
- Association of Metropolitan School Districts
- MN Parent Teacher Association
- MN Association Colleges for Teacher Education
- MN Private College Council
- Minnesota State
- MN Association of Charter Schools
- MN Association of Charter School Authorizers
- MN Head Start Association
- Minnesota Montessori Network
- Learning Disabilities Association of MN
- MN Professional Educator Licensing and Standards Board
- Attorney General Keith Ellison
- MN Education Equity Partnership
- Voices for Racial Justice
- Growth & Justice
- Children's Defense Fund Minnesota
- Educators for Excellence – Minnesota
- EdAllies
- Education Evolving

- OneMN.org
- Coalition of Asian American Leaders
- NAVIGATE
- Zintkala Luta
- MindWorks Collaborative
- Wildflower Schools
- Literacy Minnesota
- Project Legacy
- Sanneh Foundation
- Tiwahe Foundation
- Native STAND--Gwayakochigewin
- Black Men Teach
- Muslim & Jewish Women of Minnesota
- NCJW Minnesota
- RISE
- Education for Liberation Network—MN Chapter
- SEWA-AIFW
- Mpls Federation of Teachers, Local 59

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

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

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

Increase Teachers of Color and American Indian Teachers in MN (TOCAIT)

Provide Induction and Retention Support

Eliminate Discriminatory Teacher Testing Requirements

- St. Paul Promise Neighborhood
- St. Paul Community Literacy Consortium
- Bethel University, Education Dept.
- University of St. Thomas, School of Education
- University of Northwestern – St. Paul School of Education
- Concordia University, St. Paul, College of Education
- University of MN-Twin Cities, College of Education and Human Development
- El Colegio High School
- Strive Publishing

