

## Detailed Bill Summary

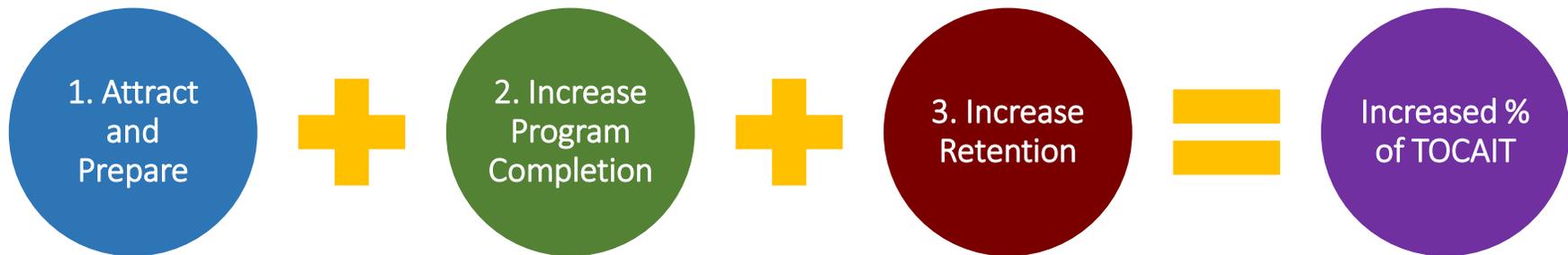
# Increase Teachers of Color Act of 2019

[HF 824](#) (Rep. Kunesh-Podein & Rep. Mariani and others) / [SF 1012](#) (Sen. Torres Ray and others)

**OVERVIEW:** This is a comprehensive E12 & Higher Ed 28-page bill for system change that strengthens existing programs and proposes new efforts to attract, prepare and retain an increased percentage of teachers of color and American Indian teachers (TOCAIT) in Minnesota.

In order to help close opportunity and achievement gaps and address the most severe teacher shortage area, proposed appropriations for biennium and the base are focused on increasing TOCAIT rather than even larger appropriations needed to address other types of shortage.

This graphic shows the three major categories of sections in this bill towards increasing the percentage of TOCAIT above 4%.



**WHY THIS BILL IS NEEDED:** Increasing TOCAIT in Minnesota 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, **this bill does something different and historic.** It addresses the need for **systemic change and significant state investment** needed to increase the percentage of TOCAIT and **move the needle above 4%**. Furthermore, state law passed in 2016 with bipartisan support stated that **all students shall be provided with “improved and equitable access to effective and diverse teachers”** who reflect the diversity of students which is now 34% of color or indigenous.



<b>ESTABLISH STATE GOAL AND REPORT</b>		<b>RELATED E12 APPROPRIATION</b>
<b>PURPOSE:</b> Increase transparency and accountability while providing further recommendations for addressing the TOCAIT shortage.		
<b>Sect. 4</b> (pg 4-5)	<b>Increasing Teachers of Color and American Indian Teachers in Minnesota Goal and Report.</b> Establishes a state goal to increase overall percent of TOCAIT at least 2 percentage points per 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. <b>(NEW, 120B.117)</b>	FY20: 15,000

