

**SENATE
STATE OF MINNESOTA
NINETY-FIRST SESSION**

S.F. No. 1012

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02/07/2019	304	Introduction and first reading Referred to E-12 Finance and Policy
02/14/2019	402	Author added Abeler
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1.1 A bill for an act

1.2 relating to education; providing funding for and strengthening the Increase Teachers

1.3 of Color Act; seeking to double the number of teachers of color and American

1.4 Indian teachers in Minnesota; requiring reports; appropriating money; amending

1.5 Minnesota Statutes 2018, sections 120B.11, subdivisions 2, 3; 122A.185,

1.6 subdivision 1; 122A.63, subdivisions 1, 4, 5, 6, by adding a subdivision; 122A.70;

1.7 124D.09, subdivision 10; 124D.861, subdivision 2; 136A.1275; 136A.1791,

1.8 subdivisions 1, 2, 3, 4, 5; proposing coding for new law in Minnesota Statutes,

1.9 chapters 120B; 122A; 136A.

1.10 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.11 Section 1. Minnesota Statutes 2018, section 120B.11, subdivision 2, is amended to read:

1.12 Subd. 2. **Adopting plans and budgets.** A school board, at a public meeting, ~~shall~~ must

1.13 adopt a comprehensive, long-term strategic plan to support and improve teaching and

1.14 learning that is aligned with creating the world's best workforce and includes:

1.15 (1) clearly defined district and school site goals and benchmarks for instruction and

1.16 student achievement for all student subgroups identified in section 120B.35, subdivision 3,

1.17 paragraph (b), clause (2);

1.18 (2) a process to assess and evaluate each student's progress toward meeting state and

1.19 local academic standards, assess and identify students to participate in gifted and talented

1.20 programs and accelerate their instruction, and adopt early-admission procedures consistent

1.21 with section 120B.15, and identifying the strengths and weaknesses of instruction in pursuit

1.22 of student and school success and curriculum affecting students' progress and growth toward

1.23 career and college readiness and leading to the world's best workforce;

1.24 (3) a system to periodically review and evaluate the effectiveness of all instruction and

1.25 curriculum, taking into account strategies and best practices, student outcomes, school

2.1 principal evaluations under section 123B.147, subdivision 3, students' access to effective
 2.2 teachers who are members of populations underrepresented among the licensed teachers in
 2.3 the district or school and who reflect the diversity of enrolled students under section 120B.35,
 2.4 subdivision 3, paragraph (b), clause (2), and teacher evaluations under section 122A.40,
 2.5 subdivision 8, or 122A.41, subdivision 5;

2.6 (4) strategies for improving instruction, curriculum, and student achievement, including:
 2.7 (i) the English and, where practicable, the native language development and the academic
 2.8 achievement of English learners and (ii) for all learners, access to culturally relevant or
 2.9 ethnic studies curriculum using culturally responsive methodologies;

2.10 (5) a process to examine the equitable distribution of teachers and strategies to ensure
 2.11 children from low-income and minority children families, families of color, and American
 2.12 Indian families are not taught at higher rates than other children by inexperienced, ineffective,
 2.13 or out-of-field teachers;

2.14 (6) education effectiveness practices that integrate high-quality instruction; rigorous
 2.15 curriculum; technology; inclusive and respectful learning and work environments for all
 2.16 students, families, and employees; and a collaborative professional culture that ~~develops~~
 2.17 ~~and supports~~ retains qualified, racially and ethnically diverse staff effective at working with
 2.18 diverse students while developing and supporting teacher quality, performance, and
 2.19 effectiveness; and

2.20 (7) an annual budget for continuing to implement the district plan.

2.21 **EFFECTIVE DATE.** This section is effective for all strategic plans reviewed and
 2.22 updated after the day of final enactment.

2.23 Sec. 2. Minnesota Statutes 2018, section 120B.11, subdivision 3, is amended to read:

2.24 Subd. 3. **District advisory committee.** Each school board ~~shall~~ must establish an advisory
 2.25 committee to ensure active community participation in all phases of planning and improving
 2.26 the instruction and curriculum affecting state and district academic standards, consistent
 2.27 with subdivision 2. A district advisory committee, to the extent possible, ~~shall~~ must reflect
 2.28 the diversity of the district and its school sites, include teachers, parents, support staff,
 2.29 students, and other community residents, and provide translation to the extent appropriate
 2.30 and practicable. The district advisory committee ~~shall~~ must pursue community support to
 2.31 accelerate the academic and native literacy and achievement of English learners with varied
 2.32 needs, from young children to adults, consistent with section 124D.59, subdivisions 2 and
 2.33 2a. The district may establish site teams as subcommittees of the district advisory committee

3.1 under subdivision 4. The district advisory committee ~~shall~~ must recommend to the school
3.2 board: rigorous academic standards; student achievement goals and measures consistent
3.3 with subdivision 1a and sections 120B.022, subdivisions 1a and 1b, and 120B.35; district
3.4 assessments; means to improve students' equitable access to effective and more diverse
3.5 teachers; strategies to ensure the curriculum and learning and work environments are
3.6 inclusive and respectful toward all racial and ethnic groups; and program evaluations. School
3.7 sites may expand upon district evaluations of instruction, curriculum, assessments, or
3.8 programs. Whenever possible, parents and other community residents ~~shall~~ must comprise
3.9 at least two-thirds of advisory committee members.

3.10 Sec. 3. **120B.113] INCLUSIVE SCHOOL ENHANCEMENT GRANTS.**

3.11 Subdivision 1. **Grant program established.** The commissioner must establish a grant
3.12 program to support implementation of world's best workforce strategies under section
3.13 120B.11, subdivision 2, clauses (4) and (6), to support collaborative efforts to make school
3.14 climate and curriculum more inclusive and respectful toward all students, families, and
3.15 employees, especially those of diverse racial and ethnic backgrounds.

3.16 Subd. 2. **Applications and grant awards.** The commissioner must determine application
3.17 procedures and deadlines, select schools to participate in the grant program, and determine
3.18 the payment process and amount of the grants. To the extent there are sufficient applications,
3.19 the commissioner should award an approximately equal number of grants between districts
3.20 in greater Minnesota and those in the Twin Cities metropolitan area. If there are an
3.21 insufficient number of applications received for either geographic area, then the commissioner
3.22 may award grants to meet the requests for funds wherever a district is located.

3.23 Subd. 3. **Description.** The grant program must provide funding that supports collaborative
3.24 efforts to make schools' curriculum and learning and work environments more inclusive
3.25 and respectful of students' racial and ethnic diversity and to address issues of structural
3.26 inequities in schools that create opportunity and achievement gaps for students, families,
3.27 and staff who are of color or who are American Indian, consistent with the requirements
3.28 for long-term plans under section 124D.861, subdivision 2, paragraph (c).

3.29 Subd. 4. **Report.** Grant recipients must annually report to the commissioner by a date
3.30 and in a form and manner determined by the commissioner on efforts planned and
3.31 implemented that engaged students, families, educators, and community members of diverse
3.32 racial and ethnic backgrounds in making improvements to school climate and curriculum.
3.33 The report must assess the impact of those efforts as perceived by racially and ethnically
3.34 diverse stakeholders as well as areas needed for further continuous improvement.

4.1 **EFFECTIVE DATE.** This section is effective July 1, 2019.

4.2 Sec. 4. **[120B.117] INCREASING THE PERCENTAGE OF TEACHERS OF COLOR**
4.3 **AND AMERICAN INDIAN TEACHERS IN MINNESOTA.**

4.4 Subdivision 1. **Purpose.** In order to address students' and families' persistent inequitable
4.5 access to diverse teachers, this section sets short-term and long-term state goals for increasing
4.6 the percentage of teachers of color and American Indian teachers in Minnesota toward
4.7 ensuring all students have equitable access to effective and diverse teachers who reflect the
4.8 diversity of students. The goals and report required under this section are also important
4.9 for meeting state goals for the world's best workforce under section 120B.11, achievement
4.10 and integration under section 124D.861, and higher education attainment under section
4.11 135A.012, all of which have been established to close persistent opportunity and achievement
4.12 gaps that limit students' success in school and life and impede the state's economic growth.

