

**SENATE
STATE OF MINNESOTA
NINETIETH SESSION**

S.F. No. 1725

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DATE
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D-PG
994 Introduction and first reading
Referred to E-12 Policy

OFFICIAL STATUS

1.1 A bill for an act

1.2 relating to education; modifying alternative teacher preparation and compensation

1.3 programs; creating a Teacher Shortage Task Force; expanding the concurrent

1.4 enrollment teacher program; requiring a report; appropriating money; amending

1.5 Minnesota Statutes 2016, sections 122A.245, subdivisions 1, 2, 3, 10; 122A.414,

1.6 by adding a subdivision; 122A.415; 136A.1791, subdivisions 1, 2, 9; Laws 2016,

1.7 chapter 189, article 25, sections 58; 62, subdivision 4; proposing coding for new

1.8 law in Minnesota Statutes, chapter 136A.

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

1.10 Section 1. Minnesota Statutes 2016, section 122A.245, subdivision 1, is amended to read:

1.11 Subdivision 1. **Requirements.** (a) To improve academic excellence, improve ethnic and

1.12 cultural diversity in the classroom, and close the academic achievement gap, the Board of

1.13 Teaching must approve qualified teacher preparation programs under this section that are

1.14 a means to acquire a two-year preliminary teacher license, which the board may renew one

1.15 time for an additional one-year term, and to prepare for acquiring a professional five-year

1.16 license. The following entities are eligible to participate and seek approval under this section:

1.17 (1) a school district, charter school, or nonprofit corporation organized under chapter

1.18 317A for an education-related purpose that forms a partnership with a college or university

1.19 that has a board-approved ~~alternative~~ teacher preparation program; or

1.20 (2) a school district or charter school, after consulting with a college or university with

1.21 a board-approved teacher preparation program, that forms a partnership with a nonprofit

1.22 corporation organized under chapter 317A for an education-related purpose ~~that has a~~

1.23 ~~board-approved teacher preparation program.~~

1.24 (b) Before becoming a teacher of record, a candidate must:

~~(1) have a bachelor's degree with a 3.0 or higher grade point average unless the board waives the grade point average requirement based on board-adopted criteria adopted by January 1, 2016;~~

~~(2)~~ (1) demonstrate a passing score on a board-adopted reading, writing, and mathematics skills examination under section 122A.09, subdivision 4, paragraph (b); and

~~(3)~~ (2) obtain qualifying scores on applicable board-approved rigorous content area and pedagogy examinations under section 122A.09, subdivision 4, paragraph (e).

(c) The Board of Teaching must issue a two-year preliminary teacher license to a person who enrolls in an alternative teacher preparation program.

Sec. 2. Minnesota Statutes 2016, section 122A.245, subdivision 2, is amended to read:

Subd. 2. **Characteristics.** An alternative teacher preparation program under this section must include:

(1) a minimum 200-hour instructional phase that provides intensive preparation and ~~student teaching~~ observed classroom experience before the teacher candidate assumes classroom responsibilities;

(2) a research-based and results-oriented approach focused on best teaching practices to increase student proficiency and growth measured against state academic standards;

(3) strategies to combine pedagogy and best teaching practices to better inform teacher candidates' classroom instruction;

(4) assessment, supervision, and evaluation of teacher candidates to determine their specific needs throughout the program and to support their efforts to successfully complete the program;

(5) intensive, ongoing, and multiyear professional learning opportunities that accelerate teacher candidates' professional growth, support student learning, and provide a workplace orientation, professional staff development, and mentoring and peer review focused on standards of professional practice and continuous professional growth; and

(6) a requirement that teacher candidates demonstrate to the local site team under subdivision 5 satisfactory progress toward acquiring professional five-year teaching licenses from the Board of Teaching.

Sec. 3. Minnesota Statutes 2016, section 122A.245, subdivision 3, is amended to read:

Subd. 3. **Program approval; disapproval.** (a) The Board of Teaching must approve alternative teacher preparation programs ~~under this section based on board-adopted criteria that reflect best practices for alternative teacher preparation programs, consistent with~~ meeting the minimum eligibility and characteristics specified in this section.

