

SENATE

STATE OF MINNESOTA

NINETY-FOURTH SESSION

S.F. No. 1462

(SENATE AUTHORS: KUNESH)		
DATE	D-PG	OFFICIAL STATUS
02/17/2025	405	Introduction and first reading Referred to Education Policy
02/27/2025	535a	Comm report: To pass as amended and re-refer to State and Local Government
03/03/2025		Comm report: To pass as amended and re-refer to Education Finance

1.1

A bill for an act

1.2

relating to education; modifying teacher licensure provisions; transferring grant

1.3

programs from the Professional Educator Licensing and Standards Board to the

1.4

Department of Education; requiring reports; appropriating money; amending

1.5

Minnesota Statutes 2024, sections 120B.117, subdivision 4; 120B.363, subdivisions

1.6

1, 2; 122A.09, subdivision 9; 122A.092, subdivisions 2, 5; 122A.181, subdivision

1.7

3; 122A.635; 122A.70, subdivisions 2, 3, 5, 5a, 6; 136A.1276, subdivision 4.

1.8

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

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Section 1. Minnesota Statutes 2024, section 120B.117, subdivision 4, is amended to read:

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Subd. 4. **Reporting.** ~~The Professional Educator Licensing and Standards Board~~

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Department of Education must collaborate with the ~~Department of Education~~ Professional

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Educator Licensing and Standards Board and the Office of Higher Education to publish a

1.13

summary report of each of the programs they administer and any other programs receiving

1.14

state appropriations that have or include an explicit purpose of increasing the racial and

1.15

ethnic diversity of the state's teacher workforce to more closely reflect the diversity of

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students. The report must include programs under sections 122A.59, 122A.63, 122A.635,

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122A.70, 122A.73, 124D.09, 124D.861, 136A.1274, 136A.1276, and 136A.1791, along

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with any other programs or initiatives that receive state appropriations to address the shortage

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of teachers of color and American Indian teachers. ~~The board~~ commissioner must, in

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coordination with the Professional Educator Licensing and Standards Board and the Office

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of Higher Education ~~and Department of Education~~, provide policy and funding

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recommendations related to state-funded programs to increase the recruitment, preparation,

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licensing, hiring, and retention of racially and ethnically diverse teachers and the state's

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progress toward meeting or exceeding the goals of this section. The report must include

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recommendations for state policy and funding needed to achieve the goals of this section,

plans for sharing the report and activities of grant recipients, and opportunities among grant recipients of various programs to share effective practices with each other. The initial report must also include a recommendation of whether a state advisory council should be established to address the shortage of racially and ethnically diverse teachers and what the composition and charge of such an advisory council would be if established. The ~~board~~ commissioner must consult with the Indian Affairs Council and other ethnic councils along with other community partners, including students of color and American Indian students, in developing the report. The ~~board~~ commissioner must submit the report to the chairs and ranking minority members of the legislative committees with jurisdiction over education and higher education policy and finance by November 3, 2025, for the initial report, and by November 3 each even-numbered year thereafter. The report must be available to the public on the ~~board's~~ commissioner's website.

Sec. 2. Minnesota Statutes 2024, section 120B.363, subdivision 1, is amended to read:

Subdivision 1. **Rulemaking.** The ~~Professional Educator Licensing and Standards Board~~ commissioner must adopt rules to implement a statewide credential for education paraprofessionals who assist a licensed teacher in providing student instruction. Any paraprofessional holding this credential or working in a local school district after meeting a state-approved local assessment is considered to be highly qualified under federal law. Under this subdivision, ~~the Professional Educator Licensing and Standards Board, in consultation with the commissioner,~~ must adopt qualitative criteria for approving local assessments that include an evaluation of a paraprofessional's knowledge of reading, writing, and math and the paraprofessional's ability to assist in the instruction of reading, writing, and math. The commissioner must approve or disapprove local assessments using these criteria. The commissioner must make the criteria available to the public.