4.13 Subd. 2. **Equitable access to diverse teachers.** The percentage of teachers who are of
4.14 color or American Indian in Minnesota should increase at least two percentage points per
4.15 year to have a teaching workforce that more closely reflects the state's increasingly diverse
4.16 student population and ensure all students have equitable access to effective and diverse
4.17 teachers by 2040.

4.18 Subd. 3. **Rights not created.** The attainment goal in this section is not to the exclusion
4.19 of any other goals and does not confer a right or create a claim for any person.

4.20 Subd. 4. **Reporting.** Beginning in 2019 and every odd-numbered year thereafter, the
4.21 Professional Educator Licensing and Standards Board must collaborate with the Department
4.22 of Education and the Office of Higher Education to collate and summarize reports from the
4.23 programs they each administer and any other programs receiving state appropriations that
4.24 have or include an explicit purpose of increasing the racial and ethnic diversity of the state's
4.25 teacher workforce to more closely reflect the diversity of students. The report must include
4.26 programs under sections 120B.113, 122A.2451, 122A.59, 122A.63, 122A.635, 122A.685,
4.27 122A.70, 124D.09, 124D.861, 136A.1274, 136A.1275, and 136A.1791, along with any
4.28 other programs or initiatives that receive state appropriations to address the shortage of
4.29 teachers of color and American Indian teachers. The board must report on the effectiveness
4.30 of state-funded programs to increase the recruitment, preparation, licensing, hiring, and
4.31 retention of racially and ethnically diverse teachers and the state's progress toward meeting
4.32 or exceeding the goals of this section. The report must also include recommendations for
4.33 state policy and funding needed to achieve the goals of this section, as well as plans for
4.34 sharing the report and activities of grant recipients, and opportunities among grant recipients

5.1 of various programs to share effective practices with each other. The 2019 report must
5.2 include a recommendation of whether or not a state advisory council should be established
5.3 to address the shortage of racially and ethnically diverse teachers and what the composition
5.4 and charge of such an advisory council would be if established. The board must consult
5.5 with the state Indian Affairs and ethnic councils along with other community and stakeholder
5.6 groups, including students of color, in developing the report. By October 1 of each
5.7 odd-numbered year, the board must submit the report to the chairs and ranking minority
5.8 members of the legislative committees with jurisdiction over education and higher education
5.9 policy and finance. The report must be available to the public on the board's website.

5.10 Sec. 5. Minnesota Statutes 2018, section 122A.185, subdivision 1, is amended to read:

5.11 Subdivision 1. **Tests.** (a) The Professional Educator Licensing and Standards Board
5.12 must adopt rules requiring a candidate to demonstrate a passing score on a board-adopted
5.13 examination of skills in reading, writing, and mathematics before being granted a Tier 4
5.14 teaching license under section 122A.184 to provide direct instruction to pupils in elementary,
5.15 secondary, or special education programs. An employing school or district may verify
5.16 through satisfactory overall job performance a Tier 3 teacher's skills in reading, writing,
5.17 and mathematics for teaching in the licensure field so the teacher may obtain a Tier 4 license.
5.18 Candidates may obtain a Tier 1, Tier 2, or Tier 3 license to provide direct instruction to
5.19 pupils in elementary, secondary, or special education programs if candidates meet the other
5.20 requirements in section 122A.181, 122A.182, or 122A.183, respectively. All testing centers
5.21 must provide monthly opportunities for untimed skills examinations and must advertise
5.22 those opportunities on the test registration website.

5.23 (b) The board must adopt rules requiring candidates for Tier 3 and Tier 4 licenses to
5.24 pass an examination of general pedagogical knowledge and examinations of licensure field
5.25 specific content. The content examination requirement does not apply if no relevant content
5.26 exam exists. All testing centers must provide monthly opportunities for untimed pedagogy
5.27 and content examinations and must advertise those opportunities on the test registration
5.28 website.

5.29 (c) Candidates for initial Tier 3 and Tier 4 licenses to teach elementary students must
5.30 pass test items assessing the candidates' knowledge, skill, and ability in comprehensive,
5.31 scientifically based reading instruction under section 122A.06, subdivision 4, knowledge
5.32 and understanding of the foundations of reading development, development of reading
5.33 comprehension and reading assessment and instruction, and the ability to integrate that

6.1 knowledge and understanding into instruction strategies under section 122A.06, subdivision
6.2 4.

6.3 (d) The requirement to pass a board-adopted reading, writing, and mathematics skills
6.4 examination does not apply to nonnative English speakers, as verified by qualified Minnesota
6.5 school district personnel or Minnesota higher education faculty, who, after meeting the
6.6 content and pedagogy requirements under this subdivision, apply for a teaching license to
6.7 provide direct instruction in their native language or world language instruction under section
6.8 120B.022, subdivision 1.

6.9 **EFFECTIVE DATE.** This section is effective January 1, 2020.

6.10 Sec. 6. **[122A.59] COME TEACH IN MINNESOTA HIRING BONUSES.**

6.11 **Subdivision 1. Purpose.** This section establishes a program to support districts and
6.12 schools recruiting and offering hiring bonuses for licensed teachers from another state in
6.13 order to meet staffing needs in shortage areas in economic development regions in Minnesota.

6.14 **Subd. 2. Eligibility.** Districts or schools must verify that the hiring bonus is given to
6.15 teachers licensed in another state who:

6.16 (1) qualify for a Tier 3 Minnesota license;

6.17 (2) have moved to the economic development region in Minnesota where they were
6.18 hired; and

6.19 (3) belong to a racial or ethnic group that is underrepresented among teachers compared
6.20 to students in the district or school under section 120B.35, subdivision 3, paragraph (b),
6.21 clause (2).

6.22 **Subd. 3. Bonus amount.** Districts or schools may offer a signing and retention bonus
6.23 of up to \$5,000 to teachers who meet the eligibility requirements. Teachers who meet
6.24 eligibility requirements and meet a licensure shortage area in the economic development
6.25 region of the state where the school is located may be offered a signing bonus of up to
6.26 \$8,000. Teachers must be paid half of the bonus when starting employment and half after
6.27 completing four years of service in the hiring district or school. Teachers who do not complete
6.28 their first school year upon receiving a hiring bonus must repay the hiring bonus.

6.29 **Subd. 4. Administration.** The commissioner must establish a process for districts or
6.30 schools to seek reimbursement for hiring bonuses given to teachers in shortage areas moving
6.31 to and working in Minnesota schools experiencing specific shortages.

7.1 **EFFECTIVE DATE.** This section applies to teacher contracts entered into on or after
 7.2 July 1, 2019.

7.3 Sec. 7. Minnesota Statutes 2018, section 122A.63, subdivision 1, is amended to read:

7.4 Subdivision 1. **Establishment.** (a) A grant program is established to assist American
 7.5 Indian people to become teachers and to provide additional education for American Indian
 7.6 teachers. The commissioner may award a joint grant to each of the following:

7.7 (1) the Duluth campus of the University of Minnesota and Independent School District
 7.8 No. 709, Duluth;

7.9 (2) Bemidji State University and Independent School District No. 38, Red Lake;

7.10 (3) Moorhead State University and one of the school districts located within the White
 7.11 Earth Reservation; and

7.12 (4) Augsburg College, Independent School District No. 625, St. Paul, and Special School
 7.13 District No. 1, Minneapolis.

7.14 (b) If additional funds are available, the commissioner may award additional joint grants
 7.15 to other postsecondary institutions and school districts.

