

H. F. No. 2331

(3) a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, school principal evaluations under section 123B.147, subdivision 3, students' access to effective teachers who are members of populations underrepresented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under section 120B.35, subdivision 3, paragraph (b), clause (2), and teacher evaluations under section 122A.40, subdivision 8, or 122A.41, subdivision 5;

(4) strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;

(5) a process to examine school climate and curriculum, identify areas for improvement, and implement strategies to ensure that the climate and curriculum are inclusive and respectful toward all students, families, and employees of diverse racial and ethnic backgrounds in ways needed to help close opportunity and achievement gaps while retaining diverse staff;

~~(5)~~ (6) a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;

~~(6)~~ (7) education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and

~~(7)~~ (8) an annual budget for continuing to implement the district plan.

Sec. 2. Minnesota Statutes 2016, section 120B.11, subdivision 3, is amended to read:

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

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

Sec. 3. Minnesota Statutes 2016, section 122A.09, subdivision 4, is amended to read:

Subd. 4. **License and rules.** (a) The board must adopt rules to license public school teachers and interns subject to chapter 14.

(b) The board must require all candidates for teacher licensure to demonstrate a passing score on a board-adopted skills examination in reading, writing, and mathematics, as a requirement for ~~an initial~~ a professional five-year teaching license, ~~except that the board may issue up to four initial professional one-year teaching licenses to an otherwise qualified candidate who has not yet passed the board-adopted skills exam.~~ Candidates may demonstrate reading, writing, and mathematics skills needed for an initial professional three-year teaching license by receiving a passing score on a board-adopted skills examination, or by completing college-level coursework in writing and mathematics with a grade of C, "satisfactory," or higher. Teachers demonstrating satisfactory skills as determined by their school administrator while teaching under a three-year teaching license may be recommended for a professional five-year teaching license. The board must require colleges and universities offering a board-approved teacher preparation program to provide remedial assistance to persons admitted to the program who did not achieve a qualifying score on the board-adopted skills examination and who did not earn the minimum passing grades in skills courses, including those for whom English is a second language. The requirement to pass a board-adopted reading, writing, and mathematics skills examination does not apply to nonnative English speakers, as verified by qualified Minnesota school district personnel or Minnesota higher education faculty, who, after meeting the content ~~and pedagogy~~ requirements under this subdivision, apply for a teaching license to provide direct instruction in their native language or world language instruction under section 120B.022, subdivision 1. The Board of Teaching and the entity administering the content, ~~pedagogy~~, and skills examinations must allow any individual who produces documentation of a disability in the form of an evaluation, 504 plan, or individual education program (IEP) to receive the same testing accommodations on the content, ~~pedagogy~~, and skills examinations that the applicant received during their

secondary or postsecondary education. Testing centers must provide monthly opportunities for untimed skills and content examinations within normal business hours and must advertise those opportunities on the test registration Web site.

(c) The board must adopt rules to approve teacher preparation programs. The board, upon the request of a postsecondary student preparing for teacher licensure or a licensed graduate of a teacher preparation program, shall assist in resolving a dispute between the person and a postsecondary institution providing a teacher preparation program when the dispute involves an institution's recommendation for licensure affecting the person or the person's credentials. At the board's discretion, assistance may include the application of chapter 14.

(d) The board must provide the leadership and adopt rules for the redesign of teacher education programs to implement a research based, results-oriented curriculum that focuses on the skills teachers need in order to be effective. Among other components, teacher preparation programs may use the Minnesota State Colleges and Universities program model to provide a school-year-long student teaching program that combines clinical opportunities with academic coursework and in-depth student teaching experiences to offer students ongoing mentorship, coaching, and assessment, help to prepare a professional development plan, and structured learning experiences. The board shall implement new systems of teacher preparation program evaluation to assure program effectiveness based on proficiency of graduates in demonstrating attainment of program outcomes. Teacher preparation programs including alternative teacher preparation programs under section 122A.245, among other programs, must include a content-specific, board-approved, performance-based assessment that measures teacher candidates in three areas: planning for instruction and assessment; engaging students and supporting learning; and assessing student learning. The board's redesign rules must include creating flexible, specialized teaching licenses, credentials, and other endorsement forms to increase students' participation in language immersion programs, world language instruction, career development opportunities, work-based learning, early college courses and careers, career and technical programs, Montessori schools, and project and place-based learning, among other career and college ready learning offerings.

(e) The board must adopt rules requiring candidates for professional five-year teaching licenses to pass ~~an examination of general pedagogical knowledge and examinations~~ assessments of licensure-specific teaching skills. The rules shall be effective by September 1, 2001. The rules under this paragraph also must require candidates for initial licenses to teach prekindergarten or elementary students to pass, as part of the examination of licensure-specific teaching skills, ~~test items assessing~~ assessments of the candidates'

5.1 knowledge, skill, and ability in comprehensive, scientifically based reading instruction
5.2 under section 122A.06, subdivision 4, and their knowledge and understanding of the
5.3 foundations of reading development, the development of reading comprehension, and reading
5.4 assessment and instruction, and their ability to integrate that knowledge and understanding.

5.5 (f) The board must adopt rules requiring teacher educators to work directly with
5.6 elementary or secondary school teachers in elementary or secondary schools to obtain
5.7 periodic exposure to the elementary or secondary teaching environment.

5.8 (g) The board must grant licenses to interns and to candidates for professional five-year
5.9 teaching licenses based on appropriate professional competencies that are aligned with the
5.10 board's licensing system and students' diverse learning needs. All teacher candidates must
5.11 have preparation in English language development and content instruction for English
5.12 learners in order to be able to effectively instruct the English learners in their classrooms.
5.13 The board must include these licenses in a statewide differentiated licensing system that
5.14 creates new leadership roles for successful experienced teachers premised on a collaborative
5.15 professional culture dedicated to meeting students' diverse learning needs in the 21st century,
5.16 recognizes the importance of cultural and linguistic competencies, including the ability to
5.17 teach and communicate in culturally competent and aware ways, and formalizes mentoring
5.18 and induction for newly licensed teachers provided through a teacher support framework.