Sec. 3. Minnesota Statutes 2024, section 120B.363, subdivision 2, is amended to read:

Subd. 2. **Training possibilities.** In adopting rules under subdivision 1, the ~~board~~ commissioner must consider including provisions that provide training in: students' characteristics; teaching and learning environment; academic instruction skills; student behavior; and ethical practices.

Sec. 4. Minnesota Statutes 2024, section 122A.09, subdivision 9, is amended to read:

Subd. 9. **Professional Educator Licensing and Standards Board must adopt rules.** (a) The Professional Educator Licensing and Standards Board must adopt rules subject to the provisions of chapter 14 to implement sections ~~120B.363,~~ 122A.05 to 122A.09, 122A.092,

122A.16, 122A.17, 122A.18, 122A.181, 122A.182, 122A.183, 122A.184, 122A.185,
122A.187, 122A.188, 122A.19, 122A.20, 122A.21, 122A.23, 122A.26, 122A.28, 122A.29,
and 124D.72.

(b) The board must adopt rules relating to fields of licensure and grade levels that a
licensed teacher may teach, including a process for granting permission to a licensed teacher
to teach in a field that is different from the teacher's field of licensure without change to the
teacher's license tier level.

(c) If a rule adopted by the board is in conflict with a session law or statute, the law or
statute prevails. Terms adopted in rule must be clearly defined and must not be construed
to conflict with terms adopted in statute or session law.

(d) The board must include a description of a proposed rule's probable effect on teacher
supply and demand in the board's statement of need and reasonableness under section 14.131.

(e) The board must adopt rules only under the specific statutory authority.

Sec. 5. Minnesota Statutes 2024, section 122A.092, subdivision 2, is amended to read:

Subd. 2. **Requirements for board approval.** Teacher preparation programs must
demonstrate the following to obtain board approval:

(1) the program has implemented a research-based, results-oriented curriculum that
focuses on the skills teachers need in order to be effective;

(2) the program provides a student teaching program;

(3) the program demonstrates effectiveness based on proficiency of graduates in
demonstrating attainment of program outcomes;

(4) the program includes a common core of teaching knowledge and skills. This common
core shall meet the standards developed by the Interstate New Teacher Assessment and
Support Consortium ~~in its 1992 model standards~~ for beginning teacher licensing and
development. Amendments to standards adopted under this clause are subject to chapter
14. ~~The Professional Educator Licensing and Standards Board shall report annually to the
education committees of the legislature on the performance of teacher candidates on common
core assessments of knowledge and skills under this clause during the most recent school
year;~~

(5) the program includes instruction on the knowledge and skills needed to provide
appropriate instruction to English learners to support and accelerate their academic literacy,

including oral academic language and achievement in content areas in a regular classroom setting; and

(6) the program includes culturally competent training in instructional strategies consistent with section 120B.30, subdivision 8.

Sec. 6. Minnesota Statutes 2024, section 122A.092, subdivision 5, is amended to read:

Subd. 5. Reading strategies. (a) A teacher preparation provider approved by the Professional Educator Licensing and Standards Board to prepare persons for classroom teacher licensure must include in its teacher preparation programs evidence-based best practices in reading, consistent with sections 120B.118 to 120B.124, including instruction on phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Instruction on reading must enable the licensure candidate to teach reading in the candidate's content areas. Teacher candidates must be instructed in using students' native languages as a resource in creating effective differentiated instructional strategies for English learners developing literacy skills. ~~A teacher preparation provider also must prepare early childhood and elementary teacher candidates for Tier 3 and Tier 4 teaching licenses under sections 122A.183 and 122A.184, respectively.~~

(b) Board-approved teacher preparation programs for teachers of elementary education must require instruction in applying evidence-based, structured literacy reading instruction programs that:

(1) teach students to read using foundational knowledge, practices, and strategies consistent with sections 120B.118 to 120B.124, with emphasis on mastery of foundational reading skills so that students achieve continuous progress in reading; and

(2) teach specialized instruction in reading strategies, interventions, and remediations that enable students of all ages and proficiency levels, including multilingual learners and students demonstrating characteristics of dyslexia, to become proficient readers.

