

SENATE  
STATE OF MINNESOTA  
NINETY-SECOND SESSION

S.F. No. 3804

(SENATE AUTHORS: ABELER, Rarick and Kunesh)		
DATE	D-PG	OFFICIAL STATUS
03/07/2022	5236	Introduction and first reading Referred to Education Finance and Policy
03/09/2022	5266	Author added Rarick
03/10/2022	5290	Author added Kunesh

1.1

A bill for an act

1.2

relating to education; strengthening the Increase Teachers of Color Act; seeking

1.3

to increase the percentage of teachers of color and American Indian teachers in

1.4

Minnesota; amending the world's best workforce requirements; requiring reports;

1.5

appropriating money; amending Minnesota Statutes 2020, sections 120B.11,

1.6

subdivisions 1, 2, 3; 121A.031, subdivision 6; 122A.183, subdivision 1; 122A.184,

1.7

subdivision 1; 122A.185, subdivision 1; 122A.40, subdivision 5; 122A.41,

1.8

subdivision 2; 122A.635; 123B.147, subdivision 3; 124D.861, subdivision 2;

1.9

Minnesota Statutes 2021 Supplement, section 122A.70; Laws 2021, First Special

1.10

Session chapter 13, article 3, sections 7, subdivisions 4, 6; 8, subdivision 2;

1.11

proposing coding for new law in Minnesota Statutes, chapters 120B; 121A; 124D.

1.12

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

1.13

Section 1. Minnesota Statutes 2020, section 120B.11, subdivision 1, is amended to read:

1.14

Subdivision 1. **Definitions.** For the purposes of this section and section 120B.10, the

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following terms have the meanings given them.

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(a) "Instruction" means methods of providing learning experiences that enable a student

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to meet state and district academic standards and graduation requirements including applied

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and experiential learning.

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(b) "Curriculum" means district or school adopted programs and written plans for

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providing students with learning experiences that lead to expected knowledge and skills

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and career and college readiness.

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(c) "World's best workforce" means striving to: meet school readiness goals; have all

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third grade students achieve grade-level literacy; close the academic achievement gap among

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all racial and ethnic groups of students and between students living in poverty and students

not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

(d) "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

(e) "Ethnic studies curriculum" means the critical and interdisciplinary study of race, ethnicity, and indigeneity with a focus on the experiences and perspectives of People of Color within and beyond the United States. Ethnic studies analyzes the ways in which race and racism have been and continue to be powerful social, cultural, and political forces, and the connection of race to the stratification of other groups, including stratification based on gender, class, sexual orientation, gender identity, and legal status. The ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.

(f) "Antiracist" means actively working to identify and eliminate racism in all forms so that power and resources are redistributed and shared equitably among racial groups.

(g) "Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through schooling.

(h) "Institutional racism" means structures, policies, and practices within and across institutions that produce outcomes that chronically favor white people and disadvantage those who are Black, Indigenous, and People of Color.

Sec. 2. Minnesota Statutes 2020, section 120B.11, subdivision 2, is amended to read:

Subd. 2. **Adopting plans and budgets.** A school board, at a public meeting, ~~shall~~ must adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce and includes:

(1) clearly defined district and school site goals and benchmarks for instruction and student achievement for all student subgroups identified in section 120B.35, subdivision 3, paragraph (b), clause (2);

(2) a process to: assess and evaluate each student's progress toward meeting state and local academic standards; assess and identify students to participate in gifted and talented programs and accelerate their instruction, ~~and~~ adopt early-admission procedures consistent with section 120B.15; assess ethnic studies curriculum needs to determine priorities for

integrating ethnic studies into existing courses or developing new courses; and identifying  
identify the strengths and weaknesses of instruction in pursuit of student and school success  
and curriculum affecting students' progress and growth toward career and college readiness  
and leading to the world's best workforce;

(3) a system to periodically review and evaluate the effectiveness of all instruction and curriculum, including ethnic studies 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:  
(i) the English and, where practicable, the native language development and the academic achievement of English learners; and

(ii) access to ethnic studies curriculum using culturally responsive methodologies for all learners;

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

(6) education effectiveness practices that:

(i) integrate high-quality instruction, ~~rigorous curriculum~~, technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining;

(ii) ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees; and

(iii) provide a collaborative professional culture that develops and supports seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness; and

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

(8) identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.

**EFFECTIVE DATE.** This section is effective for all strategic plans reviewed and updated after June 30, 2023.

Sec. 3. Minnesota Statutes 2020, section 120B.11, subdivision 3, is amended to read:

Subd. 3. **District advisory committee.** Each school board ~~shall~~ must 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~~ must 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~~ must 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~~ must 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 the curriculum is rigorous, accurate, antiracist, and culturally sustaining; strategies to ensure that curriculum and learning and work environments validate, affirm, embrace, and integrate the cultural and community strengths of 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~~ must comprise at least two-thirds of advisory committee members.

Sec. 4. **[120B.113] CLOSING EDUCATIONAL OPPORTUNITY GAPS GRANTS.**

Subdivision 1. **Grant program established.** The commissioner of education must establish a grant program to support implementation of world's best workforce strategies under section 120B.11, subdivision 2, clauses (4) and (6), and collaborative efforts that address opportunity gaps resulting from curricular, environmental, and structural inequities in schools experienced by students, families, and staff who are of color or who are American Indian.

Subd. 2. **Definitions.** (a) For purposes of this section, the following terms have the meanings given.

(b) "Antiracist" means actively working to identify and eliminate racism in all forms so that power and resources are redistributed and shared equitably among racial groups.

(c) "Curricular" means curriculum resources used and content taught as well as access to levels of coursework or types of learning opportunities.

(d) "Environmental" means relating to the climate and culture of a school.

(e) "Equitable" means fairness by providing curriculum, instruction, support, and other resources for learning based on the needs of individual students and groups of students to succeed at school rather than treating all students the same despite the students having different needs.