7.16 (c) Grantees may enter into contracts with tribal, technical, and community colleges and
 7.17 four-year postsecondary institutions to identify and provide grants to students at those
 7.18 institutions interested in the field of education. Each grantee is eligible to and may contract
 7.19 with partner institutions to provide professional development and supplemental services to
 7.20 a tribal, technical, or community college or four-year postsecondary institution, including
 7.21 identification of prospective students, provision of instructional supplies and materials, and
 7.22 provision of grant money to students. A contract with a tribal, technical, or community
 7.23 college or four-year postsecondary institution includes coordination of student identification,
 7.24 professional development, and mentorship services.

7.25 Sec. 8. Minnesota Statutes 2018, section 122A.63, subdivision 4, is amended to read:

7.26 Subd. 4. **Grant amount.** The commissioner may award a joint grant in the amount it
 7.27 determines to be appropriate. The grant ~~shall~~ must include money for the postsecondary
 7.28 institution, school district, and student scholarships, ~~and student loans.~~

7.29 Sec. 9. Minnesota Statutes 2018, section 122A.63, subdivision 5, is amended to read:

7.30 Subd. 5. **Information to student applicants.** At the time a student applies for a
 7.31 scholarship ~~and loan~~, the student ~~shall~~ must be provided information about the fields of

8.1 licensure needed by school districts in the part of the state within which the district receiving
 8.2 the joint grant is located. The information ~~shall~~ must be acquired and periodically updated
 8.3 by the recipients of the joint grant and their contracted partner institutions. Information
 8.4 provided to students ~~shall~~ must clearly state that scholarship ~~and loan~~ decisions are not
 8.5 based upon the field of licensure selected by the student.

8.6 Sec. 10. Minnesota Statutes 2018, section 122A.63, subdivision 6, is amended to read:

8.7 Subd. 6. **Eligibility for scholarships ~~and loans~~**. (a) The following American Indian
 8.8 people are eligible for scholarships:

8.9 (1) a student having origins in any of the original peoples of North America and
 8.10 maintaining cultural identification through tribal affiliation or community recognition;

8.11 ~~(1)~~ (2) a student, including a teacher aide employed by a district receiving a joint grant
 8.12 or their contracted partner school, who intends to become a teacher or who is interested in
 8.13 the field of education and who is enrolled in a postsecondary institution or their contracted
 8.14 partner institutions receiving a joint grant;

8.15 ~~(2)~~ (3) a licensed employee of a district receiving a joint grant or a contracted partner
 8.16 institution, who is enrolled in a master of education program; and

8.17 ~~(3)~~ (4) a student who, after applying for federal and state financial aid and an Indian
 8.18 scholarship according to section 136A.126, has financial needs that remain unmet. Financial
 8.19 need shall must be determined according to the congressional methodology for needs
 8.20 determination or as otherwise set in federal law.

8.21 ~~A person who has actual living expenses in addition to those addressed by the~~
 8.22 ~~congressional methodology for needs determination, or as otherwise set in federal law, may~~
 8.23 ~~receive a loan according to criteria established by the commissioner. A contract shall be~~
 8.24 ~~executed between the state and the student for the amount and terms of the loan.~~ (b) Priority
 8.25 must be given to a student who is tribally enrolled and then to first- and second-generation
 8.26 descendants.

8.27 Sec. 11. Minnesota Statutes 2018, section 122A.63, is amended by adding a subdivision
 8.28 to read:

8.29 Subd. 9. **Eligible programming**. (a) The grantee institutions and their contracted partner
 8.30 institutions may provide scholarships to students progressing toward educational goals in
 8.31 any area of teacher licensure, including an associate of arts, bachelor's, master's, or doctoral
 8.32 degree in the following:

9.1 (1) any educational certification necessary for employment;

9.2 (2) early childhood family education or prekindergarten licensure;

9.3 (3) elementary and secondary education;

9.4 (4) school administration; or

9.5 (5) any educational program that provides services to American Indian students in
9.6 prekindergarten through grade 12.

9.7 (b) For purposes of recruitment, the grantees or their contracted partner institutions must
9.8 agree to work with their respective organizations to hire an American Indian work-study
9.9 student or other American Indian staff to conduct initial information queries and to contact
9.10 persons working in schools to provide programming regarding education professions to
9.11 high school students who may be interested in education as a profession.

9.12 (c) At least 80 percent of the grants awarded under this section must be used for student
9.13 scholarships. No more than 20 percent of the grants awarded under this section may be used
9.14 for recruitment or administration of the student scholarships.

9.15 **Sec. 12. [122A.635] COLLABORATIVE URBAN AND GREATER MINNESOTA**
9.16 **EDUCATORS OF COLOR GRANT PROGRAM.**

9.17 Subdivision 1. **Purpose.** Competitive grants awarded to higher education institutions
9.18 under this section are to develop, expand, and maintain targeted recruitment, retention, and
9.19 induction support directly to teacher candidates who are of color or who are American
9.20 Indian in collaboration with local schools and communities in order to address the wide gap
9.21 between the demographics of students and teachers and to ensure that all students from
9.22 early childhood through grade 12 have equitable access to effective and diverse teachers
9.23 under section 120B.11, subdivision 3.

9.24 Subd. 2. **Competitive grants.** (a) The Professional Educator Licensing and Standards
9.25 Board must award grants to maximize the number of teacher candidates who are of color
9.26 or are American Indian and who are well-prepared to enter the profession with Tier 3
9.27 licensure and to support the development and learning of children and youth from early
9.28 childhood through grade 12. Grants must only be awarded to institutions offering teacher
9.29 preparation programs approved by the Professional Educator Licensing and Standards Board.
9.30 Grants must be awarded based on:

9.31 (1) the number of teacher candidates being supported in the program who are of color
9.32 or who are American Indian;

10.1 (2) program outcomes, including graduation or program completion rates, licensure
10.2 rates, and placement rates, and, for each outcome measure, the number of those teacher
10.3 candidates who are of color or who are American Indian; and

10.4 (3) the percent of racially and ethnically diverse teacher candidates participating at the
10.5 institution compared to:

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

10.8 (ii) the percent of underrepresented racially and ethnically diverse teachers in the
10.9 economic development region of the state where the institution is located and where a
10.10 shortage of diverse teachers exists, as reported under section 127A.05, subdivision 6.

10.11 (b) Priority for awarding continuing grants under this section must be given to sustain
10.12 and strengthen existing programs at institutions that have received program grants in the
10.13 past and have demonstrated continuing success at recruiting, retaining, graduating, and
10.14 inducting teacher candidates who are of color or who are American Indian.

10.15 (c) Award amounts for maintenance and expansion of programs must be determined by
10.16 the board based on the number of candidates supported, sustaining support for those
10.17 candidates, and the funds available.

10.18 (d) Development of new, innovative programs must be awarded competitive grants under
10.19 this section as determined by the board, and subsequent funding must be determined based
10.20 on the same criteria for continuing grants under paragraph (b).

10.21 Subd. 3. **Grant program administration.** The Professional Educator Licensing and
10.22 Standards Board may enter in an interagency agreement with the Office of Higher Education,
10.23 including a transfer of funds to the Office of Higher Education, to help establish and
10.24 administer the competitive grant process. The board must award grants to both public and
10.25 private institutions as well as institutions located in various economic development regions
10.26 throughout the state, but must not predetermine the number of institutions to be awarded
10.27 grants under this section or set a limit for the amount that any one institution may receive
10.28 as part of the competitive grant application process. All grants must be awarded by August
10.29 15 of the fiscal year in which the grants are to be used except that, for initial competitive
10.30 grants awarded for fiscal year 2020, grants must be awarded by September 15. Grant money
10.31 may be used over a two- to four-year period to support teacher candidates.