(b) The board must permit teacher candidates to demonstrate mastery of pedagogy and content standards in school-based settings and through other nontraditional means.

"Nontraditional means" must include a portfolio of previous experiences, teaching experience, educator evaluations, certifications marking the completion of education training programs, and essentially equivalent demonstrations.

(c) The board must use nontraditional criteria to determine the qualifications of program instructors.

(d) The board may permit instructors to hold a baccalaureate degree only.

(e) If the Board of Teaching determines that a teacher preparation program under this section does not meet the requirements of this section, it may revoke its approval of the program after it notifies the program provider of any deficiencies and gives the program provider an opportunity to remedy the deficiencies.

Sec. 4. Minnesota Statutes 2016, section 122A.245, subdivision 10, is amended to read:

Subd. 10. **Reports.** The Board of Teaching must submit ~~an interim~~ a biennial report on ~~the efficacy of~~ this program to the policy and finance committees of the legislature with jurisdiction over kindergarten through grade 12 education by ~~February~~ January 15, 2013, ~~and a final report by February 15, 2015~~ of each odd-numbered year.

Sec. 5. Minnesota Statutes 2016, section 122A.414, is amended by adding a subdivision to read:

Subd. 1b. **Teacher development plan.** A school district, intermediate school district, cooperative unit as defined in section 123A.24, subdivision 2, school site, or charter school may develop and submit to the commissioner of education its teacher development plan. The teacher development plan must be consistent with the school's development, evaluation, and peer coaching under section 122A.40 or 122A.41.

Sec. 6. Minnesota Statutes 2016, section 122A.415, is amended to read:

122A.415 ALTERNATIVE COMPENSATION ~~REVENUE~~ AID.

Subdivision 1. ~~Revenue~~ **Alternative teacher compensation aid amount.** (a) A school district, intermediate school district, cooperative unit as defined in section 123A.24, subdivision 2, school site, or charter school that meets the conditions of section 122A.414 and submits an application approved by the commissioner is eligible for alternative teacher compensation ~~revenue aid~~.

(b) For school district and intermediate school district applications, the commissioner must consider only those applications to participate that are submitted jointly by a district and the exclusive representative of the teachers. The application must contain an alternative teacher professional pay system agreement that:

(1) implements an alternative teacher professional pay system consistent with section 122A.414; and

(2) is negotiated and adopted according to the Public Employment Labor Relations Act under chapter 179A, except that notwithstanding section 179A.20, subdivision 3, a district may enter into a contract for a term of two or four years.

Alternative teacher compensation ~~revenue aid~~ for a qualifying school district or site in which the school board and the exclusive representative of the teachers agree to place teachers in the district or at the site on the alternative teacher professional pay system equals ~~\$260~~ \$91 times the number of pupils enrolled at the district or site on October 1 of the previous fiscal year. Alternative teacher compensation ~~revenue aid~~ for a qualifying intermediate school district or cooperative must be calculated under subdivision 4, ~~paragraph (b)~~ 4a.

(c) For a newly combined or consolidated district, the revenue shall be computed using the sum of pupils enrolled on October 1 of the previous year in the districts entering into the combination or consolidation. The commissioner may adjust the revenue computed for a site using prior year data to reflect changes attributable to school closings, school openings, or grade level reconfigurations between the prior year and the current year.

(d) The ~~revenue aid under this subdivision~~ is available only to school districts, intermediate school districts, cooperatives, school sites, and charter schools that fully implement an alternative teacher professional pay system by October 1 of the current school year.

Subd. 1a. Teacher development and evaluation aid. (a) A school district, charter school, or other school site is eligible for teacher development and evaluation aid equal to the teacher development and evaluation allowance times the number of pupils enrolled at the district or site on October 1 of the previous year.

(b) The teacher development and evaluation allowance for a school district, charter school, or other school site equals \$169.

(c) Teacher development and evaluation aid for an intermediate school district or other cooperative unit as defined in section 123A.24, subdivision 2, must be calculated under subdivision 4a.