(f) "Institutional racism" means policies and practices within and across institutions that produce outcomes that chronically favor white people and disadvantage those who are Black, Indigenous, and People of Color.

(g) "Opportunity gap" means the inequitable distribution of resources that impacts inequitable opportunities that contribute to or perpetuate learning gaps for certain groups of students.

(h) "Structural" means relating to the organization and systems of a school that have been created to manage a school.

Subd. 3. **Applications and grant awards.** The commissioner must determine application procedures and deadlines, select districts and charter schools to participate in the grant program, and determine the award amount and payment process of the grants. To the extent that there are sufficient applications, the commissioner must award an approximately equal number of grants between districts in greater Minnesota and those in the Twin Cities metropolitan area. If there are an insufficient number of applications received for either geographic area, then the commissioner may award grants to meet the requests for funds wherever a district is located.

Subd. 4. **Description.** The grant program must provide funding that supports collaborative efforts that close opportunity gaps by:

(1) ensuring school environments and curriculum validate, affirm, embrace, and integrate cultural and community strengths of students, families, and employees from all racial and ethnic backgrounds; and

(2) addressing institutional racism with equitable school policies, structures, practices, and curricular offerings, consistent with the requirements for long-term plans under section 124D.861, subdivision 2, paragraph (c).

6.1 Subd. 5. **Report.** Grant recipients must annually report to the commissioner by a date  
6.2 and in a form and manner determined by the commissioner on efforts planned and  
6.3 implemented that engaged students, families, educators, and community members of diverse  
6.4 racial and ethnic backgrounds in making improvements to school climate and curriculum.  
6.5 The report must assess the impact of those efforts as perceived by racially and ethnically  
6.6 diverse stakeholders, and must identify any areas needed for further continuous improvement.  
6.7 The commissioner must publish a report for the public summarizing the activities of grant  
6.8 recipients and what was done to promote sharing of effective practices among grant recipients  
6.9 and potential grant applicants.

6.10 **EFFECTIVE DATE.** This section is effective July 1, 2022.

6.11 Sec. 5. **[120B.117] INCREASING PERCENTAGE OF TEACHERS OF COLOR**  
6.12 **AND AMERICAN INDIAN TEACHERS IN MINNESOTA.**

6.13 Subdivision 1. **Purpose.** This section sets short-term and long-term attainment goals for  
6.14 increasing the percentage of teachers of color and who are American Indian teachers in  
6.15 Minnesota and for ensuring all students have equitable access to effective and racially and  
6.16 ethnically diverse teachers who reflect the diversity of students. The goals and report required  
6.17 under this section are important for meeting attainment goals for the world's best workforce  
6.18 under section 120B.11, achievement and integration under section 124D.861, and higher  
6.19 education attainment under section 135A.012, all of which have been established to close  
6.20 persistent opportunity and achievement gaps that limit students' success in school and life  
6.21 and impede the state's economic growth.

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

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

6.29 Subd. 4. **Reporting.** Beginning in 2022 and every even-numbered year thereafter, the  
6.30 Professional Educator Licensing and Standards Board must collaborate with the Department  
6.31 of Education and the Office of Higher Education to publish a summary report of each of  
6.32 the programs they administer and any other programs receiving state appropriations that  
6.33 have or include an explicit purpose of increasing the racial and ethnic diversity of the state's  
6.34 teacher workforce to more closely reflect the diversity of students. The report must include

programs under sections 122A.59, 122A.63, 122A.635, 122A.70, 122A.73, 124D.09, 124D.861, 136A.1274, 136A.1276, and 136A.1791, along with any other programs or initiatives that receive state appropriations to address the shortage of teachers of color and American Indian teachers. The board must, in coordination with the Office of Higher Education and Department of Education, provide policy and funding recommendations related to state-funded programs to increase the recruitment, preparation, licensing, hiring, and retention of racially and ethnically diverse teachers and the state's progress toward meeting or exceeding the goals of this section. The report must include recommendations for state policy and funding needed to achieve the goals of this section, plans for sharing the report and activities of grant recipients, and opportunities among grant recipients of various programs to share effective practices with each other. The 2022 report must include a recommendation of whether a state advisory council should be established to address the shortage of racially and ethnically diverse teachers and what the composition and charge of such an advisory council would be if established. The board must consult with the Indian Affairs Council and other ethnic councils along with other community partners, including students of color and American Indian students, in developing the report. By November 1 of each even-numbered year, the board must submit the report to the chairs and ranking minority members of the legislative committees with jurisdiction over education and higher education policy and finance. The report must be available to the public on the board's website.

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

Sec. 6. **[120B.25] CURRICULUM POLICY.**

A school board must adopt a written policy that prohibits discrimination or discipline for a teacher or principal on the basis of incorporating into curriculum contributions by persons in a federally protected class or protected class under section 363A.13, consistent with local collective bargaining agreements.

Sec. 7. Minnesota Statutes 2020, section 121A.031, subdivision 6, is amended to read:

Subd. 6. **State model policy.** (a) The commissioner, in consultation with the commissioner of human rights, shall develop and maintain a state model policy. A district or school that does not adopt and implement a local policy under subdivisions 3 to 5 must implement and may supplement the provisions of the state model policy. The commissioner must assist districts and schools under this subdivision to implement the state policy. The state model policy must:

8.1 (1) define prohibited conduct, consistent with this section;

8.2 (2) apply the prohibited conduct policy components in this section;

8.3 (3) for a child with a disability, whenever an evaluation by an individualized education  
8.4 program team or a section 504 team indicates that the child's disability affects the child's  
8.5 social skills development or the child is vulnerable to prohibited conduct because of the  
8.6 child's disability, the child's individualized education program or section 504 plan may  
8.7 address the skills and proficiencies the child needs to not engage in and respond to such  
8.8 conduct; and

8.9 (4) encourage violence prevention and character development education programs under  
8.10 section 120B.232, subdivision 1.