10.32 Subd. 4. **Account established.** A collaborative urban and greater Minnesota educator
10.33 of color account is created in the special revenue fund for depositing money appropriated

11.1 to or received by the board for the program. Money deposited in the account is appropriated
 11.2 to the board, does not cancel, and is continuously available for grants under this section.

11.3 Subd. 5. **Report.** By January 15 of each year, each institution awarded a grant under
 11.4 this section must prepare for the legislature and the board a detailed report regarding the
 11.5 funds used to recruit, retain, and induct teacher candidates who are of color or who are
 11.6 American Indian. The report must include the total number of teacher candidates of color,
 11.7 disaggregated by race or ethnic group, who are recruited to the institution, are newly admitted
 11.8 to the licensure program, are enrolled in the licensure program, have completed student
 11.9 teaching, have graduated, are licensed, and are newly employed as Minnesota teachers in
 11.10 their licensure field. The total number of teacher candidates who are of color or who are
 11.11 American Indian at each stage from recruitment to licensed teaching must be reported as a
 11.12 percentage of total candidates seeking the same licensure at the institution. The board must
 11.13 also publish a report for the public that summarizes the activities and outcomes of grant
 11.14 recipients and what was done to promote sharing of effective practices among grant
 11.15 recipients.

11.16 Sec. 13. **[122A.685] GROW YOUR OWN PATHWAYS TO TEACHER LICENSURE**
 11.17 **GRANTS.**

11.18 Subdivision 1. **Purpose.** Grants awarded under this section are for school districts and
 11.19 charter schools throughout Minnesota to develop or expand Grow Your Own teacher
 11.20 programs.

11.21 Subd. 2. **Definition.** For purposes of this section, "Grow Your Own programs" means
 11.22 programs within schools, districts, or communities in partnership with Professional Educator
 11.23 Licensing and Standards Board-approved teacher preparation programs and often with
 11.24 community-based organizations designed to provide a pathway to teaching at any level from
 11.25 early childhood to secondary school for paraprofessionals, cultural liaisons, other nonlicensed
 11.26 employees, secondary school students, parents, or members of the local communities served
 11.27 by the school or district.

11.28 Subd. 3. **Nonconventional teacher residency programs.** (a) School districts, charter
 11.29 schools, or cooperatives may apply for grants under this section to fund established and
 11.30 effective Professional Educator Licensing and Standards Board-approved nonconventional
 11.31 teacher residency programs. The programs must provide tuition scholarships or stipends to
 11.32 enable school district and charter school employees or community members seeking a
 11.33 teaching license who are of color or American Indian to participate in a nonconventional
 11.34 teacher preparation program. If extra awarded grant funds are available, districts and schools

12.1 may use remaining grant funds to provide tuition scholarships to employees who are not
12.2 persons of color or American Indian if they are seeking to teach in a licensure area that is
12.3 identified by the board as experiencing a shortage within the economic development region
12.4 where the district or school is located.

12.5 (b) School districts and charter schools that receive funds under this subdivision must
12.6 have a program to recruit and retain candidates of color or American Indian candidates so
12.7 that at least 50 percent of those who participate in the residency programs are persons of
12.8 color or American Indian. Priority for awarding grants must be given to programs with the
12.9 highest total numbers and percentages of participants who are of color or American Indian
12.10 and those that have a percentage of participants who are of color or American Indian that
12.11 meets or exceeds the overall percentage of students of color or American Indian students
12.12 in the district, school, or cooperative.

12.13 (c) School districts and charter schools providing financial support to new teacher
12.14 candidates under this subdivision may require a commitment from the candidates, as
12.15 determined by each district or school, to teach in the district or school for a reasonable
12.16 amount of time not to exceed five years.

12.17 Subd. 4. **Expanded Grow Your Own programs.** (a) School districts, charter schools,
12.18 cooperatives as defined in section 123A.21, community-based organizations led by and for
12.19 communities of color or American Indian communities, and Head Start programs under
12.20 section 119A.50 may apply for grants under this section to provide financial assistance,
12.21 mentoring, and other experiences to enable persons who are of color or who are American
12.22 Indian to become teachers.

12.23 (b) Grants awarded under this subdivision must be used for:

12.24 (1) tuition scholarships or stipends to eligible teaching assistants, cultural liaisons, or
12.25 other nonlicensed employees who are of color or who are American Indian and are enrolled
12.26 in any Professional Educator Licensing and Standards Board-approved teacher preparation
12.27 program;

12.28 (2) developing and implementing innovative school-based residency programs or other
12.29 types of programs emphasizing clinical experiences in any district, cooperative, or charter
12.30 school for nonlicensed employees who are of color or who are American Indian seeking a
12.31 teaching license in collaboration with a conventional or nonconventional Professional
12.32 Educator Licensing and Standards Board-approved program;

12.33 (3) developing pathway programs that provide stipends and tuition scholarships to parents
12.34 and community members who are of color or who are American Indian to change careers

13.1 and obtain a Tier 3 license to teach in schools or other credential needed to teach in a Head
13.2 Start program; or

13.3 (4) developing innovative programs that encourage secondary school students to pursue
13.4 teaching, including developing and offering dual-credit postsecondary course options in
13.5 schools for "Introduction to Teaching" or "Introduction to Education" courses consistent
13.6 with section 124D.09, subdivision 10, and supporting future teacher clubs involving middle
13.7 and high school students who are of color or who are American Indian to have experiential
13.8 learning supporting the success of younger students or peers and to increase their interest
13.9 in pursuing a teaching career.

13.10 (c) School districts, charter schools, and Head Start programs providing financial
13.11 assistance to individuals under this subdivision may require a commitment from the
13.12 individuals, as determined by each district or school, to teach in the district or school for a
13.13 reasonable amount of time not to exceed five years.

13.14 Subd. 5. **Grant procedure.** (a) A school district, charter school, cooperative, or Head
13.15 Start program must apply for a grant under this section in the form and manner specified
13.16 by the commissioner of education. To be eligible, grant recipients must ensure that the
13.17 percentage of participants who are of color or American Indian is at least equivalent to the
13.18 percentage of students who are of color or American Indian enrolled in the district, school,
13.19 cooperative, or program. Where a majority of students are of color or American Indian,
13.20 then a majority of those who participate in the program must be persons of color or American
13.21 Indian. Priority for awarding grants must be given to programs with the highest total numbers
13.22 and percentages of participants who are of color or American Indian.

13.23 (b) For the 2019-2020 school year only, the commissioner must review all applications
13.24 by existing programs for continuing grants by August 1, 2019, and must notify grant
13.25 recipients of the amount of the grants awarded by August 15, 2019.

13.26 (c) For the 2020-2021 school year and later, grant applications for new and existing
13.27 programs must be received by the commissioner no later than December 1 of the year prior
13.28 to the school year in which the grant will be used. The commissioner must review all
13.29 applications and notify grant recipients by February 1 of the amount awarded.

13.30 (d) Grant recipients must spend any amounts received under this section within 18
13.31 months of receiving the grant money.

13.32 Subd. 6. **Report.** Programs must annually report to the commissioner of education by
13.33 the date determined by the commissioner on their activities under this section, including
13.34 the number of participants, the percentage of participants who are of color or who are

14.1 American Indian, and an assessment of program effectiveness, including participant feedback,
14.2 areas for improvement, the percentage of participants continuing to pursue teacher licensure,
14.3 and the number of participants hired in the school or district as teachers after completing
14.4 preparation programs. The department must also publish a report for the public that
14.5 summarizes the activities and outcomes of grant recipients and what was done to promote
14.6 sharing of effective practices among grant recipients.