(c) Board-approved teacher preparation programs for teachers of elementary education, early childhood education, special education, and reading intervention must include instruction on dyslexia, as defined in section 125A.01, subdivision 2. Teacher preparation programs may consult with the Department of Education, including the dyslexia specialist under section 120B.122, to develop instruction under this paragraph. Instruction on dyslexia must be modeled on practice standards of the International Dyslexia Association, and must address:

(1) the nature and symptoms of dyslexia;

(2) resources available for students who show characteristics of dyslexia;

(3) evidence-based instructional strategies for students who show characteristics of dyslexia, including the structured literacy approach; and

(4) outcomes of intervention and lack of intervention for students who show characteristics of dyslexia.

(d) Nothing in this section limits the authority of a school district to select a school's reading program or curriculum.

Sec. 7. Minnesota Statutes 2024, section 122A.181, subdivision 3, is amended to read:

Subd. 3. **Term of license and renewal.** (a) The Professional Educator Licensing and Standards Board must issue an initial Tier 1 license for a term of one year. A Tier 1 license may be renewed subject to paragraphs (b) and (c).

(b) The Professional Educator Licensing and Standards Board must renew a Tier 1 license if:

(1) the district or charter school requesting the renewal demonstrates that it has posted the teacher position but was unable to hire an acceptable teacher with a Tier 2, 3, or 4 license for the position;

~~(2) the teacher holding the Tier 1 license took a content examination in accordance with section 122A.185 and submitted the examination results to the teacher's employing district or charter school within one year of the board approving the request for the initial Tier 1 license;~~

~~(3)~~ (2) the teacher holding the Tier 1 license participated in cultural competency training consistent with section 120B.30, subdivision 8, within one year of the board approving the request for the initial Tier 1 license; and

~~(4)~~ (3) the teacher holding the Tier 1 license met the mental illness training renewal requirement under section 122A.187, subdivision 6.

~~The requirement in clause (2) does not apply to a teacher that teaches a class in a career and technical education or career pathways course of study.~~

(c) A Tier 1 license must not be renewed more than three times, unless the requesting district or charter school can show good cause for additional renewals. A Tier 1 license issued to teach (1) a class or course in a career and technical education or career pathway course of study, or (2) in a shortage area, as defined in section 122A.06, subdivision 6, may be renewed without limitation.

Sec. 8. Minnesota Statutes 2024, section 122A.635, is amended to read:

**122A.635 COLLABORATIVE URBAN AND GREATER MINNESOTA
EDUCATORS OF COLOR GRANT PROGRAM.**

Subdivision 1. **Establishment.** ~~The Professional Educator Licensing and Standards Board~~ Department of Education must award competitive grants to increase the number of teacher candidates who are of color or who are American Indian, complete teacher preparation 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.** (a) ~~The Professional Educator Licensing and Standards Board~~ commissioner must award competitive grants to a variety of higher education institution types under this section. ~~The board~~ commissioner must require an applicant institution to submit a plan describing how it would use grant funds to increase the number of teachers who are of color or who are American Indian, ~~and must award grants based on the following criteria, listed in descending order of priority.~~ To the extent practicable, the commissioner must award grants based on the following criteria:

(1) program outcomes, including graduation or program completion rates and licensure recommendation rates for candidates who are of color or who are American Indian compared to all candidates enrolled in a teacher preparation program at the institution and, for each outcome measure, the number of teacher candidates who are of color or who are American Indian;

(2) the extent to which an institution's plan is clear in describing how the institution would use grant funds for implementing explicit research-based practices to provide programmatic support to teacher candidates who are of color or who are American Indian. Plans for grant funds may include:

(i) recruiting more racially and ethnically diverse candidates for admission to teacher preparation programs;

(ii) providing differentiated advising, mentoring, or other supportive community-building activities in addition to what the institution provides to all candidates enrolled in the institution;