5.19 (h) The board must design and implement an assessment system which requires a
5.20 candidate for an initial license and first continuing license to demonstrate the abilities
5.21 necessary to perform selected, representative teaching tasks at appropriate levels.

5.22 (i) The board must receive recommendations from local committees as established by
5.23 the board for the renewal of teaching licenses. The board must require a licensed teacher
5.24 who is renewing a professional five-year teaching license to include in the renewal
5.25 requirements further preparation in English language development and specially designed
5.26 content instruction in English for English learners.

5.27 (j) The board must grant life licenses to those who qualify according to requirements
5.28 established by the board, and suspend or revoke licenses pursuant to sections 122A.20 and
5.29 214.10. The board must not establish any expiration date for application for life licenses.

5.30 (k) The board must adopt rules that require all licensed teachers who are renewing their
5.31 professional five-year teaching licenses to include in their renewal requirements further
5.32 preparation in the areas of using positive behavior interventions and in accommodating,
5.33 modifying, and adapting curricula, materials, and strategies to appropriately meet the needs
5.34 of individual students and ensure adequate progress toward the state's graduation rule.

(l) In adopting rules to license public school teachers who provide health-related services for disabled children, the board shall adopt rules consistent with license or registration requirements of the commissioner of health and the health-related boards who license personnel who perform similar services outside of the school.

(m) The board must adopt rules that require all licensed teachers who are renewing their professional five-year teaching licenses to include in their renewal requirements further reading preparation, consistent with section 122A.06, subdivision 4. The rules do not take effect until they are approved by law. Teachers who do not provide direct instruction including, at least, counselors, school psychologists, school nurses, school social workers, audiovisual directors and coordinators, and recreation personnel are exempt from this section.

(n) The board must adopt rules that require all licensed teachers who are renewing their professional five-year teaching licenses to include in their renewal requirements at least one hour of suicide prevention best practices in each licensure renewal period that are based on nationally recognized evidence-based programs and practices, among the continuing education credits required to renew a license under this paragraph, and further preparation, first, in understanding the key warning signs of early-onset mental illness in children and adolescents and then, during subsequent licensure renewal periods, preparation may include providing a more in-depth understanding of students' mental illness trauma, accommodations for students' mental illness, parents' role in addressing students' mental illness, Fetal Alcohol Spectrum Disorders, autism, the requirements of section 125A.0942 governing restrictive procedures, and de-escalation methods, among other similar topics.

(o) The board must adopt rules by January 1, 2016, to license applicants under sections 122A.23 and 122A.245. The rules must permit applicants to demonstrate their qualifications through the board's recognition of a teaching license from another state in a similar content field, completion of a state-approved teacher preparation program, teaching experience as the teacher of record in a similar licensure field, depth of content knowledge, depth of content methods or general pedagogy, subject-specific professional development and contribution to the field, or classroom performance as determined by documented student growth on normed assessments or documented effectiveness on evaluations. The rules must adopt criteria for determining a "similar content field" and "similar licensure area."

Sec. 4. Minnesota Statutes 2016, section 122A.09, subdivision 4a, is amended to read:

Subd. 4a. **Teacher and administrator preparation and performance data; report.**

(a) The Board of Teaching and the Board of School Administrators, in cooperation with the Minnesota Association of Colleges of Teacher Education and Minnesota colleges and

universities offering board-adopted teacher or administrator preparation programs, annually must collect and report summary data on teacher and administrator preparation and performance outcomes, consistent with this subdivision. The Board of Teaching and the Board of School Administrators annually by June 1 must update and post the reported summary preparation and performance data on teachers and administrators from the preceding school years on a Web site hosted jointly by the boards.

(b) Publicly reported summary data on teacher preparation programs must include: student entrance requirements for each Board of Teaching-approved program, including grade point average for enrolling students in the preceding year; the average board-adopted skills examination or ACT or SAT scores of students entering the program in the preceding year; the number of candidates admitted and enrolled, disaggregated by race, ethnic group, and gender; summary data on faculty qualifications, including at least the content areas of faculty undergraduate and graduate degrees and their years of experience either as kindergarten through grade 12 classroom teachers or school administrators; the average time resident and nonresident program graduates in the preceding year needed to complete the program; the current number and percent of students by program, disaggregated by race, ethnic group, and gender, who graduated, received a standard Minnesota teaching license, and were hired to teach full time in their licensure field in a Minnesota district or school in the preceding year; the number of content area credits and other credits by undergraduate program that students in the preceding school year needed to complete to graduate; students' pass rates on skills and subject matter exams required for graduation in each program and licensure area in the preceding school year; survey results measuring student and graduate satisfaction with the program in the preceding school year; a standard measure of the satisfaction of school principals or supervising teachers with the student teachers assigned to a school or supervising teacher; and information under paragraphs (d) and (e). Program reporting must be consistent with subdivision 11.

(c) Publicly reported summary data on administrator preparation programs approved by the Board of School Administrators must include: the number of candidates admitted and enrolled, disaggregated by race, ethnic group, and gender; summary data on faculty qualifications, including at least the content areas of faculty undergraduate and graduate degrees and their years of experience either as kindergarten through grade 12 classroom teachers or school administrators; the average time program graduates in the preceding year needed to complete the program; the current number and percent of students who graduated, received a standard Minnesota administrator license, and were employed as an administrator in a Minnesota school district or school in the preceding year, disaggregated by race, ethnic

group, and gender; the number of credits by graduate program that students in the preceding school year needed to complete to graduate; survey results measuring student, graduate, and employer satisfaction with the program in the preceding school year; and information under paragraphs (f) and (g). Program reporting must be consistent with section 122A.14, subdivision 10.