<b>1. ATTRACT and PREPARE MORE TOCAIT</b>		<b>RELATED E12 APPROPRIATIONS</b>
<b>PURPOSE:</b> 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.		
<b>Sect. 13</b> (pp 11-14)	<b>Expanded Grow Your Own Pathways.</b> Amends session law and makes program a new statute 122A.685 with an updated title and broader, more accurate definition of GYO programs. Creates funds for two different GYO grants: nonconventional residencies and the other for all other types of GYO programs to assure all types of programs and geographic regions have equitable access to state funding. Eliminates minimum district student diversity thresholds for eligibility but requires racially diverse participants.	FY19: \$1.5M FY20: \$8.5M FY21: \$8.5M
<b>Sect. 15</b> (pp 16-17)	<b>“Intro to Teaching” Concurrent Enrollment Courses.</b> Amends statute 124D.09 to allow districts and schools to be eligible grant recipients to implement these courses, not just higher education institutions, and requires grant recipients to report number of diverse students earning post-secondary credit ensuring efforts made to enroll a majority students of color.	FY19: \$375K FY20: \$500K FY21: \$500K
<b>Sect. 7-11</b> (pp 7-9)	<b>American Indian Teacher Preparation Programs.</b> Amends existing statute 122A.63 to allow more programs to be supported, clarifies eligible grantees and programming, and provides additional appropriation to base in order to support expanded programs beyond the four collaborative programs that have been named.	FY19: \$460K FY20: \$600K FY21: \$600K
<b>Sect. 12</b> (pp 9-11)	<b>Collaborative Urban and Greater Minnesota Educators of Color Program Grants.</b> Amends session law and makes program a new statute 122A.635 to clarify all aspects of the program because it must now be all competitive grants starting in FY20 according to 2017 law. Increases funding and establishes a base appropriation with increased accountability for institutions receiving grants.	FY19: \$1M FY20: \$6M FY21: \$6M
<b>Sect. 24</b> (pp 27-28)	<b>Teacher Recruitment Marketing Campaign.</b> 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. <b>(NEW)</b>	FY20: \$500K FY21: \$500K
<b>Sect. 6</b> (pg 6)	<b>Come Teach in Minnesota Bonuses program.</b> Established to support districts and schools recruiting out-state teachers of color and providing \$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. Added bonus for those who teach in economic development regions with a specific licensure area experiencing a shortage. Estimated total of TOCAIT incentivized = 400. <b>(NEW, 122A.59)</b>	FY20: \$1.05M FY21: \$1.05M



## 2. INCREASE PROGRAM COMPLETION

**PURPOSE:** These sections are the highest priority in the bill. They seek appropriations from both E12 and Higher Education committees to meet the needs of E-12 teacher candidates and E-12 schools by providing direct financial support to complete preparation programs.

RELATED AND  
\*COMBINED  
E12 & Higher Ed  
APPROPRIATIONS

<p><b>Sect. 17</b> (pp 19-20)</p>	<p><b>Aspiring MN Teachers of Color Scholarship Program</b> 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. <b>(NEW,</b> 136A.1274)</p>	<p>FY20: \$10.15M FY21: \$16.15M</p>
<p><b>Sect. 18</b> (pp 20-21)</p>	<p><b>Student Teacher Candidate Grants in Shortage Areas program</b> 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>FY17: 2,800,000 FY18 &amp;19: 500,000/yr FY20: \$2.32M FY21: \$3.1M</p>

\* Note: It is expected that Committee Chairs will determine appropriation amounts from each committee based on spending targets.