(d) To qualify for aid under this subdivision, a school district, charter school, intermediate school district or other cooperative unit, or other school site must either develop a teacher development plan under section 122A.414, subdivision 1b, implement an alternative teacher professional pay system under section 122A.414, or demonstrate to the commissioner's satisfaction that the aid received under this section is used for the activities prescribed under section 122A.40, subdivision 8, or 122A.41, subdivision 5.

(e) For a school district, charter school, or school site not otherwise participating in the alternative compensation program, the allowance under paragraph (b) equals \$50 for fiscal year 2018 and \$100 for fiscal year 2019 only.

Subd. 3. **Revenue Aid timing; applications; implementation.** (a) Districts, intermediate school districts, cooperatives, school sites, or charter schools with approved applications must receive alternative compensation revenue for each school year that the district, intermediate school district, cooperative, school site, or charter school implements an alternative teacher professional pay system under this subdivision and section 122A.414. ~~A qualifying district, intermediate school district, cooperative, school site, or charter school that received alternative teacher compensation aid for the previous fiscal year must receive at least an amount of alternative teacher compensation revenue equal to the lesser of the amount it received for the previous fiscal year or the amount it qualifies for under subdivision 1 for the current fiscal year if the district, intermediate school district, cooperative, school site, or charter school submits a timely application and the commissioner determines that the district, intermediate school district, cooperative, school site, or charter school continues to implement an alternative teacher professional pay system, consistent with its application under this section.~~

(b) The commissioner shall approve applications that comply with subdivision 1, and section 122A.414, subdivisions 2, paragraph (b), and 2a, if the applicant is a charter school or cooperative, in the order in which they are received, select applicants that qualify for this program, notify school districts, intermediate school districts, cooperatives, school sites, and charter schools about the program, develop and disseminate application materials, and carry out other activities needed to implement this section.

Subd. 4. ~~Basic alternative teacher compensation aid~~ Charter school in its first year of operation. (a) ~~The basic Alternative teacher compensation aid for a school with a plan approved under section 122A.414, subdivision 2b, equals 65 percent of the alternative teacher compensation revenue under subdivision 1. The basic alternative teacher compensation aid for a charter school in its first year of operation with a plan approved under section 122A.414, subdivisions 2a and 2b, equals \$260~~ \$91 times the number of pupils enrolled in the school on October 1 of the ~~previous year, or on October 1 of the current year for a charter school in the first year of operation, times the ratio of the sum of the alternative teacher compensation aid and alternative teacher compensation levy for all participating school districts to the maximum alternative teacher compensation revenue for those districts under subdivision 1.~~ A charter school in its first year of operation qualifies for teacher development and evaluation aid equal to \$169 times the number of pupils enrolled in the school on October 1 of the current year.

(b) ~~Notwithstanding paragraph (a) and subdivision 1, the state total basic alternative teacher compensation aid entitlement must not exceed \$75,840,000 for fiscal year 2016 and \$88,118,000 for fiscal year 2017 and later. The commissioner must limit the amount of alternative teacher compensation aid approved under this section so as not to exceed these limits by not approving new participants or by prorating the aid among participating districts, intermediate school districts, school sites, and charter schools. The commissioner may also reallocate a portion of the allowable aid for the biennium from the second year to the first year to meet the needs of approved participants. Basic alternative teacher compensation aid for an intermediate district or other cooperative unit equals \$3,000 times the number of licensed teachers employed by the intermediate district or cooperative unit on October 1 of the previous school year.~~

Subd. 4a. Aid for cooperative units. (a) Alternative teacher compensation aid for an intermediate school district or other cooperative unit with an approved teacher development plan equals \$1,050 times the number of licensed teachers employed by the intermediate school district or cooperative unit on October 1 of the previous school year.

(b) Teacher development and evaluation aid for an intermediate school district or other cooperative unit receiving aid under paragraph (a) equals \$1,950 times the number of licensed teachers employed by the intermediate school district or cooperative unit on October 1 of the previous school year.

Subd. 4b. Principals. (a) Alternative principal compensation aid for a school district, charter school, school site, or intermediate school district or cooperative unit with an approved teacher development plan approved under section 122A.414, subdivision 1b,

equals \$1,050 times the number of licensed principals employed by the school district, charter school, school site, or intermediate school district or other cooperative unit on October 1 of the previous school year.