(iii) providing academic tutoring or support to help teacher candidates pass required assessments; and

(iv) providing for program staffing expenses;

(3) an institution's plan to provide direct financial assistance as scholarships or stipends ~~within the allowable dollar range determined by the board under subdivision 3, paragraph (b);~~ to teacher candidates who are of color or who are American Indian, not to exceed \$5,000 per academic year for each candidate. The purpose of direct financial assistance is to provide cost of attendance financial assistance to candidates matriculating through the licensure program if they demonstrate financial need;

(4) whether the institution has previously received a competitive grant under this section and has demonstrated positive outcomes from the use of grant funds for efforts helping teacher candidates who are of color or who are American Indian to enroll in and successfully complete teacher preparation programs and be recommended for licensure;

(5) geographic diversity among the applicant institutions. ~~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 prioritize awarding grants to institutions outside of the Twin Cities metropolitan area. If the board awards a 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 that have received grants and demonstrated positive outcomes~~ To the extent there are sufficient applications, and to the extent practicable, the commissioner must award an equal number of grants between applicants in greater Minnesota and those in the seven-county metropolitan area; and

(6) the percentage of racially and ethnically diverse teacher candidates enrolled in the ~~institution~~ teacher preparation program compared to: the aggregate percentage of students of color and American Indian students enrolled in the institution, regardless of major.

~~(i) the aggregate percentage of students of color and American Indian students enrolled in the institution, regardless of major; and~~

~~(ii) the percentage 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.~~

(b) ~~The board~~ commissioner must not penalize an applicant institution in the grant review process for using grant funds only to provide direct financial support to teacher candidates if that is the institution's priority and the institution uses other resources to provide programmatic support to candidates.

(c) The ~~board~~ commissioner must determine award amounts for development, maintenance, or expansion of programs based only on the degree to which applicants meet the criteria in this subdivision, the number of candidates who are of color or who are American Indian supported by an applicant program, and funds available.

~~(d) The board must determine grant awards 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. After assessing an institution's adherence to grant criteria and funds available, the board may grant an 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, an institution may use up to 25 percent of the awarded grant funds to provide programmatic support as described in paragraph (a), clause (3). If the board does not award an applicant institution's full request, the board must allow the institution to modify how it uses grant funds to maximize program outcomes consistent with the requirements of this section. The commissioner must allow an institution to use up to 25 percent of the awarded grant funds to provide programmatic support for the teacher candidates receiving financial support.~~

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~~ The department 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 an applicant institution may provide to each candidate. To determine the range, the board may collect de-identified data from institutions that received a grant during the previous grant period and calculate the average scholarship amount awarded to all candidates across all institutions using the most recent fiscal year data available. The calculation may be used to determine a scholarship range that is no more than 25 percent of this amount and no less than half the average of this amount. The purpose of direct financial assistance is to assist candidates matriculating through completing licensure programs if they demonstrate financial need after considering other grants and scholarships provided.~~

9.1 ~~(e)~~ (b) All grants must be awarded by August 15 of the fiscal year in which the grants
9.2 are to be used. The deadline must be extended if changes to the grant program or
9.3 appropriation impact the timeline for grant awards. An institution that receives a grant under
9.4 this section may use the grant funds ~~over a two-~~ up to a four-year period to sustain support
9.5 for teacher candidates at any stage from recruitment and program admission to graduation
9.6 and licensure application. For grantees who receive multiple awards that overlap in the same
9.7 academic years, the maximum combined total of direct financial assistance that an institution
9.8 may provide to the same teacher candidate in the same academic year is \$10,000.