# 3. INCREASE RETENTION OF TOCAIT

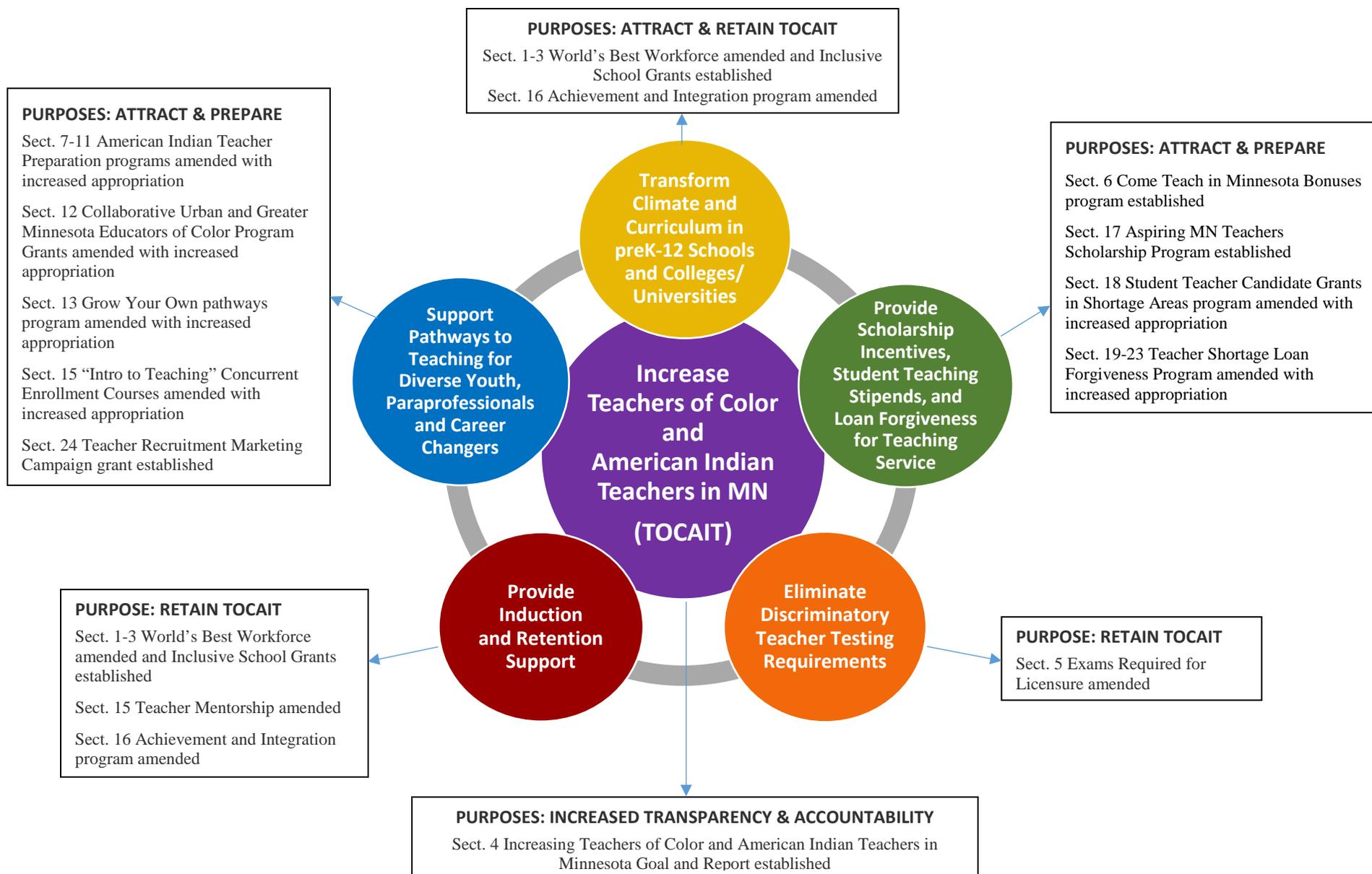
**PURPOSE:** These sections address some of the most significant reasons why teachers, especially teachers of color and American Indian teachers (TOCAIT), leave the profession after few years in the classroom so that all students will have “improved and equitable access to effective and diverse teachers”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