(b) Principal development and evaluation aid for a school district, charter school, school site, or intermediate school district or cooperative unit equals \$1,950 times the number of licensed principals employed by the school district, charter school, school site, or intermediate school district or other cooperative unit on October 1 of the previous school year.

~~Subd. 5. **Alternative teacher compensation levy.** The alternative teacher compensation levy for a district receiving basic alternative teacher compensation aid equals the product of (1) the difference between the district's alternative teacher compensation revenue and the district's basic alternative teacher compensation aid, times (2) the lesser of one or the ratio of the district's adjusted net tax capacity per adjusted pupil unit to \$6,100.~~

~~Subd. 6. **Alternative teacher compensation equalization aid.** (a) A district's alternative teacher compensation equalization aid equals the district's alternative teacher compensation revenue minus the district's basic alternative teacher compensation aid minus the district's alternative teacher compensation levy. If a district does not levy the entire amount permitted, the alternative teacher compensation equalization aid must be reduced in proportion to the actual amount levied.~~

~~(b) A district's alternative teacher compensation aid equals the sum of the district's basic alternative teacher compensation aid and the district's alternative teacher compensation equalization aid.~~

EFFECTIVE DATE. This section is effective for fiscal year 2018 and later.

Sec. 7. [136A.1276] ALTERNATIVE TEACHER PREPARATION GRANT PROGRAM.

Subdivision 1. **Definitions.** (a) For purposes of this section, the following terms have the meanings given them.

(b) "Alternative teacher preparation program" means an alternative teacher preparation program under section 122A.245, subdivision 2, or an experimental teacher preparation program under section 122A.09, subdivision 10.

(c) "Commissioner" means the commissioner of the Office of Higher Education.

(d) "Program" means a teacher preparation curriculum leading to specific licensure areas.

(e) "Shortage area" means:

(1) licensure fields and economic development regions reported by the commissioner of education as experiencing a teacher shortage; and

(2) economic development regions where there is a shortage of licensed teachers who reflect the racial or ethnic diversity of students in the region.

(f) "Unit" means an institution or defined subdivision of the institution that has primary responsibility for overseeing and delivering teacher preparation programs.

Subd. 2. **Establishment; eligibility.** (a) The commissioner, in consultation with the Board of Teaching, must establish and administer a program annually awarding grants to eligible alternative teacher preparation programs consistent with this section.

(b) To be eligible to receive a grant, an alternative teacher preparation program must certify that it:

(1) is working to fill Minnesota's teacher shortage areas; and

(2) is a school district, charter school, or nonprofit corporation organized under chapter 317A or under section 501(c)(3) of the Internal Revenue Code of 1986 for an education-related purpose that has been operating continuously for at least three years in Minnesota or any other state.

(c) The commissioner must give priority to applicants based in Minnesota when awarding grants under this section.

Subd. 3. **Use of grants.** (a) An alternative teacher preparation program receiving a grant under this section must use the grant to:

(1) establish initial unit approval to become an alternative teacher preparation program;

(2) expand alternative teacher preparation programs by expanding program approval to other licensure areas identified as shortage areas by the commissioner of education;

(3) recruit, select, and train teachers who reflect the racial or ethnic diversity of students in Minnesota; or

(4) establish professional development programs for teachers who have obtained teaching licenses through alternative teacher preparation programs.

An alternative teacher preparation program may expend grant funds on regional management and operations, development, and central support services, including financial support and support for technology and human services.

(b) An alternative teacher preparation program may use grant funds awarded under this section as a match for nonstate funds, subject to paragraph (a).

(c) Appropriations made to this program do not cancel and are available until expended.

Subd. 4. **Report.** An alternative teacher preparation program receiving a grant under this section must submit a report to the commissioner and the Board of Teaching on the grantee's ability to fill teacher shortage areas, and positively impact student achievement where data are available and do not identify individual teachers. A grant recipient must submit the report required under this subdivision by January 31, 2018, and each even-numbered year thereafter. The report must include disaggregated data regarding:

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

(2) program participant placement.

EFFECTIVE DATE. This section is effective for revenue in fiscal year 2018 and later.