8.11 (b) The commissioner shall develop and post departmental procedures for:

8.12 (1) periodically reviewing district and school programs and policies for compliance with  
8.13 this section;

8.14 (2) investigating, reporting, and responding to noncompliance with this section, which  
8.15 may include an annual review of plans to improve and provide a safe and supportive school  
8.16 climate; and

8.17 (3) allowing students, parents, and educators to file a complaint about noncompliance  
8.18 with the commissioner.

8.19 (c) The commissioner must post on the department's website information indicating that  
8.20 when districts and schools allow non-curriculum-related student groups access to school  
8.21 facilities, the district or school must give all student groups equal access to the school  
8.22 facilities regardless of the content of the group members' speech.

8.23 (d) The commissioner must develop and maintain resources to assist a district or school  
8.24 in implementing strategies for creating a positive school climate and use evidence-based,  
8.25 social-emotional learning to prevent and reduce discrimination and other improper conduct.

8.26 (e) The commissioner must develop and adopt state-level social-emotional learning  
8.27 standards.

8.28 Sec. 8. **[121A.041] AMERICAN INDIAN MASCOTS PROHIBITED.**

8.29 Subdivision 1. **Prohibition.** (a) A public school may not have or adopt a name, symbol,  
8.30 or image that depicts or refers to an American Indian Tribe, individual, custom, or tradition  
8.31 to be used as a mascot, nickname, logo, letterhead, or team name of the district or school  
8.32 within the district.



(b) A public school may seek an exemption to paragraph (a) by submitting a request in writing to the Tribal Nations Education Committee and the Indian Affairs Council, which jointly shall have discretion to grant such an exemption. A public school that has a mascot prohibited by this section must request an exemption by January 1, 2023.

Subd. 2. **Definitions.** (a) For purposes of this section, the following terms have the meanings given.

(b) "American Indian" means an individual who is:

(1) a member of an Indian Tribe or band, as membership is defined by the Tribe or band, including:

(i) any Tribe or band terminated since 1940; and

(ii) any Tribe or band recognized by the state in which the Tribe or band resides;

(2) a descendant, in the first or second degree, of an individual described in clause (1);

(3) considered by the United States Secretary of the Interior to be an American Indian for any purpose;

(4) an Eskimo, Aleut, or other Alaska Native; or

(5) a member of an organized federal American Indian group that received a grant under the Indian Education Act of 1988 as in effect the day preceding October 20, 1994.

(c) "District" means a district under section 120A.05, subdivision 8.

(d) "Mascot" means any human, nonhuman animal, or object used to represent a school and its population.

(e) "Public school" or "school" means a public school under section 120A.05, subdivisions 9, 11, 13, and 17, and a charter school under chapter 124E.

Sec. 9. Minnesota Statutes 2020, section 122A.183, subdivision 1, is amended to read:

Subdivision 1. **Requirements.** (a) The Professional Educator Licensing and Standards Board must issue a Tier 3 license to a candidate who provides information sufficient to demonstrate all of the following:

(1) the candidate meets the educational or professional requirements in paragraphs (b) and (c);

(2) the candidate has obtained a passing score on the required licensure exams under section 122A.185; and

10.1 (3) the candidate has completed the coursework required under subdivision 2.

10.2 (b) A candidate for a Tier 3 license must have a bachelor's degree to teach a class or  
10.3 course outside a career and technical education or career pathways course of study.

10.4 (c) A candidate for a Tier 3 license must have one of the following credentials in a  
10.5 relevant content area to teach a class or course in a career and technical education or career  
10.6 pathways course of study:

10.7 (1) an associate's degree;

10.8 (2) a professional certification; or

10.9 (3) five years of relevant work experience.

10.10 In consultation with the governor's Workforce Development Board established under section  
10.11 116L.665, the board must establish a list of qualifying certifications, and may add additional  
10.12 professional certifications in consultation with school administrators, teachers, and other  
10.13 stakeholders.

10.14 (d) The board must issue a Tier 3 license to a candidate who provides information  
10.15 sufficient to demonstrate the following, regardless of whether the candidate meets other  
10.16 requirements in this section:

10.17 (1) the candidate has completed a teacher preparation program from a culturally specific  
10.18 Minority Serving Institution in the United States, such as Historically Black Colleges and  
10.19 Universities, Tribal Colleges and Universities, or Hispanic-Serving Institutions, including  
10.20 those in Puerto Rico, and is eligible for a teacher license in another state; or

10.21 (2) the candidate has completed a university teacher preparation program in another  
10.22 country and has taught at least two years.

10.23 The candidate must have completed student teaching comparable to the student teaching  
10.24 expectations in Minnesota.

10.25 Sec. 10. Minnesota Statutes 2020, section 122A.184, subdivision 1, is amended to read:

10.26 Subdivision 1. **Requirements.** The Professional Educator Licensing and Standards  
10.27 Board must issue a Tier 4 license to a candidate who provides information sufficient to  
10.28 demonstrate all of the following:

10.29 (1) the candidate meets all requirements for a Tier 3 license under section 122A.183,  
10.30 and has completed a teacher preparation program under section 122A.183, subdivision 2,  
10.31 clause (1) or (2);

11.1 (2) the candidate has at least three years of teaching experience in Minnesota or another  
11.2 state;

11.3 (3) the candidate has obtained a passing score on all required licensure exams under  
11.4 section 122A.185; and

11.5 (4) the candidate's most recent summative teacher evaluation did not result in placing  
11.6 or otherwise keeping the teacher in an improvement process pursuant to section 122A.40,  
11.7 subdivision 8, or 122A.41, subdivision 5.