## RELATED E12 APPROPRIATIONS

<p>Sect. 14 (pp 14-16)</p>	<p><b>Teacher Mentorship and Retention of Effective Teachers.</b> Amends existing statute 122A.70 to allow existing funds and new programs that focus efforts to help retain effective teachers, including:</p> <ul style="list-style-type: none"> <li>• paying stipends to mentor teachers, including incentives for racially diverse mentors</li> <li>• assisting teachers from underrepresented racial and ethnic groups to gather and support each other throughout the school year in professional learning community affinity groups across schools within and between districts</li> <li>• grants supporting licensed and non-licensed educator participation in professional development (workshops and graduate courses) related to closing opportunity and achievement gaps</li> <li>• Also affirms that districts may negotiate for diverse teachers to be protected from layoffs in the beginning years of employment and provided financial incentives for teaching at least 5 years.</li> </ul>	<p>FY19: 0  FY20 &amp; FY21: \$2M/FY</p>
<p>Sect. 1 (pp 1-2)</p>	<p><b>World’s Best Workforce.</b> Amends existing statute 120B.11, subd 2 so district strategic plans include:</p> <ul style="list-style-type: none"> <li>• practices that integrate inclusive and respectful learning and work environments for all students, families, and employees.</li> <li>• strategies for improving instruction, curriculum, and student achievement that include culturally relevant curriculum and culturally responsive teaching methods</li> </ul>	<p>See new grant program Sect 3</p>
<p>Sect. 2 (pg 2-3)</p>	<p><b>World’s Best Workforce.</b> Amends 120B.11, subd 3 so district advisory committees’ recommendations include:</p> <ul style="list-style-type: none"> <li>• strategies to ensure the curriculum and learning and work environments are inclusive and respectful toward all racial and ethnic groups.</li> </ul>	<p>See new grant program Sect 3</p>
<p>Sect. 3 (pg 3)</p>	<p><b>Inclusive School Enhancement Grants.</b> Program established to support districts and schools planning and implementing efforts to make school climate and curriculum more inclusive and respectful toward all students, families and employees, especially those of diverse racial and ethnic backgrounds. <b>(NEW)</b>, 120B.113)</p>	<p>FY20 &amp; FY21: \$3M/FY</p>
<p>Sect. 16 (pp 17-19)</p>	<p><b>Achievement and Integration program.</b> Amends existing statute 124D.861 to specify that plans must include strategies to make schools’ curriculum and learning and work environments more inclusive and respectful of students’ racial and ethnic diversity, and to address structural inequities that create opportunity and achievement gaps. Provides several possible activities for plans.</p>	<p>No extra appropriation proposed for amendments</p>
<p>Sect. 19-23 (pp 21-23)</p>	<p><b>Teacher Shortage Loan Forgiveness Program.</b> 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. Appropriation in this bill is just focused on providing approximately 970 TOCAIT with retention incentives per FY.</p>	<p>FY18: 700,000 FY19: 200,000 FY20 &amp; 21: \$2M/FY</p>
<p>Sect. 5 (pg 5-6)</p>	<p><b>Exams Required for Licensure (122A.185)</b> amended so that:</p> <ul style="list-style-type: none"> <li>• an employing school or district may verify through job performance a Tier 3 teacher's satisfactory skills in reading, writing, and mathematics for teaching in the licensure field so the teacher may obtain a Tier 4 license; and</li> <li>• Testing centers must provide monthly opportunities for untimed skills exams.</li> </ul>	<p>none</p>



# 2019 Increase Teachers of Color Act sections aligned with Coalition’s Platform for Change



# State Councils and Organizations Endorsing the 2019 Increase Teachers of Color Act (ITCA)

(as of 2-18-19)

- MN Council on Latino Affairs
- MN Indian Affairs Council
- Council on Asian-Pacific Minnesotans
- Council for Minnesotans of African Heritage
- Education Minnesota
- Association of Metropolitan School Districts
- MN School Board Association
- MN Association of School Administrators
- MN Association of Elementary School Principals
- MN Association of Secondary School Principals
- MN Professional Education Licensing and Standards Board
- MN Association of Colleges for Teacher Education
- MN Head Start Association
- Minnesota PTA
- MN Youth Council
- MN Education Equity Partnership
- Voices for Racial Justice
- Children’s Defense Fund Minnesota
- Educators 4 Excellence
- Equity Alliance MN
- Ed Allies
- Education Evolving
- Sanneh Foundation
- University of Northwestern – St. Paul
- Muslim & Jewish Women of Minnesota
- NCJW Minnesota
- RISE
- Coalition of Asian American Leaders
- Zinkalaluta
- Native STAND--Gwayakochigewin
- Black Men Teach

