



Educator Workforce Policies – 2023 Legislative Session

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Why focus on the Educator Workforce?

A Simple Rationale

Since teachers are the **most important school-based factor** on student experiences, achievement, and other outcomes (with school leaders a very close second), and

Since a diverse educator workforce is **beneficial to all students**, *especially indigenous students and students of color*, and

Since historically marginalized student groups have **less access to experienced, in-field and effective** teachers, then

Ensuring that students have equitable access to a diverse, effective and stable educator workforce is an educational equity strategy.

Every Student Learns in a Classroom with Caring and Qualified Teachers

Due North Priority

Vision: Ensure every student benefits from diverse and excellent educators

Workforce

- *Diversify* the teacher workforce to ensure professional staff reflect the racial and ethnic diversity of Minnesota.
- *Increase* the teacher workforce to address shortage areas (e.g., regional, license area, demographic).
- *Support, develop and retain* current educators, particularly teachers of color and indigenous teachers.
- *Create* culturally responsive learning and work environments for all students, families, and employees of preK-12 systems.

Student Access

- *Ensure* students of color, American Indian students, and students from low-income families have equitable access to experienced, in-field, and effective teachers, and that all students have access to a diverse and excellent workforce.

State Policies Cross Each Step of a Teacher's Journey



How do we help people **explore** the profession?

How do we prepare people to **become** teachers?

How do we mentor and support teachers so they **grow**, feel successful and stay?

How do we create school systems where teachers can **thrive**?

"Teacher Journey" graphic used with permission from MNEEP's MNTech2020 campaign.

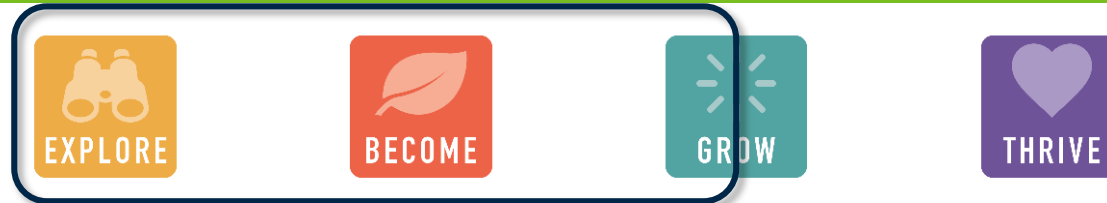
Grant Programs to Address Teacher Shortages



Significant investment in Grow Your Own (GYO)-inspired models that reduce/eliminate financial barrier to profession and provide programmatic support.

- GYO focusing on increasing teacher diversity (\$50M in FY24-25; ~64M in FY26-27)
- SPED Teacher Pipeline Program (30M in FY24-25; 10M in base starting FY27)
- Student Support Personnel (10M in FY24-25; 10M in base)
- GYO for Early Childhood Educators (\$5M in FY24-25; \$500K in base)
- MN Indian Teacher Training Program (\$2.8M in FY24-25; \$600K in base)

GYO and Beyond



In development...

Teacher Residency Programs (\$3M annual funding)

- [National Center for Teacher Residencies](#) partnering with MDE
- Year-long clinical experience, co-teaching with strong teacher-of-record

Teacher Registered Apprenticeship Programs (NEW)

- Employer-based, teacher prep pathway
- Apprentices “earn and learn” as they acquire teaching license

New Initiatives Focused on Retention



Investments and policy changes focused on early career support, professional learning, and inclusivity.

- Statewide Teacher Mentoring program (~10M in one-time funding for 4 years)
- Closing Educational Opportunity Gaps (\$6M in FY24-25; \$0 base)
- New requirements focusing on culturally responsive leadership and instructional practices

Broad Updates at PELSB



- Increased investments in programs seeking to recruit and retain teachers with a particular focus on teachers of color and Indigenous teachers. (e.g., Mentoring, Induction and Retention Grant for TOCAIT at \$3.5M annually)
- Elimination of many licensure requirements that have proven to be unnecessary barriers, including new exemptions for licensure exams.
- Enhanced reporting requirements to support policy makers to address educational inequities.

[Sign-up for our Educator Workforce Newsletter here.](#)

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