(d) School districts annually by October 1 must report to the Board of Teaching the following information for all teachers who finished the probationary period and accepted a continuing contract position with the district from September 1 of the previous year through August 31 of the current year: the total number of teachers, disaggregated by race, ethnic group, and gender; the effectiveness category or rating of the teacher on the summative evaluation under section 122A.40, subdivision 8, or 122A.41, subdivision 5; the licensure area in which the teacher primarily taught during the three-year evaluation cycle; and the teacher preparation program preparing the teacher in the teacher's primary areas of instruction and licensure.

(e) School districts annually by October 1 must report to the Board of Teaching the following information for all probationary teachers in the district who were released or whose contracts were not renewed from September 1 of the previous year through August 31 of the current year: the total number of teachers, disaggregated by race, ethnic group, and gender; the licensure areas in which the probationary teacher taught; and the teacher preparation program preparing the teacher in the teacher's primary areas of instruction and licensure.

(f) School districts annually by October 1 must report to the Board of School Administrators the following information for all school principals and assistant principals who finished the probationary period and accepted a continuing contract position with the district from September 1 of the previous year through August 31 of the current year: the total number of school administrators, disaggregated by race, ethnic group, and gender; the effectiveness category or rating of the principal or assistant principal on the summative evaluation under section 123B.147, subdivision 3; and the principal preparation program providing instruction to the principal or assistant principal.

(g) School districts annually by October 1 must report to the Board of School Administrators all probationary school principals and assistant principals in the district who were released or whose contracts were not renewed from September 1 of the previous year through August 31 of the current year.

9.1 Sec. 5. Minnesota Statutes 2016, section 122A.18, subdivision 2, is amended to read:

9.2 Subd. 2. **Teacher and support personnel qualifications.** (a) The Board of Teaching
9.3 must issue licenses under its jurisdiction to persons the board finds to be qualified and
9.4 competent for their respective positions, including those meeting the standards adopted
9.5 under section 122A.09, subdivision 4, paragraph (n).

9.6 (b) The board must require a candidate for teacher licensure to demonstrate a passing
9.7 score on a board-adopted examination of skills in reading, writing, and mathematics, needed
9.8 to be an effective teacher in the licensure area before being granted a professional five-year
9.9 teaching license to provide direct instruction to pupils in prekindergarten, elementary,
9.10 secondary, or special education programs, ~~except that~~. Candidates may demonstrate reading,
9.11 writing, and mathematics skills needed for an initial professional three-year teaching license
9.12 by receiving a passing score on a board-adopted skills examination or by completing
9.13 college-level coursework in writing and mathematics with a grade of C, "satisfactory," or
9.14 higher. The board may issue up to four temporary, one-year teaching licenses to an otherwise
9.15 qualified candidate who earned passing grades in college-level coursework but has not yet
9.16 passed a board-adopted skills exam. At the request of the employing school district or charter
9.17 school, the Board of Teaching may issue an initial professional ~~one-year~~ five-year teaching
9.18 license to ~~an otherwise qualified teacher not passing or demonstrating a passing score on a~~
9.19 ~~board-adopted skills examination~~ a teacher who has demonstrated skills in reading, writing,
9.20 and mathematics and who is teaching under a three-year teaching license. For purposes of
9.21 this section, the initial professional ~~one-year~~ five-year teaching license issued by the board
9.22 is limited to the current subject or content matter the teacher is employed to teach and limited
9.23 to the district or charter school requesting the initial professional ~~one-year~~ five-year teaching
9.24 license. If the board denies the request, it must provide a detailed response to the school
9.25 administrator as to the reasons for the denial. The board must require colleges and universities
9.26 offering a board approved teacher preparation program to make available upon request
9.27 remedial assistance that includes a formal diagnostic component to persons ~~enrolled in their~~
9.28 ~~institution~~ admitted to the program who did not achieve a qualifying score on a board-adopted
9.29 skills examination and who did not earn the minimum passing grades in skills courses,
9.30 including those for whom English is a second language. The colleges and universities must
9.31 make available assistance in the specific academic areas of candidates' deficiency. School
9.32 districts may make available upon request similar, appropriate, and timely remedial assistance
9.33 that includes a formal diagnostic component to those persons employed by the district who
9.34 completed their teacher education program, who did not achieve a qualifying score on a
9.35 board-adopted skills examination, and who received an initial professional one-year teaching

license to teach in Minnesota. The Board of Teaching shall report annually to the education committees of the legislature on the total number of teacher candidates during the most recent school year taking a board-adopted skills examination, the number who achieve a qualifying score on the examination, the number who do not achieve a qualifying score on the examination, and the candidates who have not passed a content or pedagogy exam, disaggregated by categories of race, ethnicity, gender, and eligibility for financial aid.

(c) The Board of Teaching must grant professional five-year teaching licenses only to those persons who have met board criteria for that license, which includes passing a board-adopted skills examination in reading, writing, and mathematics, ~~and the exceptions in section 122A.09, subdivision 4, paragraph (b), that are consistent with this paragraph.~~ The requirement to pass a board-adopted reading, writing, and mathematics skills examination; does not apply to nonnative English speakers, as verified by qualified Minnesota school district personnel or Minnesota higher education faculty, who, after meeting the content and pedagogy requirements under this subdivision, apply for a professional five-year teaching license to provide direct instruction in their native language or world language instruction under section 120B.022, subdivision 1.