11.8 Sec. 11. Minnesota Statutes 2020, section 122A.185, subdivision 1, is amended to read:

11.9 Subdivision 1. **Tests.** ~~(a) The Professional Educator Licensing and Standards Board~~  
11.10 ~~must adopt rules requiring a candidate to demonstrate a passing score on a board-adopted~~  
11.11 ~~examination of skills in reading, writing, and mathematics before being granted a Tier 4~~  
11.12 ~~teaching license under section 122A.184 to provide direct instruction to pupils in elementary,~~  
11.13 ~~secondary, or special education programs. Candidates may obtain a Tier 1, Tier 2, or Tier~~  
11.14 ~~3 license to provide direct instruction to pupils in elementary, secondary, or special education~~  
11.15 ~~programs if candidates meet the other requirements in section 122A.181, 122A.182, or~~  
11.16 ~~122A.183, respectively.~~

11.17 ~~(b)~~ (a) The board must adopt and revise rules requiring candidates applicants for Tier 3  
11.18 and Tier 4 licenses to pass an examination of general pedagogical knowledge and  
11.19 examinations of licensure field specific content; if the applicant has not completed a  
11.20 board-approved preparation program assuring that candidates from the program recommended  
11.21 for licensure meet content and pedagogy licensure standards in Minnesota. Candidates who  
11.22 have satisfactorily completed board-approved programs in Minnesota with required  
11.23 coursework and clinical field experiences that include learning opportunities and assessments  
11.24 aligned to content and pedagogy licensure standards are not additionally required to pass  
11.25 content and pedagogy exams for Tier 3 licensure. Applicants who have satisfactorily  
11.26 completed a preparation program in another state and passed licensure examinations in that  
11.27 state are not additionally required to pass similar examinations required in Minnesota. The  
11.28 content examination requirement does not apply if no relevant content exam exists.

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

12.1 knowledge and understanding into instruction strategies under section 122A.06, subdivision  
12.2 4.

12.3 (c) All testing centers in the state must provide monthly opportunities for untimed content  
12.4 and pedagogy examinations. These opportunities must be advertised on the test registration  
12.5 website. The board must require the exam vendor to provide other equitable opportunities  
12.6 to pass exams, including: (1) waiving testing fees for test takers who qualify for federal  
12.7 grants; (2) providing free, multiple, full-length practice tests for each exam and free,  
12.8 comprehensive study guides on the test registration website; (3) making content and pedagogy  
12.9 exams available in languages other than English for teachers seeking licensure to teach in  
12.10 language immersion programs; and (4) providing free, detailed exam results analysis by  
12.11 test objective to assist candidates who do not pass an exam in identifying areas for  
12.12 improvement. Any candidate who has not passed a required exam after two attempts must  
12.13 be allowed to retake the exam, including new versions of the exam, without being charged  
12.14 an additional fee.

12.15 (d) The requirement to pass a board-adopted reading, writing, and mathematics skills  
12.16 examination does not apply to nonnative English speakers, as verified by qualified Minnesota  
12.17 school district personnel or Minnesota higher education faculty, who, after meeting the  
12.18 content and pedagogy requirements under this subdivision, apply for a teaching license to  
12.19 provide direct instruction in their native language or world language instruction under section  
12.20 120B.022, subdivision 1.

12.21 **EFFECTIVE DATE.** This section is effective July 1, 2022.

12.22 Sec. 12. Minnesota Statutes 2020, section 122A.40, subdivision 5, is amended to read:

12.23 Subd. 5. **Probationary period.** (a) The first three consecutive years of a teacher's first  
12.24 teaching experience in Minnesota in a single district is deemed to be a probationary period  
12.25 of employment, and, the probationary period in each district in which the teacher is thereafter  
12.26 employed shall be one year. The school board must adopt a plan for written evaluation of  
12.27 teachers during the probationary period that is consistent with subdivision 8. Evaluation  
12.28 must occur at least three times periodically throughout each school year for a teacher  
12.29 performing services during that school year; the first evaluation must occur within the first  
12.30 90 days of teaching service. Days devoted to parent-teacher conferences, teachers' workshops,  
12.31 and other staff development opportunities and days on which a teacher is absent from school  
12.32 must not be included in determining the number of school days on which a teacher performs  
12.33 services. Except as otherwise provided in paragraph (b), during the probationary period any  
12.34 annual contract with any teacher may or may not be renewed as the school board shall see

fit. However, the board must give any such teacher whose contract it declines to renew for the following school year written notice to that effect before July 1. If the teacher requests reasons for any nonrenewal of a teaching contract, the board must give the teacher its reason in writing, including a statement that appropriate supervision was furnished describing the nature and the extent of such supervision furnished the teacher during the employment by the board, within ten days after receiving such request. The school board may, after a hearing held upon due notice, discharge a teacher during the probationary period for cause, effective immediately, under section 122A.44.

(b) A board must discharge a probationary teacher, effective immediately, upon receipt of notice under section 122A.20, subdivision 1, paragraph (b), that the teacher's license has been revoked due to a conviction for child abuse or sexual abuse.

(c) A probationary teacher whose first three years of consecutive employment are interrupted for active military service and who promptly resumes teaching consistent with federal reemployment timelines for uniformed service personnel under United States Code, title 38, section 4312(e), is considered to have a consecutive teaching experience for purposes of paragraph (a).

(d) A probationary teacher whose first three years of consecutive employment are interrupted for maternity, paternity, or medical leave and who resumes teaching within 12 months of when the leave began is considered to have a consecutive teaching experience for purposes of paragraph (a) if the probationary teacher completes a combined total of three years of teaching service immediately before and after the leave.

(e) A probationary teacher must complete at least 120 days of teaching service each year during the probationary period. Days devoted to parent-teacher conferences, teachers' workshops, and other staff development opportunities and days on which a teacher is absent from school do not count as days of teaching service under this paragraph.

(f) Notwithstanding any law to the contrary, a teacher who has taught for three consecutive years in a single school district or charter school in Minnesota or another state must serve a probationary period no longer than one year in a Minnesota school district.

**EFFECTIVE DATE.** This section is effective for collective bargaining agreements effective July 1, 2023, and thereafter.