Sec. 8. Minnesota Statutes 2016, section 136A.1791, subdivision 1, is amended to read:

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

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

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

(d) "Teacher" means an individual holding a teaching license issued by the licensing division in the Department of Education on behalf of the Board of Teaching who is employed by a school district to provide classroom instruction ~~in a teacher shortage area~~.

(e) "Teacher shortage area" means:

(1) the licensure fields and economic development regions reported by the commissioner of education as experiencing a teacher shortage; and

(2) economic development regions where there is a shortage of licensed teachers who reflect the racial or ethnic diversity of students in the region.

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

10.3 **EFFECTIVE DATE.** This section is effective the day following final enactment.

10.4 Sec. 9. Minnesota Statutes 2016, section 136A.1791, subdivision 2, is amended to read:

10.5 Subd. 2. **Program established; administration.** The commissioner shall establish and
10.6 administer a teacher shortage loan forgiveness program. A teacher is eligible for the program
10.7 if the teacher is teaching in a licensure field and in an economic development region with
10.8 an identified teacher shortage area under subdivision 3 and complies with the requirements
10.9 of this section.

10.10 **EFFECTIVE DATE.** This section is effective the day following final enactment.

10.11 Sec. 10. Minnesota Statutes 2016, section 136A.1791, subdivision 9, is amended to read:

10.12 Subd. 9. **Annual reporting.** By February 1 of each year, the commissioner must report
10.13 to the chairs of the K-12 and higher education committees of the legislature on the number
10.14 of individuals who received loan forgiveness under this section, the race or ethnicity of the
10.15 teachers participating in the program, the licensure areas and economic development regions
10.16 in which the teachers taught, the average amount paid to a teacher participating in the
10.17 program, and other summary data identified by the commissioner as outcome indicators.

10.18 **EFFECTIVE DATE.** This section is effective the day following final enactment.

10.19 Sec. 11. Laws 2016, chapter 189, article 25, section 58, is amended to read:

10.20 Sec. 58. ~~NORTHWEST REGIONAL PARTNERSHIP CONCURRENT~~
10.21 ~~ENROLLMENT~~ **TEACHER TRAINING PROGRAM.**

10.22 Subdivision 1. **Definition.** (a) For purposes of this section, the following terms have the
10.23 meanings given them.

10.24 (b) "Northwest Regional Partnership" means a voluntary association of the Lakes Country
10.25 Service Cooperative, the Northwest Service Cooperative, and Minnesota State
10.26 University-Moorhead that works together to provide coordinated higher learning opportunities
10.27 for teachers.

10.28 (c) "State Partnership" means a voluntary association of the Northwest Regional
10.29 Partnership and the Metropolitan Educational Cooperative Service Unit.

11.1 (d) "Eligible postsecondary institution" means a public or private postsecondary institution
11.2 that awards graduate credits.

11.3 (e) "Eligible teacher" means a licensed teacher of secondary school courses for
11.4 postsecondary credit.

11.5 Subd. 2. **Establishment.** (a) Lakes Country Service Cooperative, in consultation with
11.6 the Northwest Service Cooperative, may develop a continuing education program to allow
11.7 eligible teachers to attain the requisite graduate credits necessary to be qualified to teach
11.8 secondary school courses for postsecondary credit.

11.9 (b) The State Partnership must contract with one or more eligible postsecondary
11.10 institutions to establish a continuing education credit program to allow eligible teachers to
11.11 attain sufficient graduate credits to qualify to teach secondary school courses for
11.12 postsecondary credit. Members of the State Partnership must work to eliminate duplication
11.13 of service, and develop the continuing education credit program efficiently and
11.14 cost-effectively.

11.15 Subd. 3. **Curriculum development.** ~~Minnesota State University-Moorhead may develop~~
11.16 The continuing education program must use flexible delivery models, such as an online
11.17 education curriculum to, that allow eligible secondary school teachers to attain graduate
11.18 credit at a reduced credit rate. Information about the curriculum, including course length
11.19 and course requirements, must be posted on the Web site of the eligible institution offering
11.20 the course at least two weeks before eligible teachers are required to register for courses in
11.21 the continuing education program.