(d) All colleges and universities approved by the board of teaching to prepare persons for teacher licensure must include in their teacher preparation programs a common core of teaching knowledge and skills to be acquired by all persons recommended for teacher licensure. Among other requirements, teacher candidates must demonstrate 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. 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 paragraph are covered by chapter 14. The board of teaching 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 paragraph during the most recent school year.

Sec. 6. Minnesota Statutes 2016, section 122A.414, subdivision 2, is amended to read:

Subd. 2. **Alternative teacher professional pay system.** (a) To participate in this program, a school district, an intermediate school district consistent with paragraph (d), a school site, or a charter school must have a world's best workforce plan under section 120B.11 and an

11.1 alternative teacher professional pay system agreement under paragraph (b). A charter school
11.2 participant also must comply with subdivision 2a.

11.3 (b) The alternative teacher professional pay system agreement must:

11.4 (1) describe how teachers can achieve career advancement and additional compensation;

11.5 (2) describe how the school district, intermediate school district, school site, or charter
11.6 school will provide teachers with career advancement options that allow teachers to retain
11.7 primary roles in student instruction and facilitate site-focused professional development
11.8 that helps other teachers improve their skills;

11.9 (3) reform the "steps and lanes" salary schedule, prevent any teacher's compensation
11.10 paid before implementing the pay system from being reduced as a result of participating in
11.11 this system, base at least 60 percent of any compensation increase on teacher performance
11.12 using:

11.13 (i) schoolwide student achievement gains under section 120B.35 or locally selected
11.14 standardized assessment outcomes, or both;

11.15 (ii) measures of student growth and literacy that may include value-added models or
11.16 student learning goals, consistent with section 122A.40, subdivision 8, paragraph (b), clause
11.17 (9), or 122A.41, subdivision 5, paragraph (b), clause (9), and other measures that include
11.18 the academic literacy, oral academic language, and achievement of English learners under
11.19 section 122A.40, subdivision 8, paragraph (b), clause (10), or 122A.41, subdivision 5,
11.20 paragraph (b), clause (10); and

11.21 (iii) an objective evaluation program under section 122A.40, subdivision 8, paragraph
11.22 (b), clause (2), or 122A.41, subdivision 5, paragraph (b), clause (2);

11.23 (4) provide for participation in job-embedded learning opportunities such as professional
11.24 learning communities to improve instructional skills and learning that are aligned with
11.25 student needs under section 120B.11, consistent with the staff development plan under
11.26 section 122A.60 and led during the school day by trained teacher leaders such as master or
11.27 mentor teachers;

11.28 (5) allow any teacher in a participating school district, intermediate school district, school
11.29 site, or charter school that implements an alternative pay system to participate in that system
11.30 without any quota or other limit; and

11.31 (6) encourage collaboration rather than competition among teachers.

11.32 (c) The alternative teacher professional pay system may:

- 12.1 (1) include a hiring bonus or other added compensation for teachers who:
- 12.2 (i) belong to a racial or ethnic group underrepresented in the teacher workforce in order
- 12.3 to provide students with equitable access to diverse teachers;
- 12.4 (ii) are identified as effective or highly effective under the local teacher professional
- 12.5 review cycle and are being hired for positions to work with students who are not meeting
- 12.6 state academic standards;
- 12.7 (iii) work in a high-need or hard-to-fill position; or
- 12.8 (iv) are hired to work in a hard-to-staff school such as a school with a majority of students
- 12.9 whose families meet federal poverty guidelines, a geographically isolated school, or a school
- 12.10 identified by the state as eligible for targeted programs or services for its students; and
- 12.11 (2) include incentives for teachers to obtain a master's degree or other advanced
- 12.12 certification with at least 18 credits in their content field of licensure required for teaching
- 12.13 concurrent enrollment or college in the schools courses, or to pursue the training or education
- 12.14 necessary to obtain an additional licensure in shortage areas identified by the district or
- 12.15 charter school, or help fund a "Grow Your Own" new teacher initiative involving nonlicensed
- 12.16 educational professionals of color or who are American Indian, including paraprofessionals
- 12.17 and cultural liaisons.
- 12.18 (d) An intermediate school district under this subdivision must demonstrate in a form
- 12.19 and manner determined by the commissioner that it uses the aid it receives under this section
- 12.20 for activities identified in the alternative teacher professional pay system agreement.

12.21 Sec. 7. Minnesota Statutes 2016, section 122A.70, is amended to read:

12.22 **122A.70 TEACHER MENTORSHIP AND RETENTION OF EFFECTIVE**

12.23 **TEACHERS.**

12.24 Subdivision 1. **Teacher mentoring, induction, and retention programs.** (a) School

12.25 districts are encouraged to develop teacher mentoring programs for teachers new to the

12.26 profession or district, including teaching residents, teachers of color, teachers who are

12.27 American Indian, teachers with special needs, or experienced teachers in need of peer

12.28 coaching.

12.29 (b) Teacher mentoring programs must support districts' teacher evaluation and peer

12.30 review processes under sections 122A.40, subdivision 8, and 122A.41, subdivision 5. A

12.31 district may use staff development revenue under sections 122A.60 and 122A.61, special

12.32 grant programs established by the legislature, or another funding source to pay a stipend of

13.1 up to \$500 to a mentor who may be a district employee or a third-party contractor. Other
13.2 initiatives may include:

13.3 (1) offering additional stipends as incentives to mentors who are of color or who are
13.4 American Indian;

13.5 (2) supporting professional learning communities across schools within and between
13.6 districts for teachers from underrepresented racial and ethnic groups to come together
13.7 throughout the school year; or

13.8 (3) supporting programs developed by school districts, professional associations, or
13.9 teacher education programs for induction and professional development during the first
13.10 three years of teaching, especially for teachers from underrepresented racial and ethnic
13.11 groups;

13.12 (c) Schools or districts may negotiate additional protection from layoffs in the beginning
13.13 years of employment for teachers of color and who are American Indian and provide financial
13.14 incentives for teachers of color and teachers who are American Indian to work for at least
13.15 five years.