14.7 Sec. 14. Minnesota Statutes 2018, section 122A.70, is amended to read:

14.8 **122A.70 TEACHER MENTORSHIP AND RETENTION OF EFFECTIVE**
14.9 **TEACHERS.**

14.10 Subdivision 1. **Teacher mentoring, induction, and retention programs.** (a) School
14.11 districts are encouraged to develop teacher mentoring programs for teachers new to the
14.12 profession or district, including teaching residents, teachers of color, teachers who are
14.13 American Indian, teachers in license shortage areas, teachers with special needs, or
14.14 experienced teachers in need of peer coaching.

14.15 (b) Teacher mentoring programs must be included in or aligned with districts' teacher
14.16 evaluation and peer review processes under sections 122A.40, subdivision 8, and 122A.41,
14.17 subdivision 5. A district may use staff development revenue under section 122A.61, special
14.18 grant programs established by the legislature, or another funding source to pay a stipend to
14.19 a mentor who may be a current or former teacher who has taught at least three years and is
14.20 not on an improvement plan. Other initiatives using such funds or funds available under
14.21 sections 124D.861 and 124D.862 may include:

14.22 (1) additional stipends as incentives to mentors who are of color or who are American
14.23 Indian;

14.24 (2) financial supports for professional learning community affinity groups across schools
14.25 within and between districts for teachers from underrepresented racial and ethnic groups to
14.26 come together throughout the school year;

14.27 (3) programs for induction aligned with the district or school mentorship program during
14.28 the first three years of teaching, especially for teachers from underrepresented racial and
14.29 ethnic groups; or

14.30 (4) grants supporting licensed and nonlicensed educator participation in professional
14.31 development, such as workshops and graduate courses, related to increasing student
14.32 achievement for students of color and American Indian students in order to close opportunity
14.33 and achievement gaps.

15.1 (c) Schools or districts may negotiate additional retention strategies or protection from
 15.2 layoffs in the beginning years of employment for teachers of color and teachers who are
 15.3 American Indian. Retention strategies may include providing financial incentives for teachers
 15.4 of color and teachers who are American Indian to work in the school or district for at least
 15.5 five years and placing American Indian educators at sites with other American Indian
 15.6 educators and educators of color at sites with other educators of color to reduce isolation
 15.7 and increase opportunity for collegial support.

15.8 Subd. 2. **Applications.** The Professional Educator Licensing and Standards Board must
 15.9 make application forms available to sites interested in developing or expanding a mentorship
 15.10 program. A school district;₂ a group of school districts;~~or~~₂ a coalition of districts, teachers,₂
 15.11 and teacher education institutions; or a coalition of schools, teachers, or nonlicensed educators
 15.12 may apply for a ~~teacher mentorship~~ program grant. The Professional Educator Licensing
 15.13 and Standards Board, in consultation with the teacher mentoring task force, must approve
 15.14 or disapprove the applications. To the extent possible, the approved applications must reflect
 15.15 effective mentoring, professional development, and retention components, ~~include a variety~~
 15.16 ~~of coalitions~~ and be geographically distributed throughout the state. The Professional
 15.17 Educator Licensing and Standards Board must encourage the selected sites to consider the
 15.18 use of its assessment procedures.

15.19 Subd. 3. **Criteria for selection.** At a minimum, applicants must express commitment
 15.20 to:

- 15.21 (1) allow staff participation;
- 15.22 (2) assess skills of both beginning and mentor teachers;
- 15.23 (3) provide appropriate in-service to needs identified in the assessment;
- 15.24 (4) provide leadership to the effort;
- 15.25 (5) cooperate with higher education institutions;
- 15.26 (6) provide facilities and other resources;
- 15.27 (7) share findings, materials, and techniques with other school districts; and
- 15.28 (8) retain teachers of color and teachers who are American Indian.

15.29 Subd. 4. **Additional funding.** Applicants are required to seek additional funding and
 15.30 assistance from sources such as school districts, postsecondary institutions, foundations,
 15.31 and the private sector.

16.1 Subd. 5. **Program implementation.** New and expanding mentorship sites that are funded
 16.2 to design, develop, implement, and evaluate their program must participate in activities that
 16.3 support program development and implementation. The Professional Educator Licensing
 16.4 and Standards Board must provide resources and assistance to support new sites in their
 16.5 program efforts. These activities and services may include, but are not limited to: planning,
 16.6 planning guides, media, training, conferences, institutes, and regional and statewide
 16.7 networking meetings. Nonfunded schools or districts interested in getting started may
 16.8 participate. Fees may be charged for meals, materials, and the like.

16.9 Subd. 6. **Report.** By June 30 of each year after receiving a grant, recipients must submit
 16.10 a report to the Professional Educator Licensing and Standards Board on program efforts
 16.11 that describes mentoring and induction activities and assesses the impact of these programs
 16.12 on teacher effectiveness and retention.

16.13 Sec. 15. Minnesota Statutes 2018, section 124D.09, subdivision 10, is amended to read:

16.14 Subd. 10. **Courses according to agreements.** (a) An eligible pupil, according to
 16.15 subdivision 5, may enroll in a nonsectarian course taught by a secondary teacher or a
 16.16 postsecondary faculty member and offered at a secondary school, or another location,
 16.17 according to an agreement between a public school board and the governing body of an
 16.18 eligible public postsecondary system or an eligible private postsecondary institution, as
 16.19 defined in subdivision 3. All provisions of this section shall apply to a pupil, public school
 16.20 board, district, and the governing body of a postsecondary institution, except as otherwise
 16.21 provided.

16.22 (b) To encourage students, especially American Indian students and students of color,
 16.23 to consider teaching as a profession, participating schools, school districts, and postsecondary
 16.24 institutions are encouraged to develop and offer an "Introduction to Teaching" or
 16.25 "Introduction to Education" course under this subdivision. An institution that receives a For
 16.26 the purpose of applying for grants under this paragraph, "eligible institution" includes schools
 16.27 and districts that partner with an accredited college or university in addition to postsecondary
 16.28 institutions identified in subdivision 3, paragraph (a). Grant to develop a course recipients
 16.29 under this paragraph must annually report to the commissioner in a form and manner
 16.30 determined by the commissioner on the participation rates of students in courses under this
 16.31 paragraph, including the number of students who apply for admission to colleges or
 16.32 universities with teacher preparation programs and the number of students of color and
 16.33 American Indian students who earned postsecondary credit. Grant recipients must also
 16.34 describe recruiting efforts intended to ensure that the percentage of participating students

17.1 who are of color or American Indian meets or exceeds the overall percentage of students
 17.2 of color or American Indian students in the school.

17.3 Sec. 16. Minnesota Statutes 2018, section 124D.861, subdivision 2, is amended to read:

17.4 Subd. 2. **Plan implementation; components.** (a) The school board of each eligible
 17.5 district must formally develop and implement a long-term plan under this section. The plan
 17.6 must be incorporated into the district's comprehensive strategic plan under section 120B.11.
 17.7 Plan components may include:

17.8 (1) innovative and integrated prekindergarten through grade 12 learning environments
 17.9 that offer students school enrollment choices;

17.10 (2) family engagement initiatives that involve families in their students' academic life
 17.11 and success;

17.12 (3) professional development opportunities for teachers and administrators focused on
 17.13 improving the academic achievement of all students, including teachers and administrators
 17.14 who are members of populations underrepresented among the licensed teachers or
 17.15 administrators in the district or school and who reflect the diversity of students under section
 17.16 120B.35, subdivision 3, paragraph (b), clause (2), who are enrolled in the district or school;

17.17 (4) increased programmatic opportunities and effective and more diverse instructors
 17.18 focused on rigor and college and career readiness for underserved students, including students
 17.19 enrolled in alternative learning centers under section 123A.05, public alternative programs
 17.20 under section 126C.05, subdivision 15, and contract alternative programs under section
 17.21 124D.69, among other underserved students; or

17.22 (5) recruitment and retention of teachers ~~and~~ administrators ~~with diverse, cultural and~~
 17.23 family liaisons, paraprofessionals, and other nonlicensed staff from racial and ethnic
 17.24 backgrounds represented in the student population.