9.9 Subd. 4. **Report.** (a) By August 15 of each year, an institution awarded a grant under
9.10 this section must prepare for the ~~board~~ commissioner a detailed report regarding the
9.11 expenditure of grant funds, including the amounts used to recruit, retain, and support teacher
9.12 candidates of color or American Indian teacher candidates to complete programs and be
9.13 recommended for licensure. The report must include:

9.14 (1) the total number of teacher candidates of color and American Indian teacher candidates
9.15 who:

9.16 (i) are enrolled in the institution;

9.17 (ii) are supported by grant funds with direct financial assistance during the academic
9.18 reporting year;

9.19 (iii) are supported with other programmatic supports;

9.20 (iv) are recruited and newly admitted to a licensure program;

9.21 (v) are enrolled in a licensure program;

9.22 (vi) have completed a licensure program; and

9.23 (vii) were recommended for licensure in the field for which they were prepared;

9.24 (2) the total number of teacher candidates of color or American Indian teacher candidates
9.25 at each stage from program admission to licensure recommendation as a percentage of all
9.26 candidates seeking the same licensure at the institution; and

9.27 (3) a brief narrative describing the successes and challenges of efforts proposed in the
9.28 grant application to support candidates with grant funds, and lessons learned for future
9.29 efforts.

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

10.1 Subd. 5. **Positions transferred.** All classified and unclassified positions associated with
 10.2 the administration of grant programs being transferred to the Department of Education under
 10.3 this section are transferred with their incumbents in accordance with section 15.039,
 10.4 subdivision 7, except as otherwise provided in section 122A.07.

10.5 Sec. 9. Minnesota Statutes 2024, section 122A.70, subdivision 2, is amended to read:

10.6 Subd. 2. ~~**Board Grants.**~~ (a) ~~The Professional Educator Licensing and Standards Board~~
 10.7 Department of Education must make grant application forms available to sites interested in
 10.8 developing, sustaining, or expanding a mentorship program.

10.9 (b) The following ~~applicants~~ are eligible for a program grant:

10.10 (1) a school district, charter school, or cooperative unit, on behalf of its participating
 10.11 school sites;

10.12 (2) a Tribal contract school;

10.13 (3) a coalition of teachers; ~~and~~

10.14 (4) a higher education institution;

10.15 (5) a nonprofit organization;

10.16 (6) a professional organization; and

10.17 ~~(4)~~ (7) a coalition of two or more applicants that are individually eligible for a grant.

10.18 A higher education institution, professional organization, or nonprofit organization ~~may~~
 10.19 must partner with ~~an eligible grant applicant but is not eligible as a sole applicant for grant~~
 10.20 ~~funds~~ a school district, charter school, cooperative unit, Tribal contract school, or coalition
 10.21 of teachers to apply for a grant.

10.22 (c) ~~The Professional Educator Licensing and Standards Board, in consultation with the~~
 10.23 ~~teacher mentoring task force,~~ commissioner of education must approve or disapprove the
 10.24 applications. To the extent possible, the approved applications must reflect effective
 10.25 mentoring, professional development, and retention components, and be geographically
 10.26 distributed throughout the state. ~~The Professional Educator Licensing and Standards Board~~
 10.27 ~~must encourage the selected sites to consider the use of its assessment procedures.~~

10.28 Sec. 10. Minnesota Statutes 2024, section 122A.70, subdivision 3, is amended to read:

10.29 Subd. 3. **Criteria for selection.** (a) ~~At a minimum,~~ Applicants for grants under
 10.30 subdivision 2 must express commitment to:

- 11.1 (1) allow staff participation;
- 11.2 (2) assess skills of both beginning and mentor teachers;
- 11.3 (3) provide appropriate in-service to needs identified in the assessment;
- 11.4 (4) provide leadership to the effort;
- 11.5 (5) cooperate with higher education institutions or teacher educators;
- 11.6 (6) provide facilities and other resources;
- 11.7 (7) share findings, materials, and techniques with other school districts; and
- 11.8 (8) retain teachers of color and teachers who are American Indian.

11.9 (b) The ~~Professional Educator Licensing and Standards Board~~ commissioner must give
11.10 priority to applications to fund programs to induct, mentor, and retain ~~Tier 2 or Tier 3~~
11.11 teachers who are of color or who are American Indian, and ~~Tier 2 or Tier 3~~ teachers in
11.12 licensure shortage areas within the applicant's economic development region.