13.16 Subd. 2. **Applications.** The Board of Teaching must make application forms available
13.17 to sites interested in developing or expanding a mentorship program. A school district, a
13.18 group of school districts, or a coalition of districts, teachers and teacher education institutions
13.19 may apply for a teacher mentorship program grant. The Board of Teaching, in consultation
13.20 with the teacher mentoring task force, must approve or disapprove the applications. To the
13.21 extent possible, the approved applications must reflect effective mentoring components,
13.22 include a variety of coalitions and be geographically distributed throughout the state. The
13.23 Board of Teaching must encourage the selected sites to consider the use of its assessment
13.24 procedures.

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

13.27 (1) allow staff participation;

13.28 (2) assess skills of both beginning and mentor teachers;

13.29 (3) provide appropriate in-service to needs identified in the assessment;

13.30 (4) provide leadership to the effort;

13.31 (5) cooperate with higher education institutions;

13.32 (6) provide facilities and other resources;

14.1 (7) share findings, materials, and techniques with other school districts; and

14.2 (8) retain teachers of color and teachers who are American Indian.

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

14.6 Subd. 5. **Program implementation; reports.** New and expanding mentorship sites that
14.7 are funded to design, develop, implement, and evaluate their program must participate in
14.8 activities that support program development and implementation. The Board of Teaching
14.9 must provide resources and assistance to support new sites in their program efforts. These
14.10 activities and services may include, but are not limited to: planning, planning guides, media,
14.11 training, conferences, institutes, and regional and statewide networking meetings. Nonfunded
14.12 schools or districts interested in getting started may participate. Fees may be charged for
14.13 meals, materials, and the like. Grant recipients must submit by June 30 of each year after
14.14 receiving a grant a report to the Board of Teaching on program efforts that includes
14.15 information related to subdivisions 1, 3, and 4 and assesses the impact of mentoring programs
14.16 on teacher effectiveness and retention.

14.17 Sec. 8. Minnesota Statutes 2016, section 124D.09, subdivision 10, is amended to read:

14.18 Subd. 10. **Courses according to agreements.** (a) An eligible pupil, according to
14.19 subdivision 5, may enroll in a nonsectarian course taught by a secondary teacher or a
14.20 postsecondary faculty member and offered at a secondary school, or another location,
14.21 according to an agreement between a public school board and the governing body of an
14.22 eligible public postsecondary system or an eligible private postsecondary institution, as
14.23 defined in subdivision 3. All provisions of this section shall apply to a pupil, public school
14.24 board, district, and the governing body of a postsecondary institution, except as otherwise
14.25 provided.

14.26 (b) To encourage students, especially American Indian students and students of color,
14.27 to consider teaching as a profession, participating schools, school districts, and postsecondary
14.28 institutions are encouraged to develop and offer an "Introduction to Teaching" or
14.29 "Introduction to Education" course under this subdivision.

14.30 (c) Grant recipients must annually report to the commissioner in a form and manner
14.31 determined by the commissioner on the participation rates of students in courses under
14.32 paragraph (b), including the number of students who apply for admission to colleges or
14.33 universities with teacher preparation programs.

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

15.2 **136A.1791 TEACHER SHORTAGE LOAN FORGIVENESS PROGRAM.**

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

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

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

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

15.14 (e) "Teacher shortage area" means the licensure fields ~~and~~₂ economic development
15.15 regions, or racial and ethnic groups underrepresented in the teacher workforce as reported
15.16 under section 127A.05, subdivision 6, reported by the commissioner of education as
15.17 experiencing a teacher shortage.

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

15.20 Subd. 2. **Program established; administration.** The commissioner shall establish and
15.21 administer a teacher shortage loan forgiveness program. A teacher is eligible for the program
15.22 if the teacher is teaching in a licensure field ~~and~~_{or} in an economic development region with
15.23 an identified teacher shortage under subdivision 3, or identifies as belonging to a racial or
15.24 ethnic group underrepresented in the teacher workforce as reported under section 127A.05,
15.25 subdivision 6, and complies with the requirements of this section.

15.26 Subd. 3. **Use of report on teacher shortage areas.** The commissioner of education
15.27 shall use the teacher supply and demand report to the legislature to identify the licensure
15.28 fields ~~and~~₂ economic development regions, and racial and ethnic groups in Minnesota
15.29 experiencing a teacher shortage.

15.30 Subd. 4. **Application for loan forgiveness.** Each applicant for loan forgiveness, according
15.31 to rules adopted by the commissioner, shall:

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

(2) submit to the commissioner a completed affidavit, prescribed by the commissioner, affirming the teacher ~~is teaching in~~: (i) is teaching in a licensure field identified by the commissioner as experiencing a teacher shortage; ~~or~~ (ii) is teaching in an economic development region identified by the commissioner as experiencing a teacher shortage; or (iii) identifies as belonging to a racial or ethnic group underrepresented in the teacher workforce as reported under section 127A.05, subdivision 6.

Subd. 5. **Amount of loan forgiveness.** (a) To the extent funding is available, the annual amount of teacher shortage loan forgiveness for an approved applicant shall not exceed ~~\$1,000~~ \$2,000 or the cumulative balance of the applicant's qualified educational loans, including principal and interest, whichever amount is less.

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

(c) No teacher shall receive more than five annual awards.

Subd. 6. **Disbursement.** (a) The commissioner must make annual disbursements directly to the participant of the amount for which a participant is eligible, for each year that a participant is eligible.