Sec. 13. Minnesota Statutes 2020, section 122A.41, subdivision 2, is amended to read:

Subd. 2. **Probationary period; discharge or demotion.** (a) All teachers in the public schools in cities of the first class during the first three years of consecutive employment

shall be deemed to be in a probationary period of employment during which period any annual contract with any teacher may, or may not, be renewed as the school board, after consulting with the peer review committee charged with evaluating the probationary teachers under subdivision 3, shall see fit. The school site management team or the school board if there is no school site management team, shall adopt a plan for a written evaluation of teachers during the probationary period according to subdivisions 3 and 5. Evaluation by the peer review committee charged with evaluating probationary teachers under subdivision 3 shall occur at least three times periodically throughout each school year for a teacher performing services during that school year; the first evaluation must occur within the first 90 days of teaching service. Days devoted to parent-teacher conferences, teachers' workshops, and other staff development opportunities and days on which a teacher is absent from school shall not be included in determining the number of school days on which a teacher performs services. The school board may, during such probationary period, discharge or demote a teacher for any of the causes as specified in this code. A written statement of the cause of such discharge or demotion shall be given to the teacher by the school board at least 30 days before such removal or demotion shall become effective, and the teacher so notified shall have no right of appeal therefrom.

(b) A probationary teacher whose first three years of consecutive employment are interrupted for active military service and who promptly resumes teaching consistent with federal reemployment timelines for uniformed service personnel under United States Code, title 38, section 4312(e), is considered to have a consecutive teaching experience for purposes of paragraph (a).

(c) A probationary teacher whose first three years of consecutive employment are interrupted for maternity, paternity, or medical leave and who resumes teaching within 12 months of when the leave began is considered to have a consecutive teaching experience for purposes of paragraph (a) if the probationary teacher completes a combined total of three years of teaching service immediately before and after the leave.

(d) A probationary teacher must complete at least 120 days of teaching service each year during the probationary period. Days devoted to parent-teacher conferences, teachers' workshops, and other staff development opportunities and days on which a teacher is absent from school do not count as days of teaching service under this paragraph.

(e) Notwithstanding any law to the contrary, a teacher who has taught for three consecutive years in a single school district or charter school in Minnesota or another state must serve a probationary period no longer than one year in a Minnesota school district.

15.1 **EFFECTIVE DATE.** This section is effective for collective bargaining agreements  
15.2 effective July 1, 2023, and thereafter.

15.3 Sec. 14. Minnesota Statutes 2020, section 122A.635, is amended to read:

15.4 **122A.635 COLLABORATIVE URBAN AND GREATER MINNESOTA**  
15.5 **EDUCATORS OF COLOR GRANT PROGRAM.**

15.6 Subdivision 1. **Establishment.** The Professional Educator Licensing and Standards  
15.7 Board must award competitive grants to increase the number of teacher candidates who are  
15.8 of color or who are American Indian, complete teacher preparation programs, and meet the  
15.9 requirements for a Tier 3 license under section 122A.183. Eligibility for a grant under this  
15.10 section is limited to public or private higher education institutions that offer a teacher  
15.11 preparation program approved by the Professional Educator Licensing and Standards Board.

15.12 Subd. 2. **Competitive grants.** (a) The Professional Educator Licensing and Standards  
15.13 Board must award competitive grants to a variety of higher education institution types under  
15.14 this section. The board must require an applicant institution to submit a plan describing how  
15.15 it would use grant funds to increase the number of teachers who are of color or who are  
15.16 American Indian, and must award grants based on the following criteria, listed in descending  
15.17 order of priority:

15.18 ~~(1) the number of teacher candidates being supported in the program who are of color~~  
15.19 ~~or who are American Indian;~~

15.20 ~~(2) (1) program outcomes, including graduation or program completion rates; and~~  
15.21 ~~licensure recommendation rates; and placement rates~~ for candidates who are of color or  
15.22 who are American Indian compared to all candidates enrolled in a teacher preparation  
15.23 program at the institution and, for each outcome measure, the number of ~~those~~ teacher  
15.24 candidates who are of color or who are American Indian; ~~and~~

15.25 ~~(3) the percent of racially and ethnically diverse teacher candidates enrolled in the~~  
15.26 ~~institution compared to:~~

15.27 ~~(i) the total percent of students of color and American Indian students enrolled at the~~  
15.28 ~~institution, regardless of major; and~~

15.29 ~~(ii) the percent of underrepresented racially and ethnically diverse teachers in the~~  
15.30 ~~economic development region of the state where the institution is located and where a~~  
15.31 ~~shortage of diverse teachers exists, as reported under section 122A.091, subdivision 5.~~

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

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

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

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

16.12 (iv) providing for program staffing expenses;

16.13 (3) an institution's plan to provide direct financial assistance as scholarships or stipends  
16.14 within the allowable dollar range determined by the board under subdivision 3, paragraph  
16.15 (b), to teacher candidates who are of color or who are American Indian;

16.16 ~~(b) The board must give priority in awarding grants under this section to institutions that~~  
16.17 ~~received grants under Laws 2017, First Special Session chapter 5, article 2, section 57,~~  
16.18 ~~subdivision 27, and have demonstrated continuing success at recruiting, retaining, graduating,~~  
16.19 ~~and inducting (4) whether the institution has previously received a competitive grant under~~  
16.20 this section and has demonstrated positive outcomes from the use of grant funds for efforts  
16.21 helping teacher candidates who are of color or who are American Indian; to enroll in and  
16.22 successfully complete teacher preparation programs and be recommended for licensure;

16.23 (5) geographic diversity among the institutions. In order to expand the number of grant  
16.24 recipients throughout the state, whenever there is at least a 20 percent increase in the base  
16.25 appropriation for this grant program, the board must prioritize awarding grants to institutions  
16.26 outside of the Twin Cities metropolitan area. If the board awards a competitive grant based  
16.27 on the criteria in paragraph (a) to a program that has not previously received funding, the  
16.28 board must thereafter give priority to the program equivalent to other programs given priority  
16.29 under this paragraph. that have received grants and demonstrated positive outcomes; and

16.30 (6) the percentage of racially and ethnically diverse teacher candidates enrolled in the  
16.31 institution compared to:

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



(ii) the percentage of underrepresented racially and ethnically diverse teachers in the economic development region of the state where the institution is located and where a shortage of diverse teachers exists, as reported under section 122A.091, subdivision 5.

