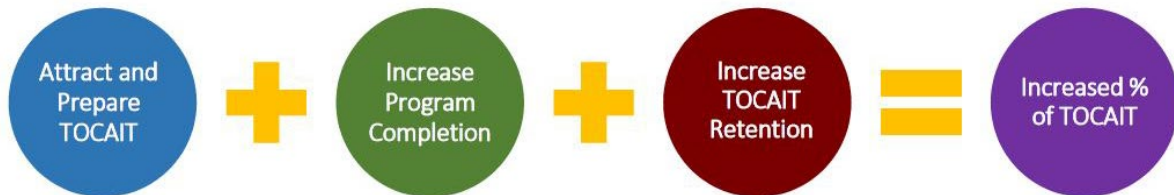


2025 Increase Teachers of Color Act

[SF3128](#) (Kunesh) / HF_(tbd)_ (Clardy)

PURPOSES:

- 1) Closing opportunity gaps to recruit, prepare, employ and retain increased percentages of teachers who more closely reflect the racial, ethnic and cultural backgrounds of students in Minnesota's schools.
- 2) Maintaining investments needed to meet official state goal (**120B.117**) of increasing the percentage of BIPOC teachers at least 2 percentage points annually so that by 2040 MN's teachers reflect its students.



OVERVIEW:

- **AMEND Collaborative Urban and Greater MN Educators of Color (CUGMEC) Grant** by eliminating a formula for grant administrators to determine maximum awards each year and setting a \$5,000 cap per award year per grant to candidates while extending the grant period for institutions from 2 to 4 years in order to enhance planning stability.
- **\$13M/FY in ONE-TIME INVESTMENTS:** Strategic, modest one-time investments for two important programs without FY26-27 base funding agreements in 2023 because of their newness
 - **ASPIRING TEACHERS OF COLOR SCHOLARSHIPS**
 - Invests \$10M/FY to support 1,000 underrepresented teacher candidates with scholarships before student teaching
 - Codifies the scholarship program in statute after being approved as a pilot in 2021
 - RATIONALE: There are 4,391 BIPOC teacher candidates enrolled in preparation programs (19% of all candidates) according to PELS's 2023 Data Summary Report. At least 1,000 would be assisted from this program to matriculate through their undergraduate or graduate programs for becoming teachers serving E-12 schools.
 - **CLOSING EDUCATIONAL OPPORTUNITY GAPS GRANTS**
 - Continues investing \$3M/FY in grants to schools that were began in FY24-25 for supporting innovative approaches to closing persistent opportunity gaps
 - RATIONALE: There should be no opportunity gaps for students, families and educators in K12 schools, but MN has some of the worst in the country. This grant helps schools improve the learning and teaching environment and address structural barriers important to BIPOC teacher recruitment and retention.