(b) Within 60 days of the disbursement date, the participant must provide the commissioner with verification that the full amount of loan repayment disbursement has been applied toward the designated loans. A participant that previously received funds under this section but has not provided the commissioner with such verification is not eligible to receive additional funds.

Subd. 7. **Penalties.** (a) A teacher who submits a false or misleading application or other false or misleading information to the commissioner may:

(1) have his or her teaching license suspended or revoked under section 122A.20;

(2) be disciplined by the teacher's employing school district; or

(3) be required by the commissioner to repay the total amount of the loan forgiveness he or she received under this program, plus interest at a rate established under section 270C.40.

17.1 (b) The commissioner must deposit any repayments received under paragraph (a) in the
17.2 fund established in subdivision 8.

17.3 Subd. 8. **Fund established.** A teacher shortage loan forgiveness repayment fund is
17.4 created for depositing money appropriated to or received by the commissioner for the
17.5 program. Money deposited in the fund shall not revert to any state fund at the end of any
17.6 fiscal year but remains in the loan forgiveness repayment fund and is continuously available
17.7 for loan forgiveness under this section.

17.8 Subd. 9. **Annual reporting.** By February 1 of each year, the commissioner must report
17.9 to the chairs of the K-12 and higher education committees of the legislature on the number
17.10 of individuals who received loan forgiveness under this section, the licensure areas and
17.11 economic development regions in which the teachers taught, the number of teachers by
17.12 racial and ethnic group, the average amount paid to a teacher participating in the program,
17.13 and other summary data identified by the commissioner as outcome indicators.

17.14 Subd. 10. **Rulemaking.** The commissioner shall adopt rules under chapter 14 to
17.15 administer this section.

17.16 Sec. 10. Laws 2015, First Special Session chapter 3, article 2, section 70, subdivision 12,
17.17 as amended by Laws 2016, chapter 189, article 25, section 47, is amended to read:

17.18 Subd. 12. **Collaborative urban educator and greater Minnesota educators of color**
17.19 **program.** (a) For the collaborative urban educator and greater Minnesota educators of color
17.20 grant program designed to address the wide gap between the demographics of teachers and
17.21 students and ensure that all students in the state have equitable access to effective and diverse
17.22 teachers who reflect the increasing racial and ethnic diversity of students in the state. Grants
17.23 are awarded to teacher preparation programs to: (1) develop, expand, and maintain targeted
17.24 recruitment, retention, and induction support directly to teacher candidates who are of color
17.25 or who are American Indian in collaboration with local schools and communities; and (2)
17.26 support collaborative efforts involving people of color and American Indians to make the
17.27 climate and curriculum within programs more inclusive and respectful toward teacher
17.28 candidates, faculty, and staff who are of color or who are American Indian:

17.29	\$	780,000	2016
17.30	\$	1,090,000	2017
17.31	\$	<u>2,054,000</u>	<u>.....</u>	<u>2018</u>

17.32 (b) Grants shall be awarded in equal amounts: ~~\$272,500~~ \$273,000 each year is for the
17.33 Southeast Asian Teacher program at Concordia University, St. Paul; ~~\$272,500~~ \$273,000

each year is for the Collaborative Urban Educator program at the University of St. Thomas; ~~\$272,500~~ \$273,000 each year is for the Center for Excellence in Urban Teaching at Hamline University; ~~and \$272,500~~ \$273,000 each year is for the East Africa Student to Teacher program at Augsburg College; \$273,000 each year is for the Urban Teacher program at Metropolitan State University; and \$689,000 each year is for competitive grants for other colleges and universities in Minnesota. Grant applications shall be made to the Department of Education, which shall make award decisions. Grants may be used to provide financial support to teacher candidates completing licensure programs but are intended to complement scholarship and stipend programs created by the legislature for the purpose of addressing the severe shortage of teachers in Minnesota who are of color or who are American Indian.

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

(d) Each institution shall prepare for the legislature, by January 15 of each year, a detailed report regarding the funds used to recruit, retain, and induct teacher candidates who are of color or who are American Indian. The report must include the total number of teachers prepared as well as the diversity for each cohort of teachers produced. teacher candidates of color, broken down by race or ethnic group and by categories including those who: are recruited to the institution, are newly admitted to the licensure program, are enrolled in the licensure program, have completed student teaching, have graduated, and are licensed and newly employed as Minnesota teachers in their licensure field. The total number of teacher candidates who are of color or who are American Indian at each stage from recruitment to licensed teaching must also be reported as a percentage of total candidates seeking the same licensure at the institution. 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.

(e) The base appropriation for fiscal year 2018 2019 and later is \$780,000 \$2,054,000. Grants in fiscal year 2019 and later shall be awarded in equal amounts: \$195,000 \$273,000 each year is for the Southeast Asian Teacher program at Concordia University, St. Paul; \$195,000 \$273,000 each year is for the Collaborative Urban Educator program at the University of St. Thomas; \$195,000 \$273,000 each year is for the Center for Excellence in Urban Teaching at Hamline University; and \$195,000 \$273,000 each year is for the East Africa Student to Teacher program at Augsburg College; \$273,000 each year is for the Urban Teacher program at Metropolitan State University; and \$689,000 each year is for competitive grants for other colleges and universities in Minnesota to: (1) develop, expand, and maintain targeted recruitment, retention, and induction support directly to teacher

candidates who are of color or who are American Indian in collaboration with local schools and communities; and (2) support collaborative efforts involving people of color and American Indians to make the climate and curriculum within programs more inclusive and respectful toward teacher candidates, faculty, and staff who are of color or who are American Indian. For fiscal year 2021 and later, continuing grants shall be awarded only to programs at institutions that demonstrate success at recruiting, retaining, and inducting teacher candidates who are of color or who are American Indian, and award amounts for maintenance and expansion of programs shall be determined by the commissioner based on numbers of candidates supported and funds available from the base appropriation. Development of new, innovative programs shall continue to be awarded competitive grants from the total appropriation as determined by the commissioner, and subsequent funding shall be determined based on the same criteria for continuing grants.