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

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

(d) The board must determine grant awards in part by multiplying the number of teacher candidates to be provided direct financial assistance by the average amount the institution proposes per candidate that is within the allowable dollar range. After assessing an institution's adherence to grant criteria and funds available, the board may grant an institution a lower average amount per candidate and the institution may decide to award less per candidate or provide financial assistance to fewer candidates within the allowable range. Additionally, an institution may use up to 25 percent of the awarded grant funds to provide programmatic support as described in paragraph (a), clause (3). If the board does not award an applicant institution's full request, the board must allow the institution to modify how it uses grant funds to maximize program outcomes consistent with the requirements of this section.

Subd. 3. **Grant program administration.** (a) The Professional Educator Licensing and Standards Board may enter into an interagency agreement with the Office of Higher Education. The agreement may include a transfer of funds to the Office of Higher Education to help establish and administer the competitive grant process. The board must award grants to institutions located in various economic development regions throughout the state, but must not predetermine the number of institutions to be awarded grants under this section or set a limit for the amount that any one institution may receive as part of the competitive grant application process.

(b) The board must establish a standard allowable dollar range for the amount of direct financial assistance an applicant institution may provide to each candidate. To determine the range, the board may collect de-identified data from institutions that received a grant

during the previous grant period and calculate the average scholarship amount awarded to all candidates across all institutions using the most recent fiscal year data available. The calculation may be used to determine a scholarship range that is no more than 25 percent than this amount and no less than half the average of this amount. The purpose of direct financial assistance is to assist candidates matriculating through completing licensure programs if they demonstrate financial need after considering other grants and scholarships provided.

(c) All grants must be awarded by August 15 of the fiscal year in which the grants are to be used ~~except that, for initial competitive grants awarded for fiscal year 2020, grants must be awarded by September 15.~~ An institution that receives a grant under this section may use the grant funds over a two- to four-year period to sustain support for teacher candidates at any stage from recruitment and program admission to graduation and licensure application.

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

(1) the total number of teacher candidates of color, ~~disaggregated by race or ethnic group,~~ who and American Indian teacher candidates who:

(i) are enrolled in the institution;

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

(iii) are supported with other programmatic supports;

(iv) are recruited ~~to the institution,~~ are and newly admitted to the a licensure program, are enrolled in the;

(v) are enrolled in a licensure program;

(vi) have completed a licensure program, ~~have completed student teaching, have graduated, are licensed, and are newly employed as Minnesota teachers in their licensure field. A grant recipient must report; and~~

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

(2) the total number of teacher candidates of color or who are American Indian teacher candidates at each stage from recruitment program admission to licensed teaching licensure recommendation as a percentage of total all candidates seeking the same licensure at the institution; and

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

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

Sec. 15. Minnesota Statutes 2021 Supplement, section 122A.70, is amended to read:

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

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

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

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

~~(2) financial supports for professional learning community affinity groups across schools within and between districts for teachers from underrepresented racial and ethnic groups to come together throughout the school year. For purposes of this section, "affinity groups" are groups of educators who share a common racial or ethnic identity in society as persons of color or who are American Indian;~~

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

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

~~(e) A school or district that receives a grant must negotiate additional retention strategies or protection from unrequested leave of absences in the beginning years of employment for teachers of color and teachers who are American Indian. Retention strategies may include providing financial incentives for teachers of color and teachers who are American Indian to work in the school or district for at least five years and placing American Indian educators at sites with other American Indian educators and educators of color at sites with other educators of color to reduce isolation and increase opportunity for collegial support.~~

Subd. 2. **Board grants.** The Professional Educator Licensing and Standards Board must make grant application forms available to sites interested in developing, sustaining, or expanding a mentorship program. A school district; a or group of school districts; ~~a coalition of districts, teachers, and teacher education institutions; or,~~ a school or coalition of schools, or a coalition of teachers, or nonlicensed educators may apply for a program grant. A higher education institution or nonprofit organization may partner with a grant applicant but is not eligible as a sole applicant for grant funds. The Professional Educator Licensing and Standards Board, in consultation with the teacher mentoring task force, must approve or disapprove the applications. To the extent possible, the approved applications must reflect effective mentoring, professional development, and retention components, and be geographically distributed throughout the state. The Professional Educator Licensing and Standards Board must encourage the selected sites to consider the use of its assessment procedures.

Subd. 2a. **Funded work.** (a) Grant funds may be used for the following:

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

(2) financial supports for professional learning community affinity groups across schools within and between districts for educators from underrepresented racial and ethnic groups to come together throughout the school year. For purposes of this section, "affinity groups"

21.1 mean groups of licensed and nonlicensed educators who share a common racial or ethnic  
21.2 identity in society as persons who are of color or who are American Indian;

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

21.6 (4) professional development focused on ways to close opportunity and achievement  
21.7 gaps for students of color and American Indian students; or

21.8 (5) for teachers of color and American Indian teachers, graduate courses toward a first  
21.9 master's degree in a field related to their licensure or toward an additional license.

21.10 (b) A charter school or district that receives a grant must negotiate additional retention  
21.11 strategies or protection from unrequested leaves of absence in the beginning years of  
21.12 employment for teachers who are of color or who are American Indian. Retention strategies  
21.13 may include providing financial incentives for teachers of color and teachers who are  
21.14 American Indian to work in the school or district for at least five years and placing American  
21.15 Indian educators at sites with other American Indian educators and educators of color at  
21.16 sites with other educators of color to reduce isolation and increase opportunity for collegial  
21.17 support.

