

A Brief Guide to What's New in the 2021 Increase Teachers of Color Act (ITCA)

The 2021 Increase Teachers of Color Act reintroduces and builds upon proposals from the 2019 and 2020 ITCAs. It is a comprehensive set of policy proposals and strategic state investments to strengthen existing programs and create new programs needed to increase the percentage of teachers who reflect our state's increasingly diverse students.

New Amendments to **World's Best Workforce** District Strategic Plans include:

- Adds Definitions for: "Ethnic studies curriculum", "Rigorous", "Anti-racist", "Culturally-sustaining", and "Institutional racism"
- Provides clearer and bolder language than the "inclusive and respectful" phrase proposed in 2020 ITCA. Item (6) of Plans Would Include: "education effectiveness practices that (i) integrate high-quality instruction; technology, and curriculum that is rigorous, **accurate, anti-racist and culturally-sustaining**; (ii) ensure learning and work environments **validate, affirm, embrace and integrate cultural and community strengths** for all students, families, and employees; and (iii) develops and supports a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff (iv) develop and support teacher quality, performance, and effectiveness"

New Amendments to **Achievement & Integration** District Strategic Plans include:

- Closer alignment with language of World Best Workforce Plans, for example:
(c) The plan 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. Examples of **institutional racism** experienced by students who are of color or American Indian include policies and practices that **intentionally or unintentionally result in disparate discipline referrals and suspension, inequitable access to advanced coursework, overrepresentation in lower-level coursework, inequitable participation in cocurricular activities, inequitable parent involvement, and lack of equitable access to racially and ethnically diverse teachers who reflect the racial or ethnic diversity of students because it has not been a priority to hire or retain such teachers.**

New **Equitable School Enhancement Grants**:

- Strengthens 2019 ITCA proposal for Inclusive School Enhancement grant program to more closely align with proposed changes to Worlds Best Workforce and Achievement & Integration program

New Amendments to **Licensure Testing**

- Proposes eliminating all skills, content and pedagogy licensure exams for completers of PELSB-approved programs aligned to rigorous content and pedagogy standards because they are costly barriers to the profession for competent candidates and the exams do not have predictive validity.

New Amendments to **Teacher Mentorship and Retention Grants**

- Clarifies eligibility; adjusts reporting deadlines to school year; targets appropriation for mentoring/retaining teachers of color and American Indian teachers (TOCAIT)

New Amendments to **Student Teacher Grants and Teacher Shortage Loan Forgiveness**

- Clarifies common "shortage area" definitions; strengthens reporting requirements; makes appropriations entirely focused on supporting TOCAIT