11.13 Sec. 11. Minnesota Statutes 2024, section 122A.70, subdivision 5, is amended to read:

11.14 Subd. 5. **Program implementation.** A grant recipient may use grant funds on
11.15 implementing activities over a period of time up to 24 months. New and expanding
11.16 mentorship sites that receive a ~~board~~ grant under subdivision 2 to design, develop, implement,
11.17 and evaluate their program must participate in activities that support program development
11.18 and implementation.

11.19 Sec. 12. Minnesota Statutes 2024, section 122A.70, subdivision 5a, is amended to read:

11.20 Subd. 5a. **Grant program administration.** The ~~Professional Educator Licensing and~~
11.21 ~~Standards Board~~ commissioner may enter into an interagency agreement with the Office of
11.22 Higher Education or the ~~Department of Education~~ Professional Educator Licensing and
11.23 Standards Board. The agreement may include a transfer of funds to the Office of Higher
11.24 Education or the ~~Department of Education~~ Professional Educator Licensing and Standards
11.25 Board to help administer the competitive grant process.

11.26 Sec. 13. Minnesota Statutes 2024, section 122A.70, subdivision 6, is amended to read:

11.27 Subd. 6. **Report.** By September 30 of each year after receiving a grant, recipients must
11.28 submit a report ~~to the Professional Educator Licensing and Standards Board~~ on program
11.29 efforts that describes mentoring and induction activities and assesses the impact of these
11.30 programs on teacher effectiveness and retention. The ~~board~~ commissioner must publish a

12.1 summary report for the public and submit the report to the committees of the legislature
12.2 with jurisdiction over kindergarten through grade 12 education policy and finance in
12.3 accordance with section 3.302 by November 30 of each even year.

12.4 Sec. 14. Minnesota Statutes 2024, section 136A.1276, subdivision 4, is amended to read:

12.5 Subd. 4. **Report.** An alternative teacher preparation program receiving a grant under
12.6 this section must submit a report to the commissioner and the Professional Educator Licensing
12.7 and Standards Board on the grantee's ability to fill teacher shortage areas and positively
12.8 impact student achievement where data are available and do not identify individual teachers.
12.9 A grant recipient must submit the report required under this subdivision by January 31,
12.10 2018, and each ~~even-numbered~~ subsequent year ~~thereafter~~ this particular grant receives
12.11 allocated funding. The report must include disaggregated data regarding:

12.12 (1) the racial and ethnic diversity of teachers and teacher candidates licensed through
12.13 the program; and

12.14 (2) program participant placement.

12.15 Sec. 15. **TRANSFER OF GRANT ADMINISTRATION AND STAFF.**

12.16 Subdivision 1. **Transfer of contracts, obligations, and unexpended funds.** All contracts,
12.17 obligations, and unexpended funds associated with the administration of grant programs
12.18 under Minnesota Statutes, sections 122A.635 and 122A.70, are transferred from the
12.19 Professional Educator Licensing and Standards Board to the Department of Education
12.20 pursuant to Minnesota Statutes, section 15.039, subdivisions 5, 5a, and 6.

12.21 Subd. 2. **Transfer of staff.** The staff position associated with the administration of grant
12.22 programs is transferred from the Professional Educator Licensing and Standards Board to
12.23 the Department of Education pursuant to Minnesota Statutes, section 15.039, subdivision
12.24 7. In addition to any other protection, no employee shall suffer job loss, have a salary
12.25 reduced, or have employment benefits reduced as a result of the transfer of authority.

12.26 Sec. 16. **APPROPRIATIONS; DEPARTMENT OF EDUCATION.**

12.27 Subdivision 1. **Department of Education.** The sums indicated in this section are
12.28 appropriated from the general fund to the Department of Education in the fiscal years
12.29 designated.