21.18 Subd. 3. **Criteria for selection.** (a) At a minimum, applicants for grants under subdivision  
21.19 2 must express commitment to:

21.20 (1) allow staff participation;

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

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

21.23 (4) provide leadership to the effort;

21.24 (5) cooperate with higher education institutions or teacher educators;

21.25 (6) provide facilities and other resources;

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

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

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

Subd. 4. **Additional funding.** Grant applicants must seek additional funding and assistance from sources such as school districts, postsecondary institutions, foundations, and the private sector.

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

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

**EFFECTIVE DATE.** This section is effective July 1, 2022.

Sec. 16. Minnesota Statutes 2020, section 123B.147, subdivision 3, is amended to read:

Subd. 3. **Duties; evaluation.** (a) The principal shall provide administrative, supervisory, and instructional leadership services, under the supervision of the superintendent of schools of the district and according to the policies, rules, and regulations of the school board, for the planning, management, operation, and evaluation of the education program of the building or buildings to which the principal is assigned.

(b) To enhance a principal's culturally responsive leadership skills and support and improve teaching practices, school performance, and student achievement for diverse student populations, including at-risk students, children with disabilities, English learners, and gifted students, among others, a district must develop and implement a performance-based system for annually evaluating school principals assigned to supervise a school building within the district. The evaluation must be designed to improve teaching and learning by supporting the principal in shaping the school's professional environment and developing teacher quality, performance, and effectiveness. The annual evaluation must:

(1) support and improve a principal's instructional leadership, organizational management, and professional development, and strengthen the principal's capacity in the areas of instruction, supervision, evaluation, and teacher development;

(2) support and improve a principal's culturally responsive leadership practices that create inclusive and respectful teaching and learning environments for all students, families, and employees;

23.1 ~~(2)~~ (3) include formative and summative evaluations based on multiple measures of  
 23.2 student progress toward career and college readiness;

23.3 ~~(3)~~ (4) be consistent with a principal's job description, a district's long-term plans and  
 23.4 goals, and the principal's own professional multiyear growth plans and goals, all of which  
 23.5 must support the principal's leadership behaviors and practices, rigorous curriculum, school  
 23.6 performance, and high-quality instruction;

23.7 ~~(4)~~ (5) include on-the-job observations and previous evaluations;

23.8 ~~(5)~~ (6) allow surveys to help identify a principal's effectiveness, leadership skills and  
 23.9 processes, and strengths and weaknesses in exercising leadership in pursuit of school success;

23.10 ~~(6)~~ (7) use longitudinal data on student academic growth as 35 percent of the evaluation  
 23.11 and incorporate district achievement goals and targets;

23.12 ~~(7)~~ (8) be linked to professional development that emphasizes improved teaching and  
 23.13 learning, curriculum and instruction, student learning, culturally responsive leadership  
 23.14 practices, and a collaborative professional culture; and

23.15 ~~(8)~~ (9) for principals not meeting standards of professional practice or other criteria  
 23.16 under this subdivision, implement a plan to improve the principal's performance and specify  
 23.17 the procedure and consequence if the principal's performance is not improved.

23.18 The provisions of this paragraph are intended to provide districts with sufficient flexibility  
 23.19 to accommodate district needs and goals related to developing, supporting, and evaluating  
 23.20 principals.

23.21 **EFFECTIVE DATE.** This section is effective July 1, 2023.

23.22 Sec. 17. **[124D.792] GRADUATION CEREMONIES; TRIBAL REGALIA AND**  
 23.23 **OBJECTS OF CULTURAL SIGNIFICANCE.**

23.24 A school district or charter school must not prohibit an American Indian student from  
 23.25 wearing American Indian regalia, Tribal regalia, or objects of cultural significance at  
 23.26 graduation ceremonies.

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

23.28 Sec. 18. Minnesota Statutes 2020, section 124D.861, subdivision 2, is amended to read:

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

~~Plan components may include: innovative and integrated prekindergarten through grade 12 learning environments that offer students school enrollment choices; family engagement initiatives that involve families in their students' academic life and success; professional development opportunities for teachers and administrators focused on improving the academic achievement of all students, including teachers and administrators who are members of populations underrepresented among the licensed teachers or administrators in the district or school and who reflect the diversity of students under section 120B.35, subdivision 3, paragraph (b), clause (2), who are enrolled in the district or school; increased programmatic opportunities and effective and more diverse instructors focused on rigor and college and career readiness for underserved students, including students enrolled in alternative learning centers under section 123A.05, public alternative programs under section 126C.05, subdivision 15, and contract alternative programs under section 124D.69, among other underserved students; or recruitment and retention of teachers and administrators with diverse racial and ethnic backgrounds.~~

(b) The plan must contain goals for:

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

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

(c) The plan must include strategies to validate, affirm, embrace, and integrate cultural and community strengths of all students, families, and employees in the district's curriculum as well as learning and work environments. The plan must address issues of institutional racism as defined in section 120B.11, subdivision 1, in schools that create opportunity and achievement gaps for students, families, and staff who are of color or who are American Indian. Examples of institutional racism experienced by students who are of color or who are American Indian include policies and practices that intentionally or unintentionally result in disparate discipline referrals and suspension, inequitable access to advanced coursework, overrepresentation in lower-level coursework, inequitable participation in cocurricular activities, inequitable parent involvement, and lack of equitable access to racially and ethnically diverse teachers who reflect the racial or ethnic diversity of students because it has not been a priority to hire or retain such teachers.