17.25 (b) The plan must contain goals for:

17.26 (1) reducing the disparities in academic achievement and in equitable access to effective
 17.27 and more diverse teachers among all students and specific categories of students under
 17.28 section 120B.35, subdivision 3, paragraph (b), excluding the student categories of gender,
 17.29 disability, and English learners; and

17.30 (2) increasing racial and economic diversity and integration in schools and districts.

17.31 (c) The plan must include strategies to make schools' curriculum and learning and work
 17.32 environments more inclusive and respectful of students' racial and ethnic diversity and to

18.1 address issues of structural inequities in schools that create opportunity and achievement
 18.2 gaps for students, families, and staff who are of color or who are American Indian, and
 18.3 program revenues may be used to implement such strategies. Examples of possible structural
 18.4 inequities include but are not limited to policies and practices that unintentionally result in
 18.5 disparate referrals and suspension, inequitable access to advanced coursework,
 18.6 overrepresentation in lower level coursework, participation in cocurricular activities, parent
 18.7 involvement, and lack of access to diverse teachers. Plans may include but are not limited
 18.8 to the following activities that may involve collaboration with or support from regional
 18.9 centers of excellence:

18.10 (1) creating opportunities for students, families, staff, and community members who are
 18.11 of color or who are American Indian to share their experiences in the school setting with
 18.12 school staff and administration to develop specific proposals for improving school
 18.13 environments to be more inclusive and respectful toward all students, families, and staff;

18.14 (2) implementing creative programs for increased parent engagement and improving
 18.15 relations between home and school;

18.16 (3) developing or expanding ethnic studies course offerings to provide all students with
 18.17 in-depth opportunities to learn about their own and others' cultures and historical experiences;

18.18 (4) examining and revising curricula in various subjects to be culturally relevant and
 18.19 inclusive of various racial and ethnic groups;

18.20 (5) examining academic and discipline data, reexamining institutional policies and
 18.21 practices that result in opportunity and achievement disparities between racial and ethnic
 18.22 groups, and making necessary changes that increase access, meaningful participation,
 18.23 representation, and positive outcomes for students of color, American Indian students, and
 18.24 students who qualify for free or reduced-price lunch;

18.25 (6) providing professional development opportunities to learn more about various racial
 18.26 and ethnic groups' experiences, assets, and issues and developing cross-cultural competence
 18.27 with knowledge, collaborations, and relationships needed to serve students effectively who
 18.28 are from diverse racial and ethnic backgrounds; or

18.29 (7) hiring more cultural liaisons to strengthen relationships with students, families, and
 18.30 other members of the community.

18.31 ~~(b)~~ (d) Among other requirements, an eligible district must implement effective,
 18.32 research-based interventions that include formative assessment practices to reduce the
 18.33 disparities in student academic performance among the specific categories of students as

19.1 measured by student progress and growth on state reading and math assessments and as
 19.2 aligned with section 120B.11.

19.3 ~~(e)~~ (e) Eligible districts must create efficiencies and eliminate duplicative programs and
 19.4 services under this section, which may include forming collaborations or a single,
 19.5 seven-county metropolitan areawide partnership of eligible districts for this purpose.

19.6 Sec. 17. [136A.1274] ASPIRING MINNESOTA TEACHERS OF COLOR
 19.7 SCHOLARSHIP PROGRAM.

19.8 Subdivision 1. Scholarship program established. The commissioner must establish a
 19.9 scholarship program to support undergraduate or graduate students preparing to become
 19.10 teachers and belonging to a racial or ethnic group underrepresented in the teacher workforce
 19.11 who have demonstrated financial need.

19.12 Subd. 2. Eligibility. To be eligible for a scholarship under this section, a teacher candidate
 19.13 must:

19.14 (1) be admitted and enrolled in a teacher preparation program approved by the
 19.15 Professional Educator Licensing and Standards Board and be seeking initial licensure or
 19.16 enrolled in an eligible institution under section 136A.103, completing a two-year program
 19.17 specifically designed to prepare early childhood educators;

19.18 (2) self-identify to the teacher preparation program as a person of color or American
 19.19 Indian;

19.20 (3) be meeting satisfactory academic progress as defined under section 136A.101,
 19.21 subdivision 10; and

19.22 (4) have an adjusted gross family income of \$125,000 or less and demonstrate financial
 19.23 need.

19.24 Subd. 3. Administration. (a) The commissioner must establish an application process
 19.25 for individual students and institutions on behalf of all eligible students at the institution
 19.26 and other guidelines for implementing the scholarship program.

19.27 (b) The maximum scholarship amount is \$10,000 per year for full-time study prior to
 19.28 student teaching defined as 12 or more undergraduate credits or the number of credits
 19.29 determined by the institution for full-time graduate student status. If a student is admitted
 19.30 and enrolled in a program for one term during the academic year, the maximum scholarship
 19.31 amount is \$5,000. The minimum scholarship under this section for full-time study must be
 19.32 no less than \$1,000 per year. The amount determined must be reduced and prorated per

20.1 credit for part-time study. The maximum total amount of a scholarship per candidate is
 20.2 \$25,000 in a lifetime.

20.3 (c) Established amounts are not rulemaking for purposes of chapter 14 or section 14.386.

20.4 (d) Scholarships must be paid to the teacher preparation institution on behalf of the
 20.5 candidate after the institution has informed the office of candidates' names, self-identified
 20.6 racial and ethnic identities, gender, licensure area sought, and full-time or part-time status.

20.7 **EFFECTIVE DATE.** This section is effective July 1, 2019, and initial grants must be
 20.8 awarded by November 1, 2019.

20.9 Sec. 18. Minnesota Statutes 2018, section 136A.1275, is amended to read:

20.10 **136A.1275 STUDENT TEACHER CANDIDATE GRANTS IN SHORTAGE**
 20.11 **AREAS.**

20.12 Subdivision 1. **Establishment.** (a) The commissioner of the Office of Higher Education
 20.13 must establish a grant program for student teaching stipends for low-income students enrolled
 20.14 in a Professional Educator Licensing and Standards Board-approved teacher preparation
 20.15 program who ~~intend to teach~~ are student teaching in a licensure shortage area after graduating
 20.16 ~~and receiving their teaching license~~ or belong to an underrepresented a racial or ethnic group
 20.17 underrepresented in the teacher workforce.

20.18 (b) ~~"Shortage~~ For purposes of this grant program, "licensure shortage area" means a
 20.19 ~~license field or economic development region within Minnesota defined as a shortage area~~
 20.20 ~~by the Department of Education using~~ determined by the Professional Educator Licensing
 20.21 and Standards Board in which the number of surveyed districts or schools within an economic
 20.22 development region reporting or predicting hiring a teacher for a specific licensure area as
 20.23 "very difficult" is equal to or greater than the number of districts or schools reporting or
 20.24 predicting such hiring as "easy" in data collected for the teacher supply and demand report
 20.25 under section 127A.05, subdivision 6, or other surveys conducted by the Department of
 20.26 Education or Professional Educator Licensing and Standards Board that provide indicators
 20.27 for teacher supply and demand.

20.28 Subd. 2. **Eligibility.** To be eligible for a grant under this section, a student teacher
 20.29 candidate must:

20.30 (1) be enrolled in a Professional Educator Licensing and Standards Board-approved
 20.31 teacher preparation program that requires at least 12 weeks of student teaching to complete
 20.32 the program in order to be recommended for a full-professional any Tier 3 teaching license
 20.33 from early childhood through grade 12;

21.1 (2) demonstrate financial need based on criteria established by the commissioner under
21.2 subdivision 3;

21.3 (3) ~~intend to teach in~~ be completing a program in a licensure shortage area existing
21.4 within the economic development region where either the candidate's preparation program
21.5 or permanent residence is located, or belong to ~~an underrepresented~~ a racial or ethnic group
21.6 underrepresented in Minnesota's teacher workforce; and

21.7 (4) be meeting satisfactory academic progress as defined under section 136A.101,
21.8 subdivision 10.