13.1 Subd. 2. Collaborative urban and greater Minnesota educators of color grants. (a)

13.2 For collaborative urban and greater Minnesota educators of color competitive grants under
13.3 Minnesota Statutes, section 122A.635:

13.4 \$ 5,440,000 2026

13.5 \$ 5,440,000 2027

13.6 (b) The commissioner may retain up to \$100,000 of the appropriation in each year to
13.7 monitor and administer the grant program.

13.8 (c) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

13.9 Subd. 3. Mentoring, induction, and retention incentive program grants for teachers
13.10 of color. (a) To develop and expand mentoring, induction, and retention programs designed
13.11 for teachers of color or American Indian teachers under Minnesota Statutes, section 122A.70:

13.12 \$ 4,500,000 2026

13.13 \$ 4,500,000 2027

13.14 (b) Of the amount in paragraph (a), at least \$3,500,000 each fiscal year is for grants to
13.15 develop and expand mentoring, induction, and retention programs designed for teachers of
13.16 color or American Indian teachers.

13.17 (c) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

13.18 (d) The commissioner may retain up to three percent of the appropriation amount to
13.19 monitor and administer the grant program.

13.20 Subd. 4. Teacher recruitment marketing campaign. (a) To develop two contracts to
13.21 develop and implement an outreach and marketing campaign under this subdivision:

13.22 \$ 500,000 2026

13.23 \$ 500,000 2027

13.24 (b) The commissioner must issue a request for proposals to develop and implement an
13.25 outreach and marketing campaign to elevate the profession and recruit teachers, especially
13.26 teachers of color and American Indian teachers. Outreach efforts should include and support
13.27 current and former Teacher of the Year finalists interested in being recruitment fellows to
13.28 encourage prospective educators throughout the state. The commissioner may renew a grant
13.29 contract with a prior recipient if it determines sufficient deliverables were achieved and the
13.30 plans of the firm or organization are more promising than proposals from other entities.

13.31 (c) The outreach and marketing campaign must focus on increasing interest in teaching
13.32 in Minnesota public schools for the following individuals:

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

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

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

14.13 (e) The commissioner may use no more than three percent of the appropriation amount
 14.14 to administer the program under this subdivision, and may have an interagency agreement
 14.15 with the Professional Educator Licensing and Standards Board including transfer of funds
 14.16 to help administer the program.

14.17 (f) Any balance in fiscal year 2026 does not cancel but is available in fiscal year 2027.

14.18 Subd. 5. **License applications.** For the Board of School Administrators to undertake
 14.19 the review and processing of administrative license applications:

14.20 \$ 289,000 2026

14.21 \$ 189,000 2027

14.22 Sec. 17. **APPROPRIATIONS; PROFESSIONAL EDUCATOR LICENSING AND**
 14.23 **STANDARDS BOARD.**

14.24 Subdivision 1. **Professional Educator Licensing and Standards Board.** (a) The sums
 14.25 indicated in this section are appropriated from the general fund to the Professional Educator
 14.26 Licensing and Standards Board in the fiscal years designated:

14.27 \$ 3,933,000 2026

14.28 \$ 4,033,000 2027

14.29 (b) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

14.30 Subd. 2. **Alternative pathways support position.** To fund a position at the Professional
 14.31 Educator Licensing and Standards Board to support candidates through alternative pathway

15.1 programs, including the licensure via portfolio process, and to support districts, charter
15.2 schools, and educational cooperatives to become alternative preparation providers:

15.3 \$ 205,000 2026

15.4 \$ 208,000 2027

15.5 Subd. 3. **Heritage language and culture teachers.** To support the licensure pathway
15.6 program for heritage language and culture teachers under Minnesota Statutes, section
15.7 122A.631, including funding for a portfolio liaison and funding for substitute teachers on
15.8 meeting days, portfolio fees, licensure fees, and licensure exam fees for 50 program
15.9 participants:

15.10 \$ 319,000 2026

15.11 \$ 322,000 2027

15.12 Subd. 4. **Licensure via portfolio online platform.** To complete the licensure via portfolio
15.13 online platform to streamline the portfolio submission and review process:

15.14 \$ 471,000 2026

15.15 \$ 321,000 2027