(d) School districts must use local data, to the extent practicable, to develop plan components and strategies. Plans may include:



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

(2) family engagement initiatives that involve families in their students' academic life and success and improve relations between home and school;

(3) opportunities for students, families, staff, and community members who are of color or American Indian to share their experiences in the school setting with school staff and administration and to inform the development of specific proposals for making school environments more validating, affirming, embracing, and integrating of their cultural and community strengths;

(4) professional development opportunities for teachers and administrators focused on improving the academic achievement of all students, including knowledge, skills, and dispositions needed to be antiracist and culturally sustaining as defined in section 120B.11, subdivision 1, for serving students who are from racially and ethnically diverse backgrounds;

(5) recruitment and retention of teachers, administrators, cultural and family liaisons, paraprofessionals, and other staff from racial, ethnic, and linguistic backgrounds represented in the student population to strengthen relationships with all students, families, and other members of the community;

(6) collection, examination, and evaluation of academic and discipline data for institutional racism as defined in section 120B.11, subdivision 1, in structures, policies, and practices that result in the education disparities, in order to propose antiracist changes as defined in section 120B.11, subdivision 1, that increase access, meaningful participation, representation, and positive outcomes for students of color and American Indian students;

(7) increased programmatic opportunities and effective and more diverse instructors focused on rigor and college and career readiness for students who are impacted by racial, gender, linguistic, and economic disparities, including students enrolled in area learning centers or alternative learning programs under section 123A.05, state-approved alternative programs under section 126C.05, subdivision 15, and contract alternative programs under section 124D.69, among other underserved students;

(8) ethnic studies curriculum as defined in section 120B.11, subdivision 1, to provide all students with opportunities to learn about their own and others' cultures and historical experiences; or

(9) examination and revision of district curricula in all subjects to be inclusive of diverse racial and ethnic groups while meeting state academic standards and being culturally

26.1 sustaining as defined in section 120B.11, subdivision 1, ensuring content being studied  
 26.2 about any group is accurate and based in knowledge from that group.

26.3 ~~(b)~~ (e) Among other requirements, an eligible district must implement effective,  
 26.4 research-based interventions that include ~~formative~~ multiple measures of assessment practices  
 26.5 and engagement in order to reduce the ~~eliminate~~ academic disparities in student academic  
 26.6 performance among the specific categories of students as measured by student progress and  
 26.7 growth on state reading and math assessments and for students impacted by racial, gender,  
 26.8 linguistic, and economic inequities as aligned with section 120B.11.

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

26.12 **EFFECTIVE DATE.** This section is effective for all plans reviewed and updated after  
 26.13 the day following final enactment.

26.14 Sec. 19. Laws 2021, First Special Session chapter 13, article 3, section 7, subdivision 4,  
 26.15 is amended to read:

26.16 Subd. 4. **Grow Your Own.** (a) For grants to develop, continue, or expand Grow Your  
 26.17 Own new teacher programs under Minnesota Statutes, section 122A.73:

26.18	\$	6,500,000	.....	2022
26.19		<del>6,500,000</del>		
26.20	\$	<u>27,000,000</u>	.....	2023

26.21 (b) This appropriation is subject to the requirements under Minnesota Statutes, section  
 26.22 122A.73, subdivision 5.

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

26.24 **EFFECTIVE DATE.** This section is effective July 1, 2022.

26.25 Sec. 20. Laws 2021, First Special Session chapter 13, article 3, section 7, subdivision 6,  
 26.26 is amended to read:

26.27 Subd. 6. **Expanded concurrent enrollment grants.** (a) For grants to institutions offering  
 26.28 "Introduction to Teaching" or "Introduction to Education" college in the schools courses  
 26.29 under Minnesota Statutes, section 124D.09, subdivision 10, paragraph (b):

26.30	\$	500,000	.....	2022
26.31		<del>500,000</del>		
26.32	\$	<u>1,000,000</u>	.....	2023

27.1 (b) The department may retain up to five percent of the appropriation amount to monitor  
27.2 and administer the grant program.

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

27.4 **EFFECTIVE DATE.** This section is effective July 1, 2022.

27.5 Sec. 21. Laws 2021, First Special Session chapter 13, article 3, section 8, subdivision 2,  
27.6 is amended to read:

27.7 Subd. 2. **Collaborative urban and greater Minnesota educators of color grants.** (a)  
27.8 For collaborative urban and greater Minnesota educators of color grants under Minnesota  
27.9 Statutes, section 122A.635:

27.10 \$ 1,000,000 ..... 2022

27.11 ~~1,000,000~~

27.12 \$ 3,000,000 ..... 2023

27.13 (b) The board may retain up to \$30,000 of the appropriation amount in each fiscal year  
27.14 to monitor and administer the grant program and a portion of these funds may be transferred  
27.15 to the Office of Higher Education as determined by the executive director of the board and  
27.16 the commissioner to support the administration of the program.

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

27.18 **EFFECTIVE DATE.** This section is effective July 1, 2022.

27.19 Sec. 22. **APPROPRIATIONS; DEPARTMENT OF EDUCATION.**

27.20 Subdivision 1. **Department of Education.** The sum indicated in this section is  
27.21 appropriated from the general fund to the Department of Education for the fiscal year  
27.22 designated.

27.23 Subd. 2. **Closing educational opportunity gaps grants.** (a) To support schools in their  
27.24 efforts to close opportunity gaps under Minnesota Statutes, section 120B.113:

27.25 \$ 5,000,000 ..... 2023

27.26 (b) The department may retain up to five percent of this appropriation to administer the  
27.27 grant program.

27.28 **EFFECTIVE DATE.** This section is effective July 1, 2022.

28.1       Sec. 23. **APPROPRIATIONS; PROFESSIONAL EDUCATOR LICENSING AND**  
28.2 **STANDARDS BOARD.**

28.3       Subdivision 1. Professional Educator Licensing and Standards Board. The sum  
28.4 indicated in this section is appropriated from the general fund to the Professional Educator  
28.5 Licensing and Standards Board for the fiscal year designated.

28.6       Subd. 2. Reports on increasing percentage of teachers of color and American Indian  
28.7 **teachers.** For a report on the efforts and impact of all state-funded programs to increase the  
28.8 percentage of teachers of color and American Indian teachers in Minnesota schools developed  
28.9 in consultation with the Department of Education, Office of Higher Education, grant  
28.10 recipients, and stakeholders:

28.11       \$           15,000    ..... 2023

28.12       **EFFECTIVE DATE.** This section is effective July 1, 2022.