

The Coalition to Increase Teachers of Color  
and American Indian Teachers in Minnesota

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April 5, 2021

Dear Chair Chamberlain and Senate Education Committee Members,

Thank you for considering the proposals in the Increase Teachers of Color Act (SF 446, Abeler) and including the following investments with our recommended policy language in the DE for SF960:

- **Come Teach in Minnesota hiring bonuses** (Article 3, Sect. 12 and Sect 21, Subd. 9.)
- **Teacher recruitment marketing campaign** (Article 3, Sect. 22, Subd. 3.)

Thank you also for proposing increased investments to the following important grant programs:

- **Paraprofessional pathway to teacher licensure** (Article 3, Sect. 21, Subd 3)
- **Mentoring, induction, and retention incentive program grants** (Article 3. Sect. 22, Subd 2)

We appreciate that your investments in these four programs as well as the Black Men Teach grant is more than the Senate has done previously to invest in diversifying the teacher workforce; however, they unfortunately will not be enough to increase the percentage of teachers of color and American Indian teachers in our schools. Furthermore, we are disappointed that the important policy amendments proposed in SF446 to the Grow Your Own grant program and the Teacher Mentorship and Retention Grant program were not adopted in this proposed omnibus bill. They are important policy provisions developed with extensive stakeholder input that resulted in more than four dozen organizational endorsements. We urge you to reconsider and include the policy language from SF446 for these programs to have the most impact and return on your investments.

We are also strongly opposed to the proposed language in Article 3, Section 14 & 15 amending the Collaborate Urban and Greater Minnesota Educators of Color grant program which does nothing to address the Office of Legislative Auditor's recommendations to the Legislature for strengthening this program. If you wish to fund alternative teacher preparation, there is a grant program in statute for such preparation and that should be funded rather than further thinning out the insufficient appropriation. One of the major findings from the OLA report was that the grant program was made competitive and the number of grant recipients more than doubled, but the appropriation was never increased so grants awarded were just 1/3 of requested funding so funds have been spread thin and quality legacy programs have suffered.

Rather than your amending language, please consider the attached amending language to 122A.635 that has been developed address the recommendations in the OLA report and has gained wide agreement from small and large institutions along with urban and Greater MN institutions as well as prior grant recipients and aspiring grant recipients.

Finally, we are disappointed that the non-grant related policy provisions proposed in SF446 were not adopted in this proposed omnibus bill. As you heard in powerful testimony during our bill hearing, these policy amendments are important to provide equitable education opportunity to students which is needed to attract and retain racially and ethnically diverse individuals in the teaching profession. It is also crucial that the state establish annual and long-term measurable goals to regularly increase the percentage of teachers of color and American Indian teachers in order to make good on the 2016 legislative promise amending several statutes stating that students shall have "equitable access to effective and diverse teachers" who reflect the diversity of students in their schools.

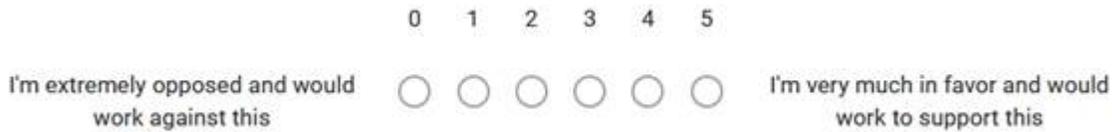
Sincerely,

Paul Spies, PhD

Coalition Legislative Action Team Lead

**SURVEY RESULTS ON PROPOSED AMENDMENTS to CUGMEC (v5 Mar 25)** (see language starting next page; 15 responses received from the following institutions, almost a 50% institutional response rate within 2 days)

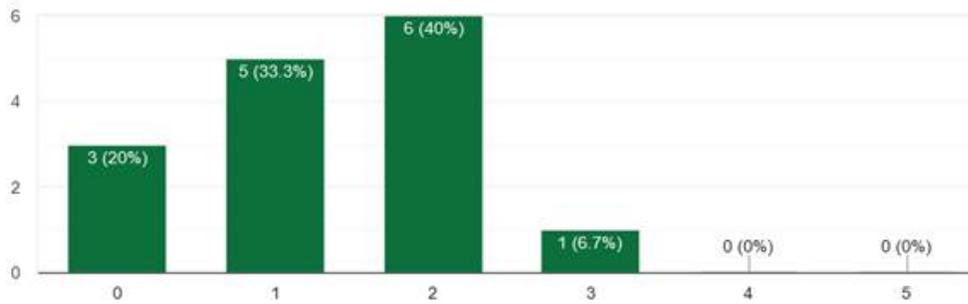
- Southwest MN State University
- Concordia University, St. Paul
- St. Catherine University
- Minnesota State, Mankato
- University of St Thomas
- Minnesota State University, Mankato
- Saint Mary's University of Minnesota
- Concordia College- Moorhead
- Augsburg
- Hamline
- University of MN, Twin Cities
- Metro State University
- University of Minnesota Crookston
- Minnesota State University Moorhead
- University of Minnesota-Morris