11.22 Subd. 4. **Funding for course development; scholarships; stipends.** (a) Lakes Country
11.23 Service Cooperative, in consultation with the other members of the Northwest Regional
11.24 Partnership, shall:

11.25 (1) provide funding for course development for up to 18 credits in applicable
11.26 postsecondary subject areas;

11.27 (2) provide scholarships for eligible teachers to enroll in the continuing education
11.28 program; and

11.29 (3) develop criteria for awarding educator stipends on a per-credit basis to incentivize
11.30 participation in the continuing education program.

11.31 (b) The State Partnership must:

11.32 (1) provide funding for course development for up to 18 credits in applicable
11.33 postsecondary subject areas;

12.1 (2) provide scholarships for eligible teachers to enroll in the continuing education
12.2 program; and

12.3 (3) develop criteria for awarding educator stipends on a per-credit basis to incentivize
12.4 participation in the continuing education program.

12.5 ~~Subd. 5. **Participant eligibility.** Participation in the continuing education program is~~
12.6 ~~reserved for teachers of secondary school courses for postsecondary credit. Priority must~~
12.7 ~~be given to teachers employed by a school district that is a member of the Lakes Country~~
12.8 ~~Service Cooperative or Northwest Service Cooperative. Teachers employed by a school~~
12.9 ~~district that is not a member of the Lakes Country Service Cooperative or Northwest Service~~
12.10 ~~Cooperative may participate in the continuing education program as space allows. A teacher~~
12.11 ~~participating in this program is ineligible to participate in other concurrent enrollment teacher~~
12.12 ~~training grant programs.~~

12.13 Subd. 6. **Private funding.** The ~~partnership~~ partnerships may receive private resources
12.14 to supplement the available public money. All money received in fiscal year 2017 shall be
12.15 administered by the Lakes Country Service Cooperative. All money received in fiscal year
12.16 2018 and later shall be administered by the State Partnership.

12.17 Subd. 7. **Report required.** (a) The Northwest Regional Partnership must submit an
12.18 ~~annual~~ a report by January 15 of each year, 2018, on the progress of its activities to the
12.19 legislature, commissioner of education, and Board of Trustees of the Minnesota State
12.20 Colleges and Universities. The ~~annual~~ report shall contain a financial report for the preceding
12.21 year. ~~The first report is due no later than January 15, 2018.~~

12.22 (b) The State Partnership must submit an annual joint report to the legislature and the
12.23 Office of Higher Education by January 15 of each year on the progress of its activities. The
12.24 report must include the number of teachers participating in the program, the geographic
12.25 location of the teachers, the number of credits earned, and the subject areas of the courses
12.26 in which participants earned credit. The report must include a financial report for the
12.27 preceding year.

12.28 **EFFECTIVE DATE.** This section is effective the day following final enactment.

12.29 Sec. 12. Laws 2016, chapter 189, article 25, section 62, subdivision 4, is amended to read:

12.30 Subd. 4. ~~Northwest Regional Partnership~~ **Concurrent enrollment teacher training**
12.31 **program.** (a) For a grant to the Lakes Country Service Cooperative State Partnership to
12.32 operate a continuing education program under Laws 2016, chapter 189, article 25, section
12.33 58, as amended:

13.1 \$ 3,000,000 2017

13.2 \$ 3,000,000 2018

13.3 \$ 3,000,000 2019

13.4 ~~This is a onetime appropriation. This appropriation is~~ (b) The appropriations for fiscal
 13.5 year 2017 and fiscal year 2018 are available until June 30, 2019.

13.6 (c) The appropriation for fiscal year 2017 is for Lakes Country Service Cooperative.

13.7 The appropriations for fiscal year 2018 and later are for grants to the Metropolitan

13.8 Educational Cooperative Service Unit.

13.9 (d) The State Partnership may use up to seven percent of the appropriation made in this
 13.10 section for the administrative expenses of the program. The State Partnership may partner
 13.11 with service cooperatives established under Minnesota Statutes, section 123A.21, as needed
 13.12 to administer the program.

13.13 Sec. 13. **TEACHER SHORTAGE TASK FORCE.**

13.14 Subdivision 1. **Creation; membership.** (a) The Department of Education must convene
 13.15 an advisory task force to provide recommendations to the legislature regarding Minnesota's
 13.16 teacher shortage.