(f) The department shall be allocated no more than five percent of the appropriation amount for monitoring and administering the grant program.

Sec. 11. INCLUSIVE SCHOOL CLIMATE AND CURRICULUM ENHANCEMENT GRANTS.

Subdivision 1. **Grant program established.** The commissioner of education shall establish a grant program to support collaborative efforts to make school climate and curriculum more inclusive and respectful toward students of diverse racial and ethnic backgrounds under Minnesota Statutes, section 120B.11, subdivision 2, clause (5).

Subd. 2. **Applications and grant awards.** The commissioner shall determine application procedures and deadlines, select schools to participate in the grant program, and determine the payment process and amount of the grants.

Subd. 3. **Description.** The grant program shall provide funding that supports collaborative efforts in schools to transform school climate and curriculum to be more inclusive and respectful of students' racial and ethnic diversity and to address issues of structural inequities in schools that create opportunity and achievement gaps for students, families, and staff who are of color or who are American Indian. Examples of possible structural inequities include, but are not limited to, policies and practices that unintentionally result in disparate referrals and suspensions, inequitable access to advanced coursework, overrepresentation in special education programs, and lack of access to diverse teachers. Funds may be used for efforts which may include:

(1) creating opportunities for students, families, staff, and community members who are of color or who are American Indian to share their experiences in the school setting with

20.1 school staff and administration and develop specific proposals for improving school climate
20.2 to be more inclusive and respectful toward all students and staff;

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

20.5 (3) examining and revising curricula in various subjects to be culturally relevant and
20.6 inclusive of various racial and ethnic groups;

20.7 (4) examining academic and discipline data, reexamining institutional policies and
20.8 practices that result in opportunity and achievement gaps between racial and ethnic groups,
20.9 and making necessary changes that close racial and ethnic gaps; or

20.10 (5) providing professional development opportunities to learn more about various racial
20.11 and ethnic groups' experiences, assets, and issues and developing cross-cultural competence.

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

20.18 **EFFECTIVE DATE.** This section is effective July 1, 2017.

20.19 Sec. 12. **TEACHER SHORTAGE TASK FORCE.**

20.20 Subdivision 1. **Creation; membership.** (a) The Department of Education must convene
20.21 an advisory task force to provide recommendations to the legislature regarding Minnesota's
20.22 teacher shortages in licensure fields, geographic regions, and underrepresented racial and
20.23 ethnic groups as reported under Minnesota Statutes, section 127A.05, subdivision 6.

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

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

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

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

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

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

- 21.1 (6) one person designated by the Minnesota Rural Education Association;
- 21.2 (7) one person designated by Education Minnesota;
- 21.3 (8) one person designated by the Minnesota Business Partnership;
- 21.4 (9) one person designated by the Minnesota Association of Career and Technical
- 21.5 Administrators;
- 21.6 (10) one person designated by the Minnesota Association of Career and Technical
- 21.7 Education; and
- 21.8 (11) two persons who are members of other interested groups, as determined by the
- 21.9 commissioner of education.
- 21.10 The commissioner and designating authorities must make their initial appointments and
- 21.11 designations by August 1, 2017. The commissioner and designating authorities, to the extent
- 21.12 practicable, should make appointments balanced as to gender and reflecting the ethnic
- 21.13 diversity of the state population.
- 21.14 Subd. 2. **Duties; report.** The task force must review the current data available on teacher
- 21.15 recruitment and retention, including the supply and demand report submitted by the
- 21.16 commissioner of education and any other reports submitted to the legislature by recipients
- 21.17 of state grant programs to address shortage areas, identify factors that affect the supply of
- 21.18 teachers in Minnesota, and make recommendations on changes to laws and policies relating
- 21.19 to teacher recruitment and retention. The task force must report its findings and
- 21.20 recommendations, with draft legislation if needed to implement the recommendations, to
- 21.21 the chairs and ranking minority members of the legislative committees with jurisdiction
- 21.22 over kindergarten through grade 12 education and higher education by January 15, 2018,
- 21.23 and annually thereafter until the task force expires.
- 21.24 Subd. 3. **First meeting.** The commissioner of education or the commissioner's designee
- 21.25 must convene the first meeting of the task force by September 1, 2017.
- 21.26 Subd. 4. **Administrative support.** The commissioner of education must provide meeting
- 21.27 space and administrative services for the task force.
- 21.28 Subd. 5. **Chair.** The commissioner of education or the commissioner's designee shall
- 21.29 serve as chair of the task force.
- 21.30 Subd. 6. **Compensation.** The public members of the task force serve without
- 21.31 compensation or payment of expenses.
- 21.32 Subd. 7. **Expiration.** The task force expires January 16, 2020.

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

22.2 Sec. 13. **APPROPRIATIONS.**

22.3 Subdivision 1. **Department of Education.** The sums indicated in this section are
 22.4 appropriated from the general fund to the Department of Education for the fiscal years
 22.5 designated.