21.9 Subd. 3. **Administration; repayment.** (a) The commissioner must establish an
21.10 application process and other guidelines for implementing this program, including repayment
21.11 responsibilities for stipend recipients who do not complete student teaching or who leave
21.12 Minnesota to teach in another state during the first year after student teaching.

21.13 (b) The commissioner must determine each academic year the stipend amount up to
21.14 \$7,500 based on the amount of available funding, the number of eligible applicants, and the
21.15 financial need of the applicants.

21.16 (c) In order to help improve all students' access to effective and diverse teachers, the
21.17 percentage of the total award reserved for teacher candidates who identify as belonging to
21.18 ~~an underrepresented~~ a racial or ethnic group underrepresented in the Minnesota teacher
21.19 workforce must be equal to or greater than the total percentage of students of from all such
21.20 underrepresented racial or ethnic groups as measured under section 120B.35, subdivision
21.21 3. If this percentage cannot be met because of a lack of qualifying candidates, the remaining
21.22 amount may be awarded to teacher candidates who intend to teach in a shortage area. Student
21.23 teacher candidates who are of color or American Indian who have made satisfactory academic
21.24 progress must have priority for receiving a grant from available funds to student teach and
21.25 complete their preparation programs if they meet eligibility requirements and participated
21.26 in the aspiring Minnesota teachers of color scholarship program under section 136A.1274.

21.27 Sec. 19. Minnesota Statutes 2018, section 136A.1791, subdivision 1, is amended to read:

21.28 Subdivision 1. **Definitions.** (a) The terms used in this section have the meanings given
21.29 them in this subdivision.

21.30 (b) "Qualified educational loan" means a government, commercial, or foundation loan
21.31 for actual costs paid for tuition and reasonable educational and living expenses related to a
21.32 teacher's preparation or further education.

22.1 (c) "School district" means an independent school district, special school district,
 22.2 intermediate district, education district, special education cooperative, service cooperative,
 22.3 a cooperative center for vocational education, or a charter school located in Minnesota.

22.4 (d) "Teacher" means an individual holding a teaching license issued by the Professional
 22.5 Educator Licensing and Standards Board who is employed by a school district to provide
 22.6 classroom instruction or a Head Start or Early Head Start nonlicensed early childhood
 22.7 professional employed by a Head Start program under section 119A.50.

22.8 (e) "Teacher shortage area" means any of the following experiencing a teacher shortage
 22.9 as reported by the Professional Educator Licensing and Standards Board:

22.10 (1) the licensure fields ~~and~~ specific to particular economic development regions reported
 22.11 ~~by the commissioner of education as experiencing a teacher shortage; and;~~

22.12 (2) individual economic development regions; or

22.13 (3) economic development regions where there is a shortage of licensed teachers who
 22.14 ~~reflect the racial or ethnic diversity of~~ are of color or who are American Indian where the
 22.15 aggregate percentage of this group of teachers is lower than the aggregate percentage of
 22.16 students of color and American Indian students in the region as reported by the commissioner
 22.17 of education.

22.18 (f) "Commissioner" means the commissioner of the Office of Higher Education unless
 22.19 indicated otherwise.

22.20 Sec. 20. Minnesota Statutes 2018, section 136A.1791, subdivision 2, is amended to read:

22.21 Subd. 2. **Program established; administration.** The commissioner ~~shall~~ must establish
 22.22 and administer a teacher shortage loan forgiveness program. A teacher is eligible for the
 22.23 program if the teacher is teaching in an identified teacher shortage area for the economic
 22.24 development region in which the teacher works as defined in subdivision 1 and reported
 22.25 under subdivision 3 and complies with the requirements of this section.

22.26 Sec. 21. Minnesota Statutes 2018, section 136A.1791, subdivision 3, is amended to read:

22.27 Subd. 3. **Use of report on teacher shortage areas.** The ~~commissioner of education~~
 22.28 ~~shall~~ Professional Educator Licensing and Standards Board must use the teacher supply and
 22.29 demand report to the legislature to identify the licensure fields and racial or ethnic groups
 22.30 in economic development regions in Minnesota experiencing a teacher shortage.

23.1 Sec. 22. Minnesota Statutes 2018, section 136A.1791, subdivision 4, is amended to read:

23.2 Subd. 4. **Application for loan forgiveness.** Each applicant for loan forgiveness, according
23.3 to rules adopted by the commissioner, ~~shall~~ must:

23.4 (1) apply for teacher shortage loan forgiveness and promptly submit any additional
23.5 information required by the commissioner; and

23.6 (2) submit to the commissioner a completed affidavit, prescribed by the commissioner,
23.7 affirming the teacher is teaching in: ~~(i) a licensure field identified by the commissioner as~~
23.8 ~~experiencing a teacher shortage; or (ii) an economic development region identified by the~~
23.9 ~~commissioner as experiencing a teacher shortage~~ a shortage area.

23.10 Sec. 23. Minnesota Statutes 2018, section 136A.1791, subdivision 5, is amended to read:

23.11 Subd. 5. **Amount of loan forgiveness.** (a) To the extent funding is available, the annual
23.12 amount of teacher shortage loan forgiveness for an approved applicant ~~shall~~ as a teacher in
23.13 any shortage area must not exceed \$1,000 \$2,000 or the cumulative balance of the applicant's
23.14 qualified educational loans, including principal and interest, whichever amount is less. To
23.15 support the retention of teachers who are of color or American Indian and to the extent there
23.16 are sufficient applications, the percentage of loan repayments granted to teachers of color
23.17 and American Indian teachers must at least be equivalent to the aggregated percentage of
23.18 students of color and American Indian students in the state.

23.19 (b) Notwithstanding paragraph (a), applicants who meet both licensure field and
23.20 underrepresented racial or ethnic group eligibility in their economic development region
23.21 may receive an annual amount of up to \$4,000 or the cumulative balance of the applicant's
23.22 qualified educational loans, including principal and interest, whichever amount is less.

23.23 ~~(b)~~ (c) Recipients must secure their own qualified educational loans. Teachers who
23.24 graduate from an approved teacher preparation program or teachers who add a licensure
23.25 field, consistent with the teacher shortage requirements of this section, are eligible to apply
23.26 for the loan forgiveness program.

23.27 ~~(e)~~ (d) No teacher ~~shall~~ may receive more than ~~five~~ ten annual awards.

23.28 Sec. 24. **APPROPRIATIONS.**

23.29 Subdivision 1. Department of Education. The sums indicated in this section are
23.30 appropriated from the general fund to the Department of Education for the fiscal years
23.31 designated.

24.1 Subd. 2. **Inclusive school enhancement grants.** (a) To support schools in their efforts
 24.2 to close opportunity and achievement gaps under Minnesota Statutes, section 120B.113:

24.3 \$ 3,000,000 2020

24.4 \$ 3,000,000 2021

24.5 (b) The department may use up to five percent of this appropriation to administer the
 24.6 grant program.

24.7 Subd. 3. **Come Teach in Minnesota hiring bonuses.** (a) For the Come Teach in
 24.8 Minnesota hiring bonuses program under Minnesota Statutes, section 122A.59:

24.9 \$ 1,050,000 2020

24.10 \$ 1,050,000 2021

24.11 (b) The department may use up to five percent of the appropriation amount to administer
 24.12 the program under this subdivision.

24.13 (c) Any balance in the first year does not cancel but is available in the second year.

24.14 (d) The base appropriation for fiscal years 2022 and 2023 is \$1,050,000. The base
 24.15 appropriation for fiscal year 2024 and later when retention bonuses can start being paid
 24.16 through this program is \$2,100,000.