**Option 1: Status Quo; Keep the Current Statute As Is for Now (except for small amendments in Increase Teachers of Color Act HF217) and Try to Amend it in the 2022 Legislative Session**

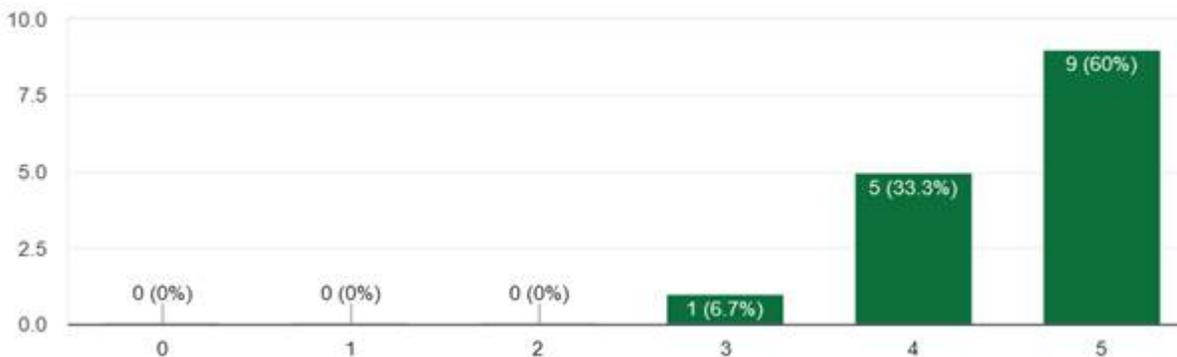


15 responses



**Option 3: Draft Amended Language, v5 (shared via email Mar 22)**

15 responses



## Proposed Amendments to CUGMEC (v5 March 25)

### Addressing OLA Report Recommendations to the Legislature and with wide stakeholder support from a variety of institutions

#### Section 1. 122A.635 COLLABORATIVE URBAN AND GREATER MINNESOTA EDUCATORS OF COLOR GRANT PROGRAM.

##### Subdivision 1. **Establishment.**

The Professional Educator Licensing and Standards Board must award competitive grants to increase the number of teacher candidates who are of color or ~~who are~~ American Indian who complete licensure programs and meet the requirements for a Tier 3 license under section 122A.183. Eligibility for a grant under this section is limited to public or private higher education institutions that offer a teacher preparation program approved by the Professional Educator Licensing and Standards Board.

##### Subd. 2. ~~Competitive grants~~ **Grant Criteria and Awards.**

(a) The Professional Educator Licensing and Standards Board must award competitive grants across a variety of institution types under this section based on the following criteria listed in descending order of priority to determine which institutions receive grants:

(1) ~~the number of teacher candidates being supported in the program who are of color or who are American Indian;~~ (2) program outcomes, including graduation or program completion rates and licensure recommendation rates, and placement rates for candidates who are of color or American Indian compared to all candidates at the institution, and, for both outcome measures, the number of those teacher candidates who are of color or who are American Indian; and

~~(3) the percent of racially and ethnically diverse teacher candidates enrolled in the institution compared to:~~

~~(i) the total percent of students of color and American Indian students enrolled at the institution, regardless of major; and~~

~~(ii) the percent of underrepresented racially and ethnically diverse teachers in the economic development region of the state where the institution is located and where a shortage of diverse teachers exists, as reported under section [122A.091, subdivision 5](#).~~

(2) plans to provide direct financial assistance as scholarships or stipends within an allowable dollar range as determined by the board per subdivision 3, paragraph (b) in this section to teacher candidates who are of color or who are American Indian. Such direct financial assistance shall be provided to assist candidates matriculating through and completing licensure programs if they demonstrate financial need after considering other grants and scholarships provided.

(3) quality of plans for programmatic support to be provided from grant funds to teacher candidates in the program who are of color or who are American Indian, if applicable. Quality of plans shall be determined by their clarity describing explicit use of research-based best practices. Proposed plans for grant funds may include: (a) recruiting more racially and ethnically diverse candidates for admission to licensure programs; (b) providing differentiated advising, mentoring or other supportive community-building activities beyond that provided all candidates at the institution; (c) providing academic tutoring or support for successful completion of mandated assessments; and (d) providing for program staffing expenses. Applicant institutions shall not be penalized in the grant review process for only providing direct financial support with grant funds if that is their priority and programmatic support is provided to candidates with other resources;

(b4) To sustain effective programs, the board must give priority in awarding grants under this section to institutions that have received competitive grants under Laws 2017, First Special Session chapter 5, article 2, section 57, subdivision 27 this section, and have demonstrated positive outcomes from the use of grant funds for efforts helping continuing success at reeruiting admitting, enrolling and retaining, graduating, and inducting teacher candidates who are of color or who are American Indian to enroll in and successfully complete licensure programs and be recommended for licensure.