22.6 Subd. 2. **Expanded Grow Your Own pathways to teacher licensure.** (a) For grants
 22.7 to school districts and charter schools throughout Minnesota to develop or expand Grow
 22.8 Your Own new teacher programs involving paraprofessionals, cultural liaisons, other
 22.9 nonlicensed employees, secondary school students, or parents seeking initial teacher
 22.10 licensure:

22.11 \$ 2018

22.12 \$ 2019

22.13 (b) The grants are for school districts where more than 25 percent of students are students
 22.14 of color or who are American Indian to provide financial assistance, mentoring, and
 22.15 experiences to persons who are of color or who are American Indian and working or living
 22.16 in the local community to become teachers. Districts or schools providing financial support
 22.17 may require a commitment as determined by the district to teach in the district or school
 22.18 for a reasonable amount of time that does not exceed five years. Grants may be used for:

22.19 (1) tuition scholarships or stipends to eligible teaching assistants or other nonlicensed
 22.20 employees who are of color or who are American Indian;

22.21 (2) a nonconventional teacher residency pilot program established under Minnesota
 22.22 Statutes, section 122A.09, subdivision 10, paragraph (a). The program shall provide tuition
 22.23 scholarships or stipends to enable education or teaching assistants or other nonlicensed
 22.24 employees of a first class city school district who hold a bachelor's degree from an accredited
 22.25 college or university and who seek an education license to participate in a Board of
 22.26 Teaching-approved nonconventional teacher residency program under Minnesota Statutes,
 22.27 section 122A.09, subdivision 10, paragraph (a). Any funds not awarded by June 1, 2019,
 22.28 may be reallocated among the remaining districts if the total cost of the program exceeds
 22.29 the original allocation;

22.30 (3) supporting the development of residency programs at any school or district in the
 22.31 state where at least 25 percent of students are students of color or who are American Indian
 22.32 for prospective teachers of color or who are American Indian who seek an education license

23.1 to participate in a Board of Teaching-approved program under Minnesota Statutes, section
 23.2 122A.09, subdivision 10, paragraph (a).

23.3 (c) School districts and charter schools may also apply for grants to develop innovative
 23.4 expanded Grow Your Own programs that encourage other diverse racial and ethnic members
 23.5 of the school community who are not employees to pursue teaching, including:

23.6 (1) tuition scholarships to outstanding graduating students planning to major in a teaching
 23.7 field who demonstrate exceptional skills in working with younger students;

23.8 (2) developing and supporting future teacher clubs focused on encouraging middle and
 23.9 high school students who are of color or who are American Indian to have experiential
 23.10 learning, support the success of younger students, and pursue a teaching career;

23.11 (3) developing and offering dual-credit postsecondary course options in schools for
 23.12 "Introduction to Teaching" or "Introduction to Education" courses consistent with Minnesota
 23.13 Statutes, section 124D.09, subdivision 10; and

23.14 (4) developing pathway programs that provide stipends and tuition scholarships to parents
 23.15 and community members who are of color or who are American Indian to change careers,
 23.16 work in schools, and obtain a teaching license.

23.17 (d) Programs must annually report to the commissioner by the date determined by the
 23.18 commissioner on their activities under this section, including the number of participants,
 23.19 the percentage of participants who are of color or who are American Indian, and an
 23.20 assessment of program effectiveness, including participant feedback, areas for improvement,
 23.21 the percentage of participants continuing to pursue teacher licensure, and the number of
 23.22 participants hired in the school or district as teachers after completing preparation programs.

23.23 (e) The department shall be allocated no more than five percent of the appropriation
 23.24 amount for monitoring and administering the grant program.

23.25 (f) The base appropriation for fiscal year 2020 and later is \$.....

23.26 Subd. 3. **American Indian teacher preparation grants.** For joint grants to assist
 23.27 American Indian people to become teachers under Minnesota Statutes, section 122A.63:

23.28 \$ 600,000 2018

23.29 \$ 600,000 2019

23.30 Subd. 4. **Expanded concurrent enrollment grants.** For grants to institutions offering
 23.31 "Introduction to Teaching" or "Introduction to Education" college in the schools courses
 23.32 under Minnesota Statutes, section 124D.09, subdivision 10, paragraph (b):

24.1 \$ 2018

24.2 \$ 2019

24.3 The department shall be allocated no more than five percent of the appropriation amount
24.4 for monitoring and administering the grant program.

24.5 Subd. 5. **Mentoring, induction, and retention incentive program grants for teachers**
24.6 **of color.** (a) For the development and expansion of mentoring and induction programs for
24.7 teachers of color or who are American Indian under Minnesota Statutes, section 122A.70:

24.8 \$ 2018

24.9 \$ 2019

24.10 (b) Grant recipients must submit by June 30 of each year after receiving a grant a report
24.11 to the Board of Teaching and the commissioner on program efforts that describes mentoring
24.12 and induction activities and assesses the impact of these programs on teacher effectiveness
24.13 and retention.

24.14 (c) The department shall be allocated no more than five percent of the appropriation
24.15 amount for monitoring and administering the grant program.

24.16 (d) The base appropriation for fiscal year 2020 and later is \$.....

24.17 Subd. 6. **Inclusive school climate and curriculum enhancement grants.** For schools
24.18 to make school climate and curriculum more inclusive and respectful toward students of
24.19 diverse racial and ethnic backgrounds under section 11:

24.20 \$ 2018

24.21 \$ 2019

24.22 Up to five percent of this appropriation may be used by the Department of Education to
24.23 administer the grant program.

24.24 Subd. 7. **Teacher shortage loan forgiveness.** For the loan forgiveness program under
24.25 Minnesota Statutes, section 136A.1791:

24.26 \$ 2,500,000 2018

24.27 The commissioner may use no more than five percent of this appropriation to administer
24.28 the program under this subdivision. The base appropriation for fiscal year 2019 and later is
24.29 \$2,500,000.

24.30 Subd. 8. **Teacher recruitment marketing campaign.** (a) The commissioner of education
24.31 must issue a request for proposals to develop and implement an outreach and marketing

25.1 campaign to recruit and retain teachers, especially teachers in identified shortage areas,
25.2 including teachers of color and teachers who are American Indian.

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

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

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

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

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

25.11 \$ 200,000 2018

25.12 \$ 200,000 2019

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

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