24.17 Subd. 4. **American Indian teacher preparation grants.** (a) For joint grants to assist
 24.18 American Indian people to become teachers under Minnesota Statutes, section 122A.63:

24.19 \$ 600,000 2020

24.20 \$ 600,000 2021

24.21 (b) The department may use up to five percent of the appropriation amount to administer
 24.22 the grant program.

24.23 Subd. 5. **Collaborative urban and greater Minnesota educators of color grants.** (a)
 24.24 For transfer to the collaborative urban and greater Minnesota educators of color competitive
 24.25 account under Minnesota Statutes, section 122A.635, subdivision 4:

24.26 \$ 6,000,000 2020

24.27 \$ 6,000,000 2021

24.28 (b) The board may retain up to three percent of the appropriation amount to monitor and
 24.29 administer the grant program, and a portion of these funds may be transferred to the Office
 24.30 of Higher Education as determined by the executive director of the board and commissioner
 24.31 to support the administration of the program.

25.1 Subd. 6. **Grow Your Own pathways to teacher licensure grants.** (a) For grants to
 25.2 develop or expand Grow Your Own new teacher programs under Minnesota Statutes, section
 25.3 122A.685:

25.4 \$ 8,500,000 2020

25.5 \$ 8,500,000 2021

25.6 (b) Of this amount in each fiscal year, \$3,500,000 is for nonconventional teacher
 25.7 residency programs under Minnesota Statutes, section 122A.685, subdivision 3.

25.8 (c) Of this amount in each fiscal year, \$5,000,000 is for expanded Grow Your Own
 25.9 programs under Minnesota Statutes, section 122A.685, subdivision 4.

25.10 (d) The department may retain up to three percent of the appropriation amount to monitor
 25.11 and administer the grant program.

25.12 (e) Any balance in the first year does not cancel but is available in the second year.

25.13 (f) The base appropriation for fiscal year 2022 and later is \$10,000,000.

25.14 Subd. 7. **Mentoring, induction, and retention incentive program grants for teachers**
 25.15 **of color.** (a) For transfer to the Professional Educator Licensing and Standards Board for
 25.16 the development and expansion of mentoring, induction, and retention programs for teachers
 25.17 of color or American Indian teachers under Minnesota Statutes, section 122A.70:

25.18 \$ 2,000,000 2020

25.19 \$ 2,000,000 2021

25.20 (b) The board must be allocated no more than five percent of the appropriation amount
 25.21 for monitoring and administering the grant program, and may have an interagency agreement
 25.22 with the Department of Education including transfer of funds to help administer the program.

25.23 (c) The base appropriation for fiscal year 2022 and later is \$2,000,000.

25.24 Subd. 8. **Expanded concurrent enrollment grants.** (a) For grants to institutions offering
 25.25 "Introduction to Teaching" or "Introduction to Education" college in the schools courses
 25.26 under Minnesota Statutes, section 124D.09, subdivision 10, paragraph (b):

25.27 \$ 500,000 2020

25.28 \$ 500,000 2021

25.29 (b) The department must be allocated no more than five percent of the appropriation
 25.30 amount for monitoring and administering the grant program.

26.1 Subd. 9. **Aspiring Minnesota teachers of color scholarships.** (a) For transfer to the
 26.2 Office of Higher Education for scholarships to candidates preparing to teach in licensure
 26.3 or demographic shortage areas under Minnesota Statutes, section 136A.1274:

26.4 \$ 10,150,000 2020

26.5 \$ 16,150,000 2021

26.6 (b) The Office of Higher Education may use no more than \$150,000 of the appropriation
 26.7 amount to administer the program under this subdivision.

26.8 (c) Any balance in the first year does not cancel but is available in the second year.

26.9 (d) The base appropriation for fiscal year 2022 and later is \$16,150,000.

26.10 Subd. 10. **Student teacher candidate grants in shortage areas.** (a) For transfer to the
 26.11 Office of Higher Education for the student teacher candidate grants in shortage areas program
 26.12 under Minnesota Statutes, section 136A.1275, directed to support candidates belonging to
 26.13 a racial or ethnic group underrepresented in the teacher workforce and meeting other
 26.14 eligibility requirements:

26.15 \$ 2,317,500 2020

26.16 \$ 3,100,000 2021

26.17 (b) The Office of Higher Education may use no more than \$100,000 of the appropriation
 26.18 amount to administer the program under this subdivision.

26.19 (c) Any balance in the first year does not cancel and is available in the second year.

26.20 (d) The base appropriation for fiscal year 2022 and later for candidates belonging to a
 26.21 racial or ethnic group underrepresented in the teacher workforce is \$4,600,000.

26.22 Subd. 11. **Teacher shortage loan forgiveness program.** (a) For transfer to the Office
 26.23 of Higher Education for the teacher shortage loan forgiveness program under Minnesota
 26.24 Statutes, section 136A.1791, specific to teachers defined in Minnesota Statutes, section
 26.25 136A.1791, subdivision 1, paragraph (e), clause (3):

26.26 \$ 2,000,000 2020

26.27 \$ 2,000,000 2021

26.28 (b) The Office of Higher Education may use no more than three percent of the
 26.29 appropriation amount to administer the program under this subdivision.

26.30 (c) The base appropriation for fiscal year 2022 and later is \$5,000,000.

27.1 Subd. 12. **Teacher recruitment marketing campaign.** (a) For transfer to the Professional
 27.2 Educator Licensing and Standards Board for developing two contracts to develop and
 27.3 implement an outreach and marketing campaign under this subdivision:

27.4 \$ 500,000 2020

27.5 \$ 500,000 2021

27.6 (b) The Professional Educator Licensing and Standards Board must issue a request for
 27.7 proposals to develop and implement an outreach and marketing campaign to elevate the
 27.8 profession and recruit teachers, especially teachers of color and American Indian teachers.
 27.9 Outreach efforts should include and support current and former Teacher of the Year finalists
 27.10 interested in being recruitment fellows to encourage prospective educators throughout the
 27.11 state.

27.12 (c) The outreach and marketing campaign must focus on making the following individuals
 27.13 become interested in teaching in Minnesota public schools:

27.14 (1) high school and college students of color or American Indian students who have not
 27.15 chosen a career path; or

27.16 (2) adults from racial or ethnic groups underrepresented in the teacher workforce who
 27.17 may be seeking to change careers.

27.18 (d) The board must award two \$250,000 grants each year to firms or organizations that
 27.19 demonstrate capacity to reach wide and varied audiences of prospective teachers based on
 27.20 a work plan with quarterly deliverables. Preferences should be given to firms or organizations
 27.21 that are led by people of color and that have people of color working on the campaign with
 27.22 a proven record of success. The grant recipients must recognize current pathways or programs
 27.23 to become a teacher and must partner with educators, schools, institutions, and racially
 27.24 diverse communities. The grant recipients are encouraged to provide in-kind contributions
 27.25 or seek funds from nonstate sources to supplement the grant award.

27.26 (e) The board may use no more than three percent of the appropriation amount to
 27.27 administer the program under this subdivision, and may have an interagency agreement
 27.28 with the Department of Education including transfer of funds to help administer the program.

27.29 (f) Any balance in the first year does not cancel but is available in the second year.

27.30 Subd. 13. **Reports on increasing percentage of teachers of color and American**
 27.31 **Indian teachers.** (a) For transfer to the Professional Educator Licensing and Standards
 27.32 Board for annual reports regarding efforts to increase the percentage of teachers of color

28.1 and American Indian teachers in Minnesota schools pursuant to Minnesota Statutes, section

28.2 120B.117, subdivision 4:

28.3 \$ 15,000 2020

28.4 (b) The base appropriation for fiscal year 2022 and each even-numbered later fiscal year

28.5 is \$15,000.

28.6 **EFFECTIVE DATE.** This section is effective July 1, 2019.