(5) In order to expand the number of grant recipients throughout the state, whenever there is at least a 20 percent increase in the base appropriation for this grant program, the Board must also prioritize awarding grants in Greater Minnesota beyond the Twin Cities metropolitan region. If the board awards a competitive grant based on the criteria in paragraph (a) to a program that has not previously received funding, the board must thereafter give priority to the program equivalent to other programs given priority under this paragraph that have received grants and demonstrated positive outcomes.

(6) The lowest weighted criterion is the percent of racially and ethnically diverse teacher candidates enrolled in the institution compared to:

(i) the total percent of students of color and American Indian students enrolled at the institution, regardless of major; and

(ii) the percent of underrepresented racially and ethnically diverse teachers in the economic development region of the state where the institution is located and where a shortage of diverse teachers exists, as reported under section 122A.091, subdivision 5.

(eb) The board must determine award amounts for development, maintenance and/or expansion of programs based only on applicants' scores for these criteria, on the number of candidates who are of color or who are American Indian supported by an applicant program, sustaining support for those candidates, and funds available. Grant award amounts shall be determined in part by multiplying the number of teacher candidates to be provided direct financial assistance by the average amount the institution proposes per candidate that is within the allowable dollar range. Depending on the applicant's score in meeting grant criteria and funds available, the board may grant the institution a lower average amount per candidate and the institution may decide to award less per candidate or provide financial assistance to fewer candidates within the allowable range. Additionally, up to 25% of the total awarded grant funds may be used to provide programmatic support to candidates as described in criterion (3). If the applicant institution's full requested amount is not granted, the Board must allow the grantee to make adjustments to how the grant will be used to maximize program outcomes within the parameters set forth in this paragraph.

**Subd. 3. Grant program administration.**

(a) The Professional Educator Licensing and Standards Board may enter into an interagency agreement with the Office of Higher Education. The agreement may include a transfer of funds to the Office of Higher Education to help establish and administer the competitive grant process. The board must award grants to institutions located in various economic development regions throughout the state, but must not predetermine the number of institutions to be awarded grants under this section or set a limit for the amount that any one institution may receive as part of the competitive grant application process.

(b) The board must establish a standard, allowable dollar range for the amount of direct financial assistance per candidate which applicant institutions may provide. To determine the range to be established, the board may collect anonymous data from all institutions that received grants during the prior grant period and calculate the average scholarship amount awarded to all candidates across all institutions using the most recent fiscal year data available. This calculation may be used to determine a scholarship range that is no more than 25 percent than this amount and no less than half the average of this amount.

(c) All grants must be awarded by August 15 of the fiscal year in which the grants are to be used ~~except that, for initial competitive grants awarded for fiscal year 2020, grants must be awarded by September 15.~~ Grants awarded after fiscal year 2022 will be awarded for a two-year grant period. An institution that receives a grant under this section may use the grant funds over a two- to four-year period to sustain support for teacher candidates at any stage from recruitment and program admission to graduation and licensure application.

#### Subd. 4. **Report.**

(a) By ~~January 15~~ June 30 of each year, an institution awarded a grant under this section must prepare for the legislature and the board a detailed report regarding the expenditure of grant funds, including the amounts used to recruit, retain, and ~~induct-support~~ teacher candidates of color or who are American Indian to complete programs and be recommended for licensure. The report must include the total number of teacher candidates who are of color or American Indian at the institution, the total number supported by grant funds with direct financial assistance during the academic reporting year, and the total number supported with other programmatic supports, disaggregated by race or ethnic group who are ~~were~~ recruited to the institution, are and

newly admitted to ~~the~~ a licensure program, are enrolled in ~~the~~ a licensure program, have completed student teaching, ~~have graduated a licensure program, and are recommended for licensed licensure in the field for which they were prepared., and are newly employed as Minnesota teachers in their licensure field.~~ A grant recipient must report the total number of teacher candidates of color or who are American Indian at each stage from recruitment program admission to licensed licensure recommendation teaching as a percentage of total candidates regardless of racial or ethnic group seeking the same licensure at the institution. The grant report must also include a brief narrative describing the successes and challenges of efforts proposed in their applications to support candidates through grant funds and lessons learned for future efforts.

(b) By September 1 of each year, the board must post a report on its website summarizing the activities and outcomes of grant recipients and results that promote sharing of effective practices and lessons learned among grant recipients.

Sec. 2. **APPROPRIATIONS.**

Subdivision 1. **Department of Education.**

The sums indicated in this section are appropriated from the general fund to the Department of Education for the fiscal years designated.

Subd. 2. **Collaborative urban and greater Minnesota educators of color grants.**

(a) For transfer to the Professional Educator Licensing and Standards Board for collaborative urban and greater Minnesota educators of color competitive grants under Minnesota Statutes, section 122A.635:

\$	<u>-----</u>	<u>.....</u>	<u>2022</u>
\$	<u>-----</u>	<u>.....</u>	<u>2023</u>

(b) Any balance does not cancel but is available in the following fiscal year.

(c) The base appropriation for fiscal year 2024 and later is \$-----.

(d) The board may retain up to \$----- of the appropriation amount to monitor and administer the grant program.