13.17 (b) The Teacher Shortage Task Force consists of the following members, appointed by
 13.18 the commissioner of education, unless otherwise specified:

13.19 (1) the commissioner of education or the commissioner's designee;

13.20 (2) one person representing colleges and universities offering a board-approved teacher
 13.21 preparation program;

13.22 (3) one person designated by the Minnesota School Boards Association;

13.23 (4) one person designated by the Association of Metropolitan School Districts;

13.24 (5) one person designated by the Minnesota Association of School Administrators;

13.25 (6) one person designated by the Minnesota Rural Education Association;

13.26 (7) one person designated by Education Minnesota;

13.27 (8) one person designated by the Minnesota Business Partnership;

13.28 (9) one person designated by the Minnesota Association of Career and Technical
 13.29 Administrators;

14.1 (10) one person designated by the Minnesota Association of Career and Technical
14.2 Education; and

14.3 (11) two persons who are members of other interested groups, as determined by the
14.4 commissioner of education.

14.5 The commissioner and designating authorities must make their initial appointments and
14.6 designations by August 1, 2017. The commissioner and designating authorities, to the extent
14.7 practicable, should make appointments balanced as to gender and reflecting the ethnic
14.8 diversity of the state population.

14.9 Subd. 2. **Duties; report.** The task force must review the current data available on teacher
14.10 recruitment and retention, including the supply and demand report submitted by the
14.11 commissioner of education, identify factors that affect the supply of teachers in Minnesota,
14.12 and make recommendations on changes to laws and policies relating to teacher recruitment
14.13 and retention. The task force must report its findings and recommendations, with draft
14.14 legislation if needed to implement the recommendations, to the chairs and ranking minority
14.15 members of the legislative committees with jurisdiction over kindergarten through grade
14.16 12 education and higher education by January 15, 2018, and annually thereafter until the
14.17 task force expires.

14.18 Subd. 3. **First meeting.** The commissioner of education or the commissioner's designee
14.19 must convene the first meeting of the task force by September 1, 2017.

14.20 Subd. 4. **Administrative support.** The commissioner of education must provide meeting
14.21 space and administrative services for the task force.

14.22 Subd. 5. **Chair.** The commissioner of education or the commissioner's designee shall
14.23 serve as chair of the task force.

14.24 Subd. 6. **Compensation.** The public members of the task force serve without
14.25 compensation or payment of expenses.

14.26 Subd. 7. **Expiration.** The task force expires January 16, 2020.

14.27 **EFFECTIVE DATE.** This section is effective the day following final enactment.

14.28 Sec. 14. **APPROPRIATIONS; TEACHER RECRUITMENT.**

14.29 Subdivision 1. **Commissioner of education.** The sums indicated in this section are
14.30 appropriated from the general fund to the commissioner of education for the fiscal years
14.31 designated.

Subd. 2. **Teacher recruitment marketing campaign.** (a) The commissioner of education must issue a request for proposals to develop and implement an outreach and marketing campaign to recruit and retain teachers, especially teachers in identified shortage areas and teachers of color.

(b) The outreach and marketing campaign must target groups of individuals who may be interested in teaching in Minnesota public schools, including:

(1) high school and college students who have not chosen a career path;

(2) persons from underrepresented racial or ethnic groups; and

(3) persons with professional experience in areas identified as subject-matter shortage areas by the commissioner of education.

(c) For a contract to develop and implement the marketing campaign under this subdivision:

\$ 200,000 2018

\$ 200,000 2019

(d) The grant recipient is encouraged to seek matching funds or in-kind contributions from nonstate sources to supplement the grant awards.

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

Subd. 3. **Principal leadership development.** (a) For the commissioner to award grants for the operation of the leadership development programs for principals from underrepresented racial or ethnic groups:

\$ 250,000 2018

\$ 250,000 2019

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

Subd. 4. **Paraprofessional pathway to teacher licensure.** (a) For grants to school districts for Grow Your Own new teacher programs:

\$ 3,000,000 2018

\$ 3,000,000 2019

(b) The grants are for a school district with more than 40 percent minority students to provide tuition scholarships or stipends to eligible employees for a nonconventional teacher residency pilot program established under Minnesota Statutes, section 122A.09, subdivision 10, paragraph (a). The program shall provide tuition scholarships or stipends to school districts with more than 40 percent minority students to enable education or teaching

assistants or other nonlicensed employees who hold a bachelor's degree from an accredited college or university and who seek an education license to participate in a Board of Teaching-approved nonconventional teacher residency program under Minnesota Statutes, section 122A.09, subdivision 10, paragraph (a).

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

Subd. 5. Student teachers in shortage areas. (a) For transfer to the commissioner of the Office of Higher Education for the purpose of providing grants to student teachers in shortage areas under Minnesota Statutes, section 136A.1275:

\$ 5,000,000 2018

\$ 5,000,000 2019

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

(c) The commissioner of the Office of Higher Education may use no more than three percent of this appropriation to administer the program under this subdivision.

Subd. 6. Alternative teacher preparation grant program. (a) For transfer to the commissioner of the Office of Higher Education for alternative teacher preparation program grants under Minnesota Statutes, section 136A.1276:

\$ 2,000,000 2018

\$ 0 2019

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

Subd. 7. Teacher shortage loan forgiveness. (a) For transfer to the commissioner of the Office of Higher Education for the loan forgiveness program under Minnesota Statutes, section 136A.1791:

\$ 2,500,000 2018

\$ 2,500,000 2019

(b) The commissioner may use no more than three percent of this appropriation to administer the program under this subdivision.

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

Subd. 8. Collaborative urban and greater Minnesota educators of color programs. (a) The collaborative educator program is designed to address the demographics of teachers and students, and ensure that all students in the state have equitable access to effective and diverse teachers who reflect the increasing racial and ethnic diversity of students in the state. Grants are awarded to teacher preparation programs to:

(1) develop, expand, and maintain targeted recruitment, retention, and induction support directly to teacher candidates who are of color in collaboration with local schools and communities; and

(2) support collaborative efforts involving people of color to make climate and curriculum within programs more inclusive and respectful toward teacher candidates, faculty, and staff of color.

(b) For the collaborative urban and greater Minnesota educators of color grant program:

\$ 2,054,000 2018

\$ 2,054,000 2019

(c) Five grants shall be awarded in equal amounts:

(1) \$273,000 each year is for the Southeast Asian Teacher program at Concordia University, St. Paul;

(2) \$273,000 each year is for the Collaborative Urban Educator program at the University of St. Thomas;

(3) \$273,000 each year is for the Center for Excellence in Urban Teaching at Hamline University;

(4) \$273,000 each year is for the East Africa Student to Teacher program at Augsburg College; and

(5) \$273,000 is for the Urban Teacher program at Metropolitan State University.

Any balance in the first year does not cancel but is available in the second year.

(d) The commissioner must establish a competitive grant of \$689,000 each year for colleges and universities in Minnesota. Institutions that receive grants under paragraph (b) are eligible to receive competitive grants under this paragraph. Grant recipients may use grants to provide financial support to teacher candidates to aid in completing a licensure program.

(e) Each institution awarded a grant under this section shall prepare for the legislature, by January 15 of each year, a detailed report regarding the funds used. The report must include the number of teachers prepared as well as the diversity for each cohort of teachers produced. The report must also include the graduation rate for each cohort of teacher candidates, the placement rate for each graduating cohort of teacher candidates, and the retention rate for each graduating cohort of teacher candidates, among other program outcomes.

- 18.1
- Subd. 9. **Board of Teaching.** (a) For administrative costs related to processing and
- 18.2
- reviewing portfolios submitted by candidates for teaching licenses:
- 18.3
- | | | | |
|----|----------------|--------------|-------------|
| \$ | <u>100,000</u> | <u>.....</u> | <u>2018</u> |
|----|----------------|--------------|-------------|
- 18.4
- | | | | |
|----|----------------|--------------|-------------|
| \$ | <u>100,000</u> | <u>.....</u> | <u>2019</u> |
|----|----------------|--------------|-------------|
- 18.5
- (b) Any balance in the first year does not cancel but is available in the second year.